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(PROVINCE OF NELSON).

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ALFRED GREENFIELD, Provincial Secretary.

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Superintendent's Office,  
Nelson, 4th August, 1870.

THE Deputy-Superintendent directs the publication of the following Report and Returns for general information.

ALFRED GREENFIELD,  
Provincial Secretary.

REPORT OF THE INSPECTOR OF PUBLIC  
SCHOOLS.

Nelson, August 1st, 1870.

TO THE CHAIRMAN OF THE CENTRAL BOARD OF  
EDUCATION.

SIR—So many new schools have been opened, and so many new appointments have been made, since I last reported in detail on our Provincial Schools, that I cannot well avoid repeating a form of report that offers several advantages in compensation for its unavoidable tediousness. For not only are the teachers themselves

benefited by a short comparative estimate of the progress and present standing of each school, but I have reason to believe that many Local Committees feel their hands strengthened by an official, and presumably impartial, summing up of the merits and demerits of the schools within their respective districts. Where doubts that may have arisen as to the competency or the conduct of a teacher are confirmed by the report of an Inspector, the responsibility of the Committee is, to a certain extent, lightened, while the effect must, in most cases, be still more satisfactory where such doubts are clearly shown to have been groundless.

It will be most convenient to preface the special notices of the different schools by a few general deductions, drawn chiefly from the quarterly and annual returns now before the Board. I have again the pleasure of recording a considerable accession to the numbers who have attended during the past year; the total for this year being 3387, as against 3078 in 1869; but the number of children who have remained at school after attaining their 12th year is, I regret to say, almost stationary, that is, it is relatively smaller than last year, the number being 560 in 1869 against 580 in 1870. It is all the more creditable to our teachers that, in spite

of this serious drawback, they have been able to increase the number of good readers by nearly 100, and that many of those upon whom I had occasion to reflect last year as devoting too little time and attention to reading, have set themselves manfully to work to remove this reproach. Writing is also carefully taught, the number of writers marked "moderate" and "good" having been largely added to. The suggestions that I made as to the desirability of the more advanced scholars practising the making out of bills and writing without copy-heads, have however been very partially adopted. The number of good arithmeticians has apparently remained almost stationary, but a considerable advance has, in point of fact, been made in this branch. The arithmetic-papers that I set this year were not only rather more difficult than in former years, but, I believe, better adapted to sound the thoroughness of the teaching, as I felt that the schools generally could bear a somewhat stricter test than previously. Where the scholars were sufficiently advanced, I have tried them in English composition, and found that in most cases the upper classes acquitted themselves very tolerably in what has been hitherto a comparatively neglected branch of an elementary education.

*Bridge-street (Boys), 1st Division:* MR. J. SMITH.—The slight falling-off in the number of boys attending this school may be accounted for by the fact that several of the town schools, formerly merely auxiliary to this division of the Bridge-street School, now enter into direct competition with it. The boys generally read more smoothly and distinctly than they did last year, and they are remarkably expert at both mental and slate arithmetic. The first class, on my last visit, reproduced with considerable accuracy the substance of a short narrative read aloud to them, and drew, from memory, a tolerably faithful outline map of Africa. The hand-writing is still by no means what it ought to be.

*Bridge-street (Boys), 2nd Division:* MR. SADD, assisted by MR. BARNETT.—The most noticeable feature here is the extremely methodical character of the teaching. No higher praise can well be given to the junior division of a school, whose especial task it is to form early habits of obedience and application, than to say that the machinery of the school moves with the regularity of clockwork. The drafts whom I have from time to time promoted to the upper division have been invariably well grounded. It struck me that much time that might have been better bestowed in teaching reading was wasted in the attempt to teach the two lowest classes geography and grammar; this being the only weak point in the system pursued.

*Hardy-street (Girls), 1st Division:* MRS. SAIT, assisted by MISS JOHNSON.—I have previously borne testimony to the excellence of both the reading and the writing in this school, and need only say that no falling-off has taken place in either branch during the past year. Arithmetic is also very successfully taught. The schoolroom is however sadly overcrowded, more than eighty girls being present when I last examined the school. I found that this state of things was owing, in a great measure, to the admission of a large class of very young and ill-prepared children, who had come direct from private schools, without passing, as they ought to have done, through the 2nd division of the school. What effect this element of disorder must have

upon the discipline of a numerous and not particularly orderly school may easily be imagined.

*Hardy-street (Girls), 2nd Division:* MISS GALLAND.—This school continues to perform the task of training children for the upper division very satisfactorily. The order throughout is perfect, the writing is neat, and the reading clear and distinct.

*Hardy-street (Preparatory):* MRS. COOKE and MISS COTHER.—Nearly ninety children, the majority of whom are under six years of age, attend here daily. The teachers are zealous and thoroughly up to their work; but a school of this description seems to me to labor under several serious disadvantages, not the least of which is the constant pressure put upon the teachers by parents desirous of obtaining the admission of mere infants, and of turning the school into a nursery. The school-hours are also so long, that it is impossible to fix the attention of the children, or to keep them fully employed during the whole time; so that they naturally become listless or disorderly long before they are dismissed. The half-time system has been tried at my suggestion, and has failed; mainly, I suspect, because it defeated the object of those who wished to be relieved of the care of their children, at whatever cost to the public or injury to the school, for so many hours daily.

*Haven-road:* MR. J. L. HODGSON, assisted by J. BURN and MISS DEMENT.—This school, which has been steadily gaining both in reputation and efficiency, is now by far the largest school in the province under the charge of a single master, the daily attendance having risen to upwards of a hundred. The experiment of employing a pupil-teacher in the same room with and under the immediate direction of a master, seems to be perfectly successful, and is well worth trying elsewhere. An assistant in an adjoining room, also under the supervision of the master, renders the teaching-staff complete; so that the division of labor, which is unfortunately unattainable in our small schools, can here be fully carried out. Although only thirty-two, or less than a sixth of the children who have attended during the past year, have attained their 12th year, sixty-seven are recorded in the annual return as good readers; the number of writers and arithmeticians marked "good" being also unusually large.

*Hampden-street:* MR. M'INTOSH, assisted by MISS TUCKER.—I regret that the favorable anticipations that I formed two years ago as to the future of this school have not been fulfilled. Not only have the numbers in daily attendance fallen off by a fourth, but the quality of the reading and writing has deteriorated throughout the school; and it is not too much to say that in no branch does the school maintain its former standard, with the single exception of arithmetic, which is still exceedingly well taught. The discipline of the 1st division is much better than it was; but in the second division the teaching struck me as being lifeless and unsystematic, no attempt being made, apparently, to keep the children employed who were not actually reading in class, the result being, as might be expected, noise and confusion.

*St. Mary's (Boys):* MR. RICHARDS.—The 1st and 2nd classes read remarkably well, and show very careful training both in arithmetic and geography, but the

junior classes do not appear to have been equally well taught; and the handwriting is, on the whole, of barely average merit. But in a most important point this school deserves special commendation; I refer to the courteous manners of the boys, which offer a marked contrast to those of the majority of the scholars who attend our town schools. There is unfortunately no column for "deportment" in our annual returns, and I know well to what extent the amenities of life are disregarded in too many colonial homes; but, after making every allowance for parental neglect, no stranger, who has occasion to enter one of the town schools, or who may be present at the annual distribution of prizes at the Provincial Hall, can fail to be painfully impressed with the deficiency of the great bulk of our scholars in the very rudiments of good breeding.

*St. Mary's (Girls):* MISS SMITH, assisted by MISS LAND.—A perceptible advance has been made in this school since the appointment of a competent assistant, the school having quite outgrown the teaching capacity of a single mistress. The children generally not only read well, but are able to give a clear account of what they have been reading. The arithmetic is also much better than it was, but there are still comparatively few of the scholars who write well.

*Clifton Terrace:* MR. GILBERT.—The proportion of scholars above 12 years old who attend this school with anything like regularity is exceedingly small; the master has therefore judiciously contented himself with aiming at a moderate standard, which has been attained in every respect. Whatever is attempted is taught thoroughly. The school is a pattern of neatness and order, and it may be said without exaggeration that if all our teachers were as careful of the books and maps entrusted to them as the master of Clifton Terrace, the annual expenditure under this head might be reduced by at least a third.

*Hillside:* MR. COLLINS.—Though by no means equal to what it was some years ago, Hillside continues to hold a respectable place among our Provincial Schools. The reading of the upper classes is good, the arithmetic ready and accurate, and the handwriting throughout the school neat. The first class can also reproduce a narrative, in language of their own, very creditably.

*Stoke:* MR. and MRS. SMITH.—I am glad to be able to record that the reading here, to which I have formerly made unfavorable reference more than once, has improved so much of late that though the number of scholars above 12 has slightly diminished during the past year, the number of readers marked "good" has increased from 7 to 17, great pains having evidently been taken by the master to cure the children of a monotonous drawl with which they were afflicted, and which at one time seemed incurable. In other respects but little progress has been made.

*Richmond (Boys):* MR. and MRS. HARRINGTON.—Under the present able management this is rapidly taking its natural and proper position at the head of our country schools. In every respect, but more especially in reading and writing, a great stride has been made since last year, while the discipline of the school continues to be excellent.

*Richmond (Girls):* MISS SPENCER, assisted by MONITORS.—Were I called upon by a stranger to point out two specimens of thoroughly efficient and well conducted country schools, I should unhesitatingly select the Richmond girls' and boys' schools, as exemplifying what can be done by really zealous and experienced teachers. The spirit of order that prevails throughout, the intelligent system of teaching followed, and the quiet and respectful demeanor of the children are all that can be desired. The large proportion of scholars who figure in the more advanced columns of this year's Annual Return shows clearly the high comparative standing of both of these schools.

*Appleby:* MRS. DESAUNAIS.—The experience of the last two years has gone far towards demonstrating the soundness of an opinion that I formerly expressed as to the desirability of closing Appleby school, which I advocated on the double grounds of economy and efficiency. The attendance has dwindled down to less than 10 daily, while the children, as compared with those attending the larger schools in the neighborhood, are lamentably backward. Local influence will always be exerted, naturally enough, to retain even a small and unprogressive school in a neighborhood, but it is difficult to see how any system of education can long sustain the burden of such skeletons of schools as this, and others to be mentioned hereafter, which, at a considerable cost per head, give but a sorry education to a mere handful of children.

*Ranzau:* MR. COMBE, assisted by MISS KEARNS.—For some years Ranzau, though one of the largest of our country schools, has ranked very low educationally. The frequent changes of masters of whom there have been no less than five during the last seven years, partly account for this. But as two of our most successful teachers—the present masters of Lower Wakefield and Richmond schools—have failed to leave their mark on the school, by raising the standard of attainment to any appreciable degree, another explanation of this general failure must be sought. The fact is that the majority of the children in the upper classes, who are Germans, leave the school annually for several months, in order that they may be prepared for confirmation by their pastor. As whatever instruction they receive during this interval is given in German, it is not difficult to conceive what the effect must be upon the scholars, so far as their English studies are concerned. Excellent reasons may no doubt be given for the periodical removal of the most advanced scholars, just at the time when they are likely to profit most from their schooling, but, as this is a matter altogether beyond my province, I have contented myself with simply recording the actual state of the school, and with showing, in justice to the present painstaking master, how little he is to blame for the backwardness of his scholars.

*Hope:* MR. LADLEY.—The upper classes read fairly, and show very careful training in geography and grammar, but the writing and arithmetic throughout are of less than average merit, the spelling being very indifferent. On the whole but little progress has been made during the past year.

*River Terrace:* MR. and MRS. BRYANT.—The numbers in this school increased so much lately that it

was found necessary to appoint an assistant. Reading is, as heretofore, remarkably well taught, and the handwriting is much improved. But little has been done in arithmetic, which is still very slow and inaccurate. The discipline is also somewhat lax.

*Spring Grove*: MR. and MRS. EDMUNDS.—The experiment of amalgamating the boys and girls schools, an arrangement by which 6 classes are substituted for 12, has proved thoroughly successful, the work being now properly divided is better done than it was under the old system, and the school is much more orderly. The number of good readers and writers is unusually large, and the writing and arithmetic deserve special praise.

*Lower Wakefield*: MR. and MRS. CHATTOCK.—This is a thriving and well-conducted school, whose present high standing is due entirely to the exertions of the present master. The penmanship and the spelling are particularly good. I am sorry to find that not only here, but in several other instances, the class register, which has been introduced into many of our schools, has been practically disregarded in the distribution of prizes. It is mortifying to find a rational and carefully considered system of determining the merits of each pupil with an approach to absolute certainty superseded by the hap-hazard *vivâ voce* examination, just when the teachers themselves were beginning to understand and acknowledge the superiority of the new method.

*Eighty-eight Valley*: MR. ROBY.—After being closed for more than four years, this school has been re-opened lately, under more favorable auspices. Most of the former scholars having forgotten the little that they ever knew, this may be treated as practically a new school. The teacher is quite new to his work, but has begun well, and is full of zeal.

*Upper Wakefield*: MR. and MRS. POWELL.—The teaching in this school is very methodical, and the discipline is excellent. Compared with other schools, this does not take a high place educationally, though fair progress has been made during the year, the writing especially having improved greatly.

*Foxhill*: MISS HINDE.—The attendance has slightly improved during the past year, the daily average being 16. Two years ago it was barely 10. The children appear to me to be carefully taught, but the school hours are badly kept, some of the scholars not making their appearance until a full hour after the opening of the school. The percentage of attendance continues to be very low.

*Waimea West, North Division*: MR. THORBURN assisted by MISS THORBURN.—Although the proportion of children above 12 years old attending this school is unusually small, very satisfactory results are attained. The reading is better modulated and more subdued than formerly, while the writing and arithmetic continue to be remarkably good. In confirmation of my observations on the school at Appleby, it is worth mentioning that several of the most advanced pupils here come from Waimea East, passing Appleby school on their way.

*Waimea West Village*: MR. OLDFIELD, assisted by MRS. HANSEN.—Here, as at the North Division, very few children remain after their twelfth year. Some improvement has taken place in the reading, but the writing is still very bad, and contrasts very unfavorably with the neat penmanship of the neighboring school. The discipline of the school is much improved.

*Upper Moutere*: MR. and MRS. COOK.—The periodical withdrawal of the best scholars for confirmation, as at Ranzau, has retarded and will, I fear, continue to retard the progress of this carefully taught and well managed school. The opening of a new school at Neudorf will diminish the attendance at Upper Moutere school, but will tend to increase the efficiency of the latter, which has been greatly overcrowded, especially during the summer months. Notwithstanding these disadvantages, the reading is generally better than it was last year, and the number of good writers has also increased.

*Lower Moutere*: MR. ROBSON.—The proportion that the good readers bear to the total number on the roll is higher here than in any country school in the Province. In every other respect the school takes a high place, the general neatness of the work turned out impressing a visitor most favorably. Some of the children have made considerable progress in drawing.

*Motueka, 1st Division*: MR. BISLEY.—As compared with the rest of our country schools, this ranks second to the Richmond boys' school alone, having the great advantage of being supplied, at half-yearly intervals, with drafts of well-trained children from the lower division. The master is almost unrivalled in his power of giving collective lessons on different subjects in such a manner as to rivet the attention of the whole school. Reading and arithmetic are the strong points here.

*Motueka, 2nd Division*: MISS HALPIN.—It would be hard to point to another instance in which the harassing and exceedingly difficult task of teaching, or—to use a more appropriate word in this case—of training the junior division of a school is so well performed. Without the slightest approach to harshness, forty children, half of whom are under seven years, are thoroughly well grounded, and are kept constantly employed; no sound louder than a whisper being heard during school-hours. Teachers of other junior divisions would do well to visit this school that they may learn the art of combining effective teaching with perfect order.

*Pangatotara*: MR. BROWN.—This school labors under the serious disadvantage of being placed in a district intersected by swamps and streams that are often impassable. Nor does there appear to be any well-defined centre, as in other districts, around which the bulk of the inhabitants cluster; the population, though tolerably numerous in the aggregate, being scattered over a wide extent of country. Little more can be said in favor of the present site of the school than that it is perhaps the least unsuitable spot that could have been selected. Under these circumstances it is hardly to be wondered at that the children attend little more than half the school-time. Nor is it sur-

prising that the reading should be indifferent, with a few exceptions. The arithmetic and the writing are however much better than I expected to find them; the latter indeed being superior to much of the writing turned out in larger and more regularly attended schools.

*Riwaka*: MR. and MRS. SEVERNE.—A slight falling-off has taken place in the numbers attending during the past year, and the scholars above twelve years old are fewer by one-half. But, after due allowance has been made for all this, the present state of the school cannot be regarded as satisfactory. The number of readers, writers, and arithmeticians that can, by any stretch of goodnature, be classed as good is not only far less than in former years, but this year's returns, as a whole, contrast most unfavorably with the results shown by neighboring schools. The children throughout the school are lamentably deficient in mental arithmetic, and are very imperfectly grounded in the multiplication and money tables. This is very unusual in our schools, both of these subjects being generally carefully attended to.

*Takaka*: MR. BOW.—This, which at one time was a flourishing school, fell off towards the close of last year so much, that the daily attendance was reduced to twelve. The appointment of a new teacher in January has had the effect of raising the numbers considerably; but much time and patient effort will be required before the school can be restored to its former position, though the present teacher is both painstaking and zealous.

*Longplain*: MR. A. LANGFORD.—The children who attend this school have the same kind of difficulties to contend with as I have described when referring to the school at Pangatotara; this also being a land of creeks and streams. The few children who attend are well taught and very orderly. It is perhaps not out of place to mention that the master of this school was educated in one of our town schools, where he was subsequently employed as a pupil-teacher. He is now fully equal to the management of the Longplain school. It may fairly be enumerated among the very few incidental advantages of small and backward schools, that young and inexperienced teachers can by this means gradually qualify themselves for larger and more advanced schools.

*Motupipi and Clifton*: MR. and MRS. ROBINSON.—These two schools, which, for local reasons, are classed as one establishment (being little more than a mile apart), only number unitedly about as many scholars as attend a third-rate country school. I confess that I am at a loss to account for the thinness of the attendance, particularly at Motupipi, where the average was only nine during the last quarter. The surrounding population is tolerably numerous, and improved roads have placed the school within easy reach of a large number of children. Such as do come are well taught, both the reading and the writing being unusually good. Map-drawing is also well taught. The general demeanor of the children is such as to call for special praise.

*Collingwood*: MR. O'SULLIVAN.—The daily attendance at this school has almost doubled during the past year; the number of good readers having increased in a still greater ratio. But in other branches the scholars still fall short of the average standard of our country

schools. The teacher is thoroughly up to his work, and the children are remarkably orderly.

*Motupiko*: MRS. FUGLE.—It was at one time in contemplation to close this school, the daily attendance having dwindled down to six. The appointment of a new teacher about two months ago, coupled with the threat of withdrawing all pecuniary assistance unless a change for the better took place speedily, had the effect of more than doubling the attendance at once. It is to be hoped that, under the present management, this very backward and thinly-attended school may yet take a respectable place among our smaller schools.

*Ngatimoti*: MR. H. YOUNG.—Though the roads are worse, and the distances to be travelled by the scholars greater than at Motupipi, the daily attendance is nearly twice as great as at the latter school. It should be recorded also, to the credit of the inhabitants, that they built the present schoolroom and provided a site at their own cost, following the good example set them by the inhabitants of Motupiko. This school is regarded in the neighborhood as a great boon, the teacher being deservedly popular and thoroughly devoted to his work. As is usually the case in very small schools, the children are rather backward, lacking that activity of mind and spirit of emulation, which are fostered by and rarely found outside of comparatively numerous establishments.

*Dovedale*: MR. SEVERNE, jun.—A daily attendance of 12 and a percentage of 58 would seem to indicate that the opening of a school in this district is somewhat premature. I have observed that where schools follow too closely on the footsteps of population, the result is apt to be very disappointing. In a newly-settled district where a hard struggle is going on for bare subsistence, the services of even very young children are constantly in demand at home for such tasks as are left to adults in more established communities; and it is not unusual to find some of the children who do attend so jaded with their previous work as to be almost unfitted for any mental exertion. These remarks, though especially appropriate to Dovedale, are also applicable to several of our schools in the remote districts.

*Neudorf*: MR. DESAUNAIS.—My last round of inspection was completed before the opening of this school, which was built partly to relieve the overcrowded school at Upper Moutere, and partly to accommodate the numerous children in the immediate neighborhood, the younger of whom were quite out of reach of any school, many of the bigger boys having to travel more than four miles, as I was informed, to attend Sarau. Thirty-five scholars were enrolled during the first week, about twenty more being expected to attend during the coming half-year; so that within another twelvemonths this may fairly be expected to become a numerously attended and flourishing school.

*Cobden*: MR. RAY.—Considerable progress has been made here during the past year; the present 2nd and 3rd classes being now equal in every respect to the 1st and 2nd classes of 1869. Though I was sorry to see, on my last visit, how small a proportion the children above twelve years old bore to the total number on the roll—6 out of 77, I was able to record a considerable number of good readers. The handwriting was also

neat throughout, the gradation of classes carefully preserved, and the order excellent.

*Westport*: Mr. and Mrs. FRASER.—I regret to have to report that this large and important school has actually retrograded during the last twelvemonths, the present 1st class being barely as good as last year's 2nd, and so on throughout. Though 64 scholars were present when I last examined the school, I did not find a single child whom I could enter as a good reader, or as having even a tolerable knowledge of arithmetic, while the penmanship was, without exception, execrable. It is only fair to add, in part explanation of this very unsatisfactory state of things, that, out of the 143 children who have attended during the year, only 31 have attained their 9th, and 7 their 12th year. But, after making every allowance for this drawback, it appears to me that a reformation is urgently needed.

*Addison's Flat*: Mrs. DUFFY.—This, which is one of the subsidised schools on the West Coast not included in any education district, has not been opened many months, and has hitherto labored under great difficulties from want of proper books and school appliances. The children have almost everything to learn, but I feel assured that, under the energetic management of the present mistress, who evidently has the gift of teaching, the school will improve rapidly.

*Charleston*: Mr. MITCHELL, assisted by Miss MITCHELL.—This is one of two schools at Charleston subsidised by the Central Board, and partly supported by school fees, as at Addison's Flat. Very few of the children remain at school until they are 12 years old, the average age of the first class being only ten and a half when I last inspected the school. I found both the writing and the arithmetic indifferent, but the reading of the upper classes was quite up to the average standard of merit, and the meanings of the more difficult words were exceedingly well explained. Order was also fairly preserved, though the schoolroom was small and ill-arranged.

*Charleston*: Mr. MOORE.—The first class, the majority of whom have not yet attained their twelfth year, read very well, and can give a good account of what they are reading. The arithmetic is moderately good, the writing with two or three exceptions, indifferent. The schoolroom is large and lofty, and the children are remarkably well disciplined. One serious defect in the management ought not to pass unnoticed. The girls and boys, instead of coming up together, as is the practice in our mixed schools, are taught in separate classes, whereby much time is lost, especially where the school has only one teacher, as is the case here. Were the scholars more numerous, it would be impossible to carry out this system of teaching.

*Brighton*: Mrs. WEST.—The few children who attend this school are carefully taught and forward for their age, but only 7 put in an appearance at my examination, and the daily attendance for the last year only averages 9, the average of the last quarter being 6. I fear that this is one of those cases in which the assistance of the Board has been given rather prematurely, and that the subsidy ought not to be continued.

*Brunnerton*: Mr. A. YOUNG.—This school has only been opened since the March quarter, and was urgently needed, 34 children being present when I visited the school, which was built by the inhabitants, who at that time were receiving no help whatever from the Board. The children, though backward, were being carefully taught, and the master appears to possess the confidence of the parents.

I have the honor to be,

Sir,

Your obedient servant,

W. C. HODGSON,

*Inspector of Schools.*

ANNUAL RETURN OF THE NELSON PUBLIC SCHOOLS, FOR THE YEAR ENDING  
30TH JUNE, 1870.

SCHOOLS.	Numbers.	AGE.				READING.			WRITING.			ARITHMETIC.				Geography.	History.	Grammar.
		Under 7.	7 to 9.	9 to 12.	12 & upwards.	Beginning.	Moderate.	Good.	Beginning.	Moderate.	Good.	Simple Rules.	Compound Rules.	Proportion and Practice.	Fractions, Decimals, &c.			
1 Bridge-street, Boys, 1st Division ...	66	0	0	19	47	0	2	64	0	43	23	0	0	30	36	66	66	66
2 " " 2nd " ...	129	5	69	55	0	62	67	0	56	38	0	29	36	29	0	65	65	65
3 Hardy-street, Girls, 1st Division ...	147	17	39	52	39	0	67	80	43	34	70	43	22	42	38	79	79	79
4 " " 2nd " ...	95	35	29	24	7	74	21	0	24	21	0	0	0	0	0	0	0	0
5 " Preparatory ...	210	166	44	0	0	210	0	0	0	0	0	0	0	0	0	0	0	0
6 Haven-road, 1st Division	202	32	54	68	32	94	41	67	83	30	22	73	24	20	24	70	32	70
7 " 2nd " ...		58	43	17	18	74	53	22	45	30	13	0	53	0	23	23	23	23
8 Hampden-street, 1st Division	136	58	43	17	18	74	53	22	45	30	13	0	53	0	23	23	23	23
9 " 2nd " ...		58	43	17	18	74	53	22	45	30	13	0	53	0	23	23	23	23
10 St Mary's, Boys ...	128	24	24	55	25	56	43	25	54	32	10	27	12	10	20	42	20	42
11 " Girls ...	120	31	27	40	22	55	42	23	19	20	7	37	23	18	4	39	23	39
12 Clifton Terrace ...	40	10	7	13	10	15	16	9	16	6	7	11	10	9	0	9	9	9
13 Hillside ...	46	10	8	11	15	8	9	22	10	16	6	9	13	2	6	30	0	0
14 Stoke ...	64	15	14	24	11	26	21	17	14	18	7	8	8	12	10	22	12	13
15 Richmond, Boys ...	78	13	17	23	25	30	20	28	18	8	35	16	11	11	17	28	12	35
16 " Girls ...	90	20	22	27	21	23	22	45	11	17	39	26	12	22	11	45	19	45
17 Appleby ...	27	9	4	9	5	19	4	4	9	7	1	8	4	1	0	4	4	4
18 Ranzau ...	102	28	22	26	26	52	35	15	30	24	8	13	29	5	3	41	34	41
19 Hope ...	48	11	11	16	10	22	18	8	18	15	3	16	7	6	2	26	8	8
20 River Terrace ...	66	14	18	20	13	31	24	10	19	11	8	15	12	7	0	19	19	19
21 Spring-grove ...	123	19	31	40	33	44	45	34	41	24	16	33	17	14	27	57	49	49
22 Lower Wakefield ...	98	26	19	27	26	52	27	19	22	12	24	15	12	9	10	19	19	19
23 Upper Wakefield ...	68	22	17	14	15	24	28	16	41	12	14	26	9	9	6	31	15	31
24 Foxhill ...	30	9	9	5	6	13	13	4	7	4	2	5	8	2	2	4	10	4
25 Waimea West, North Division	65	16	13	26	10	28	26	11	17	12	7	10	17	2	8	10	0	10
26 " Village ...	78	10	35	25	8	30	34	14	28	12	4	18	14	7	1	21	7	21
27 Upper Moutere ...	103	16	30	42	14	63	20	20	25	18	7	32	13	7	0	20	20	20
28 Lower Moutere ...	49	12	12	15	10	20	8	21	8	13	9	12	15	5	5	21	21	21
29 Motueka, 1st Division ...	74	2	10	37	25	0	35	39	29	31	17	16	26	28	3	60	32	60
30 " 2nd " ...	80	30	41	9	0	53	27	0	0	0	0	14	0	0	0	0	0	0
31 Pangatotara ...	46	8	11	15	12	20	20	6	16	8	12	15	4	4	6	12	10	12
32 Riwaka ...	64	12	21	20	11	28	30	6	19	12	5	14	11	16	2	18	18	0
33 Takaka ...	33	4	6	10	13	8	13	10	12	12	3	15	4	6	1	9	7	9
34 Long Plain ...	33	9	7	9	8	18	12	3	8	15	1	13	8	2	1	10	10	10
35 Motupipi ...	41	7	9	16	9	18	20	3	11	20	3	15	8	2	2	20	19	20
36 Clifton... }		7	9	16	9	18	20	3	11	20	3	15	8	2	2	20	19	20
37 Collingwood ...	55	13	10	23	9	23	17	15	21	20	0	15	14	2	1	17	0	17
38 Motupiko ...	16	6	5	3	2	9	6	1	4	4	1	5	2	0	0	0	0	0
39 Ngatimoti ...	25	9	7	5	4	18	7	0	10	5	2	9	2	0	0	2	0	0
40 Eighty-eight Valley ...	25	18	2	5	0	20	5	0	2	0	0	6	2	0	0	0	7	0
41 Dovedale ...	24	7	5	7	5	17	7	0	14	0	0	17	22	2	1	17	15	21
42 Cobden ...	77	22	30	19	6	20	49	8	12	26	5	49	7	8	0	21	21	38
43 Westport ...	143	64	41	31	7	83	60	0	37	23	0	11	7	0	0	7	0	7
44 Addison's Flat ...	28	11	9	3	5	10	18	0	8	0	0	11	7	0	0	13	13	8
45 Charleston (Mitchell's)	56	28	12	13	3	31	22	3	26	8	1	25	5	2	6	16	16	16
46 " (Moore's)	74	41	10	14	9	42	13	19	14	10	6	13	14	6	3	0	0	2
47 Brighton ...	20	8	8	3	1	16	4	0	7	1	0	6	1	1	0	0	0	0
48 Brunnerton ...	30	13	8	6	3	24	6	9	6	2	0	6	1	1	0	0	0	0
49 Neudorf ...	35	3	13	19	0	18	14	3	5	9	3	10	1	0	0	0	0	0
Total ...	3387	943	884	980	580	1601	1092	694	919	673	401	752	523	358	273	1020	730	953

RETURN OF NUMBERS AND ATTENDANCE FOR THE HALF-YEAR ENDING  
31st DECEMBER, 1869.

SCHOOLS.	SEPTEMBER QUARTER.						DECEMBER QUARTER.					
	Boys.	Girls.	Total.	School Days.	Daily Attendance.	Percentage.	Boys.	Girls.	Total.	School Days.	Daily Attendance.	Percentage.
1 Bridge-street, Boys, 1st Division ...	51	0	51	53	35	69	50	0	50	51	37	74
2 " " 2nd " ...	88	0	88	53	74	83	77	0	77	52	59	77
3 Hardy-street, Girls, 1st Division ...	0	101	101	53	75	74	0	95	95	52	74	77
4 " " 2nd " ...	0	65	65	53	46	70	0	64	64	53	40	62
5 " Preparatory " ...	82	34	116	53	80	69	86	45	131	53	87	66
6 Haven-road, 1st Division } ...	82	48	130	47	88	67	77	47	124	52	85	69
7 " 2nd " } ...												
8 Hampden-street, 1st Division } ...	70	60	130	53	89	68	71	64	135	53	90	66
9 " 2nd " } ...												
10 St. Mary's, Boys ...	83	0	83	56	60	71	83	0	83	52	59	71
11 " Girls ...	0	85	85	58	56	66	0	85	85	52	54	63
12 Clifton Terrace... ...	22	13	35	68	22	62	18	11	29	57	16	55
13 Hillside ... ...	21	19	40	63	20	50	17	14	31	52	23	73
14 Stoke ... ...	31	19	50	59	38	76	31	24	55	55	38	70
15 Richmond, Boys ...	67	0	67	54	57	85	62	0	62	56	48	77
16 " Girls ...	0	72	72	57	59	81	0	72	72	25	58	81
17 Appleby ... ...	9	16	25	54	20	80	6	16	22	49	10	45
18 Ranzau ... ...	28	27	55	53	35	58	31	33	64	64	35	56
19 Hope ... ...	16	20	36	59	25	69	16	21	37	56	25	68
20 River Terrace ... ...	22	33	55	59	35	51	22	39	61	50	37	60
21 Spring Grove ... ...	46	56	102	55	71	70	49	60	109	54	71	70
22 Lower Wakefield ... ...	41	38	79	55	55	70	40	39	79	43	50	63
23 Upper Wakefield ... ...	30	28	58	63	46	79	26	29	55	54	39	70
24 Foxhill ... ...	11	14	25	57	15	60	12	14	26	56	17	65
25 Waimea West, North Division ...	35	22	57	66	42	72	36	27	63	62	42	66
26 " Village ...	35	34	69	65	49	70	37	36	73	41	58	79
27 Upper Moutere... ...	36	45	81	61	50	63	45	41	86	55	57	68
28 Lower Moutere... ...	22	18	40	57	31	78	23	18	41	51	34	82
29 Motueka, 1st Division ...	31	26	57	64	35	61	29	28	57	55	33	58
30 " 2nd " ...	25	31	56	64	36	64	25	32	57	59	38	66
31 Pangatotara ...	14	24	38	58	20	52	17	20	37	51	22	59
32 Riwaka ...	35	31	66	59	41	62	32	30	62	41	35	56
33 Takaka ...	21	17	38	63	20	53	14	15	29	45	12	41
34 Longplain ...	20	16	36	59	14	40	17	15	32	41	14	43
35 Motupipi } ...	22	21	43	52	30	57	21	22	43	48	24	58
36 Clifton } ...												
37 Collingwood ...	16	28	44	59	32	72	17	27	44	53	31	70
38 Cobden ...	29	24	53	51	43	81	30	23	53	49	29	53
39 Westport ...	62	38	100	64	68	68	59	40	99	54	66	40
40 Motupiko ...	7	2	9	65	8	85	7	2	9	59	7	81
41 Ngatimoti ...	13	10	23	53	15	66	14	11	25	43	15	59
42 Charleston (Moore's) ...	27	22	49	65	40	80	24	15	39	59	34	87
43 " (Mitchell's) ...	28	24	52	66	35	67	19	27	46	60	37	78
44 Brighton ...	0	0	0	0	0	0	7	9	16	60	12	75
Total ...	1278	1181	2459	58	1690	68	1247	1210	2457	53	1652	67

RETURN OF NUMBERS AND ATTENDANCE FOR THE HALF-YEAR ENDING  
30TH JUNE, 1870.

SCHOOLS.	MARCH QUARTER.						JUNE QUARTER.					
	Boys.	Girls.	Total.	School Days.	Daily Attendance	Percentage.	Boys.	Girls.	Total.	School Days.	Daily Attendance.	Percentage.
1 Bridge-street, Boys, 1st Division ...	41	0	41	46	31	75	42	0	42	50	32	76
2 " " " 2nd " ...	96	0	96	47	76	79	93	0	93	50	80	86
3 Hardy-street, Girls, 1st Division ...	0	108	108	48	78	72	0	105	105	51	77	73
4 " " " 2nd " ...	0	66	66	47	45	68	0	62	62	50	37	60
5 " Preparatory ...	89	37	126	47	90	71	85	41	126	50	98	77
6 Haven-road, 1st Division } ...	88	46	134	47	95	70	99	58	157	48	104	66
7 " " 2nd " }												
8 Hampden-street, 1st Division { ...	65	52	117	47	79	67	55	47	102	51	76	74
9 " " 2nd " }												
10 St. Mary's, Boys ...	95	0	95	52	64	67	93	0	93	52	66	71
11 " Girls ...	0	92	92	52	61	66	0	89	89	51	59	66
12 Clifton Terrace... ..	22	12	34	54	27	79	22	14	36	63	27	75
13 Hillside ... ..	14	16	30	56	22	73	13	17	30	55	23	73
14 Stoke ... ..	26	23	49	57	33	67	29	25	54	56	39	73
15 Richmond, Boys ... ..	61	0	61	48	52	85	64	0	64	56	59	91
16 " Girls ... ..	0	67	67	46	54	79	0	72	72	52	63	87
17 Appleby ... ..	8	17	25	56	9	36	7	14	21	55	8	38
18 Ranzau ... ..	33	34	67	48	44	76	34	44	78	56	45	61
19 Hope ... ..	17	14	31	45	23	74	18	18	36	58	24	64
20 River Terrace ... ..	18	39	57	56	33	57	18	38	56	50	34	60
21 Spring Grove ... ..	45	53	98	51	65	66	44	56	100	48	68	68
22 Lower Wakefield ... ..	36	36	72	55	50	69	41	38	79	52	57	71
23 Upper Wakefield ... ..	26	30	56	63	46	82	24	30	54	57	38	70
24 Foxhill ... ..	13	14	27	57	18	56	13	13	26	51	15	57
25 Waimea West, North Division ...	33	21	54	43	39	72	31	22	53	60	37	70
26 " Village ... ..	36	36	72	44	51	70	30	39	69	59	44	64
27 Upper Moutere... ..	44	37	81	50	58	71	38	34	72	48	56	77
28 Lower Moutere.. ..	20	20	40	52	33	82	20	20	40	51	33	81
29 Motueka, 1st Division ... ..	30	25	55	53	38	67	31	26	57	52	37	65
30 " 2nd " ... ..	22	32	54	53	37	67	20	33	53	52	39	73
31 Pangatotara ... ..	17	22	39	55	21	53	20	25	45	46	23	51
32 Riwaka ... ..	33	33	66	54	35	53	30	30	60	47	36	59
33 Takaka ... ..	17	16	33	54	19	61	19	17	36	52	20	54
34 Longplain ... ..	16	15	31	51	17	54	16	13	29	44	14	48
35 Motupipi } ... ..	20	20	40	53	25	62	20	20	40	50	21	52
36 Clifton }												
37 Collingwood ... ..	16	30	46	54	31	71	18	30	48	54	30	64
38 Cobden ... ..	36	30	66	53	50	75	34	26	60	42	47	75
39 Westport ... ..	60	42	102	55	70	68	57	41	98	53	58	59
40 Motupiko ... ..	7	2	9	38	6	60	9	9	18	46	14	77
41 Ngatimoti ... ..	13	10	23	54	17	75	15	10	25	47	16	62
42 Charleston (Moore's) ... ..	22	11	33	57	30	90	21	11	32	61	28	87
43 " (Mitchell's) ... ..	22	31	53	48	39	73	21	31	52	61	39	75
44 Brighton ... ..	6	8	14	60	9	65	4	4	8	6	39	75
45 Eighty-eight Valley ... ..	0	0	0	0	0	0	11	14	25	52	20	80
46 Addison's Flat ... ..	0	0	0	0	0	0	10	19	29	66	20	68
47 Dovedale ... ..	8	12	20	55	12	58	10	14	24	49	12	60
48 Brunnerton ... ..	0	0	0	0	0	0	22	17	39	58	26	73
Total ... ..	1271	1209	2480	50	1732	69	1301	1286	2587	50	1838	70

## PERMANENT ENDOWMENT ACCOUNT FOR 1869-70.

Dr.		Cr.	
	£ s. d.		£ s. d.
1869.		1869.	
July 1. To Overdraft, Union Bank of Australia ... ..	71 8 10	Nov. 11. By Cash from Land Office ... ..	57 3 6
		Balance ... ..	14 5 4
	£ 71 8 10		£ 71 8 10

## ABSTRACT OF GENERAL ACCOUNT OF CENTRAL BOARD OF EDUCATION,

FROM 30TH JUNE, 1869, TO 30TH JUNE, 1870.

Dr.		Cr.	
	£ s. d.		£ s. d.
1869. To Balance to credit of General Account	73 13 10	1869. By Salaries ... ..	6065 2 5
Rents and Interests on Investments	245 15 7	Repairs of Buildings and Committee Allowances ... ..	459 13 0
Sales of Books ... ..	17 9 0	Purchase of Sites and New Buildings	459 1 6
Loan repaid ... ..	800 0 0	Rent of School Buildings ... ..	90 4 0
Provincial Account ... ..	6140 0 0	Books, Maps, and School Fittings	156 16 9
		Expenses of Central Board, including Printing, &c. ... ..	45 0 9
	£ 7275 18 5		£ 7275 18 5

Examined and found correct.

H. D. JACKSON,  
Provincial Auditor.J. W. BARNICOAT, Chairman.  
ROBT. BURN.  
WM. ROUT.