



THE
NEW ZEALAND
GOVERNMENT GAZETTE
(PROVINCE OF NELSON).

Published by Authority.

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ALFRED GREENFIELD, Provincial Secretary.

VOL. XXI.

NELSON, FRIDAY, AUGUST 16, 1872.

No. 29.

Superintendent's Office, Nelson,
August 16, 1872.

THE SUPERINTENDENT directs the publication of the following Report and Returns for general information.

ALFRED GREENFIELD,
Provincial Secretary.

ANNUAL REPORT OF THE INSPECTOR
OF PUBLIC SCHOOLS.

Nelson, August 1, 1872.

TO THE CHAIRMAN OF THE CENTRAL BOARD OF EDUCATION.

SIR,—I find that clearness will be gained and reference facilitated by my placing the subjects treated of in this report under several distinct heads, which, however, I have not attempted to arrange in the precise order of their importance.

Numbers and Attendance.—Four new schools have been opened during the past year, the number being now 52. The total number of scholars on the roll is 3,472, showing an increase of 174 on the previous return. The average rate of attendance, 65 per cent., is somewhat lower than it was last

year; the number of children over 12 years of age, 599, being proportionally about the same, and still amounting, I am sorry to say, to rather less than 17 per cent. of the whole.

As I append a detailed account of the progress of the scholars in every subject taught, I need only state here that the unusually large addition of 248 has been made to the good readers, the writers marked as "good" having increased by a fifth. In arithmetic a fair advance has also been made.

Revenue and Expenditure.—The income of the Board is at present almost entirely derived from the annual grant made by the Provincial Council, the revenue from all other sources being under £250 per annum. For the last two years the amount of this grant has been the same, £7,200, a sum that, when the revenue and resources of the Province are considered, may fairly be termed munificent. There is no reason for expecting that the grant will be increased hereafter, nor is it probable that the rents from Educational Reserves will be largely added to for some time. Six-sevenths of the Board's funds are absorbed in paying teacher's salaries on the modest scale that has been adopted for some years, a scale that has hitherto sufficed to secure and retain the services of a body of teachers inferior, I believe, to none in these Islands. Any considerable reduction in salaries would probably end in driving our best teachers to other Provinces where the pay is

higher, a result that would be disastrous to our system. But, after allowing for salaries, books, school-fittings, and repairs of buildings, absolutely nothing is left for the building and maintenance of new schools. For several years our list of schools has been added to at the rate of four or five annually, and this too, usually in outlying districts, where the expense is out of all proportion to the increased revenue derivable from rates. The most unobjectionable way of providing for these inevitable claims, partially at least, is, I think, to make use of the 16th clause of the Education Act, which authorises two-thirds of the householders in any district to request the Superintendent to levy a special rate for the purpose of erecting schools or paying teachers. In default of this, the only alternative seems to be a resort to school fees, which would require an alteration in the existing Education Act, and the introduction of which I should deeply regret, on many grounds. Should neither of these expedients for increasing the income of the Board be adopted, it would seem that our system has now reached its limits, and must remain, as it were, hide-bound. For, sooner or later, however rigidly retrenchment may be carried out—and it would be difficult to go much further in that direction without seriously impairing the efficiency of our whole system—all applications for adding to the number of our Educational districts, for building new schools, or even for enlarging those already built, must be refused, unless some means are devised whereby a considerable annual addition can be made to the income of the Board.

Cost of educating each Scholar.—Taking the average daily attendance, and including the expenditure on new buildings and sites, the cost per head during the past year has been £4 1s. Compared with the cost in other provinces and colonies where the population is denser, and where, therefore, the expenditure might fairly be expected to be proportionably less, this appears to be a very moderate rate of outlay. In Otago, for instance, where the numbers attending each school are much larger than in Nelson, the cost per head is £4 6s. 3d. And even under the admirably organised system of Victoria, where the average attendance, taken at 207 schools, was 106, against 37 only in each Nelson school, I find that the cost per head, exclusive of inspection and general management, was £3 14s. in 1871. And yet it is claimed for the Victorian system in the last report issued by its Board of Education, that it is cheaper by at least one-half than the systems in force in the United States and Canada. To show how largely the size of each school, or, in other words, the density of the population, affects the question of cost per head, I may point out that the cost per head in 7 town schools in Nelson, where the average number in attendance is 78, amounts to £2 15s. 3d. only.

School Rules and Discipline.—The rules for school management laid down by the Board have been complied with pretty generally, and the behaviour of the scholars is manifestly better than it was, throughout our schools. I have reason to believe, also, that the most strenuous efforts have been made by our teachers to check the use of bad language, formerly so prevalent, and that these efforts have met with a fair measure of success.

Holidays.—My recommendation that the holidays throughout the Province should be made of uniform length has been very partially adopted, and much dissatisfaction prevails among teachers in consequence of the irregularities of the present system. I still believe that, even putting aside altogether the welfare of the teachers, the scholars themselves would be in every respect the gainers if a month were allowed in summer,

and a fortnight in winter. Occasional holidays, however, which do but little good to either teachers or pupils, are becoming rather too frequent.

Class Registers.—I find that there are still several schools in which no record of the progress and standing of each scholar in the upper classes is kept. I trust that I shall not find it necessary again to point out so inexcusable an omission. Hitherto I have usually refused to examine for prizes in schools where there is no class register. Were local examiners to observe a similar rule, properly kept records would become universal.

Small Schools and the Half-time system.—It is by no means easy to deal satisfactorily with the question of small schools, the number of which, in the out-districts, is annually increasing. We have now ten schools in which the average daily attendance is under 20, and several applications for new schools of the same class may be expected during the year. The salary allowed for a school of this kind (£60 per annum without a house), though high enough when the cost of each pupil is considered, is obviously too low, as a rule, to command the services of an experienced master. This difficulty has been overcome in several ways. Either the appointment has been given to a young man who has had some training as a pupil-teacher, and who would thus be fitting himself for the duties of a larger school; or a competent mistress has been appointed. The most objectionable way of dealing with these cases is to employ married men with families. Such appointments inevitably lead to dissatisfaction, to frequent changes, or to perpetual applications to the Board for increase of salary, which, if acceded to, would ultimately put a stop to the opening of new schools of this class altogether. Where the services of a probationer or of a mistress cannot be obtained, I would recommend the adoption of the half-time system, provided the schools are not too far apart. This plan is already working fairly well in two instances, as will be shown below in my detailed report, and I see no reason why it should not be tried more extensively.

It will not be amiss to preface a general estimate of the effectiveness with which the various branches attempted in our schools are really taught, with a clear statement of the kind and amount of work that such institutions may fairly be expected to perform. I believe that this question is grievously misunderstood, not only by the general public, but by writers on education, and above all, by the authors of what are called "Elementary School-books." It needs only a cursory inspection of the pages of the former, or of the questions set and the rules given by the latter to show that they proceed upon the false assumption that children will attend our common schools with regularity until they are 14 or 15 years old. Our textbooks on every subject are consequently drawn up on a scale ludicrously disproportionate to the actual requirements of elementary schools. The problem really before the teacher of a provincial school is how to give such an amount of instruction as is most likely, not only to exercise the thinking faculties, but to abide most permanently in the memories of scholars who attend school hardly more than three-fifths of their time, and whose school life usually ceases as soon as they have attained their twelfth year. Everything the teacher does must be subordinated to these conditions. Hence the number of subjects to be taught must be strictly limited. For this reason I have never encouraged the introduction of music, drawing, and other branches, which however desirable they might be under different circumstances, would at present be likely to crowd out something still more essential from the time-table

It will be understood, therefore, that when I speak of the best method of teaching any subject, I mean only the best for the class of scholars with whom we have to deal, under certain conditions which may be assumed to be unalterable.

Reading.—Far more attention is now paid to reading aloud than formerly, the result being that in the majority of our schools the elder children read with tolerable fluency and distinctness, and, in some instances, with feeling and proper emphasis. It is to be regretted that the class-books in use should be written, almost without exception, in a style so inflated and in language so remote from that ordinarily used by the children as to render much of the lesson unintelligible to them, even after the teacher has done his best in the way of explanation. I attribute to this cause much of the lifeless and monotonous reading that still exists. The poetry is also usually badly selected. Indeed, a sensible man, understanding children, who would take the trouble to compile a thoroughly good set of reading-books for elementary schools would be a public benefactor.

Writing.—Considering how indispensable the accomplishment of writing a quick and legible hand is now-a-days, and how almost every avenue to either public or private employment is barred against him who has it not, I am glad to be able to record that writing is on the whole, successfully taught in our schools. I use the term "successfully" having regard to the aim of our teachers, which is to turn out as many scholars as possible who can at eleven or twelve years old write pretty quickly what can be read easily. Vere Foster's copybooks, expressly adapted for this end, and now extensively used in Nelson, appear to me to have largely contributed to this desirable result. More elaborate systems, such as Darnell's, though probably better calculated to teach a more finished style of penmanship, require apparently a longer apprenticeship than we can afford, so that in most cases the learner leaves school before the course is completed. Several of our teachers have adopted, with excellent results, a combination of both systems.

Arithmetic.—This branch is also very well taught for the most part, though I should like to see in some of the smaller schools, and especially in those taught by ladies, more use made of the blackboard, and less reliance placed in the learning of rules, which if the principles upon which they are founded are not clearly understood, are speedily forgotten. In a few of our more advanced schools the arithmetic, though exceedingly good of its kind, appears to me hardly practical enough. Much of what is given in even the best works on arithmetic is absolutely useless in after life, and might be omitted with advantage, and it is questionable whether the time spent over cube roots and circulating decimals might not be better spent by the more advanced scholars in acquiring some tincture of English literature.

Geography.—I am far from being satisfied either with the method of teaching this subject usually followed in our schools, or with its results. Instead of beginning with the broad outlines, leaving details to be supplied by after-reading and observation, the common practice would seem to be to take up a fragment of the subject, and to enter into needless minutiae. I find that the scholars, as a rule, have very confused ideas as to the relative positions even of the continents and oceans, and think it sufficient to reply to a simple question on these points, "that they have not got as far as America or Australia." Here again, the text-books in use, being written from a point of view in which great prominence is naturally given to the geography of the British Isles, to the

almost total exclusion of what more nearly concerns us, are very misleading and ill-adapted for the use of our teachers. In default of books specially adapted to our use, I should be glad to see more reliance placed upon oral teaching before the wall-maps, and upon map-drawing, neither of which is even yet sufficiently attended to.

Grammar and English Composition.—It is gratifying to find that our teachers, having apparently given up as hopeless the attempt to systematise and reduce to precise rule the endless irregularities and idioms of what has been happily termed our "grammarless tongue," now confine themselves to teaching just such plain rules as will enable the scholars in the first classes to parse a simple sentence correctly. For the rest, they trust mainly to the facility in composition acquired by writing letters on given subjects, or by reproducing from memory the substance of the day's lesson. Greater progress has been made in this branch than in any other during the last year. It is probable that the yearly competitions for Provincial scholarships, in which English composition takes a prominent place, may have had some share in producing this improvement.

History.—I have thought latterly, that we require a style of teaching history exactly opposite to that which I have recommended for geography. For the baldest outline of English History, from the Roman conquest to the present time, embraces so vast a field that I find the children have retained no distinct impression as to the events of any particular reign. I intend therefore, as an experiment, to examine the upper classes on my next visit on the history of a comparatively short period—from the accession of James II. to the death of George II., taking Miss Corner's work, the only one generally used in our schools, as a text-book.

In order to supply the deficiencies of the tables purporting to show by means of figures the comparative educational proficiency of the schools, I subjoin the usual brief estimate of the present status of each school. The information supplied by the tables alone, unless they are read by the light of the report, would be insufficient in many cases—in some, misleading.

Bridge-street: Boys, 1st Division—Mr Smith.—As this school supplies the majority of the candidates for the annual exhibitions to Nelson College, and as the boys generally remain much longer here than at any other Provincial School, the master is fully justified in aiming at a higher standard of instruction than can be attempted elsewhere. The boys who leave for College are thus fully prepared to avail themselves of the two years final training that they will receive there. Not only are both mental and slate arithmetic of far more than average merit, but the elements of Algebra and Latin are now a part of the school course. The teaching is sound and effective in all the other branches.

Bridge-street: Boys, 2nd Division—Mr. Sadd assisted by Mr. Barnett.—The training in the lower department is quite as good as it was last year, the reading throughout the school being decidedly better. The arithmetic and dictation of the upper classes have also improved, the whole of the first class being now able to solve questions in Proportion and Practice, and to write from dictation with comparatively few mistakes. The discipline continues to be excellent, the school rules being observed most carefully.

Hardy-street: Girls, 1st Division—Mrs. Sait, assisted by Miss Johnson.—The most striking feature in this school is the uniform excellence of the penmanship, the proportion of writers recorded as "good" being nearly half as large again

as in any other Provincial school. The reading is remarkably good throughout, the spelling being better than it was. There is a falling-off in arithmetic, though not to a greater extent than the unavoidable absence of the mistress latterly will readily account for. I am glad to see that map-drawing is extensively practised. The enlargement of the class-room has rendered the task of keeping order much easier.

Hardy-street: Girls, 2nd Division—Miss Galland.—The girls who attend here, most of whom have been drafted from the Preparatory School, are very carefully taught, and are kept in excellent order. As a portion of the school-room, which is much larger than is required for a single teacher, is at present unused, I would suggest the employment of an assistant to teach an additional class under Miss Galland's supervision. This would enable me to take more frequent drafts from the overcrowded Preparatory School.

Preparatory School—Miss Cocher, assisted by Miss Witney.—It is not easy to speak too highly of the organisation and discipline of this numerously-attended school; but it is obvious to a visitor that the effort required to maintain anything like order among so many little ones, of whom there are at times not less than 140 present, taxes the energies of both teachers so severely that comparatively little time is left for the actual work of teaching. It is indeed surprising under these circumstances, that it is found possible to train a class half-yearly that is at all fit to be promoted to the upper schools. Should the plan that I have proposed above be carried out, not only would the work of the teachers of this school be materially lightened, but the period now required for preparation would be shortened.

Haven Road—Mr. J. L. Hodgson; assistants, Miss Dement and Miss Burns; pupil teacher, Mr. J. A. Burn.—The increase in attendance has necessitated the building of an addition to this school, and the employment of another assistant. It is to be regretted that the average of attendance (only 66 per cent. during the last quarter) continues to be so low, and that the children as a rule, leave so early that it is almost impossible to keep up a respectable first-class. Of 227 children who passed through this school last year, 41 only remained until they were twelve years old. In spite of these drawbacks the results in every branch compare favorably with those attained where the rate of attendance is higher and the scholars are older. The writing and arithmetic of the upper classes is especially decidedly above the average, reading being successfully taught throughout the school. It is worthy of remark that the organisation of this school is remarkably good, and that all the teachers work harmoniously together.

Hampden-street—Mr. Sunley, assisted by Miss Tucker.—Great praise is due to Mr. Sunley for the resolute way in which he has grappled with the difficult task of restoring to its proper rank a thoroughly disorganised school. This task is as yet by no means completed, but a marked improvement has been effected both in the behaviour of the children and in the educational status of the school since my last report was written. The attendance is gradually increasing, several of the former pupils who had gone elsewhere having returned. The master has, very properly, attempted little beyond elementary teaching as yet, paying special attention to reading, with marked results. The writing is also improving.

St. Mary's: Boys—Mr. Richards, assisted by Mr. Severne.—The appointment of a thoroughly competent second master has already told favorably upon the junior classes in this school, who I remarked last year, were not so well taught as the upper boys. The reading, geography, and arithmetic of

the first-class are particularly deserving of commendation, while the writing, formerly indifferent, is much improved. Mental arithmetic is a strong point here. I was favorably impressed with the whole tone of the school on my last visit.

St. Mary's: Girls—Sisters of Charity.—It is cheering to find that in this as in other schools where it became my duty to report certain deficiencies, not only that my strictures have been taken in good part but that all cause for complaint has been removed. The writing and spelling now present a gratifying contrast to last year's performances, the quality of the former being not inferior to that of any in the Province, while the latter is now nearly faultless. The teaching in every other branch is exceptionally good, the discipline, as hertofore, excellent.

Clifton Terrace—Mr. Gilbert.—The attendance here, which at one time fell off so much as to make it doubtful whether the services of a master could be retained much longer, has greatly improved latterly. Reading and writing are very well taught, but the children, even in the first class, can give but a poor account of what they have been reading, and are very helpless in arithmetic.

Hillside and Happy Valley—Mr. Collins.—These two schools, which are about 3 miles apart, have been taught, during the last quarter, on the half-time system, the master giving three hours each morning to Happy Valley, and a like amount of time in the afternoon to Hillside. So far, this plan, though laborious for the teacher, appears to work well, especially as the scholars make a point of being punctual and regular in attendance. At Hillside the scholars are more than equal to the average in country schools in point of attainment, while the bonds of discipline, which I commented upon last year as being somewhat lax, have been drawn much tighter, to the manifest improvement of the school. At Happy Valley the children are, as might be expected, more backward, the majority having been cut off from the means of education altogether before the erection of the present building.

Stoke—Mr and Mrs Smith.—On the whole this school has certainly improved since I last reported on it. Both writing and arithmetic are fairly taught, and the children appear to understand what they are reading. The effect of their reading, which is fluent enough, is however marred by a provincial drawl which I have noticed in several of our schools; this if not carefully watched and corrected may become incurable. The junior classes require more practice in mental arithmetic, and are ill-grounded in their tables.

Richmond Boys—Mr Harkness, assisted by Mrs Harrington.—Mr Harkness, who bade fair to make an excellent teacher, has resigned his appointment. This important school has hitherto been singularly unfortunate in having lost, from different causes, no less than six teachers in nine years. Although I have noticed some falling-off from the admirable discipline that was maintained by the late Mr Harrington, it is only due to the present master to say that he leaves the school in a most creditable condition, a task that must have been rendered easier by the co-operation of his indefatigable assistant, Mrs Harrington.

Richmond Girls—Miss Spencer, assisted by monitors.—Owing to the long-continued illness of the lady under whose able management Richmond Girls' School has attained its high position, it has been found necessary to appoint temporarily Miss Hinde, formerly mistress of Foxhill School, who has discharged the arduous and usually thankless duties that she has undertaken with commendable assiduity. It is however,

scarcely necessary to remark that the school has this year fallen below its former standard of attainment.

Ranzau—Mr and Mrs Coombes.—The unflagging energy of the teachers has been rewarded with a fair measure of success in several branches. The children generally both read and explain what they have been reading better than formerly, and their acquaintance with geography and grammar is greater than I expected. The arithmetic is still very poor.

Hope—Mr Ladley.—The reading of the upper classes is much improved, and both geography and grammar are still well taught. The elder children have also a fair notion of letter-writing, but cannot do much in arithmetic.

River Terrace—Mrs and Miss Bryant.—This school holds a very respectable place among our smaller schools. The reading, writing, and spelling are excellent throughout, arithmetic being the branch in which the scholars have made least progress. I believe that a smart daily drilling in mental arithmetic would do much towards correcting the slowness and want of exactness that I have observed in the slate performances at this and other schools. The kindly feeling that exists between teachers and scholars is one of the most pleasing characteristics of this school.

Spring Grove—Mr and Mrs Edmunds.—This is a thoroughly well-taught and well-organised school, in which the gradation of classes is carefully preserved, and no undue prominence is given to any special branch of instruction. The good intonation of the upper classes in reading either prose or poetry, and the ready and accurate arithmetic of all the classes struck me as being worthy of special notice.

Lower Wakefield—Mr and Miss Chattock.—The excellent penmanship, and the clear understanding that the scholars have of what they have been reading are the points that are most noticeable here. The books of the older scholars, who are learning the elements of book-keeping, are remarkably neat. The children in the junior classes are also better taught than formerly, so that a wide gap no longer exists between the upper and lower divisions.

Eighty eight Valley—Mr Roby.—I know no school that has made greater progress, under peculiar difficulties, than this. Though only two years and a half have elapsed since it was re-opened, several children who were then learning the alphabet read now very fairly, our most advanced books. Great pains are also taken to exercise the scholars in their tables and in mental arithmetic. I still observe however, a tendency on the part of the master to push his scholars on too fast. I think also that the discipline might be somewhat relaxed without injury to the school.

Upper Wakefield—Mr Phillips, assisted by Miss Tunnicliffe.—A marked improvement has taken place in the reading here, which has evidently been most carefully attended to. The upper classes also explain very fairly the meanings of the more difficult words in their lessons. The arithmetic, though tolerably accurate as far as it goes, is still very backward, the knowledge of geography and grammar very slight, and the spelling indifferent. An explanation of these shortcomings is not far to seek. Of the 50 children present at my last examination all but two were under twelve years of age.

Foxhill—Mr Gardiner.—The experiment of substituting a master for a mistress at this school is of too recent date to enable me to speak with any degree of confidence as to the probable results. 19 children were present when I last examined the school, which had then been under the charge of the master about two months. The backwardness of the scholars in every respect, and their extreme disorderliness

impressed me very unfavorably. Indeed, it is not too much to say that the school requires a thorough reorganisation.

Motupiko—Mrs Fugle.—The number attending here daily, 13, is rather less than it was last year. The reading is more distinct than formerly and the drawl is fast disappearing. The writing is fair, but the arithmetic, even in the simpler rules, is very slow and inaccurate.

Waimea West, North Division—Mr and Miss Thorburn.—Although only 8 out of the 56 children who are on the books of this school have reached their twelfth year, the results in every branch are very satisfactory. The school has manifestly gained both in orderliness and efficiency since a classroom has been built. I have observed that the children in the lower division, few of whom are more than seven years old, occasionally write from dictation. It is possible that the unusually good spelling of the older scholars may be partly due to this very early training.

Waimea West Village—Mr Larchin, assisted by Mrs Hansen.—The favorable anticipations that I formed last year as to the progress of this school under the present master have been fully realised. The good readers have been increased by fully one half, the good writers have been trebled, while both spelling and arithmetic are better than they were. The discipline is also excellent. But while the master has done his part towards the reformation of what was one of the most backward schools in the Province, it does not appear to me that his efforts have even yet been duly seconded by the parents. It is true that the average attendance has been raised from 50 to 64 per cent. during the year, but this, if compared with the 73 per cent. attained at the neighboring North Division, will hardly be accepted as a satisfactory rate of attendance.

Upper Moutere—Mr and Mrs Cook.—A perceptible improvement has taken place, both in reading and writing during the past year. The arithmetic throughout the school is still backward, and the multiplication table is very imperfectly mastered. The excellent understanding between teachers and scholars has long been a marked feature in this school. Though many of the children live at a considerable distance, they usually contrive to attend school with remarkable punctuality.

Neudorf—Mr and Mrs Desanais.—So marked an advance has been made in reading during the past year that it is evident especial pains have been taken with this subject. A slight improvement is also observable in both writing and arithmetic, in neither of which branches, however, does this school come up to the average. This backwardness is the less to be wondered at when the irregularity of attendance is considered. The percentage for the year has been only 59, which floods and bad roads reduced to 50 last quarter.

Lower Moutere—Mr Robson and J. Robson pupil-teacher.—The numbers are steadily increasing here, the reputation of the master having attracted pupils from other districts. The children, from the beginners upwards read very distinctly, the upper classes also can give a clear account in writing of what they have been reading, and have a very fair knowledge of geography and grammar. The handwriting is singularly good, and the arithmetic quick and correct.

Motueka, 1st Division—Mr Bisley, pupil teacher, Miss Leech.—I am glad to find that the reading here, which was formerly somewhat indistinct, is becoming more audible. The spelling and arithmetic are excellent. Good writing is also very general. This is one of the few schools in which geography of such a kind as is likely to be of some use in after life is really well taught. The discipline is so good as to deserve special mention.

Motueka, 2nd Division—Miss Guy.—It is no mean praise to say of this school that both discipline and teaching under the present teacher, are fully equal to what they were under the management of her predecessor. I have advisedly put "discipline" first, as the most important point, and that one in which nine-tenths of our younger teachers fail at first, especially in large schools.

Ngatimoti—Mr Sutcliffe.—I am sorry that both in numbers and in regularity of attendance there has been a falling off at this school. The former have decreased from 21 to 17, the latter from 67 per cent during the winter to 59 for the year. Those who attend are fairly taught, but much progress cannot be looked for under the circumstances.

Dovedale—Mr Chamberlain.—Under the present management the numbers have increased by one-half, while the percentage has risen from 59 to 70 during the past two quarters, in spite of bad roads and bad weather. The discipline is now good, and the improvement in every branch already very perceptible, but more especially in the reading, which was formerly execrable.

Pangatotara—Mr Brown.—To state that the average attendance for the year has been only at the rate of 58 per cent., would convey a very inadequate idea of the difficulties that embarrass the teacher of this school. My two last inspections were made in fine weather, when the roads were in very fair order, but for fully two hours after my examination began the scholars were dropping in by twos and threes. All of these laggards would, of course, be entered as present, though, for all practical purposes, they might as well have stayed away. This, the master informed me, was the usual state of things. The progress of the children in several branches, especially in writing, though not great when compared with that made in well-attended schools, was far beyond what I looked for.

Riwaka—Mr Cowles, assisted by Miss Gaskell.—Careful teaching is beginning to tell favorably here, the reading and arithmetic being decidedly better throughout the school. I observe that great attention is paid by the master, when giving a writing lesson, not only to the method of holding the pen, but to the position of the feet and the posture of the body. This important point is generally much neglected, and bad habits are formed that become inveterate. The continuous low rate of attendance must, however, neutralise to a great extent the efforts of the best teachers.

Takaka—Mr Bow.—The children have attended school with somewhat greater regularity than formerly during the summer months, while the state of the roads, which are well-nigh impassable in winter and spring, partly explains the thinness of attendance for half of the year. Though I am unable to record a marked advance in any of the subjects taught, I am satisfied that the master does his work conscientiously and intelligently.

Long Plain—Mr Langford.—Some progress has been made here during the past year, especially in reading and arithmetic, both of which are carefully taught. Great pains are also taken to make the children understand what they read. Here, as at Takaka, it is easy to understand how bad roads and floods prevent the children from fully availing themselves of the school for a part of the year, but it is not so clear why, during the rainless summer months, the attendance should not rise beyond 51 per cent.

Motupipi and Clifton—Mrs Robinson.—A modification of the half-time system, which may rather be described as the alternate-day system, has been recently adopted at these schools. The children, who are remarkably well-conducted, show the results of excellent teaching in every branch. But it is

evident that the present plan of apportioning the school work, which gives only two days a week to each school must, sooner or later, tell unfavorably on the progress of the scholars. It is true that the elder children do, at great inconvenience, attend both schools for four days a week in fine weather, but this disposes of part of the difficulty only, and I cannot regard as satisfactory any modification of the half-time system that does not provide for instruction at each school for at least 2½ hours daily, for 5 days a week.

Westport—Mr and Mrs Fraser.—The backward state of this, one of the most numerously attended of our schools, cannot be shown more clearly than by a comparison with Motupipi school. The 145 children who have attended Westport school during the past year show only 19 good readers against the 12 that Motupipi and Clifton produce out of their 30 scholars. The number of good writers and arithmeticians is about the same in both schools, that is, when the relative numbers are taken into account, the balance is nearly five to one in favor of the smaller schools, though the percentage of attendance at the latter is much lower. It must, however, be borne in mind, that the children at Westport are removed from school at so early an age that there are actually more children above 12 years old at Clifton and Motupipi than at Westport. The subjects in which the school fails most palpably are dictation, penmanship, and, above all, arithmetic. At my last inspection four only of the first class could work a sum in practice correctly, while none succeeded with a simple question in proportion. Reading, geography, and grammar are fairly taught, and the school appears to be tolerably orderly.

Cobden—Mr Ray.—This school has—and deserves—the reputation of being by far the most advanced of our schools on the West Coast. The proportion of good readers (34) to the total number on the roll, (61) is extraordinarily large; the arithmetic is also excellent, the whole of the first class solving correctly a series of questions in vulgar and decimal fractions, set them on my last examination. Writing, dictation, and geography are equally well taught. The discipline of the school is also good. It augurs well for the future of this school that a fourth of the scholars have remained until they have completed their 12th year, and that the percentage for the year is 73.

Brunnerton—Mr Young.—This school is steadily improving, the reading being better than it was last year, while the progress in geography, grammar, and dictation is very marked. The arithmetic is both ready and accurate. The children, living in close proximity to the school, are able to attend with great regularity.

Brooklyn—Miss Mickell.—The inhabitants of the western part of Riwaka, being effectually cut off from the Riwaka school by distance, and almost impassable roads, have, with commendable zeal, provided and fitted up a school-room at their own cost, the Board paying a small salary to a mistress. Fourteen children who would otherwise be untaught are thus being educated. The school has not been long opened, and the scholars are very young, but so far as I can judge the mistress is doing her work very fairly.

Collingwood—Mr and Mrs O'Sullivan.—The present state of this school is most satisfactory, unusual progress having been made during the past year. The reading is particularly good, the dictation and English composition being also of more than average merit. Great pains are taken to explain the meanings of the more difficult words in each lesson. The rate of attendance, 72 per cent, is high, when the state of the roads for a considerable portion of the year is considered, and indi-

ates that the services of the teacher are appreciated by both children and parents.

SUBSIDISED SCHOOLS.

Addison's Flat.—Mrs. Duffy. I regret that my other duties left me no time to inspect this school on my last visit to the West Coast. About 20 children have attended daily during the year, who, judging from the returns, seem to have made fair progress.

Charleston, Blackett-street.—Mr. Brown. The present master had taken charge of the school only about three months before my visit, and as many of the former more advanced scholars had left, I found the school in a singularly backward condition, in every respect I have every reason to anticipate a very different state of things next year.

Charleston, Prince-street.—Mr. Moore. This school has evidently suffered from the loss of many of its best scholars, who have recently left for St. Patrick's School. The pupils who remain are well taught and orderly. The older ones read fairly, and can give a tolerably clear account in writing of the subject of their lesson. The handwriting is good.

St. Patrick's.—Mr. Delany.—The average daily attendance here is 54, the percentage (83) being unusually high. When I examined the school, only 3 of the 58 children present were

12 years old, while a large proportion were evidently newcomers, who had never been to school before. It is not to be wondered at under these circumstances, that the school should be extremely noisy and backward, the few scholars who knew anything being former pupils of Mr. Moore's and Mr. Mitchell's. The master is zealous, and apparently thoroughly competent; but he will require an assistant to enable him to do justice to so many ill-trained scholars.

Brighton.—Mrs. West.—Though the numbers attending this school are small, and the children very young, it is not easy to over-estimate the good done here. The only civilising and refining agent in the neighborhood appears to be the school. And so attached to their mistress are the children, that they have attended at the rate of 91 per cent. through the winter quarter, though the roads that they have to traverse are always difficult, sometimes even dangerous.

Reefston.—Mr. Niven.—I have not yet had an opportunity of inspecting this school, which has been only recently opened,

I have the honor to be,

Sir,

Your obedient servant,

W. C. HODGSON,

Inspector.

RETURN of NUMBERS and ATTENDANCE from July to December, 1871.

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 ...	57	...	57	56	45	80	55	...	55	58	44	80
2 " " 2nd " ...	112	...	112	56	91	81	106	...	106	58	91	86
3 Hardy-street Girls, 1st Division ...	...	85	85	56	72	84	...	85	85	55	71	84
4 " " 2nd " ...	...	71	71	57	47	66	...	65	65	59	46	70
5 " Preparatory ...	90	45	135	57	99	72	100	57	157	56	122	77
6 Haven-road, 1st Division ...	121	49	170	57	117	68	121	52	173	49	121	70
7 " 2nd " ...	46	33	79	57	60	75	42	37	79	55	61	75
8 Hampden-street, 1st Division ...	...	...	...	...	...	...	...	...	...	...	...	...
9 " 2nd " ...	79	...	79	61	60	75	84	...	84	55	62	73
10 St. Mary's Boys ...	...	112	112	61	73	65	...	113	113	54	81	71
11 " Girls ...	20	13	33	67	18	54	19	14	33	58	17	53
12 Clifton Terrace ...	16	15	31	62	19	60	17	16	33	58	22	67
13 Hillside ...	23	21	44	52	33	75	23	27	50	59	35	70
14 Stoke ...	60	...	60	52	50	83	58	...	58	58	48	82
15 Richmond Boys ...	...	66	66	49	54	81	...	65	65	56	54	83
16 " Girls ...	28	31	59	58	38	70	29	34	63	57	43	74
17 Ranzau ...	21	24	45	59	30	66	21	19	40	57	28	71
18 Hope ...	17	35	52	50	27	51	19	37	56	54	39	66
19 River Terrace ...	48	48	96	61	63	63	50	56	106	54	71	67
20 Spring Grove ...	33	32	65	55	41	62	33	31	64	59	47	73
21 Lower Wakefield ...	9	22	31	58	18	58	8	18	26	58	19	73
22 Eighty-eight valley ...	30	22	52	59	36	69	29	24	53	53	36	67
23 Upper Wakefield ...	10	7	17	58	10	59	12	7	19	59	12	63
24 Foxhill ...	9	7	16	70	11	68	10	9	19	57	13	68
25 Motupiko ...	38	21	59	60	43	76	36	21	57	56	42	74
26 Waimea West, North Division ...	29	35	64	62	41	62	35	34	69	55	46	67
27 " Village ...	31	26	57	59	42	74	31	26	57	57	42	74
28 Upper Moutere ...	28	25	53	57	29	61	26	24	50	55	32	64
29 Neudorf ...	20	22	42	53	29	69	25	26	51	57	40	78
30 Lower Moutere ...	38	43	81	55	51	63	40	34	74	56	49	66
31 Motueka, 1st Division ...	14	18	32	55	18	56	36	21	57	56	42	74
32 " 2nd " ...	18	11	29	45	16	55	17	12	29	55	19	63
33 Ngatimoti ...	6	16	22	56	13	57	7	16	23	57	13	58
34 Dovedale ...	16	20	36	52	18	50	13	17	30	47	21	70
35 Pangatotara ...	33	42	75	62	47	63	36	45	81	56	54	66
36 Riwaka ...	13	19	32	55	18	56	15	16	31	53	21	66
37 Takaka ...	18	11	29	48	16	55	17	12	29	51	15	51
38 Long Plain ...	19	14	33	37	13	40	17	15	32	51	22	69
39 Motupipi ...	25	34	59	57	38	65	24	29	53	54	39	73
40 Clifton ...	59	41	100	59	67	67	57	31	88	59	62	70
41 Collingwood ...	11	17	28	60	20	76	9	18	27	53	20	74
42 Westport ...	12	17	29	65	23	79	15	24	39	54	30	77
43 Addison's Flat ...	33	24	57	64	46	80	33	23	56	64	44	79
44 Charleston (Mitchell's) ...	31	22	53	56	37	69	27	23	50	59	37	73
45 " (Moore's) ...	14	13	27	60	23	81	15	14	29	51	22	76
46 Cobden ...	8	10	18	54	15	80	10	10	20	56	18	90
47 Brunnerton ...												
48 Brighton ...												
TOTALS ...	1343	1239	2582	53	1775	65	1387	1257	2644	52	1933	67

RETURN of NUMBERS and ATTENDANCE from January to June, 1872.

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 ...	58	...	58	47	45	78	52	...	52	54	46	88
2 " " 2nd " ...	113	...	113	47	88	78	103	...	103	55	89	84
3 Hardy-street Girls, 1st Division ...	...	85	85	47	70	82	...	84	84	54	67	79
4 " " 2nd " ...	...	59	59	47	40	67	...	54	54	55	39	72
5 " Preparatory ...	92	44	136	47	105	76	99	49	148	55	111	75
6 Haven-road, 1st Division ...	121	57	178	47	124	69	117	64	181	55	120	66
7 " 2nd " ...	...	...	...	...	...	...	...	...	...	...	...	...
8 Hampden-street, 1st Division ...	52	41	93	47	70	75	52	43	95	53	71	75
9 " 2nd " ...	...	...	...	...	...	...	...	...	...	...	...	...
10 St. Mary's Boys ...	98	...	98	47	74	75	92	...	92	49	71	76
11 " Girls ...	...	115	115	46	83	72	...	120	120	48	92	77
12 Clifton Terrace ...	29	15	44	53	24	55	24	14	38	63	24	63
13 Hillside ...	18	17	35	52	24	67	11	9	20	62	14	68
14 Happy Valley ...	...	...	...	...	...	...	13	14	27	61	21	74
15 Stoke ...	21	27	48	52	34	71	22	25	47	60	37	79
16 Richmond Boys ...	54	...	54	46	41	85	57	...	57	61	45	79
17 " Girls ...	...	63	63	45	51	79	...	63	63	61	42	66
18 Ranzau ...	25	30	55	48	34	72	36	33	69	57	35	65
19 Hope ...	19	21	40	48	28	69	19	20	39	62	26	65
20 River Terrace ...	18	41	59	50	32	55	19	40	59	57	33	56
21 Spring Grove ...	50	55	105	41	66	61	51	54	105	54	72	68
22 Lower Wakefield ...	31	31	62	54	44	70	33	35	68	57	45	66
23 Eighty-eight valley ...	10	18	28	45	20	71	11	18	29	56	21	72
24 Upper Wakefield ...	33	30	63	56	44	68	35	28	63	53	40	63
25 Foxhill ...	11	4	15	56	9	60	13	8	21	43	16	78
26 Motupiko ...	10	8	18	44	12	70	10	8	18	61	13	72
27 Waimea West, North Division ...	33	21	54	47	38	71	32	23	55	61	39	71
28 " Village ...	34	30	64	40	39	61	33	30	63	62	43	68
29 Upper Moutere ...	28	23	51	48	39	76	31	23	54	60	40	73
30 Neudorf ...	26	26	52	48	33	63	25	26	51	52	26	50
31 Lower Moutere ...	28	25	53	48	41	77	31	26	57	62	36	63
32 Motueka, 1st Division ...	33	41	74	53	46	62	31	40	71	59	40	57
33 " 2nd " ...	16	22	38	53	26	68	18	21	39	59	23	59
34 Ngatimoti ...	16	12	28	52	19	68	16	13	29	53	15	53
35 Dovedale ...	6	19	25	37	18	75	9	20	29	54	18	63
36 Pangatotara ...	17	18	35	55	21	60	15	20	35	45	19	54
37 Riwaka ...	36	41	77	47	49	63	33	36	69	57	38	55
38 Takaka ...	18	19	37	49	25	67	15	16	31	56	16	51
39 Long Plain ...	14	13	27	46	16	56	12	11	23	45	13	56
40 Motupipi ...	16	14	30	35	21	70	15	12	27	40	17	63
41 Clifton ...	...	...	...	...	...	...	...	...	...	...	...	...
42 Collingwood ...	22	22	44	48	35	80	21	26	47	50	32	68
43 Westport ...	67	45	112	44	78	70	61	43	104	48	65	62
44 Addison's Flat ...	10	20	30	47	21	69	11	18	29	58	17	55
45 Charleston (Blackett-street) ...	26	28	54	50	42	73	24	26	50	63	43	85
46 " (Prince's-street) ...	31	17	48	54	36	75	22	16	38	63	29	76
47 Cobden ...	27	23	50	48	38	75	30	24	54	55	40	73
48 Brunnerton ...	17	18	35	48	24	68	18	18	36	56	25	71
49 Brighton ...	9	9	18	52	14	77	5	6	11	50	10	91
50 Brooklyn ...	2	10	12	48	10	83	4	10	14	57	9	64
51 Charleston (St. Patrick's) ...	25	20	45	48	38	82	37	28	65	57	54	83
52 Reefton ...	...	...	...	...	...	...	23	24	47	59	24	51
TOTALS ...	1420	1297	2717	45	1920	64	1441	1339	2780	52	1921	63

ANNUAL RETURN of the NELSON PUBLIC SCHOOLS for the Year ending June 30th 1872.

SCHOOLS.	NUMBERS.	AGE.				READING.			WRITING.			ARITHMETIC.				GEOGRAPHY.	HISTORY.	GRAMMAR.
		Under 7.	7 to 9.	9 to 12.	12 and upwards.	Beginning.	Moderate.	Good.	Beginning.	Moderate.	Good.	Simple rules.	Compound rules.	Proportion and Practice.	Fractions and Decimals.			
1 Bridge-st., Boys—1st Division	74	...	...	19	55	...	...	74	...	19	55	...	...	74	52	74	74
2 " " 2nd "	125	5	57	42	21	...	...	...	...	...	...	...	...	...	...	...	...
3 Hardy-st., Girls—1st "	128	50	36	42	...	34	66	25	63	62	...	60	32	33	52	74	65	
4 " " 2nd "	94	7	45	38	4	...	14	114	...	17	111	...	74	54	...	65	65	
5 " Preparatory	223	168	55	...	...	60	34	...	30	19	...	...	...	...	128	128	128
6 Haven-road—1st Division	227	79	45	62	41	223	...	...	...	...	...	30	...	...	...	...	...
7 " 2nd "	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8 St. Mary's—Boys	119	16	34	44	25	119	35	63	63	34	31	62	29	33	33	33	33	
9 " Girls	159	48	45	43	23	39	40	40	43	34	25	41	26	38	33	33	33	
10 Hampden-street, 1st division	122	25	20	43	25	39	74	48	40	68	36	32	27	34	23	38	38	
11 " 2nd "	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12 Clifton Terrace	47	12	12	13	10	47	50	25	43	31	10	39	6	27	10	27	27	
13 Hillside	19	2	4	9	4	21	9	17	23	4	12	16	4	4	3	6	6	
14 Happy Valley	26	8	6	7	5	3	4	12	5	6	6	5	6	6	1	6	6	
15 Stoke	58	16	17	16	9	16	7	3	5	3	3	3	3	2	1	3	3	
16 Richmond—Boys	64	12	16	21	15	19	27	12	19	10	9	7	12	20	13	20	20	
17 " Girls	76	15	12	25	24	19	17	28	12	25	13	17	6	25	12	14	31	
18 Ranzau	74	20	23	13	18	19	20	37	12	14	24	23	24	13	7	37	37	
19 Hope	55	11	11	20	13	29	26	19	41	10	13	30	20	13	6	19	34	
20 River Terrace	68	17	18	21	12	21	12	22	8	6	8	26	12	4	1	14	14	
21 Spring Grove	126	32	30	38	26	38	12	18	25	10	13	34	9	4	...	16	16	
22 Lower Wakefield	75	16	16	25	18	44	34	48	46	29	24	27	16	39	21	39	39	
23 Eighty-eight Valley	39	11	12	12	4	24	17	34	17	17	19	12	19	16	15	20	20	
24 Upper Wakefield	75	24	23	24	4	21	10	8	16	7	2	6	14	4	2	18	18	
25 Foxhill	25	5	8	7	5	35	30	10	23	22	5	19	13	12	3	28	28	
26 Motupiko	19	3	3	9	4	13	7	5	11	4	4	8	7	2	...	5	5	
27 Waimea West—North Division	56	18	7	23	8	3	14	2	10	3	2	10	6	...	6	6	...	
28 " Village	75	15	24	24	12	27	8	21	16	14	9	9	10	9	4	9	9	
29 Upper " Montere	66	18	18	15	15	16	27	22	17	13	21	27	12	16	6	42	15	
30 Neudorf	54	15	13	15	11	27	19	20	18	17	6	34	6	5	5	20	20	
31 Lower Montere	61	7	17	29	18	24	15	16	20	11	4	18	5	11	1	16	2	
32 Motueka—1st Division	86	...	17	34	35	14	26	21	11	7	14	21	6	18	11	32	18	
33 " 2nd "	44	25	14	5	...	...	33	53	35	21	30	21	13	52	34	67	67
34 Ngatimoti	28	6	10	10	2	44	...	...	...	...	...	17	...	...	...	...	...
35 Dovedale	26	7	5	10	4	17	10	1	8	8	1	13	5	...	...	...	...
36 Pangatotara	34	8	9	11	6	17	4	5	15	3	...	10	7	...	...	...	...
37 Riwaka	93	23	16	33	21	4	18	12	14	7	8	6	12	10	1	22	10	
38 Takaka	45	19	10	7	9	40	34	19	28	21	6	23	4	29	14	14	14	
39 Long Plain	33	6	8	12	7	21	16	8	15	17	4	24	6	5	2	8	4	
40 } Motupipi and Clifton	30	6	5	9	10	15	9	9	7	13	5	10	8	5	1	9	5	
41 }	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
42 Collingwood	67	11	16	23	17	10	8	12	9	13	4	5	7	5	5	17	12	
43 Westport	145	55	37	44	9	25	21	21	20	17	10	21	4	16	2	23	12	
44 Addison's Flat	31	8	9	11	3	83	43	19	47	32	4	64	8	12	6	20	20	
45 Charleston (Blackett-street)	49	21	16	8	4	14	12	5	3	9	5	16	5	...	...	14	5
46 " (Prince's-street)	86	45	20	17	4	25	9	15	30	6	3	17	5	2	...	15	15	
47 " (St. Patrick's)	62	27	24	8	3	50	17	19	32	9	7	17	5	...	...	15	15
48 Cobden	61	17	14	8	3	37	15	10	17	7	2	17	13	4	1	25	17	
49 Brunneron	41	12	9	9	11	14	13	34	26	7	13	22	4	...	...	16	16
50 Brighton	22	15	9	9	11	25	10	9	11	6	...	16	19	12	...	17	17	
51 Brooklyn	14	1	1	1	1	8	6	...	...	...	...	10	...	...	...	6	6
52 Reefton	14	1	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...

ABSTRACT of the ACCOUNTS of the CENTRAL BOARD OF EDUCATION, from June 30, 1871, to June 30, 1872.

Dr.			Cr.		
	£	s. d.		£	s. d.
To Balance in Union Bank ...	23	16 9	By Salaries ...	6,440	15 10
„ Provincial Grant ...	7,200	0 0	„ Repairs including Committee allowances ...	548	4 0
„ Rents, Interests, and Loans repaid ...	757	9 0	„ Sites, new buildings, additions ...	387	9 0
			„ Rent of school premises ...	79	0 0
			„ Books, Maps, and School Fittings ...	428	0 8
			„ Printing, Law Expenses, Freight, Postage, &c. ...	78	19 4
			„ Balance in Union Bank, June 30 ...	18	16 11
	£ 7,981	5 9		£ 7,981	5 9

J. W. BARNICOAT, Chairman,
ANDREW BURN NELSON, N.Z.,
M. CAMPBELL.

Examined and found correct,
H. D. JACKSON,
Provincial Auditor.

SALARY LIST FOR 1871-2.

Showing 1st.—Total Emoluments of each Teacher. 2nd. Cost of Educating each Scholar in Salaries alone. 3rd. Total Outlay on each School, for 1871-2.

SCHOOLS.	TEACHERS.	Salaries.	Augmenta- tion and rent allowance.	Total Money Payment.	Other Emoluments.	Estimated Money Value.	Daily Attendance.	Cost per head in Salaries.	Outlay on Buildings, Re- pairs, Fuel, Prizes, &c
		£ s.	£ s.	£ s.		£ r.		£ s. d.	£ s. d.
Bridge Street Boys'— First Division ...	Master ...	250 0	"	250 0	—	"	45	5 11 1	18 0 6
	Second Division ...	155 0	32 10	187 10	—	"			
	Assistant ditto ...	100 0	32 10	132 10	—	"	90	3 11 1	18 0 6
Hardy Street Girls— First Division ...	Mistress ...	125 0	30 0	155 0	—	"			
	Assistant ...	48 0	"	48 0	—	"	70	2 18 0	20 0 0
	Second Division ...	60 0	18 0	78 0	—	"	43	1 16 3	5 0 0
	Preparatory ...	75 0	"	75 0	—	"			
Haven Road ...	Assistant ...	27 0	"	27 0	—	"	109	18 9	5 0 0
	Master ...	150 0	80 10	230 10	—	"			
	Pupil Teacher ...	48 0	"	48 0	—	"			
	Assistant ...	48 0	"	48 0	—	"			
Hampden Street ...	Second ditto ...	24 0	"	24 0	—	"	121	2 17 10	58 10 0
	Master ...	150 0	25 10	175 10	—	"			
Clifton Terrace... Hillside ...	Assistant ...	55 0	"	55 0	—	"	66	3 9 11	12 10 0
	Master ...	100 0	"	100 0	House and Land	15 0	21	5 9 6	7 10 0
Stoke ...	Happy Valley } Halftime Schools	120 0	"	120 0	House and Land	20 0	19	3 10 0	7 10 0
	Master ...	100 0	"	100 0	House and Land	15 0	21	3 10 0	80 0 0
Richmond Boys ...	Assistant ...	24 0	"	24 0	—	"	35	3 19 5	14 0 0
	Master ...	100 0	6 0	106 0	House and Land	15 0			
" Girls ...	Assistant ...	48 0	"	48 0	—	"	46	3 13 5	17 10 0
	Mistress ...	80 0	10 5	90 5	—	"			
Ranzau ...	Monitors ...	24 0	"	24 0	—	"	51	2 4 9	17 10 0
	Master ...	100 0	"	100 0	House and Land	15 0			
Hope ...	Assistant ...	24 0	"	24 0	—	"	38	3 13 1	44 10 0
	Master ...	100 0	5 10	105 10	House	15 0	28	4 6 0	30 5 0
River Terrace ...	Mistress ...	60 0	"	60 0	House and Land	15 0			
	Assistant ...	24 0	"	24 0	—	"	30	3 6 0	18 0 0
Spring Grove ...	Master ...	100 0	28 0	128 0	House and Land	15 0			
	Assistant ...	48 0	"	48 0	—	"	68	2 16 2	30 5 0
Lower Wakefield ...	Master ...	100 0	4 5	104 5	House and Land	15 0			
	Assistant ...	24 0	"	24 0	—	"	44	3 5 1	21 7 0
Eighty-eight-Valley Upper Wakefield ...	Master ...	100 0	"	100 0	—	"	20	5 0 0	5 0 0
	Master ...	100 0	1 0	101 0	House and Land	20 0			
Foxhill ...	Assistant ...	36 0	"	36 0	—	"	39	4 0 6	36 0 0
	Master ...	60 0	"	60 0	—	"	12	5 0 0	11 0 0
Motupiko ...	Mistress ...	60 0	"	60 0	—	"	12	5 0 0	13 10 0
	Master ...	100 0	2 0	102 0	House and Land	15 0			
Waimea West— North Division ...	Assistant ...	24 0	"	24 0	—	"	41	3 8 9	48 10 0
	Master ...	100 0	3 15	103 15	House and Land	15 0			
Village ...	Assistant ...	48 0	"	48 0	—	"	42	3 19 2	11 0 0
	Master ...	100 0	1 0	101 0	House and Land	15 0			
Upper Moutere ...	Assistant ...	24 0	"	24 0	—	"	41	3 8 4	10 0 0
	Master ...	100 0	"	100 0	House and Land	15 0			
Neudorf ...	Assistant ...	24 0	"	24 0	—	"	30	4 12 8	13 10 0
	Master ...	108 0	11 15	119 15	House and Land	15 0			
Lower Moutere ...	Pupil Teacher ...	26 0	"	26 0	—	"	37	4 6 4	18 0 0
	Master ...	108 0	36 10	144 10	—	"			
Motueka— First Division ...	Pupil Teacher ...	26 0	"	26 0	—	"	47	3 12 3	14 15 0
	Mistress ...	48 0	4 10	52 10	—	"	28	1 17 6	9 15 0
Pangatotara ...	Master ...	100 0	"	100 0	House and Land	15 0	20	5 15 0	5 0 0
	Master ...	100 0	7 10	107 10	House and Land	15 0			
Riwaka ...	Assistant ...	24 0	"	24 0	—	"	47	3 2 3	15 0 0
	Master ...	60 0	"	60 0	—	"	17	3 10 7	5 0 0
Ngatimoti ...	Master ...	60 0	"	60 0	—	"	15	4 0 0	6 8 0
	Master ...	60 0	"	60 0	House	5 0	15	4 6 8	10 0 0
Dovedale ...	Master ...	60 0	"	60 0	House and Land	15 0	21	5 9 6	13 0 0
	Master ...	100 0	"	100 0	—	"			
Long Plain ...	Master ...	60 0	"	60 0	House	5 0	15	4 6 8	10 0 0
	Master ...	100 0	"	100 0	House and Land	15 0	21	5 9 6	13 0 0
Takaka ...	Master ...	100 0	"	100 0	House and Land	15 0			
	Mistress ...	70 0	"	70 0	House and Land	15 0	18	4 14 5	7 10 0
Clifton Motupipi } Halftime Collingwood ...	Master ...	125 0	"	125 0	House and Land	15 0			
	Assistant ...	36 0	"	36 0	—	"	36	4 17 9	32 0 0
Cobden ...	Master ...	150 0	13 0	163 0	House and Land	15 0	38	4 13 8	21 0 0
	Master ...	150 0	"	150 0	House	10 0	24	6 5 0	15 0 0
Brunnerton ...	Master ...	150 0	44 0	194 0	—	"	69	3 10 8	242 0 0
	Assistant ...	50 0	"	50 0	—	"	10	2 8 0	
Westport ...	Mistress ...	24 0	"	24 0	—	"			
	Master ...	150 0	"	150 0	—	"			
Brooklyn ...	Master and Assistant ...			272 0	—	"	68	4 0 0	Subsidised schools no fees charged
	Three Mistresses ...			225 10	—	"	82	2 15 0	
St. Mary's— Boys ...	Girls ...			225 10	—	"	20		Subsidised schools where fees are charged.
	Master ...		Subsidy.	75 0	—	"	35		
Addison's Flat Charleston ...	Mistress ...		do.	50 0	—	"	40		
	(Brown's) ...		do.	50 0	—	"	46		
Brighton ...	(St. Patrick's) ...		do.	50 0	—	"	14		
	Mistress ...		do.	25 0	—	"	40		
Reefton ...	Master ...		do.	50 0	—	"			
	Inspector and Secretary (including travelling expenses)			6137 10			1969		
				425 0					
			£	6562 10					

NELSON GOVERNMENT GAZETTE.