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EUGENE J. O'CONNOR, Provincial Secretary.

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THE following Report and Returns are published for general information.

WILLIAM ROUT,  
For the Provincial Secretary.

ANNUAL REPORT OF THE INSPECTOR  
OF PUBLIC SCHOOLS.

NELSON, July 2nd, 1874.

TO THE CHAIRMAN OF THE CENTRAL BOARD OF EDUCATION.

SIR,—The return now before the Board show an increase of 162 scholars during the past year, the total for 1874 being 3833. There are at present 56 schools under the control of the Board. The daily attendance for the year has been very good, averaging rather more than 70 per cent. The complaints so frequently made that the children leave school at an earlier age than they did formerly, do not appear to be borne out by statistics, for the returns show that the number of scholars over 12 is both relatively and actually larger than it

has ever been before. The number of readers marked "good"—that is to say who can read a passage from a newspaper with tolerable facility, and so as to be understood—is 1012, being 62 more than there were last year. The quality of the reading throughout is, indeed, decidedly better than it was. The number of good writers is also largely in excess of last year's return. In arithmetic the number of those who can work vulgar and decimal fractions is about the same as in 1873.

I have expressed myself with some plainness on several matters of detail, in which a reformation is much needed. Not having found private remonstrance very effectual, I have thought it best to point out publicly in what respects amendment is required; this being, on the whole, the least invidious method of procedure. I do not apprehend that those who are referred to will find any difficulty in making the application for themselves.

*School and Class Registers.—Quarterly Returns.*—Although it was found necessary, several years ago, to include among the rules for the management of our Provincial schools an injunction that school and class registers should be neatly and carefully kept, there is still room for improvement in this respect. Few of these important documents, upon the accuracy of which the income of many of our teachers largely depends, are kept with such an amount of neatness

as would be considered indispensable in any respectable tradesman's books. The quarterly returns are too often made out in the same slovenly and perfunctory fashion. Although I have taken great pains to make these papers as simple as possible, no description of negligence has been left untried by teachers, some of whom, at least, must have been familiar with the elaborate forms of returns rigidly exacted in Victoria and other colonies. A large proportion of the returns sent to me last year have failed to show the percentage of attendance—some have given it wrongly—several have left out the daily average—one or two have not even carried out the total of attendance. The requisitions for books that ought to be endorsed on the quarterly returns, are sent in—when sent in at all—in a similarly unbusinesslike fashion. Such forms of requisition as "copy-books," "reading-books," "maps," without any indication as to the number and kind of each required, are not uncommon. Nor do I find that sufficient attention is paid to the reasonable request that appears on the face of the returns, "that they should be forwarded to the Inspector as soon as possible after the close of each quarter." Four or five weeks, instead of as many days, frequently elapse before returns reach me, not from the most distant parts of the Province, but from schools in close proximity to the town of Nelson. For this plain neglect little or no apology is usually offered. No surprise ought therefore to be excited at the want of discipline and inattention to small matters that have more than once been unfavorably commented on by the Examiners for the Provincial and Governors' scholarships.

*Examinations for Prizes.*—I have endeavored, more than once, in former reports, to show clearly why examiners for prizes should not make their awards without previous reference to the Class-registers which show the status of each scholar during the preceding year, yet I find that my advice is still practically disregarded, in many instances, to the injury of the schools. The likelihood that prizes given after a necessarily brief and superficial examination will fall to the wrong children is, by no means, the worst feature of the case. Where children have been given to understand, as an inducement to continuous application, that their efforts during the year, the results of which are recorded in the Class-register, will be largely taken into account in the awarding of prizes, the setting aside of the register altogether is a breach of faith that children, with their keen sense of justice, will not fail to detect and resent.

I cannot leave this subject without referring, at whatever risk of giving offence, to the unofficial reports of examinations of country schools that it has been the fashion to publish of late. It appears to me that the duty of an examiner for prizes is confined to ascertaining the relative merits of the scholars in each class, and that when he so far oversteps this duty as to warmly commend the school that he has just examined, or to compare it favorably, even by implication, with other schools, he is not acting wisely. So far as his report coincides, in this respect, with that of the Inspector, it is superfluous—so far as it differs from that report, it is mischievous. However apt and painstaking an amateur examiner may be, he cannot have the facilities of comparison enjoyed by one whose usual business it is to compare and examine. Nor can an Inspector, writing soberly, and under the weight of official responsibility, pretend to rival the glowing eulogies passed by those who are fettered by no such restraints. To the former, therefore, is too frequently left only the invidious task of presenting matters in their true light—a task that occasionally involves the infliction of pain on respectable, but overpraised mediocrity. Should the temptation to write reports in which high praise is given and comparisons are instituted be found irresistible, such documents might at least be treated by the Committees to which they are addressed as confidential. Nothing can be gained in the long run by the publication of exaggerated estimates of the merits of schools that, perchance, in subsequent official reports, barely escape censure.

In the subjoined detailed account of the state of each school the figures given represent the number present at my last examination.

## TOWN SCHOOLS.

*Bridge-street: Boys, 1st Division.*—Mr Smith (42 present.) The boys in the first-class here read better than they did. It is probable that the prizes for reading offered by the Board, one of which fell to this school, may have contributed some-

what to this result. The upper boys also give the derivations of words readily, and are fairly proficient in geography. Their dictation is almost faultless. The reading of the second class is by no means so praiseworthy. Few of these boys read without frequently stumbling, or with anything approaching to good intonation. The arithmetic is, as it has always been, excellent; the writing, with a few exceptions, of only moderate merit.

*Bridge-street: Boys, 2nd Division.*—Mr Sadd, master; Mr J. Burn, assistant—(98.)—I found the two upper classes in this division, under the immediate supervision of Mr Sadd, well taught in every branch, and admirably disciplined. Their reading, arithmetic, geography, and grammar were equally good. The discipline of the third and fourth classes was also fair, but the teaching was of a palpably inferior quality. Many, indeed, in the fourth class read worse and knew less of arithmetic than Miss Hough's pupils in the 2nd division of Hardy-street school, who, not many months ago, were promoted from the Preparatory school. No such overlapping as this ought to pass unnoticed.

*Hardy-street: Girls, 1st Division.*—Mrs Sait, mistress; Miss Witney, assistant—(73.)—I do not remember having heard, in any Provincial school, such excellent reading as that of the twenty girls who form the first class in this division. The writing is also of very good, and the arithmetic of fair quality throughout the school. The gradual improvement in both organisation and discipline during the last two years is very noticeable. It is to be regretted that better accommodation cannot be provided for the third class than the cramped and inconvenient little room that does duty as a class-room for the assistant.

*Hardy-street: Girls, 2nd Division.*—Miss Galland, mistress; Miss Hough, assistant—(73.)—The appointment of an assistant in this division, so long recommended by me, has been followed by the best results. Much more time having been devoted to the draft from the Preparatory school taken in January than could possibly have been spared by the teachers of that school, this class has made great progress during the last five months, especially in reading and arithmetic. The first class also read very distinctly and with correct intonation.

*Preparatory.*—Miss Cother, mistress; Miss Blackmore, assistant—(135.)—Although a considerable draft was taken from this school in January, the numbers present this year were even greater than at last year's examination. As a means of training large masses of very young children in habits of order and obedience, the value of this institution cannot well be overrated. Little time can, indeed, be spared for individual teaching, but whatever is attempted is done thoroughly. As the numbers increase, the want of a decent play-ground is more and more felt.

*Hampden-street.*—Mr Sunley, master; Miss Johnstone, assistant—(92.)—Arithmetic is successfully taught here, the reading throughout being of fair quality. Although I do not set a particularly high value upon geography and grammar in an elementary school as compared with the three essential subjects, I think that the former branches have been allowed to drift too much into the background at Hampden-street. Few, even of the first class, could give intelligent answers to the very simple questions that I put. The irrepressible loquacity of the children is an unpleasant feature in this division of the school.

The work of the junior division is thoroughly well done in every respect, the reading being distinct and the arithmetic correct, as far as it goes. The discipline leaves nothing to be desired.

*Haven-road.*—Mr J. L. Hodgson, master; Miss Dement, Miss Burns, assistants—(135.)—Fifteen only of the 135 children present at my last examination had attained their twelfth year. This would not be matter for regret if the more advanced scholars completed their education elsewhere, but I have good reason for believing that not more than four per cent of those who leave Haven-road receive any further instruction at school. The children in the upper classes read and write very well for their age, their dictation being almost faultless. Arithmetic is also skilfully taught. The upper classes here, as at Hampden-street, struck me as being very talkative, my examination being interrupted by a constant undercurrent of chatter. The second division, under Miss Burns, was quite as orderly and as well taught as on former occasions.

*St Mary's, Boys.*—Mr Richards, master; Mr Severne assistant—(74.)—No fault can reasonably be found either with the attainments or the discipline of this deservedly popular school. The best points are, perhaps, the arithmetic, the handwriting, and the geography. An addition that has been recently made to the buildings has lightened the work of the masters, who were previously hampered for want of class-room.

*St Mary's, Girls.*—Taught by Sisters of Charity, assisted by pupil teachers—(118.)—Reading, writing, arithmetic and good manners are equally well taught here. The spelling of the upper classes is very good, while they are unusually well grounded both in geography and grammar. The girls in the first class are very apt at giving the meaning and derivation of the more difficult words in their lesson, and can reproduce readily the substance of what they have been reading.

## COUNTRY SCHOOLS.

*Clifton Terrace.*—Mr Cowles, master—(25.)—The children here read distinctly and with good intonation. Their handwriting is neat, and the dictation of the first class is tolerably free from mistakes. The arithmetic, though still slow and rather elementary, is less inaccurate than it was. I find, however, that even the first class know next to nothing of history, grammar, or geography. The present master had been at work only a month when I last examined, and was evidently doing his best to remedy the defects that I have pointed out.

*Hillside.*—(Half-time school.)—Mr H. Collins, master—(17.)—The arithmetic here is of more than average merit, the dictation being very free from mistakes. The writing of the first class is also very fair, but the copy-books of the younger scholars show a want of such careful supervision as may be reasonably required where the writers are few. The children throughout read in a dismal monotone that was certainly not observable in the school several years ago, and that must not be allowed to become incurable.

*Happy Valley.*—(Half-time school.)—Mr Collins, master—(17.)—I must confess that this school, of whose future I at one time augured favorably, has disappointed me. It has now been open more than two years, yet not one of the scholars can read an easy bit of narrative without constant prompting, the drawling being more observable even than at Hillside. The spelling is worse than the reading. In arithmetic the first class have not got beyond addition of money, and know the multiplication table very imperfectly. The hand-writing is slovenly and misshapen, the copy-books being disfigured by blots. It is only fair to state that the register showed that the children had latterly become very irregular in attendance, while I myself noticed that they were unpunctual, my examination being interrupted for a full hour by scholars dropping in.

*Stoke.*—Mr Barnett, master; Miss Walker, pupil teacher.—(52.)—The reading here, though correct enough as far as mere words go, is singularly destitute of expression. Few of the scholars can give a good account of what they have been reading. These are the weak points of the school. In other respects the teaching is successful. The writing is neat, the arithmetic fairly ready and accurate, and the geography and grammar of at least average merit. Since a pupil teacher has been appointed, the master has been enabled to keep excellent order.

*Richmond, Boys.*—Mr Willis, master; Mrs Harrington, assistant—(43.)—The high position that this school has won and still keeps is due to two causes. It has been fortunate enough to obtain the services of a succession of exceptionally able masters, whose teachings have been so valued by the parents that they have allowed their sons, often at a considerable sacrifice, to remain at school much longer than is usual elsewhere. The result is that most of the boys, on leaving, carry away with them such a sound elementary education as will be of real service to them in after life. The method pursued here is especially worthy of imitation in one respect. The teaching is singularly equal, no branch receiving a disproportionate amount of attention, to the injury of the rest.

*Richmond, Girls.*—Miss Spencer, mistress; assisted by two pupil teachers—(52.)—The careful grading of the classes, and the unusual pains bestowed upon the youngest scholars are perhaps the most striking features in this school. The

handwriting is very good throughout, the copy-books of even the beginners showing signs of a minute supervision that is not too common in our schools. This thoroughness is observable in every branch. The reading and spelling are, for instance, relatively as creditable in the lowest as in the highest class. The girls seem to be rather closely packed, insomuch that when all the school is set to work at arithmetic, a certain amount of copying is unavoidable.

*Ranzau.*—Mr Combes, master—(31.)—A lamentable falling off has taken place here during the past year, both in the numbers and the age of the children attending. Of the 72 scholars on the roll for the year, one only was left when I last examined the school who had attained his twelfth year, while six only were present who were over nine years. In justice to a painstaking teacher, who has lately left this school for Upper Wakefield, I should explain that the skeleton of a first class left to him did very fairly in every respect, and that the other classes showed signs of careful teaching. Some of the neighbors, I was informed, had left the district lately, but no less than ten of the former scholars had deserted Ranzau for Hope. As a similar exodus took place from the latter to the former school several years ago, I feel the less hesitation in suggesting that steps should be taken to put a stop to an abuse of our educational system that shows itself wherever schools are so close together as to admit of children going from one to the other at pleasure. Such a state of things is fair neither to the teacher, who is kept in a constant state of disquietude—to the scholar who cannot be properly taught or disciplined—nor to the public, which does not get anything like full value for its money. If the Board were to signify its intention to close one of these schools unless the evil were remedied, the Local Committee and the parents interested would speedily devise means for retaining at each school the children in its immediate neighborhood.

*Hope.*—Mr R. T. Brown, master—(40.)—It is not easy to estimate fairly the progress that has been made here during the past year, the disturbing element being a large accession of scholars from Ranzau, amounting to nearly a fourth of the whole number on the books. The number of good readers, writers, and arithmeticians has, however, clearly increased since last year, and it is apparent that the school is well taught and kept in good order by the present master.

*River Terrace.*—Mrs Bryant, mistress; Miss Bryant, assistant—(47.)—One of the most pleasing features in this well-conducted school is the alacrity with which the teachers set about amending any defects that it has been my duty to point out from time to time. The writing, spelling, and arithmetic have been successively found fault with. Yet so much pains have been subsequently taken to remove all ground of complaint in these respects that the school now stands above the average in both writing and arithmetic, while the spelling is such as to satisfy every reasonable requirement. The number of good readers, always relatively large, has been considerably added to during the year.

*Spring Grove.*—Mr Edmunds, master; Mrs Edmunds, assistant—(70.)—It is a disadvantage to many of our schools that my most important examination, the results of which are published, should be unavoidably made in autumn, or at the beginning of winter, when schools are usually at their worst, and not at the close of the December quarter, when they are probably at their best. I was struck with the difference between the Spring Grove school in November, just before many of the best scholars left finally, and the same school in April. Taking the results of the two examinations together, however, I have no hesitation in reporting that this school is thoroughly well taught in every branch. I was particularly impressed with the ability of the scholars to give a clear account of what they had been reading. No better test of the soundness of teaching can be devised.

*Lower Wakefield.*—Mr Chattock, master; Mrs Chattock, assistant—(71.)—Both divisions of this school are in a very satisfactory state. Excellent discipline is maintained, and writing and arithmetic continue to be remarkably well taught. The upper classes also write correctly from dictation. Their reading is, however, by no means equal in merit to their penmanship and knowledge of figures.

*Eighty-eight Valley.*—Mr Roby, master—(20.)—It speaks favorably for the energy of the master of this little school that, though there is only one child on the roll for the past

year who s turned twelve, the number of good writers and arithmeticians has increased. The penmanship is, indeed, excellent. The reading is correct enough, but utterly wanting in expression. Good order is kept.

*Upper Wakefield.*—Master (lately Mr Chamberlain) now Mr Combes; Miss Tunnicliff, assistant—(49.)—Good work has been done here during the past year. The scholars in the two first classes read very fairly, explain the meanings of words readily, and are well grounded in geography and grammar. The arithmetic of the upper classes, formerly very defective, is also improved. In the lower division of the school I found that the children read and spelt very well, but failed utterly in arithmetic. The upper classes are no longer disorderly, the juniors being still, as heretofore, well disciplined.

*Foxhill.*—Mr H. Ladley, master—(26.)—Twice as many children were in this school when I last examined as were present the year before. The master and his scholars were also beginning to understand one another better, as no change of teachers has taken place during more than twelvemonths. Reading and arithmetic are fairly taught, and the upper classes write fairly from dictation. The copy-books are, however, with one or two exceptions, slovenly.

*Motupiko.*—Mrs Fugle, mistress—(17.)—Great pains have evidently been taken, and successfully taken, here, to remedy the defects that I pointed out last year. The writing is now neat throughout; the arithmetic, though less ambitious, more accurate than it was, the figures made by the children being so good as to deserve special mention. The drawl in reading is also much diminished. I find that though the comparative merits of the scholars are carefully recorded in a class-book, no prizes are allowed by the Committee. I trust that so important a help to zeal and emulation will no longer be withheld.

*Waimea West, North School.*—Mr Thorburn, master—(37.)—A marked improvement has taken place in the teaching of the lower classes here since last year. Writing and arithmetic are also well taught throughout. But the scholars in the first class, who comprise more than a third of the whole school, read with bad intonation, and have but an imperfect acquaintance with the barest outlines of geography and grammar. They are also outrageously noisy and unmannerly.

*Waimea West Village.*—Mr W. Ladley, master; Miss Ladley, assistant—(45.)—The reformation begun in this school by Mr Larchin is being effectually carried out by his successor. The older scholars are beginning to read both prose and poetry well; the writing is generally neat, the arithmetic ready and accurate, few attempting questions that they do not solve correctly. Good order is kept, the only apparent drawback to the complete success of the school being still the irregularity of attendance, especially during the March quarter, when the school might almost as well be closed.

*Upper Moutere.*—Mr Cook, master; Miss Cook, assistant—(35.)—There are several schools in the Province where the scholars are almost exclusively of German parentage, but no master has hitherto succeeded so well as Mr Cook in the difficult task of teaching children of this class. The reading throughout is fluent and distinct, the writing of the upper classes neat and legible, in arithmetic, questions as far as proportion and practice are worked with tolerable readiness, and the writing from dictation is creditable. More than this ought not to be expected under the circumstances. The universal good-humor, combined with perfect discipline, with which the work of the school is carried on, impresses a visitor very favorably.

*Neudorf.*—Mr Desanais, master; Mrs Desanais, assistant—(45.)—It is satisfactory to be able to record that a much better rate of attendance for the past year has enabled the teachers to produce better results. The improvement in the reading that I noticed last year continues, and the writing is neat throughout. That the scholars are not further advanced in other respects may be partly explained by the fact that only five children over twelve years old have attended during the past year.

*Lower Moutere.*—Mr Robson, master; James Robson, pupil teacher—(50.)—Although the crowded state of the schoolroom renders the task of keeping order unusually difficult, the talkativeness of which I complained in my last report is no longer audible. The teaching is still thorough in every branch, the large proportion that the readers marked

“good” bear to the total on the roll—nearly one-half—being especially noteworthy. Nor are the neat, legible figures made by the children likely to be unobserved by an examiner whose eyesight is sorely tried by the hieroglyphics that so frequently do duty for figures.

*Motueka.*—Mr Bisley, master; Miss Guy, assistant; Miss Leech, pupil teacher—(77.)—The discipline and organisation of this school are fully equal to what they have hitherto been. The reading, which was formerly somewhat inaudible, is now distinct enough. The manner in which the oral teaching of geography is combined with that of history, so that the two studies are made to render mutual assistance to each other, is well worth imitating elsewhere. Few of our teachers contrive to enfuse any living interest into either of these subjects, which, as usually taught, might for all practical purposes, just as well be left out of the school course.

*Ngatimoti.*—Mr Sutcliffe, master—(27.)—This little school has been steadily improving for several years, both in numbers and attainments. The writing is neat, the slate-arithmetic fair, and the mental arithmetic above the average. The discipline and organisation of the school are also creditable. There is a peculiarity about the reading here that is of old standing. All the scholars, with the exception of some three or four in the first class, read with an odd rising inflection at the end of each sentence. The effect upon a stranger is excessively ludicrous, and no pains ought to be spared to bring about a reformation in this respect.

*Dovedale.*—Mr Sterling, master—(21.)—The average rate of attendance here for the past year has been much higher than formerly, one quarter showing a rate of 70 per cent. A corresponding advance has been made by the scholars in every branch. It is to be hoped that after the good effects of regular attendance have now been made so manifest, this school will not be allowed to relapse into its former condition. Few of the larger, none of the smaller schools in the province can compare with Dovedale in the excellence of the handwriting.

*Pangatotara.*—Mr Deck, master—(34.)—This school is evidently carefully taught and well disciplined. The defects are the indistinctness of the reading, and the inaudible tone in which the children answer a question, even when they are not in doubt what to say. These faults are inveterate and not easily curable. Geography seems to be the strong point here, great attention having evidently been paid to this subject. The scholars write neatly, are fairly proficient in arithmetic, and make few mistakes in dictation. The removal of the school to a more central site has somewhat increased the attendance already.

*Brooklyn.*—Miss Mickell, mistress—(21.)—I was less favorably impressed with this school on my last visit than on previous occasions. The arithmetic was not so accurate as formerly, the copy-books were carelessly written and kept, and the want of emulation was beginning to tell unfavorably upon the elder scholars who would do better at a larger school.

*Riwaka.*—Mr Ponsonby, master—(21.)—It is not to be expected that a small district like Riwaka can long continue to support two public in addition to one private school. If the children now taught more or less efficiently at these establishments were collected in one central school, as with the improved means of communication now available they might easily be, Riwaka might again attain the high educational position that it held some years ago, when nearly fifty well-trained children were in daily attendance at its single school. It is enough to say that I found the school little better than a wreck, though the present master is struggling hard to bring about a better state of things.

*Takaka.*—Mr Dixon, master—(24.)—The recent appointment of a new master has had the not unusual effect of temporarily increasing the numbers and improving the rate of attendance at this backward and hitherto ill-attended school. But long-continued regularity on the part of the scholars and unremitting attention on the part of the teacher will be needed to rescue Takaka from its present position at almost the bottom of our Provincial schools—a position which it has held, with little intermission, for the last eleven years. The geography and mental arithmetic of the first class are respectable and the redeeming features of the school. The reading, throughout, is nothing better than a monotonous drawl.

*Long Plain.*—Mrs Dixon, mistress—(23.)—The present tone and discipline of this school leave nothing to be desired. Though none of the children can be said to read really well as yet, their intonation is decidedly better than it was. I noticed that the arithmetic is of a more practical type than usual, the scholars being exercised in making out bills, and in solving such questions as they are likely to meet with after leaving school.

*Motupipi and Clifton.*—Mrs Robinson, mistress—(18.)—The children here read with good intonation, recite poetry well, write neatly, and cipher correctly. Long-continued and very general sickness has, however, latterly told unfavorably on the school, which in several respects is just now scarcely up to the high standard of former years. The sooner the preposterous system which compels the children of Motupipi on alternate days to exchange a spacious and well-ventilated building for a small and inconvenient old room is discontinued the better.

*Collingwood.*—Mr Marten, master ; Mrs Marten, assistant—(34.)—A very perceptible improvement has been made in the reading throughout this school. Considerable pains have evidently been taken to give the children a good intonation. The initial H and the final G are also enunciated with unusual distinctness. Few mistakes were made by the first class in writing from dictation. The arithmetic is also accurate as far as it goes. The discipline, though improved, is still far from being perfect.

*Westport.*—Mr Larchin, master ; Mrs Larchin, mistress ; Miss Blaxall, assistant—(134.)—A thorough reformation has taken place in this school since the appointment of an efficient staff of teachers. It is only to be regretted, for the sake of the children of Westport, that my plain and repeated representations as to the necessity for a change were so long disregarded. The number of good readers and writers has trebled during the last year, and a proportionate advance has been made in every branch except arithmetic, in which improvement is of usually slow growth. Great intellectual activity prevails throughout the school, which is remarkably well organised. The reproach of backwardness in educational matters will not, however, be entirely removed from Westport until many times more than four children are allowed to remain at school beyond their twelfth year. The parents here are more to blame in this respect even than those in the neighborhood of Haven-road school, for it seems that out of 172 scholars, 24 only have attained their ninth year. Cobden school undoubtedly owes no small share of its success to the fact that a large proportion of the children remain with their master longer than is usual at the other West Coast schools. This year, out of a total of 66 at Cobden, 20 had attained their 9th, 15 their 12th year.

*Addison's Flat.*—(Subsidised school.)—Miss Gibbs, mistress—(29.)—Although this school has suffered from the illness and consequent resignation of the late teacher, much has been done by the present mistress to make up for lost time. The reading is generally very distinct, the spelling correct, and the geography fair. Few, however, can do much in arithmetic. The children generally are well-mannered and orderly.

*Charleston : Blackett-street.*—(Subsidised school.)—Mr and Mrs Moore—(53.)—The division of labor that the employment of two teachers has rendered possible is beginning to tell favorably upon this school. The upper classes read distinctly and with good emphasis, some of the older scholars displaying a very creditable acquaintance with the outlines of history and geography. The handwriting of the first class is excellent, their exercise and account-books being neatly kept and well arranged. The gradation of classes is carefully preserved and the discipline is good.

*Charleston : St Patrick's.*—(Subsidised school.)—Mr Delany—(64.)—It is no reflection on Mr Delany's powers of instruction, which are considerable, to say that he has failed to teach efficiently a large proportion of the 64 scholars who presented themselves at my last examination. I foresaw, and pointed out last year that something of this sort must inevitably happen unless the teaching power were increased. The three upper classes, including about one half of the scholars, are very fairly taught. They read and write better than they did, and most of the first class acquit themselves creditably in dictation and grammar. But between the third and fourth classes there is a gap which will hardly be bridged in two years, the third class being able to read the 4th Irish book fluently, while the fourth class can just stumble through the 1st sequel in the same series.

*Cobden.*—Mr Ray, master—(55.)—Cobden still deserves its high reputation, though the numbers given in the annual return scarcely do justice to the quality of the teaching. It has always been Mr Ray's practice—a practice that I should be glad to see more common—to keep his scholars in the elementary stages of writing and arithmetic until they have mastered them. The result is that though his advanced scholars invariably show the advantages of this prolonged grounding, those recorded in the higher branches are relatively fewer than in schools where the children are pushed forward more rapidly, and where the teaching is more superficial.

*Brunnerton.*—Mr A. Young, master—(34.)—I found that the first class here read well, the second fairly, and that both classes were well grounded in arithmetic. Their knowledge of the geography of New Zealand was very accurate, and they parsed well. The writing was still poor with one exception; the discipline, as usual, good.

*Reefton.*—(Subsidised school.)—Mr A. Brown, master—(81.)—Though much of Mr Brown's time was taken up at first by the task of enforcing order and habits of application among the untrained children who have flocked to this school since it has been under his charge, an improvement is already observable in several important points. The children in the first class now read distinctly and with a tolerably correct intonation. They also passed a creditable examination in history, a subject they have taken up only lately. Their knowledge of grammar is also fair, and their writing much better than it was last year. The discipline is excellent, though it is obvious that the numbers are already too great for a single teacher, even after counting the slight and precarious help that can be given by two young monitors.

*Brighton.*—Mrs Murphy, mistress—(34.)—Nearly twice as many children appeared at this inspection as were present last year. As the school life of the children does not extend beyond a few months, much cannot be expected as yet. I found, however, the first class fairly proficient in arithmetic, while the geography of the first and second classes was unusually ready and accurate. Good order is kept, mainly due to the excellent understanding that exists between teacher and scholars.

*Ahaura.*—(Subsidised school.)—Boys : Master, Mr Harron ; Girls : Mistress, Miss Easton—(44.)—Important changes, in the expediency of some of which I do not concur, have been made here during the past year. Not only has an entirely new teaching staff been appointed—a step in the right direction—but a school that counted 18 boys and 23 girls daily when I visited the Ahaura has been split into two distinct establishments. Whatever may be urged in favor of the separation of the sexes where the numbers attending are large enough to admit of the employment of a complete set of teachers for each school so divided, I cannot see what is gained by sub-dividing a school which, when united, is barely sufficient to furnish classes numerous enough for emulation. After making due allowance for this serious drawback, I can report favorably as to the general progress of the scholars. Both the reading, dictation, and grammar of the upper classes are very fair. It is to be hoped, however, that as the teachers gain experience they will learn to keep better order. As it is, many of the children do not appear to know what discipline means.

*No Town.*—(Subsidised school.)—Miss Ferris, mistress—(22.)—Most of the children who are taught here are very young, two only of those present at my examination being over 12 years of age. A fair elementary education is being given by their mistress, who is very painstaking, and who has succeeded in establishing perfect order in her school.

*Pakawau.*—(Subsidised school.)—Mr Ponsonby—(9.)—I regret that the smallness of the attendance, after a nine months' trial, has compelled the Board to withdraw its subsidy from a school where the children had made extraordinary progress while they were under tuition. How to provide for the education of children in thinly-peopled districts like Pakawau without unduly taxing the education fund, or pressing too hardly upon the resources of the neighborhood is, perhaps, the most difficult problem that the Board is called upon to solve.

I am, Sir,

Your obedient servant,

W. C. HODGSON,

Inspector.

NELSON GOVERNMENT GAZETTE.

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RETURN of NUMBERS and ATTENDANCE from JUNE to DECEMBER, 1873.

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...	49	...	49	54	40	82	49	...	49	53	35	71
2 " " 2nd " ...	126	...	126	54	103	81	121	...	121	53	92	76
3 Hardy-street Girls, 1st Division...	...	85	85	52	66	77	...	85	85	50	66	79
4 " " 2nd " ...	...	92	92	54	55	60	14	75	89	52	72	80
5 " Preparatory ...	105	63	168	54	111	66	93	51	144	52	104	72
6 Haven-road, 1st Division	110	73	183	54	123	67	107	66	173	52	123	71
7 " 2nd " ...	...	...	...	...	...	...	...	...	...	...	...	...
8 Hampden-street, 1st Division	57	50	107	54	79	74	59	48	107	53	78	73
9 " 2nd " ...	...	...	...	...	...	...	...	...	...	...	...	...
10 St. Mary's Boys ...	92	...	92	59	68	73	83	...	83	55	62	74
11 " Girls ...	...	139	139	59	110	79	...	145	145	54	112	77
12 Clifton Terrace ...	14	13	27	65	14	52	13	13	26	57	13	50
13 Hillside ...	8	10	18	62	16	76	18	22	40	54	27	67
14 Happy Valley ...	13	9	22	61	15	81	...	...	...	...	...	...
15 Stoke ...	25	34	59	62	45	76	28	34	62	56	48	77
16 Richmond, Boys ...	69	...	69	56	52	76	69	...	69	52	54	78
17 " Girls ...	...	73	73	53	60	82	...	69	69	53	60	84
18 Ranzau ...	29	26	55	56	31	62	32	25	57	54	35	55
19 Hope ...	23	21	44	65	31	70	23	20	43	55	30	70
20 River Terrace ...	21	37	58	62	32	64	20	39	59	57	31	52
21 Spring Grove ...	50	48	98	60	67	69	57	48	105	48	70	67
22 Lower Wakefield ...	37	39	76	60	53	70	42	43	85	57	61	71
23 Eighty-eight Valley ...	12	17	29	53	15	51	11	16	27	53	20	74
24 Upper Wakefield ...	39	32	71	61	47	66	38	32	70	56	46	66
25 Foxhill ...	16	8	24	60	15	63	15	10	25	47	18	70
26 Motupiko ...	10	6	16	65	6	37	11	6	17	60	12	70
27 Waimea West, North School	22	21	43	61	34	79	24	22	40	61	31	68
28 " Village ...	39	23	62	66	41	65	41	25	66	58	40	60
29 Upper Moutere ...	34	22	56	66	42	74	36	20	56	51	43	76
30 Neudorf ...	26	24	50	64	34	68	25	23	48	49	43	90
31 Lower Moutere ...	28	29	57	59	41	71	28	34	62	53	49	78
32 Motueka, 1st Division	42	28	70	62	50	71	28	41	69	58	43	62
33 " 2nd " ...	23	19	42	62	27	64	24	21	45	58	29	64
34 Ngatimoti ...	16	16	32	55	21	65	17	16	33	49	25	75
35 Dovedale ...	6	15	21	63	16	75	11	20	31	53	20	65
36 Pangatotara ...	13	20	33	49	21	63	14	21	35	53	27	76
37 Riwaka ...	31	29	60	65	34	57	34	21	55	48	23	42
38 Brooklyn ...	7	10	17	52	12	70	7	11	18	44	14	80
39 Takaka ...	15	10	25	62	20	76	15	13	28	52	17	60
40 Long Plain ...	16	15	31	54	14	46	18	17	35	38	12	34
41 Motupipi and Clifton	11	14	25	53	13	52	11	15	26	45	15	56
42 Collingwood ...	25	29	54	59	37	68	23	29	52	53	36	68
43 Westport ...	77	62	139	67	107	86	82	69	151	56	119	79
44 Addison's Flat ...	*	*	*	*	*	*	*	*	*	*	*	*
45 Charleston, Blackett-street	34	26	60	67	55	80	37	24	61	58	52	85
46 " St Patrick's	38	24	62	65	51	82	42	26	68	62	54	79
47 Cobden ...	25	29	54	62	41	75	28	30	58	54	43	73
48 Brunnerton ...	17	17	34	59	24	71	16	19	35	56	24	70
49 Reefton ...	34	23	57	64	43	76	32	28	60	58	44	74
50 Brighton ...	22	17	39	63	27	70	23	17	40	58	32	80
51 Ahaura ...	21	28	49	66	31	63	21	27	48	58	37	78
52 No Town ...	18	10	28	66	18	64	17	8	25	50	18	72
53 Pakawau ...	5	5	10	62	7	68	11	8	19	53	12	63
Totals ...	1550	1441	2991	64	2113	70	1568	1452	3020	52	2171	71

\* No return sent in.

RETURN of NUMBERS and ATTENDANCE from JANUARY to JUNE, 1874.

SCHOOLS.	MARCH QUARTER.						JUNE QUARTER.					
	Boys.	Girls.	TOTALS.	School Days.	Daily Attendance.	Percentage.	Boys.	Girls.	TOTALS.	Schools Days.	Daily attendance.	Percentage.
1 Bridge-street, Boys, 1st Division...	53	...	53	46	42	78	51	..	51	57	41	80
2 " " 2nd " "	114	...	114	45	92	80	116	...	116	58	91	79
3 Hardy-street, Girls, 1st Division...	...	85	85	50	68	80	...	85	85	57	63	80
4 " " 2nd " "	22	84	106	50	76	72	14	83	97	58	73	76
5 Preparatory ...	106	50	156	50	103	66	112	61	173	58	116	67
6 Haven-road ...	...	...	...	...	...	...	...	...	...	...	...	...
7 1st and 2nd divisions	111	71	182	50	132	72	106	68	174	58	124	70
8 Hampden-street	...	...	...	...	...	...	...	...	...	...	...	...
9 1st and 2nd Division	59	45	104	50	80	74	58	49	107	58	76	71
10 St Mary's, Boys ...	87	...	87	50	64	73	90	...	90	56	65	72
11 St Mary's, Girls ...	...	147	147	50	116	72	...	142	142	53	114	80
12 1st and 2 d Divisions	...	...	...	...	...	...	...	...	...	...	...	...
13 Clifton Terrace ...	10	13	23	55	14	61	13	17	30	60	18	60
14 Hillside ...	...	...	...	...	...	...	...	...	...	...	...	...
15 Happy Valley ...	19	17	36	54	26	73	21	17	38	59	27	71
16 Stoke ...	31	34	65	46	41	63	32	31	63	59	47	75
17 Richmond, Boys ...	69	...	69	50	58	84	63	...	63	58	53	85
18 " Girls ...	...	65	65	50	56	86	...	67	67	60	55	81
19 Ranzau ...	37	25	52	46	28	73	22	25	47	44	25	54
20 Hope ...	31	20	51	46	37	72	32	25	57	57	37	61
21 River Terrace ...	23	41	64	52	35	56	30	39	69	54	40	69
22 Spring Grove ...	54	45	99	46	68	66	56	42	98	64	65	65
23 Lower Wakefield ...	...	...	...	...	...	...	...	...	...	...	...	...
24 1st and 2nd Divisions	45	48	93	53	69	73	46	47	93	55	68	73
25 Eighty-eight Valley ...	11	17	28	40	22	78	11	17	28	54	22	78
26 Upper Wakefield ...	35	27	64	49	45	71	39	31	70	50	42	70
27 Foxhill ...	18	19	28	50	20	70	19	13	32	57	23	73
28 Mot piko ...	11	5	16	41	11	68	12	7	19	46	13	69
29 Waimea West, North School	19	26	45	41	28	61	20	23	43	61	33	76
30 " Village ...	34	19	53	37	27	51	38	22	60	61	39	65
31 Upper Moutere ...	40	22	62	51	47	76	39	25	64	53	46	71
32 Neudorf ...	24	24	48	51	42	89	26	23	49	49	41	83
33 Lower Moutere ...	28	34	62	50	45	73	30	29	59	55	41	71
34 Motueka, 1st Division	32	39	71	51	47	66	30	33	63	55	42	66
35 " 2nd " "	20	15	35	51	26	74	18	16	34	55	24	70
36 Ngatimoti ...	18	17	35	52	25	67	15	17	32	55	22	69
37 Dovedale ...	8	20	28	46	18	66	7	21	28	59	18	64
38 P angatotara ...	19	23	42	50	30	71	20	21	41	52	30	73
39 Riwaka ...	25	10	35	54	18	53	30	7	37	42	29	83
40 Brooklyn ...	10	12	22	59	16	71	10	11	21	63	13	60
41 Takaka ...	20	19	39	61	22	56	20	20	40	52	27	67
42 Long Plain ...	17	18	35	47	21	61	17	17	34	54	19	57
43 Motupipi ...	17	14	31	33	12	38	16	16	32	52	20	63
44 Clifton ...	...	...	...	...	...	...	...	...	...	...	...	...
45 Collingwood ...	29	29	58	49	37	63	29	26	53	53	34	64
46 Westport ...	80	75	155	45	124	80	77	68	145	61	119	82
47 Addison's Flat ...	10	27	37	53	23	62	*	*	*	*	*	*
48 Charleston, Blakett-street	34	22	56	57	54	88	33	20	53	59	41	79
49 " St Patrick's	49	26	75	56	57	76	46	22	68	61	53	79
50 Cobden ...	32	26	58	47	48	82	33	31	64	56	47	74
51 Brunnerton ...	21	20	41	46	28	68	19	17	36	61	28	78
52 Reefton ...	41	46	87	60	60	70	40	42	82	67	56	69
53 Brighton ...	22	15	37	59	29	79	24	16	40	58	29	70
54 Ahaura, Boys ...	26	...	26	48	18	70	30	...	30	46	23	76
55 " Girls ...	...	28	28	48	23	81	...	35	35	46	28	80
56 Pakawau ...	8	5	13	47	12	92	...	...	...	...	...	...
57 No Town ...	15	11	26	60	20	74	14	10	24	54	18	75
	1644	1502	3146	49	2260	70	1624	1454	3078	54	2223	72

\* Return not sent in.

ANNUAL RETURN of the NELSON PUBLIC SCHOOLS for the Year ending JUNE 30, 1874.

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-street Boys, 1st Division ...	68	..	..	13	55	..	7	61	..	33	35	..	..	..	68	68	68	68	
2 " " 2nd " "	146	5	43	81	17	69	42	35	37	62	14	70	40	35	..	35	35	35	
3 Hardy-street Girls, 1st Division ...	139	..	..	52	87	..	15	124	..	20	119	..	40	59	40	139	95	139	
4 " " 2nd " "	137	6	77	47	7	86	51	..	65	13	..	112	28	..	..	..	..	..	
5 Preparatory " " " "	257	208	40	9	..	257	..	..	..	..	..	..	..	..	..	..	..	..	
6 Hampden-street, 1st Division	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
7 " " 2nd " "	136	49	31	35	21	65	42	29	27	51	7	27	20	8	30	22	..	..	
8 Haven-road, 1st Division	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
9 " " 2nd " "	225	70	51	72	32	101	71	53	56	44	31	52	26	26	20	72	36	72	
10 St Mary's, Boys	123	2	29	59	33	44	49	30	30	41	30	41	30	22	22	38	22	61	
11 " " Girls, 1st Division	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
12 " " 2nd " "	168	7	61	66	34	17	56	98	30	58	90	40	42	16	39	52	52	52	
13 Clifton Terrace	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
14 Hillside	23	5	2	8	8	5	12	6	5	8	5	8	5	5	..	10	10	..	
15 Happy Valley	23	7	9	2	5	12	11	..	7	5	..	5	12	..	2	13	13	13	
16 Stoke	71	19	13	22	17	26	29	16	13	23	10	19	16	16	12	27	27	27	
17 Richmond, Boys	77	19	15	20	23	22	24	22	29	21	16	21	8	17	14	23	13	18	
18 " " Girls	78	19	15	28	21	9	24	45	17	26	26	17	16	15	9	45	24	36	
19 Ranzau	72	24	17	22	9	35	26	11	16	15	11	19	16	12	7	18	9	18	
20 Hope	47	11	11	15	10	23	9	15	11	11	14	13	12	11	8	12	6	12	
21 River Terrace	77	19	20	17	21	37	15	25	28	16	21	12	16	18	13	26	13	26	
22 Spring Grove	133	19	23	55	36	49	44	40	40	32	18	37	23	33	20	57	..	57	
23 Lower Wakefield, 1st and 2nd	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
24 Divisions	99	34	23	29	13	59	34	14	24	19	14	22	17	18	12	16	16	16	
25 Eighty-eight Valley	27	6	14	6	1	12	12	3	8	4	7	12	..	10	3	13	13	13	
26 Upper Wakefield	76	17	15	26	18	29	29	18	17	24	11	20	11	18	10	20	20	20	
27 Foxhill	30	7	7	12	4	12	12	6	16	8	2	7	6	6	..	6	6	6	
28 Motupiko	18	5	3	7	3	9	9	..	10	3	..	5	8	2	..	..	..	..	
29 Waimea West, North Division	51	12	7	17	15	13	28	10	16	19	8	7	16	22	8	20	20	20	
30 " " Village	76	8	14	33	21	36	22	18	24	8	13	19	13	18	9	18	9	18	
31 Upper Moutere	67	18	19	19	11	30	23	14	20	12	13	16	12	8	..	21	10	21	
32 Neudorf	51	15	14	17	5	25	14	12	12	7	9	14	18	4	..	14	5	14	
33 Lower Moutere	73	8	16	27	22	24	16	33	24	10	15	11	20	12	4	36	25	25	
34 Motueka, 1st Division	88	1	18	37	32	..	46	42	27	34	28	27	16	16	29	61	61	61	
35 " " 2nd " "	53	31	16	6	..	53	..	..	..	..	..	16	..	..	..	..	..	..	
36 Ngatimoti	36	9	8	13	6	14	11	11	7	5	10	12	4	6	3	12	12	12	
37 Dovedale	35	9	11	6	9	13	12	10	11	8	10	11	12	3	1	10	10	10	
38 Pangatotara	46	7	12	14	13	19	17	10	19	7	16	10	11	3	6	22	22	14	
39 Riwaka	34	6	8	16	4	10	14	10	12	11	6	11	3	13	..	11	11	11	
40 Brooklyn	26	7	7	5	7	6	21	..	10	6	..	9	5	2	..	..	..	..	
41 Takaka	46	8	17	11	10	21	20	5	14	8	7	16	4	6	..	9	..	9	
42 Long Plain	38	3	14	11	10	22	16	..	15	18	..	10	14	..	..	13	13	..	
43 Motupipi	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
44 Clifton	32	7	9	7	9	20	6	6	15	6	6	14	11	1	1	26	12	12	
45 Collingwood	72	14	18	20	20	34	18	20	20	9	17	20	12	12	6	27	27	14	
46 Westport	172	104	40	24	4	82	52	38	36	52	24	78	12	11	5	47	17	47	
47 Addison's Flat	36	16	8	9	3	23	6	7	12	6	1	6	7	1	..	7	..	7	
48 Charleston, Blakett-street	74	29	22	14	9	32	18	24	41	5	10	21	9	5	3	18	18	18	
49 " " St Patrick's	95	40	16	25	14	48	17	30	25	20	9	20	12	12	4	41	31	31	
50 Cobden	66	17	14	20	15	18	25	23	14	14	8	15	2	20	9	23	23	23	
51 Brunnerton	42	8	10	14	10	14	21	6	10	18	1	16	10	8	3	10	..	27	
52 Reefton	101	45	30	21	5	64	33	4	39	10	5	21	2	2	..	25	25	25	
53 Brighton	41	23	8	4	6	18	18	5	15	12	1	6	..	5	..	11	..	15	
54 Abaura, Boys	53	18	14	12	9	25	16	12	13	12	3	16	7	5	..	28	..	28	
55 " " Girls	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
56 No Town	32	11	10	7	4	15	14	3	12	3	3	10	8	3	..	5	..	5	
57 Pakawau	13	3	5	3	2	9	4	..	9	..	..	9	..	..	..	6	..	..	
Totals	3833	1043	907	1126	757	1994	1140	1013	980	864	711	994	637	556	420	1233	812	1172	

SALARY LIST, SHOWING SCALE OF PAYMENT TO TEACHERS, JUNE, 1874, INCLUDING HEAD-MONEY AND RENT ALLOWANCES.

SCHOOLS.	TEACHERS.	Salaries.	Head Money.	Total Money Payments.	Other Emoluments.	Estimated Value.	Daily attendance for last 6 months.	Cost per Head in Salaries.
		£	£ s.	£ s.		£		£ s. d.
Bridge-street— First Division	Master	250	...	250 0	...	...	42	5 19 ½
Second Division	Master	135	53 10	188 10	...	...	92	2 18 4½
	Assistant	80	...	80 0	...	...		
Hardy-street— First Division (Girls)	Mistress	125	25 15	150 15	...	...	68	2 18 5½
	Assistant	48	...	48 0	...	...		
Hardy-street— Second Division	Mistress	60	32 5	92 5	...	...	74	1 11 5
	Assistant	24	...	24 0	...	...		
Preparatory	Mistress	90	...	90 0	...	...	109	1 1 0
	Assistant	27	...	27 0	...	...		
Haven-road	Master	150	71 10	221 10	...	...	118	2 13 9¼
	Assistant	48	...	48 0	...	...		
	2nd Assistant	48	...	48 0	...	...		
Hampden-street	Master	150	39 10	189 10	...	...	78	3 0 10¼
	Assistant	48	...	48 0	...	...		
St Mary's, Boys	Master	150	27 5	177 5	...	...	65	3 19 1¼
	Assistant	80	...	80 0	...	...		
St Mary's, Girls	Mistress	125	70 10	195 10	...	...	115	2 10 8¼
	Assistant	60	...	60 0	...	...		
	2nd Assistant	36	...	36 0	...	...		
Clifton Terrace	Master	60	...	60 0	House and Land	15	16	4 13 9
Hillside and Happy Valley	Master	120	5 10	125 10	House and Land	20	27	5 7 9¼
Stoke	Master	100	22 10	122 10	House and Land	15	44	3 7 6
	Pupil Teacher	26	...	26 0	...	...		
Richmond, Boys	Master	130	15 0	145 0	House and Land	15	55	3 15 9¼
	Assistant	48	...	48 0	...	...		
Richmond, Girls	Mistress	80	33 15	113 15	...	...	55	2 14 5¼
	Monitors	36	...	36 0	...	...		
Ranzau	Master	100	3 0	103 0	House and Land	15	27	4 7 4¼
Hope	Master	100	10 10	110 10	House and Land	15	37	3 7 10
River Terrace	Mistress	60	...	60 0	House and Land	15	37	2 13 6
	Assistant	24	...	24 0	...	...		
Spring Grove	Master	100	29 10	129 10	House and Land	15	66	2 18 4
	Assistant	48	...	48 0	...	...		
Lower Wakefield	Master	100	27 0	127 0	House and Land	15	68	2 12 4
	Assistant	36	...	36 0	...	...		
Eighty-eight Valley	Master	100	...	100 0	House	10	22	5 0 0
Upper Wakefield	Master	100	7 0	107 0	House and Land	20	43	3 15 9¼
	Assistant	36	...	36 0	...	...		
Foxhill	Master	60	...	60 0	...	...	22	2 14 6½
Motupiko	Mistress	60	...	60 0	House	5	12	5 8 4
Waimea West, North School	Master	100	4 5	104 5	House and Land	15	30	3 19 6
Village	Master	100	8 5	108 5	House and Land	15	33	4 9 2¼
	Assistant	24	...	24 0	...	...		
Upper Moutere	Master	100	5 10	105 10	House and Land	15	47	3 1 5¼
	Assistant	24	...	24 0	...	...		
Neudorf	Master	100	4 0	104 0	House and Land	15	42	3 8 1
	Assistant	24	...	24 0	...	...		
Lower Moutere	Master	108	19 15	127 15	House and Land	15	43	3 17 6¼
	Assistant	24	...	24 0	...	...		
Motueka	Master (including rent)	123	36 10	159 10	...	...	70	3 13 0
	Pupil Teacher [£15]	48	...	48 0	...	...		
	Assistant	48	...	48 0	...	...		
Pangatotara	Master	100	2 10	102 10	House and Land	15	30	3 18 4
Riwaka	Master	100	...	100 0	House and Land	15	23	5 0 0
Ngatimoti	Master	100	...	100 0	...	...	23	4 6 5¼
Dovedale	Master	60	...	60 0	House	5	18	3 12 2½
Brooklyn	Mistress	36	...	36 0	...	...	14	2 11 5
Long Plain	Mistress	60	...	60 0	House	5	15	4 6 8
Takaka	Master	100	...	100 0	House and Land	15	25	4 12 0
Clifton and Motupipi	Mistress	70	...	70 0	...	...	16	4 7 6
Collingwood	Master	125	...	125 0	House	10	36	4 15 0
	Assistant	36	...	36 0	...	...		
Cobden	Master	150	20 15	170 15	House and Land	15	48	3 17 4½
Brunnerton	Master	132	1 15	133 15	House	10	28	5 4 1
Westport	Master (and rent £24)	174	77 7	251 7	...	...	122	2 17 8
	Mistress	65	...	65 0	...	...		
	Assistant	36	...	36 0	...	...		
Subsidised Schools, at the Rate of £2 per annum for each Scholar in Daily Attendance as far as 40.								
Addison's Flat	Mistress (three quarters)	24	...	24 0	...	...		
Charleston, Blackett-street	Master and Mistress	80	...	80 0	...	...		
Charleston, St Patrick's	Master	79	...	79 0	...	...		
Brighton	Mistress	46	...	46 0	...	...		
Ahaura	Master and Mistress	73	...	73 0	...	...		
Reefton	Master	78	...	78 0	...	...		
No Town	Mistress	44	...	44 0	...	...		
Pakawau	Master (three quarters)	31	...	31 0	...	...		
		5880	654 12	6534 12				

