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**EUGENE J. O'CONOR, Provincial Secretary.**

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Provincial Secretary's Office,  
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**T**HE following Report and Returns are published for general information,

EUGENE O'CONOR,  
Provincial Secretary.

ANNUAL REPORT OF THE INSPECTOR OF PUBLIC  
SCHOOLS.

TO THE CHAIRMAN OF THE CENTRAL BOARD OF EDUCATION.

SIR,—A considerable addition has been made, during the past year, to the number of children attending our Provincial Schools, the Returns for 1875 showing a total of 4369 scholars against 3833 in 1874, an increase of 536.

Eight new schools have also been opened, all of which are subsidised, and are outside of education districts, seven being on the West Coast.

The Board has also undertaken to give subsidies to a school at the Karamea, and to a second school at Reefton. There are at present 63 schools partly or wholly maintained by the Board. So ample has been the provision for education lately made in the outlying districts, that I cannot see more than one neighborhood—Totara flat, in the Grey Valley—where a well-founded claim for an additional school can be made out during the next twelve months. In several instances, indeed, as at Waipuna and No Town, the Board has supported such mere skeletons of schools, that it becomes a question whether the conditions insisted on are sufficiently stringent as regards numbers. In both of these cases, however, the inhabitants have themselves made great sacrifices, and have contributed largely in the shape of buildings. The greatly increased attendance at Westport and Haven-road will necessitate additions being made to the school buildings at those places.

It is difficult for a reader who has no special knowledge of the subject to extract and combine the information scattered through the accompanying detailed reports of each school so as to get any distinct idea of the general result. I have, therefore, subjoined a summary that will help those interested in education to form a definite opinion as to the manner in which each branch of an elementary education is being taught in our Provincial schools, considered as a whole. The important subjects of Attendance and Discipline are also treated of separately.

*Reading.*—Although I have this year fixed the standard of good reading if anything somewhat higher than formerly, I am able to record 124 more good readers than in 1874. Special attention has, indeed, been directed to this subject by various means, among which I include the reading prizes offered by the Board. These have certainly stimulated good reading in the upper classes. Much more might be achieved, however, if parents would but second the efforts of teachers by encouraging their children to read aloud at home more than they do. I find that a large proportion of our scholars never open a book out of school. It is obvious that the reading of two or three sentences at most twice daily—which is as much as can be done in our large schools—is not, of itself, enough to ensure proficiency in an art in which excellence can be attained only by constant practice.

*Writing.*—The number of good writers is about the same as last year. This branch is usually well taught. I found carelessly written and ill-kept copy-books in not more than half-a-dozen of our schools. In many schools the penmanship may be termed excellent, when the age of the scholars is considered. I am glad to see that the practice of writing in exercise-books is becoming more common. Few of our teachers now attempt to teach any other subject during the writing lesson, which receives, as it undoubtedly requires, the undivided attention of the master or mistress.

*Arithmetic.*—Having reason to suspect that much of the arithmetic, especially in the upper classes, was too ambitious, and far from accurate, I have this year tested our schools by a set of papers divided into four grades. The teachers were allowed to distribute these according to their own estimate of their scholars'

proficiency, but, in order to obtain a pass, each scholar was required to work correctly three out of the nine sums on the paper he attempted. On the whole, our schools have stood his test very well, those who attempted the highest grade, which requires among other things a knowledge of vulgar and decimal fractions, having fared worst, as I had anticipated. About 50 names have been cut off from the fourth column by this sifting process, if the numbers for 1875 be compared with those given in 1874. But the numbers who passed in the third paper, which includes questions in proportion, practice, and interest, have actually increased by 188.

The proportion of passes in the first two grades was also satisfactory, though there were several conspicuous failures, which are recorded in the special report of each school. As proficiency in arithmetic is not only of great importance in itself, but is also capable of being more accurately gauged than are any of the other branches taught in primary schools, I have thought it worth while to append a list placing in order of merit the 18 schools that stand highest in arithmetic, as ascertained by my last examination. In making out this list, regard has been paid, not only to the number of passes, but to the average number of sums worked correctly in each class. Other elements, such as the relative numbers present, have also been taken into account.

1st. Bridge-street Boys (1st Division). 2nd. St. Mary's Girls (1st Division). 3rd. St. Mary's Boys. 4th. Haven-road (1st Division). 5th. Hardy-street Girls (1st Division). 6th. Motueka (1st Division). 7th. Hope. 8th. Cobden. 9th. Richmond Boys. 10th. Lower Moutere. 11th. Spring Grove. 12th. Stoke. 13th. Westport. 14th. Brunnerton. 15th. Lower Wakefield (1st Division). 16th. Hampden-street (1st Division). 17th. Richmond Girls. 18th. Waimea West Village.

*Grammar.*—Much of the time that was formerly wasted in learning by heart dry rules—usually ill-understood, and almost invariably misapplied in practice—is now more profitably devoted to teaching the elements of composition. In most of our schools letter writing is regularly practised, and in the best schools the upper classes can reproduce very fairly in writing the substance of the day's lesson. They can also parse a sentence intelligently. This is quite as much as ought to be expected. The school life of the children is, as a rule, too short to allow of much attention being paid to word-dissecting. It is as much as our teachers can do to get their scholars to put together easy sentences, without violating the few plain rules of grammar that may be taught without overburdening the memory.

*Geography.*—I begin to despair of seeing this subject rationally taught. Our schools are supplied, not only with large and costly wall-maps, but with hundreds of excellent atlases for the use of the more advanced classes. Text books which, though comparatively simple, contain ten times as much as the children need learn, are also distributed without stint. But, as a rule, the most advanced scholars really know very little of Geography, and that little is, practically, almost worthless. The inveterate fault of teachers of elementary schools seems to be this,—that they aim at giving a minute knowledge of details, at the expense of the broader outlines. There is no sense of proportion shown in the teaching. All the Geography that is worth learning by heart by children of twelve years old may be written down on a single sheet of foolscap. So much—with oral lessons before the map—will give more than I ever asked for; certainly far more than I have ever received. It is only fair to mention that in many schools some knowledge of the geography of New Zealand and Australia has lately been acquired by children who in times past wasted much time in learning by heart the names of all the counties and county towns in Great Britain and Ireland.

*History.*—The number of children under this head has fallen from 819 in 1874 to 729. This diminution is hardly to be regretted. The teaching of what was called History was formerly too indiscriminate, the column for that subject being filled with the names of very young children, who, when tested by a few simple questions, broke down utterly. The scholars now find text books at their own cost, and this has acted as a salutary, though quite undesigned, check, History now being rarely taken up by any but scholars who are of an age to study it with profit.

*Spelling,* which is taught mainly by dictation, but occasionally also by transcription and spelling books, is one of the best points in our schools. In very few can the spelling be called bad—in most it is good—in some almost faultless.

*School Registers and Quarterly Returns.*—The strictures that I found it necessary to pass last year upon the slovenly fashion in which these documents were made out, have answered their purpose completely. The school and class registers are now kept with sufficient neatness; the quarterly returns, with very few exceptions, being properly drawn up, and forwarded with exemplary punctuality.

*Discipline.*—The discipline of our schools has been steadily improving for several years. In nine cases out of ten the children enter and leave school in an orderly and respectful manner. In a small proportion of our schools—but a proportion that is yearly becoming larger—the classes approach and leave the master's desk with a military precision that really saves much time, besides being otherwise beneficial. Copying from one another, which, not many years ago, was hardly regarded by the children as an offence at all, is now comparatively rare, especially among the boys, and is generally recognised as being disgraceful. But far too much talking is still allowed, even in some of our best schools. It is not easy to lay down a general rule on this subject, but I am inclined to think that during certain kinds of work, such as at least as writing and arithmetic, absolute silence might be enforced, without the exercise of undue severity. Mr. Petrie, one of the Inspectors for Otago, goes even further than this, giving it as his opinion "that absolute silence should always and everywhere be insisted on in the school-room." Corporal punishment, so far as I can ascertain, is neither frequent nor excessive in the Nelson schools, hence I learn with regret that it has been altogether prohibited by several Local Committees. A discretionary power might, I think, be safely entrusted to any master who is fit to be in the service at all. Undue severity is not likely, for many reasons, to become a common fault in our system of discipline, the chief danger lying in quite an opposite direction.

*Attendance and Holidays.*—While reporting favorably of the condition of the Provincial Schools in several respects, I wish it to be distinctly understood that these expressions of satisfaction are subject to certain very important reservations. All that I intend to convey in the foregoing review is that our teachers, as a body, do quite as much as can fairly be expected of them under the unfavorable conditions to which they are subjected. The greatest drawback to the complete success of our schools is, without question, the low rate of attendance. To put it plainly, during the past year the children, one with another, have absented themselves from school every third day, the absentees amounting to 34 per cent. of the whole. Nor is this all. In addition to the usual holidays at the close of each half-year, and the weekly Saturday's holiday, occasional holidays are becoming so frequent that several schools have fallen short of the moderate quota of 212 school days in the year expected by the Board. In the quarter ending March 31, 1875, sixteen schools did not exceed, while some fell far short of an attendance of 44 days. If 34 per cent. be deducted for irregular attendance, there will remain no more than 29 days of five hours each, or 145 hours of actual school work during the quarter. As comparatively few of our scholars have home lessons, the shortness of the time spent in school is all the more deplorable. I have had the curiosity to note down a few of the excuses given for interrupting the school routine—an interruption that is felt more or less as the teachers inform me, in the shape of an increased irregularity of attendance during the remainder of the week in which the holiday is given. Our schools are constantly being closed it seems for the following reasons, among others—because a match at football or cricket is to be played in the neighborhood (not by the scholars themselves, but by strangers), or because a volunteer review or a steeplechase is to take place a dozen miles off. A large proportion of the teachers regard these occasional holidays with extreme disfavor, as in many cases they entail a serious pecuniary loss, and in all an increase of trouble.

#### TOWN SCHOOLS.

*Bridge-street: Boys, 1st Division.*—Mr. Smith (45).—This school, which has recently lost the valuable services of the master who has taught it so efficiently for eleven years, passed an excellent examination immediately before his departure. The arithmetic was, as usual, the strong point of the teaching, but the boys did well in every other respect. The good understanding that prevailed between master and scholars, an understanding that was evidently not inconsistent with the maintenance of strict discipline, was a very pleasing feature in this school.

*Bridge-street: 2nd Division.*—Mr. Sadd, Mr. Burn (late) assistant (80).—The children here are so taught that their knowledge is readily available. I was struck with the promptitude of the answers given to my questions on Geography and History. The reading, throughout, is clear and distinct, that of the lower classes, which was last year very bad, being much improved. I noticed, however, that in these classes such extraordinary pains had been taken to make the boys sound the initial "h," that the whole emphasis was thrown upon words beginning with that letter. The effect of this was very unpleasant. This fault occurs in several other schools, but not to the same extent. The writing is neat, and the arithmetic of very fair quality, though in the first class somewhat too ambitious, as there is a tendency to overlap the work of the upper division, which is not desirable. The discipline

is so good that it might well be taken as a model by some others of our Town schools.

*Hampden-street.*—Mr Sunley, Miss Johnson (late) assistant (81).—The reading of the first and second classes here is fair, that of the rest of the school indifferent. The writing, except that of the first class, is slovenly. Arithmetic is well taught, few of the children failing to pass in the standard they took up. Very few of the children know anything of either geography or grammar. The dictation of even the first class is exceedingly faulty—the average number of mistakes made in a passage of half-a-dozen lines being five. (At a small and rather backward country school—Takaka—the number of mistakes made by the first class in the same piece averaged 1.) I found the scholars, as usual, exceedingly noisy. They have not, apparently, the faintest notion of what working silently really means.

*Haven-road.*—Mr J. L. Hodgson, Miss Dement and Miss Burns assistants (184).—Although this school has lost ground during the long illness of its master, especially in reading and writing. I found that in several respects it still takes a foremost place among our schools. In arithmetic especially, very few schools have obtained such good results, the children at Haven road being unsurpassed in point of accuracy, 6 only out of 80 scholars present in the four first classes having failed to pass in their respective standards. The dictation of the upper classes was, also, nearly faultless. The lower division, under the care of Miss Burns, was well taught and well disciplined. The numbers present during my examination—giving more than 60 scholars to each teacher—were not only far in excess of the teaching power, but in excess of the school accommodation.

*Hardy-street: 1st Division.*—Mrs Sait, Miss Witney assistant (63).—The state of this excellent school is satisfactory in every respect. The teaching in all branches is sound—the discipline good. The scholars acquitted themselves exceedingly well at my last examination in both arithmetic, reading, and dictation. They also wrote, without any notice or preparation, an outline of the reign of John, giving the principal events and their dates very correctly. I have not yet seen in any school, public or private, so many girls of like age who could write as neatly and as well as the girls here. The extraordinary pains bestowed on this subject are amply repaid by the results produced.

*Hardy-street: 2nd Division.*—Miss Galland, Miss Hough assistant (71).—This school fulfils perfectly the double duty of preparing the elder girls for the Upper Division of the Girls' School, and of fitting for the 2nd Division of Bridge-street Boys' School the drafts annually promoted from the Preparatory School. The reading of the scholars in all the classes is distinct, and quite free from drawl. It is worth remarking, too, that they all sound, without unduly sounding, the letter "h"—a happy mean that many of our schools have yet to attain. The copy-books are neatly kept, and great attention is paid to dictation, which is practised not unsuccessfully, even by children in the lowest class. The arithmetic is by no means equal to the rest of the school work. The drafts taken from the Preparatory School five months ago have made remarkable progress under Miss Hough. The discipline is, as heretofore, excellent.

*Preparatory.*—Miss Cother, Miss Blackmore assistant (147).—These numbers speak for themselves. Even with ample school room, it would be impossible for two teachers to do justice to so many children—only 25 of whom are over seven years old. But huddled together as they now are upon rows of forms, without a single desk for the older scholars to write at, it is simply marvellous how such good order can be kept, and so much good teaching accomplished. Another teacher and an additional room are urgently required, though it is unfortunate that any enlargement of the school buildings will trench upon the already cramped play-ground.

*St. Mary's: Boys'.*—Mr Richards, Mr Williamson assistant (86).—Arithmetic is the strongest point in this school—reading the weakest. The average results obtained in arithmetic were, indeed, exceptionally high; the dictation of the first class was also nearly faultless. But the reading of every class except the first was halting and badly emphasised, few of the readers sounding the letter "h" at all. Geography, and more especially that of New Zealand and Australia, is remarkably well taught. In history, the first class gave very readily, in writing, an account of a reign of which they had had no previous notice. I found no falling off in the tone and discipline of the boys, which I have noticed favorably more than once.

*St. Mary's: Girls' School,* taught by Sisters of Charity (148).—It is difficult to speak too highly, either of the quality of the teaching or of the general management of this large school, which has increased in numbers by more than a third during the last twelvemonths. All the branches of a good English education are thoroughly well taught—the arithmetic,

reading, and dictation deserving special commendation. The writing of the first class is excellent, and the copy-book throughout show every mark of careful supervision.

## COUNTRY SCHOOLS.

*Clifton Terrace.*—Mrs Harrington (26).—A marked change for the better has taken place here since Mrs Harrington's appointment. She has evidently succeeded in gaining the confidence of the parents, who send their children in great numbers and with far more regularity than they have done for many years previously. The present teacher has not been long enough at work to bring Clifton Terrace to the level of an average country school, but there is now an activity and life about the school which promises well for the future.

*Hillside (half time School).*—Mr. Collins (20).—The children here did well in arithmetic, and wrote correctly from dictation. The handwriting was also neat. But the reading was still spiritless, and few knew anything either of geography or grammar. On the whole, the half time system, both here and at Happy Valley, after a full and fair trial, may be pronounced a failure. The same result, it may be remembered followed the introduction of this system at Pangatotara several years ago.

*Happy Valley (half time School).*—Mr. Collins (14).—I can report hardly any progress at this backward and ill-attended school. The children, throughout, continue to read in a species of recitative, the like of which I have not heard elsewhere. The arithmetic is on a par with the reading, some even of the first class being imperfectly grounded in the multiplication table. Grammar and geography are not even attempted.

*Stoke.*—Mr. Barnett, Miss Walker assistant (52).—This school stands higher in every respect than it did last year. I could detect scarcely a trace of the drawl that was formerly so noticeable in the reading. The copy books are neatly kept, the Arithmetic ready and correct, and the answers of the children in the upper classes, both in grammar and geography, for the most part very creditable. Good discipline is also maintained.

*Richmond Boys.*—Mr. Robson, Miss Saywell assistant (64).—There was little reason to apprehend any falling off in this school, under the management of so skilful and experienced a master as Mr. Robson. I accordingly found, on my last examination, that the attainments of the boys were, in every respect, at least equal to last year's high standard. It has often been a matter of regret to me, not only that the prizes for good and long service under our system of education were so few, and of such slight value, but also that Local Committees, in making new appointments, too often overlooked the moral claims of well tried servants to promotion. Such appointments as that of Mr. Robson to one of our most important schools may, therefore, be regarded as an indication that a better state of things is likely to prevail in future.

*Richmond Girls.*—Miss Spence, Miss O'Loughlin assistant (62).—The reading, writing, and dictation at this school are excellent throughout, but the arithmetic is of not more than average merit. Although the scholars can hardly be termed ill-disciplined, too much chattering is tolerated, even in such work as arithmetic, when silence and undivided attention are absolutely necessary. The younger children receive an unusual amount of attention, and it is doubtless owing to this cause that the classes are so well graded.

*Ranzau.*—Mr. Cowles (36).—A slight improvement has been made in the reading here, and the handwriting is somewhat firmer and less cramped than it was, but I could detect no improvement in any other respect. There is wonderfully little intellectual activity among the scholars.

*Hope.*—Mr. R. T. Brown (42).—The present master has completed the task so well begun by his predecessor, which has resulted in placing a very backward school in the foremost rank among schools of the same size. In some respects, indeed, Hope now compares favorably with even larger and more advanced schools, the writing and arithmetic being at least equal to what I found at Richmond. The reading, though improved, still leaves much to be desired, especially in the junior classes. The discipline is excellent.

*River Terrace.*—Mrs Bryant, Miss Bryant assistant (38).—On the whole, this school hardly maintains the high standard of former years. The lower classes struck me as being backward, notably in reading. The discipline is not strict enough. On the other hand, the upper classes did very well in geography and dictation, and wrote remarkably well.

*Spring Grove.*—Mr. Edmunds, Miss Knapp assistant (51).—I was unfavorably impressed here, as at River Terrace, by the reading and spelling of the younger scholars. The three upper classes, however, not only read very well, but acquitted themselves most creditably in geography, grammar, and dictation. Arithmetic is thoroughly well taught. The constant efforts required from both teachers to preserve anything like the requisite silence during my examination showed pretty

clearly that too much talking is permitted on ordinary occasions.

*Lower Wakefield.*—Mr. Chattock, Mrs Chattock assistant (69).—The children throughout have improved in their reading; the penmanship and dictation being fully up to last year's high standard. The arithmetic, though of quite average merit, fell somewhat short of what has been attained in this school previously. Fair discipline is maintained on the whole, though too much talking at work is allowed.

*88 Valley.*—Mr. Roby (28).—Writing is well taught here. The children read correctly, but very slowly, and without the slightest expression. The spelling is very faulty, and the arithmetic so inaccurate that it may be pronounced a failure throughout, one only of the ten scholars in the first classes having passed in the paper selected by themselves. The discipline is unusually strict.

*Upper Wakefield.*—Mr. Combes, Miss Tunnicliff assistant (50).—The children of the first class, as well as those in the junior division, taught by Miss Tunnicliff, passed a very satisfactory examination, but though no fault could reasonably be found with the head or the tail, the middle of the school had not apparently received a due share of attention. The reading of these classes was indifferent, and their arithmetic so incorrect that only one out of eight passed in the second class, while in the third class I had to record nine failures out of fourteen scholars. The dictation was better—but not much better—than the ciphering.

*Fox Hill.*—Mr. H. Ladley (23).—The copy books here, formerly very ill-kept, are now neat enough, and the discipline is much improved. But the arithmetic is almost as inaccurate as at Upper Wakefield, and the dictation very faulty.

*Motupiko.*—Mrs. Fugle (20).—Good work is being done here. At my last visit some months ago, I found that the children were getting rid of the drawl that formerly made their reading so unpleasant. The arithmetic had also gained in point of accuracy. The copy-books were very neatly kept.

*Waimea West, North Division.*—Mr. W. Ladley (38).—This school, which had quite fallen into decay previous to the appointment of Mr. Ladley, bids fair, under his skilful management, to take a good place among our smaller country schools. The whole tone of the school is far better than it has been for some years, the method of teaching and organisation being all that could be desired. An educational system, however, which results in placing one of our ablest masters in a small country school, cannot yet be considered by any means perfect. The waste of power is too obvious.

*Waimea West Village.*—Mr. Robson, Jun., Miss Ladley, Assistant (30).—Although the experiment of putting one of the youngest of our masters at the head of an important school, which had been gradually improved by two good masters in succession seems a hazardous one, Mr. Robson seems to be acquitting himself fairly, so far, at least, as I can judge from the result of a single examination. It is not easy, however, to speak positively as to the progress of a school which, at the time of my visit, had been left in excellent order only three months before, by Mr Robson's predecessor. Frequent changes are very puzzling to an examiner.

*Upper Moutere.*—Mr. Cook, Miss Cook, Assistant (45).—I found, as usual, the modest standard aimed at in this school fully attained in every branch. The children read distinctly, write legibly, and spell fairly well. Few failed in the sums they attempted. The younger children are not taught their tables early enough or carefully enough. The discipline is very good.

*Neudorf.*—Mr. Desanais, Mrs. Desanais, Assistant (39).—The improved attendance is beginning to tell favorably on this school, which is now about equal to the average of country schools of the same numbers and standing. The reading is much more distinct than it was, and both arithmetic and dictation are of better quality than formerly. Good order is kept.

*Dovedale.*—Mr. Stirling (21).—Penmanship and dictation are the strongest points here. The upper classes also acquitted themselves well in arithmetic at my last examination. The reading is of barely average merit. The discipline is good.

*Lower Moutere.*—Mr. Deck, Miss Guy, Assistant (54).—The loss of an able master like Mr. Robson, who has taught a school for so many years as to be almost identified with it, will, for some time, naturally have an injurious effect upon the establishment that he leaves. But much has been done by Mr. Deck during his seven months' tenure of office at Lower Moutere, to maintain the former high standard. In this he has been well seconded by his energetic assistant, Miss Guy, by whom the Lower classes are exceedingly well taught. The arithmetic was very correct throughout the school, the dictation and geography being far above the average. The tone and discipline of the scholars are highly creditable.

*Motueka.*—Mr. Bisley, Miss Guy, Assistant (70).—Although the children leave school here at a very early age, insomuch that seven only of the seventy children present at my examination had attained their twelfth year, they acquitted themselves most satisfactorily in every branch. Arithmetic, dictation, and geography, were all of more than average quality. Such knowledge of the outlines of history as the first class possesses is readily available, as they all gave, without preparation, a fair account of a reign selected by myself. The continued irregularity of attendance is such that it would, with less skilful and indefatigable teachers, go far towards defeating the objects for which the school is maintained. The organization and discipline in both divisions are perfect.

*Ngatimoti.*—Mr. Sutcliffe (21).—This school has been weakened by the loss of many of the older scholars, who have left the neighborhood. The young children who remain read fairly, spell well, and write neatly. Their knowledge of the outlines of geography is creditable, and their arithmetic, though slow, very correct, few failing to give the true answer to whatever sums they undertook. They are also very well behaved.

*Pangatotara.*—Mr. Hale (24).—I was somewhat disappointed at the state of this school, which, in certain respects, has retrograded since my last annual examination. The reading throughout was spiritless and almost inaudible; the children exceedingly slow and dull in answering the simplest question in geography and grammar, and the arithmetic so inaccurate that only one in the first class succeeded in passing in the standard taken up. The next class did somewhat better, but only after being allowed a second trial, which is not my usual practice. On the other hand, the writing was good throughout, and the dictation of the first class fair. A stricter discipline would be an advantage to the scholars. The average rate of attendance, which, during the December and March quarters reached 73 per cent., does not account for the backwardness of this school.

*Brooklyn.*—(late) Miss Mickell (16).—This school of which I reported unfavorably last year, has since made up for lost time, the improvement of the young scholars in almost every branch, being marked. In arithmetic, especially, which I found singularly inaccurate at my former examination, there was not a single failure in the first class. I observed that an unusually large proportion of the children wrote in copy-books, but their penmanship is of that shapeless kind which, unless thoroughly reformed, will never develop into a firm, legible hand.

*Riwaka.*—Mr. Ponsonby, Miss Gaskell, Assistant (54).—The task of reorganising a school that has been thoroughly broken up is a tedious one, but Mr. Ponsonby has already achieved so much, that another year of such sound teaching will probably suffice to restore this school to the position it held some eight years ago. He has evidently succeeded in winning the confidence of both parents and scholars. The special branches in which the greatest improvement has been effected are reading and arithmetic. The discipline, though it ought scarcely to be called lax, might advantageously be made somewhat stricter.

*Collingwood.*—Mr. and Mrs. Dixon (32).—The present teachers had been appointed only a short time before my last examination, when I found that the school was being taught by Mr. Dixon alone, who had been at work three weeks. He is, therefore, in no way responsible for the educational status of the school, which had, also, been closed for two months previous to his arrival at Collingwood. It was, nevertheless, clear to me that the children were being thoroughly well taught, and that a complete reformation had already been effected in the formerly very lax discipline of the school. In one important respect great credit is certainly due to Mr. Dixon's predecessors. The reading was remarkably good, insomuch that both of the Board's reading prizes, competed for by the Golden Bay schools, were easily won by Collingwood scholars. In all other branches the school was lamentably backward. In arithmetic, more than half of the first class failed to pass in the compound rules, seven only in the lower classes succeeding with the simple rules. The dictation was full of blunders, and even the first class knew scarcely anything of geography or grammar.

*Motupipi.*—Mrs. Robinson (22).—The alternate day system, which secured only two and a-half days' teaching weekly to the attendants at each of two schools little more than a mile apart has been finally discontinued, to the manifest advantage of both teachers and scholars. The good effects of the change are most perceptible in the reading and arithmetic. The bold, round, legible penmanship deserves special notice. The upper classes are also very ready in geography.

*East Takaka.*—Miss Burt (18), subsidised.—Great progress has been made in this little school since it was opened nine months ago. All who were present in the first class succeeded



*Nelson Creek.*—Mrs. Killeen (12), and Mr. Bullen (15), subsidised.—A dispute—into the merits of which it would be out of place for me to enter here—has resulted in a compromise, which is understood to be only temporary, but the effect of which is that two schools, numbering between them about thirty-five children, and within a hundred yards of one another, are receiving assistance from the Board. Both schools have been so recently opened, and the scholars know so little, that I

cannot yet undertake to give an opinion as to the respective merits of the teachers.

I have the honor to be,  
Sir,  
Your obedient Servant,  
W. C. HODGSON,  
Inspector.

RETURN OF NUMBERS AND ATTENDANCE FROM JUNE TO DECEMBER, 1874.

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..	55	..	55	57	42	77	47	..	47	52	34	72
2. " " 2nd division..	114	..	114	57	93	81	113	..	113	53	95	81
3. Hardy-street Girls—1st division..	..	82	82	57	67	81	..	85	85	53	69	81
4. " " 2nd division..	17	78	95	57	70	73	17	76	93	53	78	81
5. Preparatory..	121	70	191	57	126	61	132	74	206	53	153	70
6. Haven road—	..	..	..	..	..	..	..	..	..	..	..	..
7. 1st and 2nd divisions	103	73	176	57	126	71	119	74	193	53	138	71
8. Hampden-street—	..	..	..	..	..	..	..	..	..	..	..	..
9. 1st and 2nd divisions	72	52	114	57	78	68	84	57	141	54	97	68
10. St. Mary's Boys	101	..	101	61½	72	72	100	..	100	56	71	71
11. St. Mary's Girls—	..	143	143	61	108	75	..	143	143	56	118	83
12. 1st and 2nd divisions	..	..	..	..	..	..	..	..	..	..	..	..
13. Clifton Terrace	12	13	25	59	15	60	11	12	23	55	12	53
14. Hillside	..	..	..	..	..	..	..	..	..	..	..	..
15. Happy Valley	20	16	36	59	26	72	27	19	46	55	34	74
16. Stoke	31	34	65	62	44	68	29	33	62	58	45	73
17. Richmond Boys	63	..	63	57	43	69	67	..	67	60	50	75
18. " Girls	..	64	64	53	54	82	..	65	65	58	56	89
19. Ranzau	20	22	42	61	24	58	20	23	43	58	30	70
20. Hope..	29	22	51	61	35	68	24	26	50	54	35	70
21. River Terrace	30	45	75	56½	41	56	26	44	70	58	41	58
22. Spring Grove	57	46	103	57	67	63	60	42	102	58	68	66
23. Lower Wakefield—	..	..	..	..	..	..	..	..	..	..	..	..
24. 1st and 2nd divisions	45	44	89	60	63	71	46	45	91	61	63	69
25. 88 Valley	12	16	28	58	16	57	14	13	27	60	21	70
26. Upper Wakefield	36	29	65	65	44	73	37	33	70	57	48	73
27. Fox Hill	19	13	32	61	22	68	20	10	30	55	25	82
28. Motupiko	12	7	19	47	11	60	16	14	30	61	16	54
29. Waimea West, North School	19	21	40	61	31	78	21	26	47	58	25	55
30. Waimea West Village	35	19	54	65	38	70	36	17	53	55	36	65
31. Upper Moutere	41	29	70	62	47	66	43	28	71	58	54	75
32. Neudorf	25	27	52	57	39	75	28	28	56	57	43	77
33. Lower Moutere	26	26	52	39	38	72	27	26	53	57	37	68
34. Motueka—1st division	26	30	56	62	38	67	27	32	59	58	39	66
35. " 2nd division	22	16	38	62	22	57	21	15	36	58	24	66
36. Ngatimoti	14	14	28	50	19	67	15	15	30	52	20	67
37. Dovedale	10	18	28	55	19	67	11	21	33	58	23	68
38. Pangatotara	21	22	43	61	25	59	15	21	36	48	26	74
39. Riwaka	29	6	35	61	30	86	34	28	62	58	33	51
40. Brooklyn	9	10	19	57½	11	58	11	13	24	55	16	66
41. Takaka	22	16	38	60	22	67	19	20	39	58	26	65
42. Long Plain	17	18	35	53	20	53	17	20	37	51	19	51
43. Motupipi and	..	..	..	..	..	..	..	..	..	..	..	..
44. Clifton	15	12	27	50	15	57	15	11	26	52	18	69
45. Collingwood	..	..	..	..	..	..	..	..	..	..	..	..
46. Westport	25	24	49	50	32	60	27	25	52	57	35	67
47. Addison's Flat	79	66	145	60	113	78	80	71	151	58	133	78
48. Charleston, Blakett-street	12	20	32	50	16	50	14	29	43	55	42	82
49. " St. Patrick's	34	16	50	62	45	90	31	20	51	55	51	82
50. Cobden	44	21	65	63	51	78	42	20	62	56	51	82
51. Brunner-ton	30	31	61	61	41	66	25	28	53	54	38	70
52. Reef-ton	18	21	39	55	28	73	20	21	41	56	28	70
53. Brighton	44	28	72	65	48	73	43	31	74	58	52	70
54. Ahaura	15	10	25	61	21	80	16	10	26	40	23	84
55. No-Town	7	29	36	65	26	72	14	36	50	56	39	78
56. East Takaka	12	8	20	39	10	50	11	9	20	55	14	69
57. South Spit	6	10	16	14	10	62	9	14	23	52	17	74
58. Lyell..	13	13	26	66	20	73	14	12	26	62	24	92
	..	..	..	..	..	..	..	..	..	..	..	..
	1639	1450	3089	..	2162	63	1708	1546	3254	..	2374	64

# NELSON GOVERNMENT GAZETTE.

RETURN OF NUMBERS AND ATTENDANCE FROM JANUARY TO JUNE 30, 1875.

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	56	...	56	47	41	74	51	...	51	55	39	76
2. " " 2nd "	102	...	102	47	82	81	93	...	93	60	78	84
3. Hardy-street Girls: 1st Division	...	85	85	47	73	87	...	85	85	59	76	90
4. " " 2nd "	25	78	103	47	72	70	23	73	96	58	74	77
5. Preparatory ...	146	65	211	47	136	64	140	65	205	59	155	75
6. Haven-road: 1st and 2nd Divisions	114	91	205	47	144	70	126	86	212	49	143	67
7. Hampden-street: 1st and 2nd Divisions	66	42	108	46	80	72	62	46	108	51	79	73
8. St. Mary's Boys ...	107	...	107	43	77	72	112	...	112	57	78	69
9. St. Mary's Girls ...	...	161	161	43	132	81	...	178	178	59	135	76
10. Clifton Terrace ...	13	13	26	40	15	57	15	18	33	61	24	72
11. Hillside and Happy Valley ...	27	21	48	53	33	67	27	20	47	54	30	64
12. Stoke ...	34	32	66	45	44	66	33	31	64	59	47	73
13. Richmond Boys ...	66	...	66	42	49	74	70	...	70	59	54	77
14. " Girls ...	...	60	60	42	49	70	...	60	69	59	57	86
15. Ranzau ...	22	24	46	43	31	67	24	23	47	62	28	60
16. Hope ...	25	24	49	43	35	71	22	23	45	51	31	91
17. River Terrace ...	25	39	64	46	34	53	25	38	63	57	35	57
18. Spring Grove ...	54	42	96	41	60	60	55	48	103	66	69	68
19. Lower Wakefield: 1st and 2nd Division ...	47	47	94	48	64	68	48	48	96	58	68	71
20. 88 Valley ...	15	17	32	45	24	72	13	18	31	62	24	77
21. Upper Wakefield ...	34	37	71	52	48	72	36	40	76	60	49	68
22. Foxhill ...	22	12	34	53	24	71	22	12	34	61	22	64
23. Motupiko ...	14	11	25	40	18	70	13	12	25	59	18	71
24. Waimea West: North Division	21	24	45	28	35	79	22	26	48	63	37	77
25. " Village ...	33	18	51	37	26	51	36	21	57	60	34	60
26. Upper Moutere ...	37	31	68	44	52	76	36	30	66	54	43	65
27. Neudorf ...	25	26	51	45	40	78	30	24	54	51	35	65
28. Lower Moutere ...	29	28	57	37	42	74	29	32	61	61	46	76
29. Motueka: 1st Division ...	25	30	55	49	35	63	41	50	91	56	62	68
30. " 2nd " ...	21	22	43	49	28	55	9	13	22	58	15	67
31. Ngatimoti ...	11	15	26	48	17	63	12	17	29	61	22	77
32. Dovedale ...	12	17	29	46	20	69	16	20	36	61	21	59
33. Panzototara ...	16	20	36	47	26	72	16	20	36	61	21	59
34. Riwaka ...	33	32	65	42	50	77	36	39	75	64	58	77
35. Brooklyn ...	13	14	27	51	17	60	12	15	27	56	14	51
36. Takaka ...	18	18	36	34	23	64	16	16	32	18	26	81
37. Long Plain ...	15	16	31	42	18	57	13	13	26	44	13	51
38. Motupipi ...	15	12	27	48	21	78	16	10	26	48	18	69
39. Collingwood ...	31	23	54	53	39	72	24	20	44	18	34	76
40. Westport ...	96	75	171	43	142	82	97	90	187	63	135	70
41. Addison's Flat ...	16	29	45	57	29	64	12	23	35	56	26	74
42. Charleston: Blackett street	32	25	57	59	49	85	31	18	49	47	41	81
43. " St. Patrick's	42	22	64	51	42	65	47	26	73	64	60	82
44. Cobden ...	25	28	53	49	49	92	27	26	53	56	38	71
45. Brunnerton ...	21	23	44	50	34	77	19	19	38	59	28	73
46. Reefton ...	43	36	79	53	54	66	40	32	72	63	45	63
47. Brighton ...	18	7	25	53	21	81	15	5	20	58	17	85
48. Ahaura: St. Joseph's	10	22	32	45	20	62	10	23	33	62	25	75
49. South Spit	11	12	23	48	18	78	9	12	21	63	17	71
50. No Town ...	9	6	15	60	9	60	20	10	30	53	22	70
51. East Takaka	11	13	24	58	16	67	10	13	23	52	15	65
52. Lyell ...	11	11	22	57	18	82	...	...	...	...	...	...
53. Granville ...	8	14	22	39	16	72	...	...	...	...	...	...
54. Waipuna ...	9	6	15	47	10	66	7	4	11	68	9	86
55. Ahaura: Mrs. Clarson's	8	17	25	43	19	75	13	19	32	60	21	66
56. Nelson Creek: Mrs. Killeen's	11	7	18	55	14	66	11	8	19	71	15	78
57. " Mr. Bullen's	4	14	18	21	16	81	7	14	21	65	18	85
<b>TOTAL</b>	<b>1,754</b>	<b>1,614</b>	<b>3,368</b>	<b>...</b>	<b>2,530</b>	<b>70</b>	<b>1,733</b>	<b>1,621</b>	<b>3,354</b>	<b>...</b>	<b>2,423</b>	<b>69</b>

\* No returns sent in.



43. East Takaka	23	10	2	5	6	12	9	2	5	8	...	4	4	4	4	4	...	...
44. Clifton and	31	5	6	9	11	13	11	7	7	12	7	5	7	7	...	17	7	11
45. Motupipi	65	10	15	19	21	18	32	15	15	12	10	7	6	...	...	11	...	11
46. Collingwood	230	69	65	66	30	118	73	45	58	33	28	50	24	28	14	62	41	41
47. Westport	51	24	10	10	7	32	7	12	32	4	...	6	5	2	...	12	...	12
48. Addison's Flat	78	38	19	11	10	28	23	27	28	19	11	23	12	5	3	27	27	27
49. Charleston, Blackett-street	84	28	13	26	17	48	17	19	20	26	3	6	16	10	3	32	28	32
50. " St Patrick's	73	17	17	20	19	32	23	18	15	13	13	16	7	18	14	18	10	18
51. Cobden	50	14	14	13	9	18	22	10	16	14	3	6	11	8	7	10	...	18
52. Brunnerton	108	38	34	27	9	53	19	26	34	16	9	12	18	...	...	26	26	45
53. Reefton	32	14	11	4	3	12	8	4	8	7	2	5	5	1	1	8	...	8
54. Brighton	51	10	22	11	8	30	11	8	14	9	5	6	2	2	...	21	...	21
55. Ahaura, St Joseph's	22	6	8	6	2	12	7	3	5	8	2	9	4	2	...	10	1	10
56. No Town	22	9	4	9	...	18	4	...	2	...	...	2	...	...	...	...	...	...
57. Granville	15	7	4	4	...	14	1	...	8	1	...	3	1	...	...	...	...	1
58. Waipuna	21	9	6	5	1	18	2	1	6	1	...	3	...	1	...	2	...	2
59. Lyell	30	7	15	4	4	24	6	5	5	...	...	2	...	...	...	...	...	...
60. South Spit	83	9	11	6	7	23	9	1	12	8	...	24	1	...	...	19	...	19
61. Ahaura, Mrs Clarkson's	23	17	4	2	...	21	2	...	6	2	...	2	1	...	...	...	...	...
62. Nelson Creek, Mrs Killeen's	17	6	3	6	2	15	2	...	10	...	...	2	2	...	...	...	...	...
63. Nelson Creek, Mr Bullen's	4,369	1,215	1,059	1,220	875	2,161	1,072	1,136	1,077	798	761	774	608	744	367	1,318	729	1,283

ABSTRACT OF THE ACCOUNTS OF THE CENTRAL BOARD OF EDUCATION FROM JUNE 30, 1874,  
 DR. TO JUNE 30, 1875. CR.

To Provincial Grant ...	9,450	0	0	By Salaries ...	7,117	3	6
Rents of Reserves...	254	9	9	Repairs, Rents, and Committee Allowances	573	18	6
				Sites and New Buildings ...	125	10	0
				Books, Maps, and Fittings ...	561	9	2
				Printing, Postage, Law, Freight ...	79	1	3
				Overdraft at Union Bank, June 30, 1874	790	6	11
				Interest on ditto ...	94	8	5
				Credit Balance Jun 30, 1875 ...	362	12	0
	£9,704	9	9		£9,704	9	9

J. W. BARNICOAT, Chairman.  
 M. CAMPBELL.  
 ANDREW BURN NELSON, D.D.  
 A. M. GABIN.

Audited and found correct:

ALFRED GREENFIELD,  
 Provincial Auditor.

July 8, 1875.

SALARY LIST SHOWING SCALE OF PAYMENTS TO TEACHERS, INCLUDING HEAD MONEY AND RENT ALLOWANCES.

SCHOOLS.	TEACHERS.	Fixed Salaries.		Total Money Payments on account of Salary.	Other Emoluments.	Daily Attendance for last Six Months.
		£	£ s.			
Bridge-street Boys: 1st Division	Master	250	...	250 0	...	40
" " 2nd "	Master	150	49 0	199 0	...	75
" " " "	Assistant	80	...	80 0	...	75
Hardy street Girls: 1st Division	Mistress	125	33 10	158 10	...	73
" " " "	Assistant	48	...	48 0	...	145
Hardy-street Girls: 2nd Division	Mistress	60	34 10	94 10	...	144
" " " "	Assistant	24	...	24 0	...	80
Preparatory	Mistress	90	...	90 0	...	77
" " " "	Assistant	36	...	36 0	...	134
Haven-road	Master	150	76 10	226 10	...	20
" " " "	1st Assistant	60	...	60 0	...	31
" " " "	2nd Assistant	55	...	55 0	...	46
Hampden-street	Master	150	43 0	193 0	...	52
" " " "	Assistant	60	...	60 0	...	53
St. Mary's Boys	Master	150	36 0	186 0	...	30
" " " "	Assistant	80	...	80 0	...	31
St. Mary's Girls	Mistress	125	71 10	196 10	...	35
" " " "	1st Assistant	60	...	60 0	...	64
" " " "	2nd Assistant	36	...	36 0	...	66
Clifton Terrace	Mistress	60	...	60 0	house and land	24
Hillside and Happy Valley	Master	120	7 15	127 15	house and land	48
Stoke	Master	100	15 10	115 10	house and land	23
" " " "	Assistant	24	...	24 0	...	18
Richmond Boys	Master	125	11 5	136 5	house and land	36
" " " "	Assistant	36	...	36 0	house and land	30
Richmond Girls	Mistress	95	26 5	121 5	...	44
" " " "	Assistant	36	...	36 0	...	63
Ranzau	Master	100	4 15	104 15	house and land	16
Hope	Master	100	9 0	109 0	house...	21
River Terrace	Mistress	60	0 10	60 10	house and land	24
" " " "	Assistant	24	...	24 0	house and land	54
Spring Grove	Master	100	44 0	144 0	house and land	25
" " " "	Assistant	36	...	36 0	house...	16
Lower Wakefield	Master	100	29 0	129 0	house and land	15
" " " "	Assistant	36	...	36 0	house...	19
88 Valley	Master	100	...	100 0	house...	36
Upper Wakefield	Master	100	11 15	111 15	house and land	36
" " " "	Assistant	36	...	36 0	house and land	36
Foxhill	Master	100	...	100 0	...	18
Motupiko	Mistress	60	...	60 0	house...	16
Waimea West North School	Master	100	10 0	110 0	house and land	24
Waimea West Village	Master	100	...	100 0	house and land	54
" " " "	Assistant	24	...	24 0	house and land	25
Upper Moutere	Master	100	9 15	109 15	house and land	16
" " " "	Assistant	24	...	24 0	house and land	15
Neudorf	Master	100	2 0	102 0	house and land	19
" " " "	Assistant	24	...	24 0	house...	36
Lower Moutere	Master	100	4 5	104 5	house and land	63
" " " "	Assistant	24	...	24 0	house and land	16
Motueka	Master	108	26 0	134 0	rent allow- ance, £15	63
" " " "	Assistant	48	...	48 0	...	16
Ngatimoti	Master	100	...	100 0	house...	21
Dovedale	Master	80	...	80 0	house...	24
Pangatotara	Master	100	...	100 0	house and land	54
Riwaka	Master	100	10 0	110 0	house and land	25
" " " "	Assistant	24	...	24 0	house...	16
Takaka Lower	Master	100	1 0	101 0	house and land	16
Long Plain	Mistress	60	...	60 0	house...	15
Brooklyn	Mistress	36	...	36 0	house and land	19
Motupipi	Mistress	70	...	70 0	house...	36
Collingwood	Master	125	...	125 0	house and land	139
" " " "	Assistant	36	...	36 0	house...	139
Westport	Master	150	83 15	233 15	£24 allowance	139
" " " "	Mistress	65	...	65 0	...	44
" " " "	Assistant	36	...	36 0	...	31
Cobden	Master	150	18 0	168 0	house and land	44
Brunnerton	Master	132	4 5	136 5	£24 allowance	31
Subsidised Schools at the rate of £2 per annum for each scholar in daily attendance, as far as 40.						
Addison's Flat	Mistress	56	...	56 0	...	28
Charleston, Blackett-street	Master and Assistant	80	...	80 0	...	45
Charleston, St. Patrick's	Master	80	...	80 0	...	51
Reefton	Master	80	...	80 0	...	53
Brighton	Mistress	44	...	44 0	...	22
Ahaura, St. Mary's	Mistress and Assistant	68	...	68 0	...	34
Ahaura, Mrs. Clarson's	Mistress	40	...	40 0	...	20
South Spit	Mistress	42	...	42 0	...	21
No Town	Master	24	...	24 0	...	12
East Takaka	Master	32	...	32 0	...	16
Lyell	Mistress	34	...	34 0	...	17
Granville	Master	40	...	40 0	...	20
Waipuna	Mistress	20	...	20 0	...	10
Nelson Creek—Mrs Killeen's	Mistress	30	...	30 0	...	15
Nelson Creek—Mr Bullen	Master	34	...	34 0	...	17
		6 157	672 15	6,829 15		