

1878.  
NEW ZEALAND.

# EDUCATION.

## FIRST ANNUAL REPORT OF THE MINISTER OF EDUCATION.

*(Presented to both Houses of the General Assembly by Command of His Excellency.)*

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*(Presented to both Houses of the General Assembly by Command of His Excellency.)*

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MY LORD,—

Office of the Department of Education,  
June 30th, 1878.

I have the honor, in accordance with the provisions of "The Education Act, 1877," to submit to your Excellency the following report upon the progress and condition of public education in New Zealand during the year ended the 31st day of December, 1877.

I have, &c.,

J. BALLANCE,

Minister of Education.

His Excellency the Most Hon. the Marquis of Normanby, G.C.M.G.,  
Governor of New Zealand.

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## REPORT.

THIS report relates to a period during which the management of the public elementary schools was provided for by a merely temporary measure, and educational affairs were consequently in a somewhat unsettled and unsatisfactory condition.

The public schools in the several provincial districts had been conducted under systems differing widely from one another in many respects, and it was to be anticipated that some difficulty would be experienced in obtaining for the past year information of a uniform and thorough character as regards the attendance of pupils, financial arrangements, and other particulars. The fulness and care, however, with which the several Education Boards have prepared the returns for their respective districts enable me to present a large amount of useful and interesting information relating to the public schools of the colony.

As the Education Act only came into full operation at the beginning of the present year, twelve months will necessarily elapse before a report can be furnished on the progress and condition of education in New Zealand as affected by that important measure.

## NUMBER OF SCHOOLS.

The number of public schools reported as having been in operation under Education Boards during the whole or a portion of the year 1877 is 730. Returns of the attendance in regard to 708 schools or school districts only have been

received. This discrepancy is accounted for by the circumstance that, in the case of a few schools, no returns have been furnished, and that, in other instances, the attendance at two or more schools under the same Committee is not given separately. In this enumeration, the Auckland College and Grammar School and the Dunedin High Schools are not included, although they were under the charge of the Education Boards of their respective districts until the end of last year. They are referred to in another part of this report.

In the list of schools are included 44 "half-time" schools, situated in the following named districts respectively: Auckland, 30; New Plymouth, 4; Wellington, 6; and Otago, 4. These half-time schools have been established in sparsely-settled localities, where the number of children of school age is considered too small to warrant the maintenance of an ordinary school. In such cases, it has usually been found advisable to place under the charge of one teacher two small schools, situated at a convenient distance from each other, on the understanding that such teacher should divide his time and attention as fairly as possible between the two schools. As might be expected, the average attendance at the half-time schools is extremely small, being in some instances under fifteen, and in nearly all under twenty pupils. There are, however, many schools to which the services of a teacher have been exclusively assigned, where the attendance is also very small. The following table furnishes information respecting the number of schools, and the state of the attendance, in the several education districts:—

TABLE A.—SCHOOLS.

EDUCATION DISTRICTS.	Schools reported as Open in the Year 1877.	Number of Separate Returns of Attendance.	Total Average Attendances for last Quarter of 1877.	Number of Schools in each Education District in which the Average Attendance for the Last Quarter of 1877 was									
				Under 15 Pupils.	15 and under 20 Pupils.	20 and under 25 Pupils.	25 and under 50 Pupils.	50 and under 75 Pupils.	75 and under 100 Pupils.	100 and under 150 Pupils.	150 and under 300 Pupils.	300 and under 500 Pupils.	500 Pupils or over.
Auckland ...	186	186	7,891	49	19	29	44	15	13	10	5	2	...
„ Training Schools ...	...	...	82	...	...	...	...	...	...	...	...	...	...
New Plymouth ...	25	25	496	11	4	1	9	...	...	...	...	...	...
Patea ...	6	6	180	...	2	2	1	1	...	...	...	...	...
Hawke's Bay ...	28	28	1,130	3	5	2	12	3	1	1	1	...	...
Wellington ...	79	73	3,583	9	17	12	9	11	4	8	3	...	...
Marlborough ...	18	18	761	3	2	4	4	3	1	...	1	...	...
Nelson ...	65	65	2,972	6	6	9	19	16	4	4	1	...	...
Westland ...	28	27	1,953	2	6	2	6	4	1	3	1	2	...
Canterbury ...	121	107	10,736	7	4	9	32	21	8	10	10	1	5
Otago ...	174	173	11,989	6	14	22	64	29	8	10	13	5	2
Totals ...	730	708	41,773	96	79	92	200	103	40	46	35	10	7

It is evident that an education district having a large proportion of its schools with small attendances is placed at a disadvantage, for such schools must either be maintained in an efficient condition at a very heavy cost per pupil, or they must be committed to the care of ill-paid and probably inferior teachers. The question of providing for the school education of the children resident in sparsely-peopled localities is an exceedingly difficult one to solve. With the means at their disposal, Education Boards are naturally reluctant to multiply the number of small schools, and yet at the same time there is an obligation under a national system to place the means of a good school education within the reach of the largest possible number of the youth of the colony. It remains to be seen to what extent the powers conferred on Boards by the 88th section of the Education Act will enable them to provide for the educational wants of "outlying districts" by means of itinerant teachers, aided schools, and half-time schools.

NUMBER OF TEACHERS.

The number of teachers employed in the schools under the Education Boards during the last quarter of 1877 is returned at 1,400. They may be classified as follows: Headmasters, 577; assistant masters, 71; male pupil-teachers, 82; head



mistresses, 213; assistant mistresses, 236; and female pupil-teachers, 221. To these may be added 82 teachers of sewing, or work-mistresses, whose duties are for the most part limited to the giving of lessons to girls in needlework and other industrial branches during a portion of the school time. They are engaged almost solely in schools where the attendance does not warrant the employment for the whole of the school hours of a fully-qualified mistress or assistant mistress in addition to the master. The following table furnishes information respecting the number of teachers employed in the schools of the several Education Districts. The classification has been carefully made from the returns furnished by the Boards, and may be taken as approximately correct:—

TABLE B.—TEACHERS.

EDUCATION DISTRICTS.	NUMBER OF TEACHERS EMPLOYED DURING LAST QUARTER OF 1877.							
	Males.			Females.			Totals.	Teachers of Sewing.
	Head Teachers.	Assist-ants.	Pupil Teachers.	Head Teachers.	Assist-ants.	Pupil Teachers.		
Auckland ... ..	133	8	2	39	73	17	272	24
New Plymouth ... ..	14	2	1	9	5	1	32	...
Patea ... ..	6	...	...	...	2	...	8	...
Hawke's Bay ... ..	19	3	...	10	10	3	45	2
Wellington ... ..	55	7	4	19	19	43	147	...
Marlborough ... ..	14	1	1	9	2	2	29	...
Nelson ... ..	39	2	...	25	30	...	96	...
Westland ... ..	22	5	4	8	10	16	65	1
Canterbury ... ..	107	22	44	47	68	81	369	36
Otago ... ..	168	21	26	47	17	58	337	19
Totals ... ..	577	71	82	213	236	221	1,400	82

## ATTENDANCE OF SCHOLARS.

No uniform practice has hitherto been followed by the different Education Boards in regard to the keeping of the school registers, and the calculation of the average attendance. While great care and attention have evidently been bestowed on this matter by some of the Boards, there is reason to believe that in some instances the registers of attendance have been imperfectly kept or almost wholly neglected. The returns of attendance at the several schools for the past year which accompany this report must therefore be regarded as only approximately correct. These attendance returns give the numbers on the books and the average daily attendance for the whole of the year 1877, and also for the last quarter of the year. The following is a summary of the attendance returns:—

TABLE C.—ATTENDANCE.

EDUCATION DISTRICTS.	FOR THE YEAR 1877.						FOR THE LAST QUARTER OF 1877.					
	Total Number of Attendants or Enrolments.			Average Daily Attendance.			Total Number of Attendants or Enrolments.			Average Daily Attendance.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Auckland ... ..	7,043	5,760	12,803	4,393	3,368	7,761	6,271	5,210	11,481	4,398	3,493	7,891
„ Training Schools	14	77	91	11	63	74	14	77	91	11	71	82
New Plymouth ... ..	571	394	965	...	...	478	430	296	726	...	...	496
Patea ... ..	170	112	282	99	76	175	129	88	217	106	74	180
Hawke's Bay ... ..	...	...	1,800	...	...	1,250	...	...	1,421	...	...	1,130
Wellington ... ..	...	...	6,220	...	...	3,535	...	...	4,729	...	...	3,583
Marlborough ... ..	594	469	1,063	435	300	735	535	389	924	456	305	761
Nelson ... ..	2,495	2,393	4,888	1,507	1,443	2,950	2,021	1,916	3,937	1,532	1,440	2,972
Westland ... ..	1,916	1,780	3,696	...	...	1,921	1,446	1,354	2,800	...	...	1,953
Canterbury ... ..	10,561	9,969	20,530	5,466	4,743	10,209	7,698	7,136	14,834	5,710	5,026	10,736
Otago ... ..	11,005	8,608	19,613	6,343	5,406	11,749	7,836	6,692	14,528	6,490	5,499	11,989
Totals ... ..	...	...	71,951	...	...	40,837	...	...	55,688	...	...	41,773

As some of the Boards have failed to distinguish the sexes in their returns, it has been found impossible to give the attendance of boys and girls separately for the colony.

The returns give the total number on the school rolls for the year at 71,951, and the average daily attendance at 40,837; the corresponding numbers for the last quarter of the year being 55,688 and 41,773. The percentage of average attendance to the total number of enrolments is about 56·8 for the entire year, and about 75 for the last quarter. In all probability the two winter quarters would show a less percentage than the December quarter; for school attendance, especially in country districts, is, for obvious reasons, greatly affected by the state of the weather. But the comparison of the number of enrolments and the average attendance as shown in the summary, without further explanation, is calculated to mislead. The number of scholars who have been enrolled and who have attended at all during any quarter is found to be, in ordinary circumstances, higher than the number belonging to the school at any one time, and this is much more the case as regards so long a period as a year. It is with the lower number that the average attendance should rather be compared, for it would be manifestly unfair, in judging of any school, to compare the average attendance with the number on a roll which retains to the end of a quarter, or of an entire year, all the names once entered during the quarter or the year, however short the period of attendance may have been. There can be no doubt that many children, especially in towns, change from one school to another in the course of the year, and unless great care is taken they are likely to be returned as scholars of two or perhaps more schools. It is therefore of importance to secure as far as possible that the same child is not entered more than once as a scholar within the period for which the returns are made up.

There seems to be an impression that the importance of a school is enhanced by statements of high numbers on the roll. This is an erroneous idea, for the effect of an exaggerated representation of the gross number of attendants is to make the average attendance disproportionately low, and to conceal the real state of a district or locality as to the proportion of the children in it who are actually under instruction. It is of importance to keep in mind that it is not the number of scholars nominally upon the school roll, but the actual average attendance, which regulates the allowances to a school in respect of class-room accommodation, strength of staff, salaries of teachers, and other requirements. It is, therefore, extremely desirable that Education Boards should encourage, and even require, careful revision of each school roll at least once a quarter, with a view to the removal from it of all useless names. The average daily attendance, however, does not, in itself, show the full number of children who may have derived advantage from the public schools, for the attendance of many children, owing to circumstances beyond their control, is necessarily irregular, and yet such children may have received much benefit from their attendance, broken though it may have been.

Uniform attendance registers and summaries are about to be supplied to all the schools. The method of calculating the average attendance laid down by the regulations recently issued, and the quarterly returns required thereunder, will greatly facilitate the collection of complete and reliable information of a uniform character respecting the school attendance throughout the whole of the colony.

It has not been found possible this year to furnish returns respecting the ages of the scholars, and the proportion which the numbers attending school bear to the whole of the children of school age, within the several school districts.

#### RECEIPTS OF EDUCATION BOARDS.

“The Education Boards Act, 1876,” made temporary provision for the administration of educational affairs in the several provincial districts after “The Abolition of Provinces Act, 1875,” should come into operation. By the former of these Acts all taxes and rates previously authorized by the several Provincial Legislatures to be levied for the support of the public schools were abolished, excepting school fees and capitation rates on account of children; and a vote of

£117,884 for the six months ending 30th June, 1877, out of the Land Fund, was passed in aid of the maintenance of the schools, all of which, until the abolition of the provinces, had been wholly supported by funds derived from local or provincial sources.

But, although several of their old sources of revenue had been cut off, the Education Boards were able, in the course of the year 1877, to raise considerable amounts from school fees, capitation rates, arrears of taxes, education reserves, &c., as may be seen from the following summary of the receipts of the several Boards for 1877:—

TABLE D.—INCOME OF BOARDS.

1.	2.	3.	4.	5.	6.	7.	8.
EDUCATION DISTRICTS.	Balances on January 1, 1877.	From Government.	From Education Reserves.	Local Receipts: School Fees, Capitation Rates, Arrears of Rates, Donations, &c.	Sundry Receipts.	Overdrafts on December 31, 1877.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland ...	...	48,191 15 7	1,274 2 11	4,932 9 5	662 0 8	...	55,060 8 7
„ Grammar School	...	...	...	...	5,471 4 1	...	5,471 4 1
New Plymouth ...	97 10 5	3,052 7 6	76 9 3	793 15 3	...	...	4,020 2 5
Patea ...	4 7 0	3,032 7 8	419 13 6	226 4 0½	60 17 6½	28 8 3	3,771 18 0
Hawke's Bay ...	1,250 2 0	3,012 14 10	504 12 6	814 4 5	...	...	5,581 13 9
Wellington ...	...	29,231 8 0	197 18 4	3,383 19 3	140 0 0	1,057 10 10	34,010 16 5
Marlborough ...	707 4 2	4,846 12 0	106 17 0	439 17 0	...	...	6,100 10 2
Nelson ...	325 16 5	13,591 6 10	468 8 3	494 19 10	...	...	14,880 11 4
Westland ...	...	17,015 6 1	...	2,073 5 0	489 8 10	2,333 13 3	21,911 13 2
Canterbury ...	31,289 6 6	44,769 17 6	8,271 14 6	7,646 14 0	1,131 18 11	...	93,109 11 5
Otago ...	9,894 18 1	37,461 7 4	5,284 8 0	22,340 10 2	314 5 0	...	75,295 8 7
„ High Schools...	...	...	...	...	3,554 3 4	...	3,554 3 4
Totals ...	43,569 4 7	204,205 3 4	16,604 4 3	43,145 18 4½	11,823 18 4½	3,419 12 4	322,768 1 3
Deduct Balances and Superior Schools of Auckland and Otago	43,569 4 7	...	...	...	9,025 7 5	3,419 12 4	56,014 4 4
Net Totals ...	...	204,205 3 4	16,604 4 3	43,145 18 4½	2,798 10 11½	...	266,753 16 11

The balances, and also the receipts on account of the Auckland College and Grammar School and the Otago High Schools, are included in the summary, to show agreement with the totals of the different Boards' own general statements of accounts which accompany their reports. But, to make the agreement complete, it has been necessary to add to the totals of three of the Boards' statements the moneys raised by School Committees and expended on education without going through the Boards' books. They are—New Plymouth, £750 1s.; Hawke's Bay, £814 4s. 5d.; and Otago, £20,828 3s. 2d.

It will be seen that the Boards began the year 1877 with credit balances amounting in the aggregate to £43,569 4s. 7d.; of which, however, no less a sum than £41,184 4s. 7d. was in favour of the Canterbury and Otago Boards. Against this must be set the liabilities of the Education Boards of Auckland, Wellington, Marlborough, and Westland, amounting in all to £11,036 18s. 2d., as shown in the summary of Boards' expenditure on page 7 of this report. It will be noticed also that the sum of £43,145 18s. 4½d. was raised by the Education Boards and School Committees from capitation rates on children, school fees, subscriptions, arrears of rates, &c. More than one-half of this amount, or £22,340 10s. 2d., was received by the Otago Board from school fees and subscriptions. All these local sources of revenue, excepting what may be derived from “donations and subscriptions,” have been extinguished by the Education Act; and consequently the demands upon the consolidated revenue in future will be correspondingly increased.

The total amount received by the Education Boards during the year from Government for all purposes is returned by them at £204,205 3s. 4d. The revenue derived from the education reserves for the same period was £16,604 4s. 3d. The amount under the heading of “Sundry Receipts,” £2,798 10s. 11½d., is made up of refunds, interest, deposits on contracts, &c., which cannot strictly be regarded as ordinary revenue. The items which make up the several amounts

shown in the foregoing summary are taken from the Education Boards' general statements of accounts which accompany their reports, and which are hereunto appended.

A comparison of the amounts received from Government by the different Education Boards with their average attendance for the year shows that the proportions between these vary considerably, from £2 8s. 2d. for each average attendance received by the Hawke's Bay Board to £17 6s. 6d. received by the Board of the Patea District.<sup>(1)</sup> This may be explained by the circumstance that "The Education Boards Act, 1876," under which educational affairs were administered during 1877, laid down no principle upon which the grants should be made, and the vote would in consequence appear to have been distributed simply according to the claims submitted by the several Boards.

#### EXPENDITURE OF EDUCATION BOARDS.

From the general statements of accounts and other returns furnished by the Education Boards, the following summary of their expenditure for the year 1877 (Table F) has been prepared. In this summary the balances, and also the expenditure on account of the Auckland College and Grammar School and the Otago High Schools, are included, in order to show agreement with the totals of the different Boards' own statements of expenditure. The same explanation is here necessary which has already been given respecting the moneys raised locally in the Districts of New Plymouth, Hawke's Bay, and Otago, and expended without passing through the Boards' books.

The rates of expenditure in the several education districts for each average attendance, after deduction of the balances and the sums expended on school buildings, were as follows: Auckland, £4 15s. 3d.; New Plymouth, £6 7s. 2d.; Patea, £9 10s. 2d.; Hawke's Bay, £3 11s. 4d.; Wellington, £4 16s. 4d.; Marlborough, £4 14s. 2d.; Nelson, £3 17s. 2d.; Westland, £6 19s. 9d.; Canterbury, £4 16s. 9d.; Otago, £4 8s. 10d.: average of the whole of the districts, £4 14s. 8½d.

The cost of each average attendance on the whole of the schools on account of departmental expenditure (column 3) was about 6s. 7½d.; on account of teachers' salaries and Committees' expenses (column 4), £4 1s. 3¾d.—making altogether £4 7s. 11¼d.: the difference between this last sum and £4 14s. 8½d., given in the preceding paragraph, being the rate per head (6s. 9¼d.) on the amounts shown under columns 5, 6, 7, 8, and 9 of Table F.

The following table may be interesting, as showing the particulars of the departmental expenditure in the several education districts for 1877:—

TABLE E.—BOARDS' DEPARTMENTAL EXPENDITURE.

Education Districts.	Salaries of Secretaries, Clerks, &c.		Salaries of Inspectors.		Inspectors' Travelling Expenses.		Allowances to Members of Boards.		Office Rent and Furniture.		Printing, Advertising, Stationery, &c.		Totals as in column 3, Table F.		Cost per Attendance.	
	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
Auckland ...	1,000	5 0	533	6 8	199	0 0	244	6 8	208	17 8	709	14 11	2,895	10 11	0 7	4½
New Plymouth ...	221	5 0	100	0 0	...	...	...	...	...	...	22	9 3	343	14 3	0 14	4½
Patea ...	161	5 0	45	0 0	...	...	...	...	...	...	95	11 3	301	16 3	1 14	5½
Hawke's Bay ...	121	2 2	270	16 8	...	...	...	...	...	...	44	3 2	436	2 0	0 6	11½
Wellington ...	400	0 0	400	0 0	148	16 9	111	7 0	...	...	355	14 10	1,415	18 7	0 8	0
Marlborough ...	81	6 0	117	11 6	...	...	...	...	15	10 0	61	0 1	275	7 7	0 7	5½
Nelson ...	345	16 8	300	0 0	...	...	...	...	...	...	119	3 9	765	0 5	0 5	2½
Westland ...	260	8 4	430	0 0	250	15 6	176	9 0	...	...	535	6 9	1,652	19 7	0 17	2½
Canterbury ...	1,147	13 4	750	0 0	278	19 0	44	0 0	...	...	748	17 3	2,969	9 7	0 5	9½
Otago ...	909	3 4	871	19 0	369	1 6	...	...	...	...	353	11 4	2,503	15 2	0 4	3
Totals ...	4,648	4 10	3,818	13 10	1,246	12 9	576	2 8	224	7 8	3,045	12 7	13,559	14 4	0 6	7½

(1) It may be stated that no inconsiderable portion of the moneys received from Government was expended, not on ordinary current requirements, but on school buildings. For example, the Patea Board, out of a grant of £3,032 7s. 8d., expended £2,107 15s. 2d. on buildings. The following sums represent the rates for each average attendance received from Government by the different Boards; the first sum after the name of each Board showing the rate per head on the total amount, and the second sum the rate per head after deduction of the amounts expended by the several Boards on school buildings: Auckland, £6 3s. and £4 15s. 10d.; New Plymouth, £6 7s. 8d. and £5 3s. 10d.; Patea, £17 6s. 6d. and £5 5s. 8d.; Hawke's Bay, £2 8s. 2d. and £2 3s. 4d.; Wellington, £8 5s. 4d. and £4 17s. 9d.; Marlborough, £6 11s. 10d. and £4 16s. 2d.; Nelson, £4 12s. 1d. and £3 19s. 3d.; Westland, £8 17s. 1d. and £5 0s. 8d.; Canterbury, £4 7s. 8d. and £1 13s. 8d.; Otago, £3 3s. 9d. and £1 12s.: for the colony, £5 and £2 19s. 8d. The Boards of Auckland and Wellington may fairly represent that a somewhat large portion of their receipts was needed to pay off their liabilities from the preceding year, amounting, in the case of the former, to £4,775 1s. 5d., and of the latter, to £5,026 4s. 10d. It seems clear, on the other hand, that a large portion of the credit balances of the Boards of Canterbury and Otago was expended by them on school buildings, thus leaving free for ordinary current purposes a correspondingly large portion of their receipts for the year.

TABLE F.—SUMMARY OF BOARDS' EXPENDITURE.

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
EDUCATION DISTRICTS.	Balances Liabilities, 1st January, 1877.	DEPARTMENTAL. Salaries, Allowances, Travelling Expenses, Printing, Advertising, Stationery, Office Expenses.	SCHOOLS AND COMMITTEES. Teachers' Salaries and Allowances, Petty Repairs, and Ordinary Current Expenses.	Training Institutions.	Scholarships.	Examinations of Teachers and Pupil Teachers.	Law Expenses.	Sundry Expenses not classified.	School Buildings.	Balances December 31st, 1877.	TOTALS.
Auckland ...	£ s. d. 4,775 1 5	£ s. d. 2,895 10 11	£ s. d. 28,663 15 10	£ s. d. 2,402 3 7	£ s. d. 382 10 0	£ s. d. 138 1 11	£ s. d. 1,802 6 1	£ s. d. 1,037 10 0	£ s. d. 10,650 0 3	£ s. d. 2,260 0 7	£ s. d. 55,007 0 7
Auckland Grammar School ...	...	...	...	...	...	...	...	5,524 12 1	...	...	5,524 12 1
New Plymouth ...	...	343 14 3	2,597 5 3	...	...	...	...	98 13 1	568 16 5	411 13 5	4,020 2 5
Patea ...	...	301 16 3	1,221 3 8	...	...	...	40 17 8	100 5 3	2,107 15 2	...	3,771 18 0
Hawke's Bay ...	...	436 2 0	4,026 2 11	...	...	...	...	...	302 2 9	817 6 1	5,581 13 9
Wellington ...	5,026 4 10	1,415 18 7	15,197 6 4	...	...	...	26 13 8	392 1 2	11,952 11 10	...	34,010 16 5
Marlborough ...	87 13 3	275 7 7	3,070 7 10	...	87 1 0	...	1 19 0	27 11 9	1,310 14 5	1,239 15 4	6,100 10 2
Nelson ...	...	765 0 5	10,444 2 2	...	120 0 0	...	10 7 6	41 12 7	1,896 12 2	1,602 16 6	14,880 11 4
Westland ...	1,147 18 8	1,652 19 7	11,021 5 2	...	...	...	19 8 0	730 1 1	7,340 0 8	...	21,911 13 2
Canterbury ...	...	2,969 9 7	43,381 8 8	1,470 9 0	991 15 9	403 11 1	13 2 6	185 15 4	27,556 17 5	16,137 2 1	93,109 11 5
Otago ...	...	2,503 15 2	46,413 13 7	2,015 18 10	220 0 0	...	75 12 8	996 18 1	18,636 16 9	2,345 6 11	73,208 2 0
Otago High Schools ...	...	...	...	...	...	...	...	5,641 9 11	...	...	5,641 9 11
Totals ...	11,036 18 2	13,559 14 4	166,036 11 5	5,888 11 5	1,801 6 9	541 13 0	1,990 7 1	14,776 10 4	82,322 7 10	24,814 0 11	322,768 1 3
Deduct balances, and Auckland and Dunedin superior schools ...	11,036 18 2	...	...	...	...	...	...	11,166 2 0	...	24,814 0 11	47,017 1 1
Net expenditure on public schools within the year ...	...	13,559 14 4	166,036 11 5	5,888 11 5	1,801 6 9	541 13 0	1,990 7 1	3,610 8 4	82,322 7 10	...	275,751 0 2

## ANNUAL REPORTS OF EDUCATION BOARDS.

In accordance with the requirements of the Education Act, the several Education Boards have forwarded to this department reports of their proceedings during the year ended December 31, 1877. These reports, which supply a variety of interesting information respecting public-school education in the different districts, are hereunto appended. It has not been deemed necessary to swell the dimensions of this report by including in it the whole of the detailed information which accompanied the Boards' reports.

## INSPECTION OF THE PUBLIC SCHOOLS.

The reports furnished by the several Boards upon the inspection of the public schools under their control are hereunto appended. They contain much valuable information respecting the condition of the schools. It will be the duty of the Inspector-General to submit, in future, a comprehensive report on the inspection and the condition of the public schools throughout the colony. As that officer has only quite recently entered on his duties, it is impossible for him to furnish a report of this nature in regard to the past year.

## TRAINING INSTITUTIONS FOR TEACHERS.

The Education Board of Auckland has established two classes or departments for the instruction and training of teachers—one in the City of Auckland, the other at the Thames. Information respecting these classes is furnished by the Inspector of Schools of the district, in a report hereunto appended. The Board reports that a Girls' Training and High School was established at Auckland in the beginning of 1877, but no detailed information has been given respecting it.

"Normal schools," on a comparatively large scale, have been established at Christchurch and Dunedin by the Education Boards of the respective districts. The Christchurch institution has been in full operation under its present Principal since the beginning of last year. That of Dunedin was established in January, 1876. The reports by the respective Principals, which are hereunto appended, furnish full and interesting information respecting these institutions.

The question of making satisfactory provision for the proper training of teachers is one of great and pressing importance, but it is at the same time attended with some amount of practical difficulty. Arrangements of a permanent character could only be entered upon after very careful and mature consideration. The maintenance of one largely-attended and fully-equipped training institution for the whole colony would possess many advantages; but by far the greatest difficulty experienced in connection with such schools in New Zealand is that of securing anything like a sufficient number of young men as candidates for admission and training. This difficulty would be greatly lessened by having training schools in several parts of the colony, and this very important consideration may very properly outweigh others that might be advanced in support of the establishment of only one large central institution.

## SCHOLARSHIPS.

The reports of the Boards furnish information respecting scholarships. The number held last year by pupils of the public schools was as follows: Auckland, 15; Wellington, 6; Marlborough, 2; Nelson, 4; Canterbury, 21; and Otago, 6: total number, 54.

It is provided by the Education Act that Education Boards may, with the concurrence of the Minister of Education, from time to time, out of funds made specially applicable for the purpose, establish scholarships to be competed for by pupils of the public schools, and also scholarships open to all children of school age; that the holders of such scholarships shall carry on their studies in the higher branches of education at institutions under the control of the Boards, or, failing any such, at schools subject to inspection by a public school inspector; and that Boards may receive land or money for the foundation of scholarships. As yet very few scholarships have been founded by societies or private persons.

An equitable and satisfactory mode of distributing such funds as may be

voted for the maintenance of scholarships would be to place at the disposal of the different Education Boards grants of money in proportion to the average daily school attendance within their respective districts, such grants to be subject to certain prescribed regulations.

#### PUBLIC AND SCHOOL LIBRARIES.

The provisions of "The Public Libraries Subsidies Act, 1877," will tend to bring the public libraries throughout the colony into somewhat close connection with the Education Boards. The sum of £5,000 voted by Parliament last session for public libraries was intrusted to the Education Boards for distribution, under the conditions prescribed by the Act above referred to. Full particulars of the distribution will be given in the next annual report of the department. The Boards were requested to include in their reports information respecting the public libraries within their several districts, but, although such libraries seem to have been established in all the provincial districts, they have not been connected in any way with the Education Boards, except in the case of Otago. The information received respecting these institutions is therefore somewhat meagre.

Seven public libraries in the Provincial District of Taranaki are reported as entitled to a share of the Government grant. Four of these are kept in school buildings and are under the care of the teachers, but they have no other connection with the School Committee or the Board. A list of 22 public libraries in the Provincial District of Nelson shows that the amount of subscriptions received during 1877 was £363 17s. 1d. In Westland Provincial District there are nine public libraries, with 670 subscribers, and subscriptions amounting in 1877 to £546 5s. 1d.

For some years the Provincial Government of Canterbury contributed very liberally towards the establishment and maintenance of public libraries in that district, but the Education Board had no connection with those libraries, and can therefore furnish no information respecting them which could be regarded as having any value for the purposes of this report. In Otago a public library scheme has been in successful operation for a number of years under the management of the Education Board. With a view to assist the libraries in supplying their wants fully and economically, the Board has been accustomed to obtain from time to time large supplies of suitable and strongly-bound books from Britain. Committees were at liberty to purchase books from the Board's stock or otherwise, and for every pound or other sum expended by them in this manner a free grant of books of the same value was made to their library by the Board, the choice of the books from amongst the Board's stock being left to the Committees themselves. Opportunity was also afforded them from time to time to procure from the Home country, through the Board, such particular books as they might desire to have. At the end of 1877 there were 113 libraries in connection with the Board, classified as follows:—23 public circulating libraries, having reading rooms connected with them; 80 district circulating libraries, a number of which are available as school libraries; and 10 purely school libraries. Books to the value of £996 18s. 1d. were distributed by the Board among the public libraries last year. The total value of the books issued to libraries by the Otago Board from the commencement of the scheme to the end of the year 1877 was £10,236 1s. 2d.

#### INSTRUCTION IN DRAWING.

Special provision for the teaching of drawing in the public schools does not seem to have been made in any of the education districts, excepting that of Otago. For the last seven years the Otago Education Board has employed the services of a very highly-qualified drawing-master to give instruction in his art to the pupils of the public schools in Dunedin and suburbs. In addition to their services in the public schools, the drawing-master and two assistants conduct the School of Art established in Dunedin. In this institution there were carried on with highly satisfactory results during the past year classes for teachers and pupil-teachers, afternoon classes for women, and evening classes for artisans and others. The

report of the Otago Education Board furnishes information respecting the drawing department. The interesting and suggestive report of the drawing-master on the Dunedin School of Art, and the work done by him and his assistants in the public schools, is hereunto appended.

THE UNIVERSITIES, COLLEGES, AND OTHER PUBLIC INSTITUTIONS FOR THE  
PROMOTION OF THE HIGHER EDUCATION.

It is provided by the Education Act that the Minister of Education shall submit an annual "Report upon the Progress and Condition of Education in New Zealand." In compliance, therefore, with what appears to be the requirement of the Act, it has been deemed advisable to embrace in this report some account of the work accomplished by the Universities, Colleges, and other public institutions established by Acts of the Legislature for the promotion of the higher education, and which are under the control of other authorities than those constituted by the Education Act of last year.

These institutions are the University of New Zealand, the University of Otago, the Canterbury College, Auckland College and Grammar School, Wellington College, Nelson College, Christ's College and Grammar School, in Christchurch, and the Otago Boys' and Girls' High Schools.

The annual reports of the University of New Zealand\* and of the University of Otago, with correspondence and papers relating to those institutions, will be submitted to your Excellency.

The Governors of Canterbury College do not prepare annual reports, but their account of income and expenditure for the year 1877, together with information respecting the College, and certain correspondence and reports, will be submitted to your Excellency.

The Auckland College and Grammar School has been in operation for a number of years under the provisions of the Auckland Education Act, which enacted that "There shall be maintained in the City of Auckland, or in the suburbs, an educational establishment, under a headmaster, and such number of duly-qualified teachers and assistants as the Education Board shall from time to time consider necessary, in which shall be taught all the branches of a liberal education, ancient and modern languages, mathematics, and such other branches of science and learning as the advancement of the colony and the increase of population may from time to time require." The Act also provided for the establishment of scholarships, to be held at the College, or at any University in New Zealand. This institution was formerly under the management of the Auckland Education Board, but, by "The Auckland College and Grammar School Act, 1877," its control has been transferred to a separate Board of Governors. A report by the Headmaster, containing a summary of the work done during the past year in the several departments of the upper school, a list of the members of the University of New Zealand who are on the books of the College, and an abstract of the accounts for 1877, are hereunto appended.

The Wellington College was established under "The Wellington College Act, 1872." Information respecting this institution, including the Principal's last annual report, is hereunto appended.

Nelson College was instituted under a "deed of foundation" bearing date November 14, 1857, and was incorporated under "The Nelson College Act, 1858." The following extract from the deed of foundation shows the objects of the founders: "The object of the deed of foundation is to establish an educational institution for the advancement of religion and morality, and the promotion of useful knowledge, by offering to the youth of the province general education of a superior character. The funds of the institution having arisen from the contributions of persons of different religious persuasions, creed cannot be admitted as a disqualification, either as regards teachers or pupils. The course of instruction shall always include the English language and literature, one or more modern

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\*Full information respecting the University of New Zealand is contained in the Calendar for 1878. The affiliated institutions as given in the Calendar are—Auckland College and Grammar School; Wellington College; Nelson College; Christ's College; Canterbury College; University of Otago; St. John's College, Auckland; Church of England Grammar School, Auckland; Bishopdale Theological College, Nelson; Wesley College, Auckland.



languages, geography, mathematics, classics, history, drawing, music, and such branches of art or science as the Council shall at any time determine. No pupil shall be admitted under the age of nine years, nor unless he be able to read fluently, to write with tolerable accuracy from dictation, and be familiar with the first four rules of arithmetic." It was also provided that a sum of at least £300 should be set apart annually out of the trust estate for the foundation of scholarships to be held by lads whose parents should reside more than four miles from the College, and to be awarded for merit. The report of the Governors for the year 1877, and an abstract of the accounts, are hereunto appended.

Christ's College, Canterbury, was incorporated by an Ordinance of the Provincial Council of Canterbury in 1855, and is governed by a Warden, Sub-Warden, and Fellows. It is endowed with lands by the Canterbury Church Property Trustees. A site of ten acres of the Government Domain for buildings and grounds was received from the Superintendent of the Province in 1857. A statement respecting this institution was readily furnished by the governing body in response to an invitation from the department, and is appended to this report.

The Governors of Canterbury College have established a Girls' High School in the City of Christchurch. A report on this school by the Inspector-General is hereunto appended.

The Otago Boys' High School was opened in 1863, under the provisions of "The Otago Education Ordinance, 1862," which enacted that "There shall be established in Dunedin a High School, under a rector or headmaster, and such number of duly-qualified masters and assistants as the Education Board shall from time to time consider necessary, in which shall be taught all the branches of a liberal education, the French and other modern languages, the Latin and Greek classics, mathematics, and such other branches of science as the advancement of the colony and the increase of the population may from time to time require." The Ordinance also provided that scholarships, to be held in the High School of Otago, or in any University in Great Britain, Ireland, Australia, or New Zealand, should be established and submitted to competition. The Girls' High School was established in 1870, by a resolution of the Provincial Council. Both institutions were under the management of the Otago Education Board till the end of 1877, when the control of the schools was transferred to a separate Board of Governors under "The Otago Boys' and Girls' High Schools Act, 1877." Extracts from the Education Board's prospectus and annual report, supplying information respecting the schools, and also a report on the Girls' High School by the Lady Principal, are hereunto appended.

"The Southland Boys' and Girls' High Schools Act, 1877," provides for the appointment and incorporation of a Board of Governors for the management of Boys' and Girls' High Schools within the Education District of Southland. The Board of Governors has not yet been constituted, as the members of the Education Board of Southland, by whom two of the Governors are to be elected, only recently took office. Steps will be taken for the appointment and constitution of the Board at as early a date as the provisions of the Act will admit.

#### SCHOOLS OF MINES.

The papers relating to the University of Otago and the Canterbury College include correspondence between the Government and the authorities of those institutions in regard to the establishment of a School of Mines in connection with each. It will be seen that the Council of the University of Otago has already appointed Mr. G. H. F. Ulrich to the office of Professor of Mineralogy and Metallurgy, and Director of the School of Mines now established in connection with the University, and that the Governors of Canterbury College have undertaken to institute a School of Mines.

In future reports, care will be taken to present the information respecting the public institutions for the higher education in a more complete and systematic form than has been possible on this occasion.

## SUPPLEMENTARY.

ALTHOUGH not required by the Act, it is considered advisable to furnish a brief supplementary report up to the present date.

## PAYMENTS TO BOARDS.

Although the Education Act did not come into full operation until January 1, 1878, yet the appropriations clearly require that the grants to Boards for the financial year beginning July 1, 1877, should be paid according to the aggregate average daily attendance within each education district for the same period, and that the receipts by the several Boards from rents and profits of education reserves should be deducted from the amounts due to them in respect of such attendance.

In the appropriations the sum of £3 10s. is set down for each average attendance. This is obviously an inadvertence, for the Education Act authorizes the payment of £3 15s. The aggregate average daily attendance for the financial year is estimated in the appropriations at 40,000, but the actual attendance returned by the Boards is 44,161. The receipts from education reserves are estimated in the appropriations at £20,000 for the year, but the returns by the Boards show a sum of only £11,295 3s. 4d.

Owing to these three causes—(1) the under-statement of the rates of payment; (2) the under-estimate of the average attendance; and (3) the over-estimate of the receipts from reserves—the amount voted for the year under the head “Grants to Boards” has proved quite insufficient to meet the claims of the several Boards.

Another difficulty has attended the administration of the education vote, arising from the circumstance that, although Education Boards had received payments from Government ever since the abolition of the provinces at the close of 1876, no definite principle had been laid down for regulating such payments. It was for the first time provided by the legislation of 1877 that the ordinary grants to Boards as from July 1, 1877, should be in proportion to the average daily attendance. But it was not till the end of January, 1878, nearly seven months after the financial year had begun, that the department could be organized; and it was then found, on a comparison of the attendance with the issues to the different Boards, that in several instances the payments were quite out of proportion to the amounts warranted by Statute. One Board had received, for the six months ended December 31, 1877, about £3,000 in excess of its claim for the entire year. Another Board, whose claim for the six months would be about £8,200, had received for that period payments amounting to £14,225.

Largely as one or two of the Boards had been paid in excess of their claims under the Act, it was found impossible all at once to stop payment of the monthly accounts. This would not only have embarrassed the Boards, but it would have inflicted hardship upon the teachers and their families. In two instances, however, the monthly payments were discontinued some time before the close of the financial year.

A circular, dated February 12th, was issued to Boards, requesting their attention to the provisions of the Education and the Appropriation Acts which regulate the payments of moneys, and urging upon them the absolute necessity of so regulating their expenditure as to keep it within their income as fixed by the Legislature. Copies of this and of other circulars in connection with the administration of the Education Act are hereunto appended.

Appended to this report is a summary of the moneys voted for educational purposes and disbursed by this department during the financial year. It will be seen that the amount expended is £29,261 18s. 8d. in excess of the vote for the Education Department, and £1,950 in excess of the vote for school buildings. A further sum of about £19,230 will be needed to meet payments due for the past financial year.

## FUTURE PAYMENTS TO BOARDS.

As already stated, there is reason to believe that in some instances the returns of average attendance hitherto received can be regarded as only approximately correct. But care has been taken to secure in future complete and reliable information respecting the school attendance, and the Boards have been informed that hereafter their monthly grants, for each period of three months beginning on the 1st of July, October, January, and April respectively, will be made strictly according to the actually-ascertained average daily attendance for the quarter immediately preceding.

## SCHOOL BUILDINGS.

The Education Boards' returns show a total expenditure of £82,322 7s. 10d. on school buildings during the year 1877. The special vote of £50,000 for school buildings, passed by the General Assembly last session, has since been distributed among the different Boards. It was found necessary to exceed the amount voted by £1,950, as shown in the abstract of accounts hereunto appended.

The effect of the passing of the Education Act has been to add largely to the attendance at schools already established, and to increase the demand for new schools. Strong representations have accordingly been made by Boards as to their pressing wants in respect of school buildings. The Otago Board reports as follows: "The introduction of free education in the elementary schools has been followed by a very great increase in the attendance at all schools in towns and larger villages. In Dunedin, for example, every available room is crowded to excess, and yet great numbers of applicants for admission have had to be turned from the public schools' doors. An effort has been made to meet the pressure temporarily by leasing rooms or halls in the neighbourhood of, and carrying them on in connection with, the present schools. But the provision thus made is both inadequate and unsatisfactory, and nothing short of a large extension of the present schools, and the addition of one or two new ones, can meet the urgent wants of the city. In all the larger towns and villages the state of circumstances as regards increase of attendance and insufficiency of accommodation is more or less the same, and the temporary leasing of halls has had to be resorted to."

## EDUCATION RESERVES.

The awards of the arbitrators appointed under "The Education Reserves Act, 1877," to apportion the education reserves for the purposes of primary and secondary education, have been published in full in the *New Zealand Gazette*, with the exception of the Auckland award, which has not yet been received. A list of the School Commissioners, in whom the reserves are now vested, is hereunto appended.

## SCHOOL SAVINGS BANKS.

With a view to aid and encourage Education Boards and School Committees to establish School Savings Banks, Government have directed that a supply of bank pass books, account books, and other papers should be furnished to Boards for the use of the schools. These are now in course of preparation, and will shortly be issued.

## TEACHERS' PENSION AND WIDOW AND ORPHAN FUND.

The Government have had under consideration the advisability of encouraging and assisting the teachers employed in the public schools to make provision for themselves on their retirement from active duty, and for their widows and orphan children, and have accordingly instructed the Actuary of the Government Insurance Department to submit for consideration a scheme calculated to secure these desirable objects. The Actuary, with a view to obtain the information necessary to the working out of a scheme of the kind proposed, has prepared forms of returns to be filled up by the teachers who would come under it. These forms, with instructions for filling them up, have been forwarded to all the teachers of both sexes, and the returns are now coming in.

## REGULATIONS.

The regulations already made by Order in Council under section 100 of the Education Act are hereunto appended. They relate to (1) the auditing of School Committees' accounts; (2) the auditing of the accounts of Education Boards; and (3) the calculating of the average daily attendance at the public schools, and the furnishing of the returns of such attendance.

The Education Boards have been informed that it is the desire of the Government to interfere as little as possible with their existing regulations, and only in so far as is necessary to bring them into harmony. It is therefore not deemed advisable to frame regulations respecting the examination and classification of teachers and other important subjects until the department has obtained very thorough and intimate knowledge of the circumstances and requirements of the schools within the several education districts. Such information will be best obtained by the officers of the department visiting the several districts, and conferring with the Boards. The Inspector-General has accordingly entered on such a course of visitation.

## APPENDIX.

## GENERAL STATEMENT of EXPENDITURE during the Year ending 30th June, 1878.

Vote.	Item.	Service.	Amounts Voted.			Amounts Expended.			Balances Debit.		
			£	s.	d.	£	s.	d.	£	s.	d.
		New Zealand University ...	3,000	0	0	3,000	0	0			
		<i>Education Department.</i>									
31	1	Secretary ...	600	0	0	505	10	9			
	2	Clerical assistance ...	275	0	0	122	18	4			
	3	Salaries of Inspectors ...	3,900	0	0	3,263	14	0			
	4	Normal schools ...	6,000	0	0	6,489	6	11			
	5	Scholarships ...	1,000	0	0	872	0	0			
	6	Travelling expenses ...	1,700	0	0	1,371	17	10			
	7	Contingencies ...	1,525	0	0	781	18	8			
	8	Grants to Boards ...	120,000	0	0	150,854	12	2			
	9	Wellington College...	1,574	0	0	1,574	0	0			
	10	Otago High Schools ...	3,213	0	0	3,213	0	0			
	11	In lieu of capitation tax ...	25,000	0	0	25,000	0	0			
		Totals...	164,787	0	0	194,048	18	8	29,261	18	8
46	1	Public Libraries ...	5,000	0	0	5,000	0	0			
		<i>Miscellaneous—Land Fund.</i>									
61	8	Canterbury—Girls' High School ...	250	0	0	250	0	0			
	9	„ School of Mines ...	450	0	0	450	0	0			
	10	„ School buildings ...	15,000	0	0	15,000	0	0			
	11	„ High School buildings ...	15,000	0	0	15,000	0	0			
	12	„ College maintenance ...	3,350	0	0	3,350	0	0			
	15	Otago—Director School of Mines ...	500	0	0	500	0	0			
		„ School appliances ...	500	0	0	500	0	0			
		Totals...	35,050	0	0	35,050	0	0			
98	1	School buildings ...	50,000	0	0	51,950	0	0	1,950	0	0
		<i>Unauthorized.</i>									
		Aided schools ...	...			294	10	0			

## ABSTRACT of VOTE 31—EDUCATION.

Vote.	Service.	Amounts Voted.			Amounts Expended.			Balance Debit.		
		£	s.	d.	£	s.	d.	£	s.	d.
31	Departmental salaries and travelling expenses	1,089	14	10	843	3	11			
	Contingencies ... ..	1,525	0	0	781	18	8			
	Wellington College—Otago High Schools ...	4,787	0	0	4,787	0	0			
	Payments to Education Boards ... ..	157,385	5	2	187,636	16	1			
	Totals as above ... ..	164,787	0	0	194,048	18	8	29,261	18	8

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, with the Number of Teachers, the Attendance, Expenditure, &c., for the Year 1877.  
AUCKLAND.

No.	County or Borough.  (The letter "B" is placed after Boroughs.)	School.	Number of Teachers in the December Quarter, 1877.						Attendance.						Expenditure by Boards for Year 1877 on the several Schools.				Additional Sums raised by the Districts, from School Fees, Subscriptions, Donations, &c.			
			Male.			Female.			Teachers of Sewing.			For the Year 1877.			For Last Quarter of 1877.			Teachers' Salaries.		Other Ordinary Expenditure.	On School Buildings.	
			Masters.	Assistants.	Pupil-Teachers.	Missresses.	Assistants.	Pupil-Teachers.	Total.	Aggregate.		Average Daily.		Aggregate.		Average Daily.						
										Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		Boys.	Girls.	Total.
1	Auckland (B)	Auckland E., No. 1	1	1	...	...	...	...	305	118	423	211	73	284	291	118	409	229	87	316	£ s. d. 491 15 0	£ s. d. ...
2	"	" No. 2	...	...	...	...	...	...	108	120	228	63	58	121	103	109	212	63	64	127	240 0 0	2,100 0 0
3	"	" No. 3	...	...	...	...	...	...	41	98	139	21	48	69	41	87	128	24	49	73	167 10 0	...
4	"	Auckland W., No. 1	1	1	...	...	...	...	127	104	231	67	52	119	108	81	189	65	48	113	317 10 0	600 0 0
5	"	" No. 2	...	...	...	...	...	...	317	189	506	211	106	317	310	188	498	215	100	324	575 0 0	...
6	"	Howe Street (Newton)	...	...	...	...	...	...	80	35	115	67	28	95	80	35	115	68	26	94	197 10 0	...
7	Gisborne (B)	Gisborne ...	1	1	...	...	...	...	120	66	186	87	36	123	120	66	186	87	46	133	273 15 0	...
8	Onehunga (B)	Onehunga—Boys' ...	1	1	1	...	...	...	161	...	...	115	...	115	160	...	160	112	...	108	270 16 0	...
9	"	" Girls' ...	...	...	...	...	...	...	...	157	157	...	99	99	...	157	157	...	108	108	320 0 0	71 0 0
10	Parnell (B) ...	Parnell ...	1	1	...	...	...	...	92	63	155	57	36	93	85	60	145	56	39	95	197 10 0	...
11	Thames (B) ...	Kauaeranga—Boys' ...	1	1	1	...	...	...	254	77	331	126	26	152	254	77	331	174	48	222	338 15 0	...
12	"	" Girls' ...	...	...	...	...	...	...	108	256	364	59	157	216	74	247	321	51	162	213	418 15 0	...
13	"	Eureka ...	...	...	...	...	...	...	16	20	36	10	15	25	16	19	35	12	14	26	90 0 0	...
14	"	Shellback ...	1	1	...	...	...	...	114	87	201	73	50	123	90	68	158	65	50	115	333 15 0	...
15	"	Thames ...	1	1	...	...	...	...	165	120	285	122	84	206	162	114	276	126	83	209	393 6 8	...
16	"	Waiohiki Creek ...	...	...	...	...	...	...	92	97	189	66	66	132	89	81	170	68	61	129	315 0 0	...
17	"	Tararu ...	...	...	...	...	...	...	67	44	111	37	30	67	48	44	92	40	20	69	207 10 0	...
18	Bay of Islands	Kawakawa	1	1	...	...	...	...	41	41	82	29	27	56	41	41	82	30	30	60	124 6 8	...
19	"	Okaihau ...	...	...	...	...	...	...	8	12	20	3	7	10	8	12	20	3	8	11	67 10 0	...
20	"	Pakaru ...	1	1	...	...	...	...	22	15	37	13	8	21	22	15	37	12	8	20	100 0 0	...
21	"	Russell ...	...	...	...	...	...	...	17	24	41	11	13	24	12	17	29	6	7	13	125 0 0	...
22	"	Waumate ...	...	...	...	...	...	...	15	10	25	11	5	16	13	8	21	11	5	16	60 0 0	...
23	Cook	Matawhero ...	1	1	...	...	...	...	46	25	71	34	16	50	37	19	56	28	14	42	140 0 0	...
24	"	Ormond ...	...	...	...	...	...	...	13	19	32	8	12	20	13	19	32	8	13	21	100 0 0	...
25	"	Tolaga Bay (Native)	1	1	...	...	...	...	7	2	9	4	2	6	7	2	9	7	2	9	10 0 0	...
26	Coromandel ...	Coromandel	1	1	...	...	...	...	45	39	84	24	15	39	45	39	84	34	28	62	165 0 0	...
27	"	Driving Creek	1	1	...	...	...	...	70	53	123	49	31	80	63	47	110	49	31	80	225 0 0	...
28	"	Mercury Bay	1	1	...	...	...	...	25	16	41	20	12	32	23	15	38	21	13	34	105 0 0	...
29	"	Whangapoua	1	1	...	...	...	...	15	9	24	11	7	18	14	9	23	10	6	16	83 6 8	...
30	Eden	Ellerslie ...	1	1	...	...	...	...	10	12	22	8	10	18	10	12	22	8	10	18	16 13 4	...
31	"	Grafton Road	1	1	...	...	...	...	141	123	264	101	87	188	120	101	221	93	78	171	370 0 0	...
32	"	Mount Albert	1	1	...	...	...	...	85	46	131	42	24	66	64	37	101	37	24	61	197 10 0	...
33	"	Mount Eden	1	1	...	...	...	...	51	46	97	37	31	68	51	46	97	40	32	72	85 0 0	...
34	"	Mount Hobson—Boys' ...	1	1	...	...	...	...	103	...	103	72	...	72	101	...	101	78	...	78	232 10 0	...
35	"	" Girls' ...	...	...	...	...	...	...	32	84	116	16	51	67	20	84	104	13	56	69	207 10 0	...
36	"	Newton East	1	2	...	...	...	...	274	181	455	135	70	205	252	176	428	172	97	269	446 13 4	...
37	"	West	1	1	...	...	...	...	152	89	241	90	51	141	126	88	214	85	52	137	263 15 0	...
38	"	Panmure ...	1	1	...	...	...	...	51	61	112	33	37	70	59	48	98	35	35	70	235 0 0	...
39	"	Ponsonby...	1	1	...	...	...	...	132	62	194	88	31	119	126	62	188	89	37	126	292 0 0	...



[illegible]

LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—continued.  
AUCKLAND—continued.

No.	County or Borough,  (The letter "B" is placed after Boroughs.)	School.	Number of Teachers in the December Quarter, 1877.					Attendance.					Expenditure by Boards for Year 1877 on the several Schools.					Additional Sums raised by the Districts, School Fees, Subscriptions, Donations, &c.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
			Male.		Female.		Total.	For the Year 1877.		For Last Quarter of 1877.		Teachers' Salaries.	Other Ordinary Expenditure.	On School Buildings.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
			Masters.	Assistants.	Pupil-Teachers.	Missresses.		Pupil-Teachers.	Total.	Boys.	Girls.					Total.	Boys.		Girls.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																		
31	Thames	Tairua	...	...	...	1	...	8	15	23	2	6	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...</





## LIST of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &amp;c.—continued.

## NEW PLYMOUTH—continued.

No.	County or Borough.  (The letter "B." is placed after Boroughs.)	School.	Number of Teachers in the December Quarter, 1877.							Attendance.						Expenditure by Boards for Year 1877 on the several Schools.				Additional Sums raised by the Districts, from School Fees, Subscriptions, Donations, &c.			
			Male.		Female.		Teachers of Drawing.	For the Year 1877.			For Last Quarter of 1877.			Teachers' Salaries.	Other Ordinary Expenditure.	On School Buildings.							
			Masters.	Assistants.	Pupil-Teachers.	Mistresses.		Assistants.	Pupil-Teachers.	Total.	Aggregate.	Boys.	Girls.					Total.	Aggregate.		Boys.	Girls.	Total.
20	Taranaki	Manutahi...	1	...	...	...	...	...	37	21	58	...	...	22	23	13	36	...	...	£ s. d.	£ s. d.	£ s. d.	
21	"	Huirangi...	...	...	...	1	...	...	15	13	28	...	...	17	12	11	23	...	...	...	...	42 1 6	
22	"	Tikurangi...	...	...	...	1	...	...	27	21	48	...	...	25	21	15	36	...	...	...	...	25 7 2	
23	"	Urenui...	...	...	...	1	...	...	18	14	32	...	...	15	12	5	17	...	...	...	...	52 0 6	
24	"	Inglewood—Boys'	1	...	...	...	...	...	56	...	56	...	...	25	29	...	29	...	...	...	...	27 0 0	
25	"	" Girls'	...	...	...	1	2	...	7	43	50	...	...	21	7	43	50	...	...	...	...	23 5 5	
		Totals	14	2	1	9	5	1	571	394	965	...	...	478	430	296	726	...	...	1,610	7 7	568 16 5	
																				580	10 11	750 1 0	

## PATEA.

1	Patea	Whenuakura	1	...	...	...	...	...	1	...	10	10	20	7	8	15	9	10	19	8	16	75 0 0	...	...	...	7 3 0
2	"	Carlyle ...	1	...	...	...	...	...	2	...	59	36	95	34	21	55	36	26	62	34	20	207 18 4	...	...	...	82 17 3
3	"	Kakaramea	1	...	...	...	...	...	1	...	24	14	38	16	19	35	20	9	29	17	7	190 0 0	...	...	...	31 17 0
4	"	Manutahi...	1	...	...	...	...	...	1	...	14	15	29	11	8	19	13	10	23	12	9	111 0 0	...	...	...	19 19 9
5	"	Hawera ...	1	...	...	...	...	...	2	...	43	18	61	26	14	40	39	19	58	24	22	186 13 4	...	...	...	56 4 6
6	"	Normanby	1	...	...	...	...	...	1	...	20	19	39	5	6	11	12	14	26	11	8	159 11 8	...	...	...	20 15 1
		Totals	6	...	...	...	...	...	8	...	170	112	282	99	76	175	129	88	217	106	74	890 3 4	...	...	...	218 16 7

## HAWKE'S BAY.

1	Napier (B)	Port Ahuriri	...	...	...	...	...	...	1	...	17	24	41	...	...	33	...	...	36	...	...	62 6 6	...	...	...	47 1 2
2	Hawke's Bay	Meane	...	...	...	...	...	...	1	...	20	23	43	...	...	30	...	...	30	...	...	83 14 3	...	...	...	25 0 0
3	"	Puketapu...	...	...	...	...	...	...	2	...	32	29	51	...	...	28	...	...	29	...	...	99 11 8	...	...	...	42 12 9
4	"	West Clive	...	...	...	...	...	...	2	...	38	37	69	...	...	28	...	...	46	...	...	92 5 4	...	...	...	37 12 0
5	"	Clive	...	...	...	...	...	...	2	...	38	34	72	...	...	40	...	...	55	...	...	135 10 1	...	...	...	25 19 6
6	"	Hastings ...	...	...	...	...	...	...	1	...	50	20	51	...	...	31	...	...	36	...	...	110 6 6	...	...	...	16 17 6
7	"	Havelock ...	...	...	...	...	...	...	2	...	50	41	91	...	...	52	...	...	57	...	...	161 8 6	...	...	...	81 5 0
8	"	Te Aute ...	...	...	...	...	...	...	1	...	17	14	31	...	...	26	...	...	31	...	...	...	...	...	...	...
9	Waipawa	Kaikoura ...	...	...	...	...	...	...	1	...	26	27	53	...	...	32	...	...	39	...	...	117 11 2	...	...	...	53 2 6
10	"	Patangala	...	...	...	...	...	...	1	...	11	11	22	...	...	16	...	...	22	...	...	75 4 9	...	...	...	38 6 0
11	"	Tamunui...	...	...	...	...	...	...	1	...	14	7	21	...	...	12	...	...	5	...	...	67 16 1	...	...	...	40 7 4
12	"	Abbotsford	...	...	...	...	...	...	2	...	65	20	85	...	...	43	...	...	11	...	...	139 18 8	...	...	...	94 14 0
13	"	Waipukurau	...	...	...	...	...	...	2	...	50	38	88	...	...	48	...	...	59	...	...	145 12 4	...	...	...	111 18 6



**List of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—continued.**  
**WELLINGTON—continued.**

No.	County or Borough.  (The letter "B" is placed after Boroughs.)	School.	Number of Teachers in the December Quarter, 1877.						Attendance.						Expenditure by Boards for Year 1877 on the several Schools.				Additional Sums raised by the Districts, from School Fees, Subscriptions, Donations, &c.				
			Male.			Female.			Teachers of Sewing.	For the Year 1877.			For Last Quarter of 1877.			Teachers' Salaries.	Other Ordinary Expenditure.	On School Buildings.					
			Masters.	Assistants.	Pupil-Teachers.	Mistresses.	Assistants.	Pupil-Teachers.		Total.	Aggregate.		Average Daily.		Aggregate.					Average Daily.		Total.	
											Boys.	Girls.	Total.	Boys.	Girls.					Total.	Boys.		Girls.
32	Wairarapa E.	Gladstone	...	...	...	1	...	1	14	28	8	8	16	12	14	26	9	8	17	£	s.	d.	
33	"	Clareville ...	...	...	...	3	...	3	48	101	30	29	59	27	34	61	23	30	53	...	...	...	
34	"	Mauriceville	1	...	2	...	...	...	24	20	44	13	8	12	14	26	10	10	20	...	...	...	
35	"	Kaipaitangata	1	...	...	1	...	...	7	13	...	...	9	4	6	10	...	...	9	...	...	...	
36	"	Trevelmick	...	...	...	...	...	...	11	24	...	...	17	11	12	23	...	...	19	...	...	...	
37	"	Tenui ...	1	...	...	1	...	...	12	28	7	8	15	8	12	20	6	9	15	...	...	...	
38	Manawatu	Foxton ...	1	...	...	...	...	...	83	153	43	35	78	53	31	86	43	30	73	...	...	...	
39	Palmerston (B)	Palmerston North	1	1	...	2	...	3	64	68	132	39	33	72	52	47	99	38	33	71	...	...	...
40	Manawatu	Sandon ...	1	...	1	1	...	3	57	64	121	37	40	77	48	53	101	34	38	72	...	...	...
41	"	Carnarvon	...	...	...	1	...	...	11	17	28	6	12	9	14	23	6	11	17	...	...	...	
42	"	Feilding ...	1	...	...	2	...	...	73	66	139	42	38	80	55	52	107	43	42	85	...	...	...
43	"	Waitohi	...	...	...	...	...	...	...	16	32	9	9	18	16	32	11	12	23	...	...	...	
44	"	Kareere	1	...	...	1	...	...	10	14	24	...	...	15	10	14	24	...	...	15	...	...	...
45	"	Stoney Creek	...	...	...	1	...	...	9	8	17	...	...	14	9	8	17	...	...	15	...	...	...
46	"	Motou	...	...	...	1	...	...	17	18	35	7	7	14	17	18	35	8	9	17	...	...	...
47	"	Halcombe	1	...	...	1	...	...	13	7	20	11	16	17	13	7	20	11	6	17	...	...	...
48	"	Awahuri ...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
49	"	Taunui ...	...	...	...	...	...	...	66	53	119	39	33	72	54	41	95	41	33	74	...	...	...
50	Rangitikei	Turakina ...	1	...	1	3	...	...	16	13	29	9	8	17	12	12	24	10	11	21	...	...	...
51	"	Turakina Valley	...	...	...	1	...	...	5	11	16	4	6	10	2	5	7	2	5	7	...	...	...
52	"	Glen Nevis	...	...	...	1	...	...	86	49	135	51	33	84	67	44	111	56	37	93	...	...	...
53	"	Marton ...	1	...	1	1	...	...	6	12	18	3	7	10	...	6	6	...	4	4	...	...	...
54	"	Rangitikei	...	...	...	1	...	...	20	18	38	...	...	25	20	18	38	...	...	29	...	...	...
55	"	Makirikiri	1	...	...	1	...	...	12	28	40	8	17	25	10	26	36	8	19	27	...	...	...
56	"	Greatford	...	...	...	1	...	...	17	18	35	...	...	22	14	15	29	...	...	16	...	...	...
57	"	Mount View	1	...	...	1	...	...	65	52	117	34	23	57	46	37	83	29	25	54	...	...	...
58	"	Bulls ...	1	...	1	2	...	...	42	31	73	25	18	43	39	30	69	27	17	44	...	...	...
59	"	Tuataenui, Upper	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
60	"	Crofton ...	...	...	...	...	...	...	6	9	15	4	5	9	5	7	12	4	5	9	...	...	...
61	"	Parewanui	...	...	...	1	...	...	10	17	27	6	10	16	7	14	21	5	11	16	...	...	...
62	"	Lower Rangitikei	...	...	...	1	...	...	19	19	38	11	11	22	15	18	33	11	11	22	...	...	...
63	Wanganui	Upokongaro	1	...	...	1	...	...	21	10	31	16	7	23	18	7	25	14	5	19	...	...	...
64	"	Kaitake	1	...	...	1	...	...	25	15	40	18	10	28	24	11	35	20	10	30	...	...	...
65	"	Mataongaonga	...	...	...	1	...	...	25	19	44	16	13	29	22	12	34	19	11	30	...	...	...
66	"	Mars Hill...	1	...	...	1	...	...	19	11	30	...	...	10	9	19	6	8	14	...	...	...	
67	"	Matarawa	1	...	...	1	...	...	11	11	22	7	7	14	9	8	17	7	5	12	...	...	...
68	"	Denliar ...	1	...	...	1	...	...	11	9	20	8	6	14	11	9	20	8	6	14	...	...	...
69	"	Brownlee ...	...	...	...	1	...	...	11	9	20	8	6	14	11	9	20	8	6	14	...	...	...



List of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—continued.  
NELSON—continued.

No.	County or Borough.  (The letter "B" is placed after Boroughs.)	School.	Number of Teachers in the December Quarter, 1877.				Attendance.				Expenditure by Boards for Year 1877 on the several Schools.				Additional Sums raised by the Districts, from School Fees, Subscriptions, Donations, &c.				
			Male.		Female.		Total.		Teachers of Sewing.		For the Year 1877.		For Last Quarter of 1877.			Average Daily.			
			Masters.	Assistants.	Pupil-Teachers.	Mistresses.	Assistants.	Pupil-Teachers.	Total.	Boys.	Girls.	Total.	Boys.	Girls.		Total.	Aggregate.	Average Daily.	
																		Boys.	Girls.
10	Nelson (B)	St. Mary's—Girls' Port	...	...	1	3	4	...	300	...	188	...	230	...	178	178	38 10 0	£ s. d.	
11	"	Toitoti Valley	...	...	1	...	1	...	37	...	19	...	45	...	70	51	73 0 0	£ s. d.	
12	"	Clifton Terrace	...	...	1	...	1	...	28	...	15	...	21	...	46	18	61 5 0	£ s. d.	
13	Waima	Hillside	...	...	1	...	1	...	26	...	15	...	17	...	30	8	87 0 0	£ s. d.	
14	"	Happy Valley	...	...	1	...	1	...	13	...	9	...	11	...	23	9	80 0 0	£ s. d.	
15	"	Stoke	...	...	1	...	1	...	22	...	10	...	12	...	22	22	72 0 0	£ s. d.	
16	"	Richmond—Boys' Girls'	...	...	2	...	2	...	42	...	28	...	38	...	72	29	171 5 0	£ s. d.	
17	"	"	...	...	1	...	1	...	72	...	55	...	69	...	69	57	104 10 0	£ s. d.	
18	"	Rangau	...	...	1	...	1	...	74	...	54	...	...	...	61	...	172 13 4	£ s. d.	
19	"	Hope	...	...	1	...	1	...	40	...	15	...	29	...	50	17	132 0 0	£ s. d.	
20	"	River Terrace	...	...	1	...	1	...	30	...	18	...	26	...	50	17	128 10 0	£ s. d.	
21	"	Spring Grove	...	...	1	...	1	...	49	...	23	...	37	...	77	29	135 3 4	£ s. d.	
22	"	Lower Wakefield, B.	...	...	1	...	1	...	54	...	31	...	46	...	93	34	183 12 6	£ s. d.	
23	"	"	...	...	1	...	1	...	66	...	44	...	55	...	109	48	166 5 0	£ s. d.	
24	"	"	...	...	1	...	1	...	40	...	30	...	40	...	40	30	55 0 0	£ s. d.	
25	"	Eighty-eight Valley	...	...	1	...	1	...	14	...	11	...	14	...	27	10	120 0 0	£ s. d.	
26	"	Upper Wakefield	...	...	1	...	1	...	35	...	19	...	24	...	54	18	165 5 0	£ s. d.	
27	"	Foxhill	...	...	1	...	1	...	42	...	23	...	34	...	52	25	136 15 0	£ s. d.	
28	"	Motupeko	...	...	1	...	1	...	19	...	12	...	18	...	33	12	76 13 4	£ s. d.	
29	"	Waima West	...	...	1	...	1	...	18	...	14	...	14	...	32	14	126 10 0	£ s. d.	
30	"	" Village	...	...	1	...	1	...	41	...	21	...	33	...	47	21	125 10 0	£ s. d.	
31	"	Upper Moutere	...	...	1	...	1	...	41	...	28	...	39	...	83	30	185 15 0	£ s. d.	
32	"	Neudoy	...	...	1	...	1	...	36	...	23	...	32	...	57	20	182 5 0	£ s. d.	
33	"	Lower Moutere	...	...	1	...	1	...	37	...	28	...	34	...	73	26	175 0 0	£ s. d.	
34	"	Moteka	...	...	1	...	1	...	69	...	40	...	58	...	125	44	244 10 0	£ s. d.	
35	"	Ngatimoti	...	...	1	...	1	...	13	...	8	...	15	...	24	7	120 0 0	£ s. d.	
36	"	Dovedale	...	...	1	...	1	...	17	...	11	...	17	...	31	11	87 17 4	£ s. d.	
37	"	Pangatotara	...	...	1	...	1	...	17	...	11	...	15	...	32	11	91 10 0	£ s. d.	
38	"	Ruoka	...	...	1	...	1	...	55	...	31	...	66	...	99	42	198 5 0	£ s. d.	
39	"	Brooklyn	...	...	1	...	1	...	15	...	14	...	13	...	25	9	131 10 0	£ s. d.	
40	Collingwood	Lower Takaka	...	...	1	...	1	...	29	...	17	...	16	...	38	16	52 0 0	£ s. d.	
41	"	Long Plain	...	...	1	...	1	...	15	...	8	...	9	...	15	7	72 0 0	£ s. d.	
42	"	Motupipi	...	...	1	...	1	...	16	...	12	...	16	...	31	11	29 0 0	£ s. d.	
43	"	Collingwood	...	...	1	...	1	...	31	...	18	...	24	...	45	18	15 15 0	£ s. d.	
44	"	Fernstown	...	...	1	...	1	...	13	...	14	...	9	...	18	9	136 15 0	£ s. d.	
45	Buller	Westport—Boys' Girls'	...	...	1	...	1	...	54	...	36	...	41	...	91	33	149 0 0	£ s. d.	
46	"	"	...	...	1	...	1	...	51	...	28	...	43	...	43	30	248 5 0	£ s. d.	
47	"	Junior	...	...	1	2	3	...	75	...	46	...	65	...	152	57	25 0 0	£ s. d.	

[illegible]

**WESTLAND.**

No.	District	Township	Section	Area Acres	Value £ s d	Owner's Name
1	Westland	Stafford ...	126	72	54	Goldborough
2	"	Goldsborough	155	69	86	Greek's Gully
3	"	Craig's Gully	12	19	7	"
4	"	Callogan's	18	19	11	"
5	Kumara (B)	Kunara ...	151	310	159	"
6	Greymouth(B)	Greymouth	37	621	314	"
7	Grey	Peroia ...	181	164	21	"
8	"	Wallsend ...	11	14	25	"
9	Greymouth(B)	St. Patrick's	84	54	166	"
10	Hokitika (B)	Hokitika ...	264	657	393	"
11	"	South Spit	30	9	14	"
12	"	St. Mary's	167	318	151	"
13	Westland	Kaniari ...	73	76	75	"
14	"	Woodstock	35	35	33	"
15	"	Bluespur ...	20	14	25	"
16	"	Upper Crossing	52	19	22	"
17	Grey	Dungaville	34	11	17	"
18	"	Marsden ...	29	12	18	"
19	"	Greenstone	23	9	12	"
20	"	Maori Gully	51	16	32	"
21	Westland	Ross	133	266	133	"
22	"	Donohue's	85	90	16	"
23	"	St. Patrick's, Ross	12	16	62	"
24	"	Okarito ...	35	35	12	"
25	"	Gillespie's	7	13	12	"
26	"	Arawata Flat	6	9	11	"
27	"	Rangitiri ...	18	9	25	"
28	"	Ahauna Road	21	12	22	"
29	" Board Buildings	...	7	...	...	"
Total				3696	1780	1916
				1921	1446	1354
				2800		
				1953		

List of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—continued.  
CANTERBURY.

No.	County or Borough. (The letter "B" is placed after Boroughs.)	School.	Number of Teachers in the December Quarter, 1877.					Attendance.						Expenditure by Boards for Year 1877 on the several Schools.				Additional Sums raised by the Districts, from School Fees, Subscriptions, Donations, &c.									
			Male.		Female.		Teachers of Sewing.	For the Year 1877.			For Last Quarter of 1877.			Teachers' Salaries.		Other Ordinary Expenditure.	On School Buildings.										
			Masters.	Assistants.	Pupil-Teachers.	Mistresses.		Assistants.	Pupil-Teachers.	Total.	Average Daily.								Aggregate.			Average Daily.					
											Boys.	Girls.	Total.						Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	Ashley	Ashley Bank	1	...	...	1	...	...	77	77	154	34	39	73	58	65	123	36	42	78	£ 276	s. 0	d. 0	£ 2	s. 16	d. 6	
2	"	Balcarney	1	...	...	...	...	...	32	37	69	16	17	33	...	...	...	...	...	...	...	19	0	0	265	15	0
3	"	Carleton	1	...	...	...	...	...	103	109	212	53	53	106	78	85	163	63	66	129	146	0	0	2	0	0	
4	"	Cust	1	...	...	...	...	...	39	36	75	22	19	41	31	28	59	22	19	41	375	0	0	29	0	0	
5	"	Eyreton	1	...	...	...	...	...	40	27	67	21	15	36	31	25	56	24	17	41	197	0	0	29	0	0	
6	"	Eyreton West	1	...	...	...	...	...	1	1	2	1	1	2	1	1	2	1	1	2	172	0	0	13	0	0	
7	"	Fernside	1	...	...	...	...	...	63	62	125	32	34	66	43	41	83	31	30	61	220	0	0	45	0	0	
8	"	Flaxton Main	1	...	...	...	...	...	78	106	184	41	57	98	64	79	143	51	60	111	399	0	0	63	0	0	
9	"	" Side	1	...	...	...	...	...	9	13	22	8	5	13	9	8	17	8	6	14	130	0	0	38	0	0	
10	"	Huruni...	1	...	...	...	...	...	262	263	525	134	120	254	193	189	382	128	112	240	982	0	0	115	0	0	
11	"	Kaipoi	1	...	...	...	...	...	21	13	34	10	6	16	11	5	16	10	5	15	130	0	0	20	0	0	
12	"	" Island	1	...	...	...	...	...	23	24	47	13	12	25	19	20	39	15	13	28	142	0	0	21	0	0	
13	"	Kowai North	1	...	...	...	...	...	56	35	91	25	18	43	38	26	64	24	18	42	188	0	0	70	0	0	
14	"	" Side South	1	...	...	...	...	...	81	98	179	42	49	91	52	63	115	40	47	87	297	0	0	30	0	0	
15	"	Leithfield	1	...	...	...	...	...	48	56	104	21	33	54	27	40	67	21	35	56	210	0	0	74	0	0	
16	"	Loburn	1	...	...	...	...	...	34	31	65	22	20	42	28	24	52	20	18	38	200	0	0	14	0	0	
17	"	Mandeville Plains	1	...	...	...	...	...	81	53	134	47	28	75	71	47	118	57	35	92	268	0	0	27	0	0	
18	"	Mount Grey Downs	1	...	...	...	...	...	110	83	193	60	44	104	92	69	161	62	46	108	342	0	0	38	0	0	
19	"	Oxford East	1	...	...	...	...	...	73	60	133	41	28	69	63	47	110	47	34	81	254	0	0	22	0	0	
20	"	Oxford West	1	...	...	...	...	...	201	241	442	107	120	227	146	155	301	114	119	233	579	0	0	39	0	0	
21	"	Rangiora	1	...	...	...	...	...	58	52	110	31	23	54	39	37	76	31	25	56	225	0	0	27	0	0	
22	"	Saltwater Creek	1	...	...	...	...	...	64	68	132	31	33	64	56	55	111	37	35	72	245	0	0	68	0	0	
23	"	Southbrook	1	...	...	...	...	...	40	24	64	21	11	32	20	11	31	16	8	24	160	0	0	21	0	0	
24	"	Stoke	1	...	...	...	...	...	35	31	66	15	14	29	24	19	43	18	15	33	147	0	0	9	0	0	
25	"	View Hill	1	...	...	...	...	...	26	29	55	19	16	35	21	18	39	19	17	36	167	0	0	11	0	0	
26	"	Waikuku	1	...	...	...	...	...	101	90	191	57	47	104	82	63	145	58	48	106	372	13	4	85	0	0	
27	"	Woodend	1	...	...	...	...	...	65	92	157	42	55	97	56	79	135	47	62	109	141	0	0	50	0	0	
28	"	Brookside	1	...	...	...	...	...	37	30	67	16	19	35	28	28	56	20	21	41	151	0	0	24	0	0	
29	Salwyn	Broadfield	1	...	...	...	...	...	1279	1172	2431	623	489	1112	850	739	1589	612	496	1108	3,153	0	0	542	0	0	
30	Christch'ch (B)	Christchurch, East—	1	5	2	5	5	23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
31	"	Gloucester Street	1	1	1	1	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
32	"	Bingsland	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
33	"	Philipstown	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
34	"	South Town Belt	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
35	"	Christchurch West...	1	3	5	1	3	11	714	745	1459	354	303	657	482	486	958	377	348	725	2,273	0	0	398	0	0	
36	"	Colombo Road	1	1	1	1	3	9	607	550	1157	278	234	512	393	365	758	274	243	517	1,318	0	0	282	0	0	
37	"	Courtney	1	1	4	...	...	...	29	19	48	11	13	24	16	17	33	11	13	24	142	0	0	13	0	0	
38	Salwyn	"	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	







[illegible]

**NOTE.**—The Expenditure on School Buildings in Canterbury is returned for 9 months only.

OTAGO.

[illegible]

List of the PUBLIC SCHOOLS in the several EDUCATION DISTRICTS, &c.—continued.  
OTAGO.—continued.

No.	County or Borough.  (The letter "B" is placed after Boroughs.)	School.	Number of Teachers in the December Quarter, 1877.					Attendance.					Expenditure by Boards for Year 1877 on the several Schools.					Additional Sums raised by the Districts, from School Fees, Subscriptions, Donations, &c.						
			Male.		Female.		Total.	For the Year 1877.		For Last Quarter of 1877.		Average Daily.		Teachers' Salaries.	Other Ordinary Expenditure.	On School Buildings.								
			Masters.	Assistants.	Publ. Teachers.	Mistresses.		Assistants.	Publ. Teachers.	Aggregate.	Boys.	Girls.	Total.			Boys.	Girls.		Total.	Boys.	Girls.	Total.		
43	Taiari (B)	...	1	1	1	1	2	...	174	151	325	108	96	204	135	118	253	118	106	224	£ 411 0 0	s. 20 17 6	d. 224	£ s. d. 314 6 6
44	"	...	1	1	1	1	4	...	241	163	404	143	107	250	184	130	314	155	115	270	£ 413 5 0	s. 21 3 9	d. 106	£ s. d. 327 16 5
45	"	...	1	1	1	1	2	...	120	99	219	86	64	150	104	73	177	94	65	159	£ 260 10 0	s. 15 0 0	d. 270	£ s. d. 199 0 11
46	"	...	1	1	1	1	2	...	162	126	288	92	75	167	138	103	241	109	86	195	£ 273 0 0	s. 6 15 3	d. 106	£ s. d. 269 11 9
47	"	...	1	1	1	1	...	...	66	56	122	38	36	74	53	47	100	44	41	85	£ 175 12 6	s. 21 7 6	d. 106	£ s. d. 103 5 0
48	"	...	1	1	1	1	...	...	27	17	44	18	12	30	26	14	40	22	12	34	£ 100 0 0	s. ...	d. 106	£ s. d. 61 8 0
49	"	...	1	1	1	1	...	...	19	20	39	9	11	20	15	16	31	9	12	21	£ 63 15 0	s. 20 0 0	d. 106	£ s. d. 32 2 0
50	"	...	1	1	1	1	...	...	9	6	15	5	4	9	8	4	12	6	3	9	£ 60 0 0	s. ...	d. 106	£ s. d. 29 9 0
51	"	...	1	1	1	1	...	...	35	39	74	21	23	44	33	37	70	24	26	50	£ 100 0 0	s. 6 3 0	d. 106	£ s. d. 66 10 6
52	"	...	1	1	1	1	...	...	54	47	101	33	29	62	44	37	81	38	34	72	£ 94 3 4	s. 1 2 6	d. 106	£ s. d. 101 15 6
53	"	...	1	1	1	1	...	...	80	75	155	55	51	106	59	66	125	55	56	111	£ 212 10 0	s. 5 17 10	d. 106	£ s. d. 150 10 0
54	"	...	1	1	1	1	...	...	68	67	135	52	43	95	63	59	122	54	46	100	£ 225 0 0	s. 29 12 4	d. 106	£ s. d. 137 0 6
55	"	...	1	1	1	1	...	...	80	53	133	73	44	117	68	47	115	66	45	111	£ 227 10 0	s. ...	d. 106	£ s. d. 220 6 0
56	"	...	1	1	1	1	...	...	22	21	43	15	15	30	19	21	40	16	18	34	£ 75 0 0	s. 14 13 5	d. 106	£ s. d. 52 8 3
57	"	...	1	1	1	1	...	...	88	72	160	59	46	105	78	64	142	66	52	118	£ 175 0 0	s. 24 0 0	d. 106	£ s. d. 187 6 8
58	"	...	1	1	1	1	...	...	35	39	74	19	19	38	22	24	46	19	20	39	£ 100 0 0	s. 6 18 0	d. 106	£ s. d. 59 11 3
59	"	...	1	1	1	1	...	...	44	22	66	33	17	50	40	21	61	33	18	51	£ 150 0 0	s. 7 0 2	d. 106	£ s. d. 69 12 0
60	"	...	1	1	1	1	...	...	37	31	68	24	23	47	30	26	56	26	23	49	£ 100 0 0	s. 9 6 8	d. 106	£ s. d. 83 0 10
61	Peninsula	...	1	3	1	1	...	...	163	123	286	102	72	174	133	103	236	106	84	190	£ 295 3 4	s. 49 4 4	d. 106	£ s. d. 299 8 10
62	"	...	1	1	1	1	...	...	110	124	234	56	57	113	73	78	151	59	56	115	£ 251 5 0	s. 48 4 6	d. 106	£ s. d. 143 19 9
63	"	...	1	1	1	1	...	...	58	57	115	30	35	65	45	41	86	35	33	68	£ 175 0 0	s. 3 19 6	d. 106	£ s. d. 136 1 1
64	"	...	1	1	1	1	...	...	33	20	53	19	12	31	24	14	38	19	11	30	£ 100 0 0	s. ...	d. 106	£ s. d. 58 6 8
65	"	...	1	1	1	1	...	...	26	20	46	22	17	39	21	12	33	17	9	26	£ 100 0 0	s. ...	d. 106	£ s. d. 67 8 8
66	"	...	1	1	1	1	...	...	14	26	40	10	19	29	11	25	36	9	22	31	£ ...	s. 277 16 0	d. 106	£ s. d. 72 0 0
67	"	...	1	1	1	1	...	...	28	34	62	16	21	37	20	29	49	17	24	41	£ 100 0 0	s. 14 18 0	d. 106	£ s. d. 73 4 2
68	"	...	1	1	1	1	...	...	32	25	57	18	15	33	23	20	43	22	19	41	£ 75 0 0	s. 10 0 0	d. 106	£ s. d. 73 0 5
69	"	...	1	1	1	1	...	...	11	13	24	10	12	22	10	13	23	9	12	21	£ 75 0 0	s. ...	d. 106	£ s. d. 76 17 0
70	Bruce	...	1	1	1	1	...	...	36	23	59	23	11	34	31	19	50	25	15	40	£ 100 0 0	s. 34 13 4	d. 106	£ s. d. 65 7 0
71	"	...	1	1	1	1	...	...	34	29	63	22	19	41	31	26	57	23	20	43	£ 100 0 0	s. 25 0 0	d. 106	£ s. d. 82 16 9
72	"	...	1	1	1	1	...	...	33	26	59	21	13	34	25	19	44	20	15	35	£ 75 0 0	s. 27 4 0	d. 106	£ s. d. 69 9 9
73	"	...	1	1	1	1	...	...	51	42	93	36	31	67	46	37	83	39	31	70	£ 125 0 0	s. ...	d. 106	£ s. d. 114 14 0
74	"	...	1	1	1	1	...	...	171	149	320	124	102	226	138	111	249	126	96	222	£ 563 14 0	s. 36 1 7	d. 106	£ s. d. 349 13 0
75	"	...	1	1	1	1	...	...	39	37	76	26	23	49	32	31	63	26	24	50	£ 75 0 0	s. 12 11 10	d. 106	£ s. d. 82 0 8
76	"	...	1	1	1	1	...	...	16	15	31	9	9	18	15	13	28	10	10	20	£ 75 0 0	s. 23 0 0	d. 106	£ s. d. 28 0 0
77	"	...	1	1	1	1	...	...	14	9	23	9	4	13	11	6	17	8	6	14	£ 68 15 0	s. ...	d. 106	£ s. d. 41 5 6
78	"	...	1	1	1	1	...	...	43	24	67	24	11	35	27	12	39	23	10	33	£ 75 0 0	s. 3 4 6	d. 106	£ s. d. 79 10 7
79	"	...	1	1	1	1	...	...	14	18	32	12	15	27	14	18	32	13	16	29	£ 75 0 0	s. 10 0 4	d. 106	£ s. d. 34 17 6
80	"	...	1	1	1	1	...	...	22	15	37	10	9	19	15	12	27	12	10	22	£ 75 0 0	s. ...	d. 106	£ s. d. 50 3 0
81	"	...	1	1	1	1	...	...	8	17	25	6	7	13	7	8	15	5	7	12	£ 75 0 0	s. ...	d. 106	£ s. d. 23 0 0





## REPORTS OF EDUCATION BOARDS FOR THE YEAR ENDED DECEMBER 31, 1877.

### AUCKLAND.

In compliance with section 102 of "The Education Act, 1877," the Board presents the following report and returns for the year ended 31st December, 1877:—

Hitherto the reports of this Board have been made up to the end of June in each year, and in April, 1877, an interim report up to the 31st March preceding was furnished for presentation to the General Assembly.

By the passing of "The Education Boards Act, 1876," this Board became a corporate body, invested with powers and properties which had previously been held by the Superintendent of the province.

The Board consisted of the following members: Hugh Hart Lusk (Chairman), William Thomas Ball, John Logan Campbell, Patrick Dignan, Theodore Minet Haultain, David Mitchell Luckie, Joseph May, George Maurice O'Rorke, and Frederick Lambert Prime. In August Mr. Ball, and in October Colonel Haultain, resigned their seats, and the vacancies were not filled up. Thirty meetings were held during the year.

In December, 1877, there were 186 common schools, two training classes for teachers, one high school for girls, and one grammar school for boys: total number of schools, 190. The last-named school has now been placed under the control of a separate Board of Governors. The number of school districts was 149, of which 14 were created during the year.

The present number of teachers in the Board's employ is—141 males, 134 females=275; of pupil and probationary teachers, 20 males, 58 females=78: total number of teachers, 353. An alphabetical list of the names of teachers, and of their classification, is appended. An examination of teachers was held in December, and was attended by 202 persons.

The following table shows comparatively, for the December quarters of 1876 and 1877, the number of scholars attending the common schools in this district:—

		No. of Schools.	Highest Attendance.			Average Attendance.		
			Boys.	Girls.	Both.	Boys.	Girls.	Both.
December quarter, 1877	...	186	6,271	5,107	11,378	4,398	3,397	7,795
" " 1876	...	162	5,510	4,488	9,998	3,787	2,954	6,741
Increase	...	24	761	619	1,380	611	443	1,054

The accounts of income and expenditure for the year are appended. Under existing arrangements the accounts of the Board are audited at the end of each quarter.

Hitherto the Board has been able only to supply bare necessities in the way of appliances for teaching. A very large expenditure will be required in order to provide the "additional apparatus" which is specified in the regulations, and which is indispensable to good teaching.

An increase in the scale of teachers' salaries will have to be made if the Board is to secure and retain the services of efficient teachers. But the most pressing want of all is that of suitable school buildings and teachers' residences. A great many buildings have been erected during the year, and many more are in progress. It will be seen from the list appended to this report that very few schools have yet been adequately provided in this respect; and the Board cannot too strongly urge upon the Government the peculiar claims of Auckland to a liberal grant for school buildings. Attention is specially directed to the remarks of the Inspector on this subject in his report for the year ended June, 1877.

During the past year a considerable number of education reserves have been leased, and the income derivable under this head has been more than doubled. The administration of these reserves is now vested in a separate Board of Commissioners.

A report on the Auckland College and Grammar School is furnished separately. The Board regrets that its efforts to provide a suitable building for this school have not hitherto met with success.

A Girls' Training and High School was opened in Auckland at the commencement of the year. The number of pupils increased during the year from 36 to 103—a convincing proof of the necessity which existed for an institution of this kind.

The appendices to this report contain the fullest information which the Board is able to supply in respect of its operations during the past year.

The Board concurs with the Inspector in his remarks on the subject of "Regulations," and trusts that the suggestions therein offered will be favourably considered.

Adopted at a meeting of the Board this 29th day of March, 1878.

HUGH H. LUSK,  
Chairman.





## GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ended 31st December, 1877.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance on 31st December, 1876	...	97 10 5	By Office—		
Grants from Government	...	3,052 7 6	Secretary's salary	...	221 5 0
Net rents and profits of education re-	...		Inspector's ditto	...	100 0 0
serves, &c.	...	76 9 3	Printing, advertising, &c.	...	22 9 3
Household rates	...	6 0 0	Schools—		
Dog tax	...	20 9 0	Teachers' salaries and allowances	...	1,606 12 7
Native Office, for Maoris	...	17 5 3	Rents and rent allowances	...	32 7 0
			Petty repairs and other costs	...	208 4 8
			School buildings and sites	...	568 16 5
			Other heads of Expenditure—		
			Collection of dog tax	...	1 8 7
			Part advance repaid	...	97 4 6
			Balance	...	411 13 5
Total	...	£3,270 1 5	Total	...	£3,270 1 5

I certify that I have examined the General Statement of Receipts and Expenditure of the New Plymouth Education Board for the year ending 31st December, 1877, and have compared the same with the vouchers relating thereto, and find them to be correct.

CLARENCE RENNELL,  
Auditor, New Plymouth Education Board.

## BALANCE-SHEET of RECEIPTS and EXPENDITURE in respect of EDUCATION RESERVES for the Year ended 31st December, 1877.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Town Lands—To rents collected for year current	...	31 16 3	Secretary's salary	...	25 0 0
Suburban and Rural Lands—To rents collected for year current	...	48 17 0	Sundries, viz.—		
Rents in Arrear—			Fencing and eradication of furze	...	10 13 0
To amounts collected on account of town lands	...	64 5 0	Surveys	...	58 8 0
To amounts collected on account of suburban and rural lands	...	25 12 0	Total Expenditure	...	£94 1 0
Total	...	£170 10 3	Balance carried to Education Fund Account	...	76 9 3
			Total	...	£170 10 3

## PATEA.

SIR,—

Education Board Office, Patea, 26th April, 1878.

In accordance with clause 102 of "The Education Act, 1877," and special authority from the Secretary of Education to extend the time to 31st March, 1878, the Board of the Education District of Patea for the fourth time has the honor to present you with its report for the year ending 31st March, 1878, when, by the Education Act of 1877, it lapses, and becomes merged in Wanganui and other counties—a measure which the Board, in the interests of the particular district under its control, felt compelled to demur to when appealed to for its opinion by the Government, and suggested that the district should not be extended beyond the county boundaries. During the past four years this district has made rapid advancement in population, and is ever increasing. At the present time the Board has much pleasure in reporting that the district throughout is amply provided with schools, which are well appointed in all respects. The properties are of the very best description, comprising the more recent suggestions for school accommodation from the best authorities, together with architectural design to add to the adornment of the building. In the vicinity of each school is the master's residence, with suitable out-buildings, and the whole is enclosed in paddocks of varying sizes, with playgrounds in some instances divided off. The Board had hoped to have had the grounds planted with trees and shrubs for ornament and shelter, which latter is very requisite.

One feature of great importance to the district, which was shadowed forth in the last return, is that a district high school should be established, and the rapidly-increasing population, and the advancement of the scholars already accomplished, render it an absolute necessity. This matter will, no doubt, be duly considered by the new Board. A noticeable feature, and one the Board has watched with peculiar jealousy, is that of "reserves." The reserves have received the most careful attention, and the whole of them are let for periods suitable to the locality in which they are situated, and for unprecedented amounts, thus deriving a revenue which, it admits—together with the liberality of the Provincial and General Governments—has been mainly contributable to the successful accomplishment of placing education in this district second to no other country district in New Zealand. Now that the reserves will be vested in Commissioners, and the income derived therefrom be devoted to specific purposes, and as a set-off against the payment per head, this district would suffer (of necessity) from the smallness of the average daily attendance for a year or two, as against those schools in large towns where the numerical strength creates a fund in excess of the requirement. The Board here recognizes the justice of the whole payment going into one Board fund, and being reimbursed according to the requirements of the various School Committees.

Through the courtesy of the Wellington Education Board, yearly inspections have been made by its Inspector, Robert Lee, Esq. Underneath is his last report, held during the month of October, 1877, and which, upon reference, will be found to compare very favourably with those of other districts—

in one school the standards having been fully reached. The Board, in this its last report, bears evidence to the undoubted ability of Mr. Lee, and attributes the success of its schools in a great measure to his very valuable suggestions.

In conclusion, the Board, in offering this (its final) report to the Government, would beg to submit that its efforts have been directed throughout its term of office to place education as one of the, if not the, leading institutions of this district, and in this feels assured it will be acknowledged has been successful.

I have, &c.,

W. COWERN,

Secretary and Treasurer, Education Board of the District of Patea.

The Hon. the Minister of Education, Wellington.

#### GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ended 31st March, 1878.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance on 31st March, 1877 ...	4	7 0	By Secretary's salary ...	161	5 0
Grants from Government—Ordinary ...	1,177	11 8	Inspector's salary ...	45	0 0
" " Buildings ...	1,854	16 0	Printing, advertising, &c., &c. ...	95	11 3
Net rents and profits of education reserves, &c. ...	419	13 6	Schools—Teachers' salaries and allowances ...	964	12 2
School fees collected by Board ...	226	4 0½	Law expenses, other than for reserves ...	40	17 8
School books ...	22	2 5½	School buildings ...	2,107	15 2
Incidental ...	38	15 1	Furniture and school books, &c. ...	157	19 0
Balance overdrawn, Bank of New Zealand ...	28	8 3	Grants to Committees ...	70	0 0
Total Income ...	£3,771	18 0	Insurances ...	28	12 6
			Incidental ...	99	12 5
			Interest, Bank of New Zealand ...	0	12 10
			Total Expenditure ...	£3,771	18 0

NOTE.—Another statement of accounts was forwarded the same as the above, but having the particulars differently arranged. To that statement the following certificate is attached:—"Audited and certified correct.—C. A. WRAY, Auditor."

#### BALANCE-SHEET of RECEIPTS and EXPENDITURE in respect of EDUCATION RESERVES for the Year ended 31st December, 1877.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Town lands—To rents collected for year current ...	30	7 0	Expenditure ...	Nil.	
Suburban and Rural Lands—To rents collected for year current ...	185	18 6			
Rents in Arrear—					
To amounts collected on account of town lands ...	17	4 6			
To amounts collected on account of suburban and rural lands ...	186	3 6	Balance carried to Education Fund Account ...	419	13 6
Total ...	£419	13 6	Total ...	£419	13 6

W. COWERN,

Secretary and Treasurer of the Board.

#### HAWKE'S BAY.

SIR,—

Education Board, Napier, 6th April, 1878.

I am directed by the Board to transmit herewith the various returns called for in your circular letter, No. 4, of the 25th February, together with a few tabular returns which the Board thought it advisable to send, and to inform you that the Board will supplement the return with a further communication on the subject contained in your circular letter before mentioned, at an early date.

I have, &c.,

The Secretary, Education Department,  
Wellington.

GEO. THOS. FANNIN,  
Secretary, Education Board.

#### GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ended 31st December, 1877.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance on 31st December, 1876 ...	1,250	2 0	By Secretary's salary ...	111	2 2
Grants from Government ...	3,012	14 10	Clerk's " ...	10	0 0
Net rents and profits of education reserves, &c. ...	504	12 6	Inspector's " ...	270	16 8
Total ...	£4,767	9 4	Printing, advertising, &c., &c. ...	44	3 2
			Teachers' salaries and allowances ...	3,113	12 7
			School buildings ...	302	2 9
			Petty repairs and other contingencies ...	98	5 11
			Balance in hand on December 31st, 1877 ...	817	6 1
			Total ...	£4,767	9 4

Examined and found correct.

G. E. G. RICHARDSON.

Napier, 9th April, 1878.

GEO. THOS. FANNIN,

Secretary, Education Board.

**BALANCE-SHEET of RECEIPTS and EXPENDITURE in respect of EDUCATION RESERVES for the Year ended 31st December, 1877.**

<i>Receipts.</i>			£	s.	d.	<i>Expenditure.</i>			£	s.	d.
Town Lands—To rents collected for year						Fees for Crown grants	...	...	62	5	0
current	...	...	257	10	6	Printing and advertising	...	...	7	4	9
Suburban and Rural Land—To rents collected for year current	...	...	133	13	3	Petty cash and stamps	...	...	3	0	0
Rents in Arrear—						Licenses—auctioneers' fees	...	...	4	4	0
To amounts collected on account of town lands	...	...	108	1	6	Total Expenditure	...	...	76	13	9
To amounts collected on account of suburban and rural lands	...	...	5	7	3	Balance carried to Education Fund Account...			427	18	9
Total	...	...	<u>£504</u>	<u>12</u>	<u>6</u>	Total	...	...	<u>£504</u>	<u>12</u>	<u>6</u>

GEO. THOS. FANNIN,  
Secretary, *pro* Chairman of the Board.

**WELLINGTON.**

SIR,—

Education Board Office, Wellington, 27th March, 1878.

In compliance with clause 102 of "The Education Act 1877," the Board of the Education District of Wellington present to the Hon. the Minister of Education the following report of their proceedings for the year ended 31st December last. In this report the instructions contained in a circular letter, No. 4, from the Education Department, dated February 25, 1878, are, as far as possible, complied with; and the information asked for is given in the form prescribed.

The Board has held eighteen meetings during the year 1877, of which there were twelve regular meetings held on the third Wednesday in each month.

**1. ATTENDANCE AND TEACHING STAFF.**

At the close of the year 1877 there were 80 schools in operation under this Board, containing 5,240 children. The teaching staff consisted of 56 certificated teachers, 41 uncertificated teachers and assistants, 42 pupil-teachers, and 8 monitors. At the end of 1876 there were 70 schools in operation, containing 4,080 children, taught by 49 certificated teachers, 44 uncertificated teachers and assistants, 26 pupil-teachers, and 17 monitors. The numerical increase in the teaching staff is only eleven; but there are seven more certificated teachers, sixteen more pupil-teachers, and nine less monitors. We are gratified to say the increase in the attendance is very large, there being no less than 1,160 more children attending at the end of the year than at the beginning.

The pupil-teacher system is largely developing, and the number of uncertificated teachers shows that the want of a Normal School is beginning to be seriously felt. Attached to this report is an alphabetical list of all the head teachers and assistant teachers in the service of the Board, stating their charge, standing, and classification; and a list of all the pupil-teachers and monitors, stating the school in which they are employed, and their year of service as determined by examination last July.

A list of the public schools in the Education District of Wellington, with the names and official incomes of the several teachers and the attendance and age of the pupils for the year 1877, is attached.

**2. NEW SCHOOL BUILDINGS ERECTED.**

During the past year two large schools have been built in the City of Wellington—one for boys only, and one for infants. The boys' school will accommodate 500, and the infants' 400. They are built on portions of the Mount Cook Reserve, given to the Board by the General Government for the purpose. New schools have also been erected at Taonui, Stony Creek, Moutoa, Awahuri, Crofton, Karere, Halcombe, Matarawa by Wanganui, and at Matarawa by Greytown. Teachers' residences have been built at Goat Valley, Greatford, Mauriceville, and the Hutt; and considerable additions have been made to those at Marton, Palmerston, and Featherston.

**3. NEW SCHOOL BUILDINGS REQUIRED.**

It has already been stated that there is an increase in the attendance of 25 per cent. on last year's numbers. There is every reason to believe that the increase next year will be quite as great. Except in Wellington and Wanganui, and in one or two country schools, the Board had made due provision for the increased accommodation required. In a short time, however, larger additions must be made to existing schools; and in the larger centres of population much more commodious buildings are already required. This is particularly the case at the Thorndon end of the City of Wellington, and in the Town of Wanganui. The large new schools which your Board has fortunately been able to provide in time for the increased wants of the Te Aro end of the City of Wellington will do no more than relieve the immediate pressure upon the Board for school accommodation in that quarter. So rapid has been the growth of the city, that, although the Terrace School is about to be enlarged, there will not be nearly sufficient accommodation at Thorndon. A deputation from the Board has already had the honor of representing to you the urgent need of large new schools for boys, girls, and infants in separate buildings at Thorndon. As soon as the Board can be assured by the Government that a sufficient site is available, they trust to be able to put up the buildings required without further delay.

New schools are also required for Opaki, Tawa Flat, and Kaiwara; and larger additions for Masterton and the Upper Hutt. Teachers' residences will be required for Ohariu, Fern Ridge, Clareville, Waingawa, Tawa Flat, and Makara. Additions are also needed to those at Greytown and Taita.

The Board do not consider it desirable to make suggestions for increased accommodation in the Wanganui District further than to state that plans have been prepared for a new boys' school for

Wanganui, the old building to be used temporarily for an infant school until a new one is built. The settlers of Otaki have made out a fair case for the establishment of a school, and schools are much needed to replace the old schools at Aramoho and Upokongaro.

To provide adequately for the educational wants of the whole district, the following buildings should be erected:—

## 1.—SCHOOLHOUSES.

<i>A.—Wellington District.</i>			<i>B.—Wanganui District.</i>		
Boys' School, Thorndon	...	£3,000	Wanganui Boys' School	...	£2,000
Girls' " "	...	2,000	" Infants "	...	1,000
Infants' " "	...	1,000	" Girls' Extension	...	500
Newtown	...	800	Mosstown	...	250
Opaki	...	300	Maxwell	...	250
Tawa Flat	...	350	Aramoho	...	300
Kaiwara	...	300	U. Tutaenui Extension	...	200
Masterton Extension	...	400	Upokongaro	...	250
Upper Hutt	...	400	Kohi Extension	...	100
Terrace (Wellington) Extension	...	800	Waverley Extension	...	200
			Turakina Extension	...	150
			Marton Extension	...	250
		<hr/> £9,350 <hr/>			<hr/> £5,450 <hr/>

## 2.—TEACHERS' RESIDENCES.

<i>A.—Wellington District.</i>			<i>B.—Wanganui District.</i>		
Ohariu	...	£250	Mount View	...	£250
Makara	...	250	Upokongaro	...	250
Tawa Flat	...	250	Aramoho	...	250
Fern Ridge	...	250	Mosstown	...	250
Taita Enlargement	...	150	Maxwell Enlargement	...	100
Opaki	...	250	Brunswick	...	250
Waihenga	...	250	Waitotara	...	250
Clareville	...	250	Turakina U. Enlargement	...	100
			Awahuri	...	250
			Taonui	...	250
			Stony Creek	...	250
		<hr/> £1,900 <hr/>			<hr/> £2,450 <hr/>

These are exclusive of residences for town teachers.

## 4. NORMAL SCHOOL.

The time has now arrived, in the opinion of the Board, when, in order to obtain the best results with the most judicious expenditure of public money, it is desirable that something should be done to provide Normal School training for teachers. The Board think that one training institution for the whole colony would be the best for this purpose; but if it is impracticable to confine the work to one institution, then they will look for a fair share of the sum of £6,000 voted by Parliament for Normal Schools; and, should the grant be made, they hope to utilize it in a way which will be a great benefit to the service, by appointing a Normal Master, who can begin with a class at once in the spare rooms of the Mount Cook Boys' School. The proposed new schools at Thorndon and Kaiwara could be built so as to serve as model schools, and there could be attached one or two suitable rooms which might serve for some time as the lecture and students' rooms of a Normal School.

In this undertaking the Board might hope for the co-operation of the Wanganui Board, and perhaps of others. Beyond the cost of maintenance for students and the Normal Master's stipend, there would be no great annual charge; nor would the original cost of the extra buildings required be great for a year or two. They could then be used as class rooms for the practising school, and a suitable Normal School could be built on a suitable site.

## 5. STANDARDS AND SUBJECTS TAUGHT IN SCHOOLS.

At the beginning of 1874 the Board adopted four standards of examination drawn up by the Inspector, and this is believed to have been the first introduction of standards into the colony. The four standards are altogether unlike other standards then in use. They are set at intervals of two years' work, and they cover eight years' instruction. Every child is individually examined and classed. The standards have worked well; they have been most useful in classifying the scholars, in securing work of a better order, in directing the teachers to a more profitable employment of time, and in testing the instruction more accurately than could have been done by any system of class examination. A syllabus of the work of the standards will be found in the Inspector's report attached.

After reading the syllabus of the standards, the principal subjects taught and the extent to which they are actually learned in the public schools will readily be gathered from the table of results.

A list of the branches of instruction taught in the different public schools, and the number of scholars in each school learning each subject, is attached. This information has been compiled from the returns sent in by the teachers and Local Committees in reply to a circular letter from the Education Department.

## 6. DISTRICT HIGH SCHOOLS.

Two district high schools as contemplated by the Act are much needed in Wellington City—one for boys and one for girls. Special grants of land and money would be required for these schools. The Board, in making these recommendations, are aware that sufficient primary school accommodation should first be provided. Still, the want of these schools, which would teach the elements of a more liberal education, is much felt. Good schools of the kind could be made almost, if not altogether, self-supporting, if the first outlay for buildings could be got over. There is no public school in the Wellington or Wanganui District which can be looked upon as a district high school serving as a step from the primary school to the Wellington College; and the want of such schools will become daily more and more apparent. The Board therefore urge upon you the necessity of making due provision for establishing such high schools.

## 7. EXAMINATION AND CLASSIFICATION OF TEACHERS.

An examination of teachers for certificates, and of all pupil-teachers for classification, is held annually in the month of July. The report of the examiners on the results of the examination last July is attached. This report was confirmed and approved by the Board. It would be a great saving of labour and expense to the several Boards if one set of papers could be drawn up for the colony, and all teachers placed under one uniform classification.

## 8. SCHOOL BOOKS. ORDERS AND REGULATIONS NOW IN FORCE.

The information sought for by the Education Department under these headings will be found in the copy of the Rules and Regulations of the Board forming Appendix G to this report. It is recommended that Collins's Series be substituted in the list for the Irish series, Nelson's being retained.

## 9. RECEIPTS AND EXPENDITURE.

The income of the Board from all sources has been £32,953 5s. 7d., and the total expenditure £34,010 16s. 5d., showing a debit balance of £1,057 10s. 10d. at the close of the year 1877. The amount of indebtedness, £1,057 10s. 10d., is derived from a debit balance of £1,732 1s. 8d. on the old account, less a credit balance of £674 10s. 10d. on the new account, as shown by the auditor's certificate. Item £5,026 10s. 10d., by balance on the expenditure side of the accounts, is made up of the original amount of overdraft at the bank (£5,000), plus the amount of debit balance at the end of 1876 (£26 4s. 10d.). Item £3,506 8s. on the side of income represents a sum paid by Government as a compensation for the loss of rates. Item £96 15s. 5d. is the amount of arrears of rates collected.

A sum of £75 appears on the expenditure side of the account as a payment to the Trust and Loan Company to form an insurance fund. The Board thus insures its own buildings by depositing a certain sum annually as a sinking fund. The total amount at the end of the year to the credit of this fund was £462 18s. 3d.

## 10. EDUCATION RESERVES FUND.

A separate balance-sheet of receipts and expenditure of the Board for the year in respect of education reserves will be found in Appendix H. The whole available income from this source amounts to £197 18s. 4d. only.

## 11. SCHOLARSHIPS.

The Board is very badly endowed with scholarships. The Governors of the Wellington College offer four scholarships affording free education to boys from the primary schools. The following scholarships have been awarded by them:—

December, 1875	...	...	...	...	William Field, Aramoho School
" 1876	...	...	...	...	Joseph Ludwig, Thorndon "
" "	...	...	...	...	Kenneth Webb, " "
" 1877	...	...	...	...	Reginald Greville, " "
" "	...	...	...	...	William Callaghan, " "
" "	...	...	...	...	William Riddler, " "

The Governors of the College, finding that the leading candidates for the past two years have been close upon each other in marks obtained, and that they are all candidates from Wellington City for whom boarding would not be required, have generously admitted more than the number of scholars originally allowed. The scholarship is held until the scholar reaches the age of sixteen. The subjects of examination and other particulars will be found in the regulations of the Board.

## 12. INSPECTOR'S REPORT.

The report of the Inspector on the work of the schools will give all other information touching the condition and working of the schools which this Board thinks necessary to furnish for your information.

I have, &c.,  
C. J. PHARAZYN,  
Chairman.

The Hon. the Minister of Education, Wellington.

## GENERAL STATEMENT of RECEIPTS and EXPENDITURE.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Grants from Government, ordinary ...	18,325	14 1	By Balance 31st December, 1876 ...	5,026	4 10
Grants from Government, buildings ...	7,399	5 11	Office—Secretary's salary ...	400	0 0
Net rents and profits of education reserves, &c. ...	197	18 4	Inspector's " ...	400	0 0
School fees collected by Board ...	3,287	3 10	Allowance to members of Board ...	111	7 0
Government grant on account of loss of school fees ...	3,506	8 0	Printing, advertising, &c., &c. ...	207	19 3
Contributions to and refunds of over-payments "school buildings" ...	96	4 7	Schools—Teachers' salaries and allowances ...	14,992	3 7
Refunds (overpayments 'teachers' salaries)' ...	39	10 5	Rents and rent allowances ...	44	8 0
Education rates ...	96	15 5	Law expenses, other than for reserves ...	22	13 8
Refund rates paid ...	4	5 0	School buildings ...	11,952	11 10
Balance ...	1,057	10 10	Inspector's travelling expenses ...	148	16 9
			Departmental (contingencies) ...	147	15 7
			Interest ...	238	9 8
			Insurance account ...	47	5 2
			Trust and Loan Company, to form insurance fund ...	75	0 0
			School requisites ...	160	14 9
			Collection of school fees ...	27	1 4
			Rates and taxes (refunded) ...	4	5 0
			Law costs, recovery of education rates ...	4	0 0
Total Income ...	£34,010	16 5	Total Expenditure ...	£34,010	16 5

I have audited the foregoing account of income and expenditure, and I have compared the various portions of it with the details in the books of the Board, and find it correct.

Dated 27th March, 1878.

ARTHUR DORSET,  
Auditor to 31st December, 1878.

## BALANCE-SHEET of RECEIPTS and EXPENDITURE in respect of EDUCATION RESERVES for the Year ended 31st December, 1877.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Town Lands—To rents collected for year current ...	19	18 0	Fees for Crown grants ...	15	10 3
Suburban and Rural Lands—To rents collected for year current ...	157	5 7	Collection of rents ...	1	13 6
Rents in Arrear—			Printing and advertising ...	13	0 0
To amounts collected on account of town lands ...	7	2 0	Survey ...	4	4 0
To amounts collected on account of suburban and rural lands ...	53	0 0	Repairs to house on reserve at Karori ...	4	19 6
Total Receipts ...	£237	5 7	Total Expenditure ...	39	7 3
			Balance carried to Education Fund Account ...	197	18 4
			Total ...	£237	5 7

C. J. PHARAZYN,  
Chairman of the Board.

## MARLBOROUGH.

SIR,—

Education Office, Blenheim, 3rd May, 1878.

I have the honor to forward the following report from the Board of Education for the District of Marlborough for the year ended the 31st December, 1877, together with—(1.) Tables 1, 2, 3, 4, filled up. (2.) A balance-sheet of revenue and expenditure of education reserves. (3.) An alphabetical list of teachers. (4.) A list of scholarships held during the year 1877, and the Examiners' papers and report thereon. (5.) Report on the public schools by the Inspector. (6.) The rules and regulations of the Board.

## BOUNDARIES.

"The Education Act, 1877," altered the boundaries of this district. The schools of Kaikoura and Kowhai, since 31st of March last, have ceased to be under the care of this Board.

## ATTENDANCE.

Deducting the numbers attending the above-mentioned schools (now under another Board), it will be seen that, at the beginning of the year 1877, there were eighteen schools, containing 715 children: at the end of the year the same schools contained 1,063. The result has been in many cases overcrowding of the children, and, as the teaching is free and may be compulsory, the Board anticipates a still larger increase during the present year. Additional accommodation must therefore be provided.

## NEW BUILDINGS.

A new school is in course of erection at Blenheim; it will contain 200 children, and will be available for use in three months. A small schoolhouse and teacher's residence has been purchased at Marlborough Town, for £207 10s.

## NEW BUILDINGS WANTED.

The following schools and teachers' residences are required at the under-mentioned places. The estimated cost is affixed to each of them.

The mortgage on the Girls' School, Blenheim, amount £250, should be paid off.

*Schoolhouses.*

Tua Marina ...	£250
Mahakipawa ...	150
Kaituna Valley ...	200
Onamalutu ...	150
	<u>£750</u>

*Teachers' Residences.*

Mahakipawa ...	...	...	...	...	...	£150
Kaituna Valley ...	...	...	...	...	...	150
Onamalutu ...	...	...	...	...	...	150
Waitohi ...	...	...	...	...	...	150
Canvas Town ...	...	...	...	...	...	150
Picton ...	...	...	...	...	...	250
Blenheim ...	...	...	...	...	...	250
" ...	...	...	...	...	...	250
Kekerangu ...	...	...	...	...	...	150
						<u>£1,650</u>

In Blenheim, land should be secured as sites for the residences.

## SCHOLARSHIPS

Are but two in number; are set apart by the Governors of the Nelson College, who remit the tuition fees; the Board pays £40 a year for each. The qualification is for all boys between the ages of twelve and fifteen attending a public school. One scholarship is given each year, and is tenable for two years. The last examination was held in December, 1877, when thirteen candidates competed. The successful pupil was J. H. Emerson.

## INSPECTION OF SCHOOLS

Has been annual, and made by Robert Lee, Esq., Inspector for the Wellington District. A short time back this Board learnt that Mr. Lee would be unable to visit our schools again, and accepted with great regret his resignation as Inspector of them. It has been left to the new Board to fill the vacancy. The last inspection was made early in the year.

## LIBRARIES.

The Board, having undertaken the distribution of the money allotted to this district under the Public Libraries Subsidies Act, has asked the libraries to forward applications, enclosing such information as is necessary to enable it to divide the grant: in the meantime, the Board has no reliable information to give under this head.

## LIST OF BOOKS.

Appendix No. 1, of the Rules and Regulations, gives a list of books, &c., to be used in the primary schools under the Board.

## EXPENDITURE.

An examination of the attached papers will show that the expenditure of the Board for the year is in excess of the receipts for the same period. Teachers' salaries (which are certainly moderate) have not been reduced, nor have any of the schools been closed, as the balance in hand at the end of 1876 will enable the Board to continue the present rates till July next. It is to be hoped that further means will be provided to support schools in educational districts such as this, where the population is not grouped in centres, but scattered over a large area.

We have at least seven schools with an average attendance of less than 35 children each. It is obvious that these cannot be efficiently maintained out of the sum set apart by Parliament for each child; and if the suggestion contained in paragraph 4 of Circular No. 2 of February 12th be carried into effect by the Board of this district, viz., payment by average daily attendance, the result will be, not, as is urgently needed, the opening of new schools, but the closing of many of those now open and doing good work in the country districts, notwithstanding that the attendance is not and cannot be so large as in the towns.

I have, &c.,

A. P. SEYMOUR,

Chairman.

The Hon. the Minister of Education, Wellington.

## GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ended 31st December, 1877.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance on 31st December, 1876	...	547 10 10	By Office—Secretary's salary	...	75 0 0
Grants from Government	...	4,846 12 0	Messenger, &c., salary	...	6 6 0
Net rents and profits of education reserves	...	106 17 0	Rent	...	15 10 0
School fees collected by the Board	...	439 17 0	Travelling expenses (inspection)	...	117 11 6
Balances from previous Boards	...	159 13 4	Printing, advertising, &c.	...	61 0 1
			Schools—Teachers' salaries and allowances	2,779	3 10
			Rents and rent allowances	...	15 0 0
			Petty repairs and other costs	...	276 4 0
			Scholarships	...	87 1 0
			Law expenses, other than for reserves	...	1 19 0
			School buildings	...	1,310 14 5
			Liabilities of previous Boards	...	87 13 3
			Insurances	...	10 1 9
			Interest	...	17 10 0
			Total Expenditure	...	4,060 14 10
			Balance 31st December, 1877	...	1,239 15 4
Total Income	...	<u>£6,100 10 2</u>	Total	...	<u>£6,100 10 2</u>

Audited and found correct.

CYRUS GOULTER, Auditor.

JOHN T. ROBINSON,

Secretary and Treasurer.

BALANCE-SHEET of RECEIPTS and EXPENDITURE in respect of EDUCATION RESERVES for the Year ended 31st December, 1877.

<i>Receipts.</i>			£	s.	d.	<i>Expenditure.</i>			£	s.	d.
Town Lands—To rents collected for year current	...	...	6	12	0	Expenditure ...	...	...	Nil.		
Suburban and Rural Lands—To rents collected for year current	...	...	100	5	0	Balance carried to Education Fund Account	...	...	106	17	0
Total	...	...	£106	17	0	Total	...	...	£106	17	0

A. P. SEYMOUR,  
Chairman of the Board.

NELSON.

SIR,—

Education Office, Nelson, 30th March, 1878.

In compliance with the requirements of "The Education Act, 1877," section 102, I have the honor, by direction of the Board, to lay before you a report of the proceedings of the Education Board for the District of Nelson, for the twelve months ending 31st December, 1877. To facilitate reference, the different heads of information have been arranged in the order in which the queries are put in your circular No. 4, dated 25th February, 1878, viz.:—(1.) List of public schools within the Nelson Education District, with teachers' names, &c. (2.) List of the branches of education taught, &c. (3.) Abstract of the expenditure on each school. (4.) Copy of the Board's account of income and expenditure. (5.) Balance-sheet of income and expenditure *re* education reserves. (6.) Alphabetical list of teachers, with memorandum explanatory of the method of issuing certificates to teachers. (7.) List of scholarships held during 1877, with suggestions as to the establishment of scholarships in future, and copy of the last set of examination papers. (8.) (No training college or normal school yet established.) (9.) School inspection. Copy of Inspector's last report, and explanation of the principles on which inspection is conducted. (10.) (a) List of class-books formally authorized by the Board; and (b) list of books which the Board desires the Governor in Council to approve. (11.) List of public libraries. (12.) Information as to existing school accommodation within the Nelson Education District, with a detailed statement of what additional buildings are needed. (13.) Rules for subsidized schools, and rules and by-laws of the Board.

The information given under the several heads above enumerated, whether in the shape of tabulated statements or explanatory memoranda, will, it is hoped, be full enough to enable you to form a clear idea of the circumstances of the Nelson Education District.

The task of economically administering a system of free education in a district where there are hardly any large centres of population, and where a constant pressure is being put upon the Board to open new schools in thinly-peopled neighbourhoods, is not an easy one. And the Board wishes it to be distinctly understood that although, by the exercise of the most rigid economy, it may be able barely to maintain existing schools upon the present capitation allowance, it will be quite out of its power to extend its operations into the remoter parts of the district upon anything like the scale hitherto adopted. For some years to come, it is certain that constant demands will be made upon the Board to open small and therefore relatively costly schools in the narrow and broken valleys where the bulk of the available land within the Nelson District lies. This difficulty has hitherto been met, to a large extent, by the establishment of aided schools, a system that the Board would continue as long and as widely as possible. But the abolition of school fees, upon which such schools formerly depended largely, will now throw upon the Board almost the entire cost of their maintenance.

The want of a training college and a normal school, in some central part of the colony, has told unfavourably on the teaching staff. Very few of our teachers had any special training for their work, or any experience in teaching, when they were first appointed. Some excellent teachers have, doubtless, been formed by long practice in school work, while here and there instances may be met with of those whose natural aptitudes for teaching are so exceptional that they have been able to dispense with any previous training. But, as a rule, the process of trial and error is very costly, and the time wasted by inexperienced teachers in acquiring the rudiments of their business would, if estimated by a mere money value, well repay the cost of a training institution.

TEACHERS' CERTIFICATES.

As the method of issuing certificates to teachers adopted by the Nelson Board differs widely from that prevailing in other education districts, some explanation is necessary to show upon what principle certificates are granted.

Until March 4th, 1875, certificates divided into 1st, 2nd, and 3rd class, and based solely upon the results of an examination, were issued by the Inspector. On that date it was resolved, "That all certificates of competency held by persons not now in the service of the Board be cancelled, and that, in future, special certificates only be issued, terminable when the teacher vacates the position to which he or she is appointed." A Board of Examiners, consisting of four members of the Board, with the Inspector, was also appointed, with power to examine all candidates for schools, and to issue certificates, which, however, must be countersigned by the Inspector.

The mode of procedure is as follows: When a vacancy occurs in a school, applications for a special certificate of fitness for the post to be filled up are forwarded to the Board of Examiners, who, at their option, either examine candidates, or grant special certificates without re-examination to teachers already in the service of the Board, as to whose competency they are satisfied. In granting certificates the Board is guided not merely by the ability to pass a literary examination—an ability that has too often been found coupled with an utter lack of teaching power—but by the aptitude to teach, the tact, the temper, and power of organizing possessed by the candidate, so far as these can be ascertained;



and more especially when, from his having been engaged in the service of the Board, the Examiners have ample means of judging on these points. This system has worked well, and has not only succeeded in securing promotion to many deserving teachers, but has excluded, in the least invidious manner, some whom it would have been most undesirable to admit into the teaching staff, but who would have found no difficulty in passing the literary examination.

Beyond the minute above referred to, the Board of Examiners is fettered by no rules or regulations whatever, the Board feeling that, to enable such a body to act efficiently, the fullest discretionary power is necessary.

#### SCHOLARSHIPS.

The following provision for higher education is at present made in the Nelson Education District:—

1. A free education at Nelson College for two years has been offered annually since 1868 by the Governors of Nelson College to two boys, between the ages of twelve and fifteen, who have attended a public school within the City of Nelson for a period of not less than two years. The boys entitled to hold these exhibitions are selected by an annual competitive examination.

2. Two scholarships, tenable for two years, and of the value of £40 a year each, have been annually offered from December, 1870, until the abolition of provincial institutions, by the Nelson Provincial Council, to boys between the ages of twelve and fifteen, who had been in attendance at some public school within the country districts of the Province of Nelson for a period of not less than two years. The Governors of Nelson College also gave a free education at the College for two years, of the value of £12 10s. yearly, to the winners of these scholarships, which were awarded according to the results of an annual competitive examination. The examiners have hitherto been one of the masters of Nelson College, and the Inspector of Schools for Nelson. Since the abolition of provincial institutions, the Education Board has continued to grant scholarships on the same conditions as were laid down by the Provincial Council.

Residence within the College walls is not insisted on as a condition of holding scholarships, but the recipients are required to reside within such distance from the College (to be approved of by the Board) as will enable them to attend with regularity, and otherwise to secure the full benefits derivable from that institution. Regularity of attendance, good behaviour, and due diligence in the prosecution of studies, are essential to the continued holding of a scholarship, and the certificate of the Headmaster to that effect is required from quarter to quarter.

#### SUGGESTIONS FOR THE ESTABLISHMENT OF SCHOLARSHIPS.

The Board think that, with respect to boys, no better plan can be adopted than to continue to offer, as hitherto, exhibitions to Nelson College for two years, of the value of £40 per annum each, to be competed for by any boys who have attended schools, under the control of the Board, in the country districts, for two years previous to the examination, which should be conducted by one of the College masters, and the Inspector of Schools. In consideration, however, of the increasing good effect that has been produced by such scholarships in Nelson, and the widening circle of schools that take part in the annual competitions, the Board would strongly recommend that the number of scholarships offered annually be increased from two to four. The Governors of Nelson College, on being applied to, have expressed their willingness to allow such inspection of the College by the Board's Inspector as may be necessary to satisfy the Board that the terms of the Act in reference to such scholarships are complied with.

Although no high school for girls is at present established in Nelson, the Board deem it a part of the scheme of scholarships, and one without which it would be manifestly incomplete, to make a provision for the higher education of girls attending Nelson public schools, in all respects similar to that proposed for boys, so soon as an institution is established in Nelson that can be fairly said to fulfil the requirements of the Education Act. The knowledge that scholarships to such an institution would be given would probably go far towards hastening its establishment.

#### PUPIL-TEACHERS.

There are, at present, no pupil-teachers in the employment of the Board. Some years ago a system of training pupil-teachers, who might in time become qualified to fill up vacancies in, at least, the smaller schools, was initiated. After a trial of several years, the plan was abandoned, assistant teachers being then substituted for pupil-teachers. Not only was great difficulty experienced in getting suitable candidates, or, indeed, any candidates, to come forward, but few of those who entered the service, and actually completed their three years' course, cared to follow the teaching profession.

#### INSPECTION.

Each of the Nelson schools has hitherto been visited twice a year by the Inspector. On one of these occasions he confines himself to watching how the ordinary work of the school is being carried on by the teachers, in conformity with the time-table, and to recording, at the same time, such peculiarities in the method of teaching, whether excellences or defects, as may seem to him noteworthy. At the close of the inspection, suggestions for the future conduct of the school are usually made. On the Inspector's second visit, the attainments of every scholar in every subject taught are tested, in accordance with a programme prepared by the head teacher, the result being recorded on a tabulated form, in such a manner as to show the number of passes and failures in each branch.

The principles upon which these examinations are conducted differ considerably, in several respects, from that usually adopted where the system of examining under standards, and recording results, is in vogue. Instead of rejecting or passing a scholar on the aggregate number of marks obtained from the different subjects taken up, it has been thought fairer to give passes for each subject, so that both teacher and scholar may get full credit for all good work done, while deficiencies in any subject cannot fail to be noticed. There are also advantages in allowing the teacher to suggest how

far, and in what branches, each class may be examined, leaving it to the Inspector to decide whether, under the circumstances, the standard aimed at is high enough, and whether, on the whole, it has been fairly attained.

The teacher is not under that perpetual temptation to do just as much as, and no more than, is required of him, which must always exist where his work is gauged by an arbitrary set of standards, to which he must rigidly adhere, and which, moreover, to be at all workable, must, of necessity, be pitched low. Considerable latitude is also allowed as regards the method of imparting instruction, the bent of each teacher being interfered with as little as possible.

It may be said that there are two quite distinct theories of inspection. According to what may be termed the "detective" theory, an Inspector's business is pretty much confined to reporting on whatever failures to attain the prescribed minimum of instruction he may discover. According to the other, which may be called the co-operative theory, Inspectors and teachers are supposed to work together so as to attain the best result possible under the ever-varying conditions by which the standing of each school is modified. Although there is a certain loss of uniformity and symmetry in the second plan, which has been followed in Nelson, it is believed that this is more than made up by the freer scope given to individual energy and skill, and by the kindlier relations that are likely to subsist between teachers and Inspector, when the latter is regarded quite as much as a counsellor as a critic.

It is to be regretted that the Inspector's report for 1877, which, in compliance with the provisions of the Nelson Education Act, had to be published in July, is now comparatively out of date. In future, arrangements will be made to meet the altered requirements of the case, so that the final examinations can be made towards the close of the school year, and all information can be brought down to the latest possible date.

#### SCHOOL ACCOMMODATION.

Although the fund hitherto at the disposal of the Nelson Board for building has been extremely limited, it has been found possible, by the exercise of the strictest economy, and by dispensing with everything approaching to architectural embellishment, to provide decent school accommodation for the children within the several school districts.

More than half of the sum set down for buildings will be required for the accommodation of the children in Beef-ton, Charleston, and Addison's Flat districts, where private enterprise has until now supplied school room, and also for the scholars in the City of Nelson who will attend St. Mary's Schools until the end of June, but for many of whom provision must be made after that date.

The estimates of cost have all been framed on the modest scale to which the Board has so long been accustomed, the buildings contemplated being of the plainest and most inexpensive character.

The Hon. the Minister of Education,  
Wellington.

I have, &c.,  
J. W. BARNICOAT,  
Chairman, Nelson Education Board.

#### GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1877.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Balance on 31st December, 1876	...	325 16 5	By Secretary's salary, also Inspector	...	568 15 0
Grants from Government—Ordinary	...	11,694 14 8	Clerk's salary	...	77 1 8
Buildings	...	1,896 12 2	Printing, advertising, &c.	...	119 3 9
Net rents and profits of education re-	...	...	Teachers' salaries and allowances	...	7,689 14 11
serves, &c.	...	468 8 3	Subsidized schools	...	868 10 0
Household rates	...	...	Rent and rent allowances	...	37 6 0
Capitation rates	...	494 19 10	Petty repairs and other costs	...	952 12 6
			Scholarships	...	120 0 0
			Law expenses, other than for reserves	...	10 7 6
			School buildings	...	1,896 12 2
			Incidentals	...	41 12 7
			School material	...	895 18 9
			Balance	...	1,602 16 6
Total	...	£14,880 11 4	Total	...	£14,880 11 4

30th March, 1878.

ROBERT POLLOCK,  
Auditor.

#### BALANCE-SHEET of RECEIPTS and DISBURSEMENTS in respect of EDUCATION RESERVES for the Year ended 31st December, 1877.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Town Lands—To rents collected for year current	...	5 0 0	Legal expenses	...	10 7 6
Suburban and Rural Lands—To rents collected for year current	...	317 10 6			
Rents in Arrear—					
To amounts collected on account of town lands	...	10 0 0	Total Expenditure	...	10 7 6
To amounts collected on account of sub-urban and rural lands	...	146 5 3	Balance carried to Education Fund Account	...	468 8 3
Total Receipts	...	£478 15 9	Total	...	£478 15 9

Examined and found correct.  
ROBERT POLLOCK, Auditor.

J. W. BARNICOAT,  
Chairman of the Board.

## WESTLAND.

IN compliance with the provisions of clause 102 of "The Education Act, 1877," the Board have the honor to furnish, for the information of the Hon. the Minister of Education, a report of their proceedings for the twelve months ended 31st December, 1877.

The Board, as constituted by "The Education Boards Act, 1876," and holding office at the commencement of the year, consisted of the following persons, viz.:—G. G. FitzGerald, Esq. (Chairman), W. H. Revell, Esq., E. Patten, Esq., G. Mueller, Esq., R. J. Sedden, Esq., H. Kenrick, Esq., F. C. Tabart, Esq., J. Gibson, Esq., and J. Plaisted, Esq.; of whom the following resigned during the year: G. G. FitzGerald, Esq., H. Kenrick, Esq., F. C. Tabart, Esq., and J. Gibson, Esq.; and the vacancies were filled by the appointment of G. A. Paterson, Esq., J. Greenwood, Esq., F. A. Learmonth, Esq., and W. Todd, Esq.; and E. Patten, Esq., was appointed Chairman, in place of G. G. FitzGerald, Esq. During the year the Board held seventeen meetings. The room occupied by the Board as an office was one that had been used as a meeting place for the Grand Jury during the sittings of the Supreme Court, and, though not at all suitable for use as an office, was the only place at the Board's disposal. They have, during the past year, made some alterations in the building; and have now a large and commodious office, with a room for the Inspector, and a store-room for school-books and material; and the despatch of business is very much facilitated by the change.

## RECEIPTS AND EXPENDITURE.

During the past year, the receipts of the Board, from all sources, have been £19,577 19s. 11d. The total expenditure for the year has been £20,763 14s. 6d.

## SCHOOLS.

In Table A will be found a list of the schools established and subsidized by the Board up to the end of the year, together with the names of the teachers, their classification, the certificates held by them, and their salaries; also a list of pupil-teachers, their classification and salaries. The salaries in both cases are at the rate paid for the last quarter of the year.

The number of scholars on the roll of each school is also given, with the average daily attendance, as shown by the returns sent in. The salaries in some cases being affected by the average daily attendance, a slight variation in the amount is caused from quarter to quarter. In addition to the amount shown as paid in salaries of teachers, the sum of £214 10s. 3d. was paid early in the present year for results (as shown by the yearly examination in December), in accordance with the regulations for the payment of teachers adopted by the Board.

At the same time, the sum of £126 was also paid for instructing those pupil-teachers who passed at the yearly examination. By reference to the column showing the classification of teachers, it will be seen that the difficulty alluded to in the last published report of the Board, of obtaining the services of trained and competent teachers, has in a great measure been overcome. In several cases teachers appear as unclassified, on account of their having entered the service of the Board since "The Education Act, 1877," came into operation, the Board being precluded by the terms of the Act from issuing certificates.

At the end of the year 1876 there were in the provincial district twenty-two schools established by the Board, with three subsidized schools, making a total of twenty-five. At the end of the past year the total number, with three subsidized schools, was twenty-nine—new schools having been opened during the year at the following places—viz., Kumara, Donoghue's, Rangiriri, and Okura. Another school was opened immediately after the Christmas vacation at the Arahura Road, in the Kanieri District. The Okura School is omitted from the list, no return having yet been sent in.

At the end of the year 1876 the total average attendance was 1,600; at the end of the past year it was about 2,000.

At the time the last report of the Board was published, they had under consideration the necessity for making some of the schools into half-time schools, owing to decrease in attendance; but, after giving the matter very careful consideration, they decided that, on account of the peculiar circumstances of the district, the long distances between the various schools, and the large percentage of wet days during the year, they would not make any alteration.

## BUILDINGS.

The condition of the educational district with reference to school buildings presents a marked contrast to the situation when the Board first commenced operations in 1875. The number of buildings at that time at all fit for use for school purposes amounted to three—viz., the schoolhouse at Hokitika, the schoolhouse at Stafford, and the Town Hall at Kanieri; and in each case some expenditure was required before the building could be occupied. Since that time the Board have built fifteen schoolhouses; and two others are in course of erection, one at Kanieri, and the other at Arawata Flat, Jackson's Bay. Additions are also being made to the schoolhouses at Hokitika, Grey-mouth, and Stafford. In all cases where buildings have been acquired, by renting or otherwise, some outlay has been found necessary.

Table D shows the expenditure upon building, school furniture, fencing, clearing, and draining sites and playgrounds, in the various districts, for 1875, 1876, and 1877 respectively. The expenditure required upon school buildings in that portion of the educational district comprised within the limits of the Provincial District of Westland is comparatively small; but the Board feel that, in order to retain the services of efficient teachers, it is absolutely necessary to build residences where decent house accommodation is unobtainable. Table E shows the expenditure required upon schoolhouses and teachers' residences, also upon school furniture, clearing, &c., in the Westland Educational District as constituted before the passing of "The Education Act, 1877."

## EXAMINATION OF SCHOOLS AND TEACHERS.

The mode of examination by standards adopted by the Board is working well, a modification having been made during the year whereby, at the result examination in December, the scholars are

examined in the standard in which they are actually learning, instead of in the standard below, as when the method was first introduced. This alteration entailed very heavy work upon some of the schools during the year, the teachers having decided to pass the scholars through the two standards, instead of reclassifying as allowed by the Board. This, when taken into consideration with another serious drawback—viz., the constant prevalence of scarlet fever for a great part of the year, in some localities—makes the result of the December examination, as shown by the Inspector's report herewith enclosed, on the whole satisfactory.

The whole of the Board's schools are thoroughly and systematically examined at least twice in each year, in addition to a constant supervision exercised by the Inspector.

#### HIGHER-CLASS EDUCATION.

The question of providing a higher-class education than that given in the elementary schools has several times occupied the attention of the Board; and they decided eventually to leave the matter in abeyance until the provisions of "The Education Act, 1877," were known, and until the new Board was elected under the Act.

The reserves set aside for secondary education under "The Education Reserves Act, 1877," not being likely to yield much revenue, the Board fear they will not be able for some time to accomplish much in the direction of supplying secondary education without some aid from the Government.

Proposals for the establishment of scholarships have been made by the Inspector, and will receive early attention from the Board.

#### SCHOOL BOOKS, ETC.

A list of the books used in the Board's schools has already been forwarded to Wellington; and the Board would strongly recommend the adoption of the reading books, grammars, geographies, and arithmetics supplied by them. Elementary science and object-lessons having been made compulsory subjects in the public schools, the Board have ordered several cabinets of objects for the latter purpose; and for the former would suggest the adoption of the text-books edited by Huxley, Roscoe, and Stewart.

#### MILITARY DRILL, AND PHYSICAL TRAINING.

The Board, in compliance with the provisions of clause 85 of the Act, and fully recognizing the benefit of physical training in connection with the mental work, and the constantly-increasing necessity for the youth of the colony to be instructed in military drill, have secured the services of a person who will impart instruction, in all the Board's schools, in both subjects. A gymnasium has been provided at Hokitika and at Greymouth, and in other places gymnastic apparatus has been erected in the playground.

#### PORTION OF NELSON DISTRICT TO BE ADDED TO WESTLAND DISTRICT.

Though the Grey Valley portion of the Educational District of Nelson does not come under the control of the Westland Board until the end of April, it was thought advisable to obtain information as to its requirements at as early a date as possible. The Inspector was therefore requested to visit and report upon the various districts. He reports that the Board will now require to provide for ten additional schools in this part of the Board's district, of which only two small ones have been provided by the Nelson Board, three are now held in small private buildings, and five are not yet provided in any way, and require building. He reports that an expenditure of £5,000 will be required upon buildings, and that the permanent expenditure, upon salaries, &c., will be about £1,500, the number of children of school age being about 500. This part of the district is in a similar position to the Westland District when the Board first commenced operations; and they feel that, without liberal treatment by the Government, they will be unable to provide adequately for its requirements. Table F gives the amount required for this part of the district.

#### EDUCATION RESERVES.

The only reserve which has yet yielded any revenue to the Board is that at Kumara, and the statement of receipts for the past year shows a considerable decrease upon the previous year. This is attributable to a large number of sections having been taken up in 1876 for speculative purposes, the prospects of the gold field at the commencement of 1877 not justifying a renewal by the holders. Occupation was granted for the first year, under a "License to Occupy," with right of renewal for three, five, and seven years. A separate account of receipts and expenditure on account of the Kumara Reserve not having been kept, nor a separate bank account opened previous to 1st November, 1876, the account, at the close of the year 1877, showed a debit balance of £337 16s., partly caused by falling off in receipts, and partly by the payment in 1876 of £2,054 17s. 4d. into the Board's Education Fund Account. The last statement of receipts and expenditure having been made up to 31st March, 1877, there are now appended in Table G a statement of receipts and expenditure for the year ended 31st December, 1876, and in Table H a statement of receipts and expenditure for the year ended 31st December, 1877. Table I shows the total receipts and expenditure for the two years ended 31st December, 1877. The reserve is now apportioned, under "The Education Reserves Act, 1877," between primary and secondary education.

The Board feel that the present condition of affairs with reference to educational matters would, three years ago, have been considered almost impossible of realization, and they regard the great improvement effected as a matter for congratulation.

With reference to the working of "The Education Act, 1877," in this district, the Board are sorry they cannot express satisfaction; and they desire to point out that the capitation allowance payable under the Act is entirely inadequate to enable them to carry out its provisions, more particularly when it is considered that the programme of instruction provided therein is extremely liberal.

Reference to the Board's estimate of expenditure to 31st December, 1878, already forwarded, will show that the amount payable for capitation allowance is barely sufficient to pay teachers' salaries, only allowing such salaries as must be paid to secure teachers able to impart instruction in the subjects prescribed by the Act.

The cost of clearing, draining, &c., school sites and playgrounds, is in this part of the colony exceptionally heavy; and, owing to the Board having found it necessary during the past year to build a number of schoolhouses, the expenditure for these purposes has been unusually large.

By the provisions of "The Education Act, 1877," this, with the outlay upon school furniture, is made a charge against the capitation allowance, a charge which it is totally inadequate to meet.

These matters, considered in connection with the fact that the Board are about to have added to their district a part of the Nelson District, where very little school accommodation is in existence, induce them to hope that the Government will treat them liberally, and that, at the next session of the Assembly, such modifications may be made in the Act as will relieve them from their present unsatisfactory position.

#### PUBLIC LIBRARIES.

The number of public libraries in the Provincial District of Westland is nine, with a total of 670 subscribers, exclusive of Stafford and Jackson's Bay, no return of the number of subscribers having been sent from those places.

The Board are of opinion that the amount fixed by clause 7 of "The Public Libraries Subsidies Act, 1877," as being the amount of yearly contribution the payment of which will entitle the contributor to take books out of a public library within any borough, is quite sufficient.

Table J gives the number of subscribers and the amount of subscriptions for the year 1877 in each district.

By order of the Board.

E. T. ROBINSON,  
Secretary.

#### GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ended 31st December, 1877.

<i>Income.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
To Grants from Government—Ordinary ...	10,108	16 11	By Balance, 31st December, 1876 ...	1,147	18 8
Buildings ...	6,906	9 2	Secretary's salary ...	260	8 4
Household rates ...	1,317	5 0	Inspector's ditto ...	430	0 0
Capitation rates ...	756	0 0	Allowance to members of Board ...	176	9 0
Local Committees, for school books and apparatus ...	257	8 11	Printing, advertising, &c. ...	535	6 9
Sundries ...	231	19 11	Teachers' salaries and allowances ...	6,472	18 1
Overdraft at end of year ...	2,333	13 3	Rent and rent allowances ...	189	0 0
			Petty repairs and other costs ...	3,269	7 5
			Law expenses, other than for reserves ...	19	8 0
			School buildings ...	7,340	0 8
			Inspector's travelling expenses ...	250	15 6
			School books and material ...	298	18 10
			Payments under 40th clause ...	791	0 10
			Sundries ...	730	1 1
Total Income ...	£21,911	13 2	Total Expenditure ...	£21,911	13 2

Audited and found correct.

EDWARD PATTEN,  
Auditor.

#### BALANCE-SHEET of RECEIPTS and EXPENDITURE in respect of EDUCATION RESERVES for the Year ended 31st December, 1877.

<i>Receipts.</i>			<i>Expenditure.</i>		
	£	s. d.		£	s. d.
Town Lands—To rents collected for year current, viz.—			Balance at 1st January, 1877 ...	337	16 0
Residence leases ...	850	10 0	Collection of Rents, &c.—Agent's salary ...	82	1 8
Business agreements ...	50	7 0	Printing and advertising ...	96	5 0
Suburban and Rural Lands—To rents collected for year current, viz.—			Legal expenses ...	191	3 7
Mining contracts ...	62	10 6	Sundries—		
Timber licenses ...	18	0 0	Clearing and forming streets, &c. ...	388	19 0
Agricultural areas and timber blocks ...	67	7 6	Surveyor ...	170	3 4
Sundries—			Surveyor's labourers ...	168	4 9
Transfers ...	48	12 6	Building ...	139	0 2
Miscellaneous, including costs of preparing leases ...	212	16 6	Travelling expenses members and agent ...	91	10 0
Balance ...	478	15 11	Miscellaneous ...	123	16 5
Total ...	£1,788	19 11	Total ...	£1,788	19 11

## CANTERBURY.

SIR,—

Christchurch, 30th March, 1878.

I have the honor to submit the report of the Board for the year ending December 31, 1877. The form of the report is determined by circumstances which seem to demand that it shall deal with two periods, having a common termination, but differing in length. The 102nd section of "The Education Act, 1877," requires a report of twelve months' work to the 31st of December, 1877; but as the last report carries on the record to the 31st of March, 1877, it appears desirable, in some respects, to distinguish the operations of the last nine months of the year from those of which an account has been already given.

The personal constitution of the Board has undergone no change during the year, the seat reported as vacant not having been filled, and no fresh vacancy having occurred. Thirty-one meetings have been held in the year, the average attendance of members being 5.1. For the nine months the numbers are,—Meetings, 23; average attendance, 5. The following are the names of the members: John Inglis, Esq. (Chairman), Andrew Duncan, Esq., Thomas Williamson Hall, Esq., William Montgomery, Esq., William Rolleston, Esq., the Hon. Edward William Stafford, Henry John Tancred, Esq., John Norris Tossell, Esq., Henry Richard Webb, Esq.

The Board's expenditure on buildings during the nine months, as shown in the general statement which accompanies this report, has amounted to £22,124 1s. 7d. The distribution of this sum is exhibited in the schedule to the general statement, and the character of the principal work done is set forth in Appendix K. The greater part of this work was projected and prepared for in the period to which the last report relates, and the cost of the whole has been defrayed out of the balance shown in last year's statement. The amount received on Building Account during the nine months was £8,678 18s. 10d., and the Board entered into no engagements during the year which would involve liabilities in excess of the sum in hand; but within that limit works were authorized in the most necessary cases, so that the difference between liabilities and balance in hand on Building Account was reduced from £1,288, at the end of March, to £256 at the end of December. Many reasonable proposals for the formation of new districts, and for increased accommodation to meet the wants of a growing population, were necessarily held in abeyance until last month, when, on the receipt of a new grant from the Government for building purposes, all new claims were considered together, and it was found necessary to make appropriations to the extent of about £14,000, which left in reserve about £11,000, of which a great part has since been voted, and the remainder will probably enable the Board to extend favourable consideration to all urgent demands that may arise before the end of the financial year. It is possible that a survey of all the school buildings, which is now in progress, may bring to light deficiencies of accommodation not otherwise known to the Board; but, as a rule, the Committees keep the Board well informed as to the necessities of their districts.

Nine new districts were constituted during the year—viz., Balcairn, Barr Hill, Claremont, Dunsandel, Malvern South, Otaio, Upper Otaio, Rangitata Island, and Robinson's Bay; and six others (Chertsey, Hunter, Kyle, Makikihi, Seafield, and Totara Valley), the formation of which was delayed through lack of pecuniary means, or of sufficient information, have been proclaimed within the last few weeks. There are two applications now under consideration for the defining of new districts at South Ashburton, and in the neighbourhood of Bealey's Road; and probably during the next few months several similar applications will be made on behalf of residents in the newly-settled parts of the country between the Rakaia and the Ashburton. The returns which have been received from the Committees in the form required by the Education Department do not show that any large groups of children of school age in existing districts are known to be destitute of the means of education, and the schools which have been built are for the most part well adapted to the purpose they are intended to serve, and in good repair.

The expenditure on maintenance of schools, excluding such general charges as inspection and office expenses, was for the nine months £31,687 14s. 5d., distributed as shown in the schedule to the general statement; and for the twelve months (Appendix H) was £42,872 16s. 9d. The actual rate of expenditure for salaries and other allowances to teachers is precisely given in Appendix F, which shows that the staff employed during the month of December was then receiving payment at the following annual rate: Salaries, £33,349 16s. 8d.; rent or lodging money, £1,130; instruction of pupil-teachers, £749; teaching music, £220; bonus for classification, £1,660: total, £37,108 16s. 8d.

The number of the mean roll for the last quarter of the year was 14,096, and the average attendance (working average) 10,736. The average annual cost of instruction, exclusive of incidental and general expenses, was therefore for each child on the mean roll £2 12s. 6d., and £3 9s. for each child in average attendance. In the month of December there were (without reckoning 36 sewing mistresses) 369 teachers engaged, of whom 122 were pupil-teachers, and the average number of children to each teacher was 29.1 in average attendance.

The total expenditure, exclusive of general costs, since 1864, has been as follows:—

Periods.	Buildings.		Maintenance.		Total.	
	£	s. d.	£	s. d.	£	s. d.
1864 to 1876, as at page 81, Report 1877 ... ..	155,006	9 0	185,042	3 4	340,048	12 4
16th November, 1876, to 31st March, 1877, Report 1877...	7,832	6 10	17,317	12 0	25,149	18 10
31st March to 31st December, 1877, as by this Report ...	22,124	1 7	31,687	14 5	53,811	16 0
Totals ... ..	184,962	17 5	234,047	9 9	419,010	7 2

The Appendix H contains a statement of accounts for the whole year, as required by "The Education Act, 1877," and a separate statement (M) of the receipts and expenditure for the year in respect of education reserves. It will be seen that the whole cost of administering these reserves, with a revenue of £8,522 6s., was only £250 13s. 6d., which, however, does not include any charge for

work done in the office, nor, during the last half of the year, for legal opinions, the Board having entered into an arrangement with its solicitors by which advice is given as it may be required in consideration of an annual fee. The annual rental of the reserves when the Board was instituted was £4,704 15s.; which has since risen, partly by new leases, and partly by the increase of the rent of each reserve at the end of the first seven years' tenancy, to £7,222 6s. 4d. This source of income might at once be made much more profitable by the issue of Crown grants for those reserves which, without definite survey and complete title, cannot be let. With one exception, the Crown grants which have been issued are in the Board's custody, and are ready to be handed over to the School Commissioners as soon as those officers are appointed.

Diligent efforts have been made to prepare an accurate list of school sites and of the titles to them, but complete success has not yet been attained. So much information on this subject as is at present available is supplied in Appendix F, and in the remaining cases of difficulty correspondence is still being carried on, which, it is hoped, will resolve all doubts and place this matter on a satisfactory footing.

The following table exhibits the progress made in the number of district schools, and the attendance, for successive years from 1863 to 1877:—

Quarter ending 30th September.	Number of Schools.	Number of Denominational and Special- Grant Schools.	Number of District Schools.	Number of Attendants.	Average Daily Attendance.
*1863	32	28	4	1,749	1,120— <i>i.e.</i> , 64 per cent.
*1864	36	30	6	1,930	1,278 „ 66·2 „
1865	31	21	10	1,716	1,135 „ 66·1 „
1866	40	27	13	2,292	1,559 „ 68 „
1867	45	29	16	2,431	1,478 „ 52·5 „
1868	51	31	20	2,663	1,733 „ 65·1 „
1869	55	30	25	3,238	2,296 „ 70·9 „
1870	61	33	28	3,201	2,091 „ 65·3 „
†1871	69	32	37	4,096	2,919 „ 71·3 „
†1872	77	15	62	5,970	4,151 „ 70 „
†1873	§79	8	71	¶7,695	¶4,915 „ 69·5 „
1874	84	—	84	10,136	5,847 „ 57·7 „
1875	87	—	87	11,874	7,297 „ 61·5 „
1876	104	1**	103	13,534	8,884 „ 65·6 „
1877	117	2**	115	15,018	10,158 „ 67·6 „

\* During the years marked thus, the returns for the three High Schools—Christchurch Grammar School, Christchurch High School, and Lyttelton High School—are included.

† The returns for the Christchurch Grammar School and Christchurch High School are included. The Lyttelton High School had ceased to exist.

‡ The Christchurch High School ceased to exist. Christ's College Grammar School is not included.

§ The temporary schools held in East and West Christchurch Districts are counted as one school in each district.

¶ The denominational schools temporarily aided by Government during this quarter are included.

|| This year all assistance to denominational schools ceased.

\*\* These numbers refer to Westerfield and Long Bay aided schools.

As this table is merely an extension of that which has been given in the reports year after year, it has not been thought advisable to depart from the practice of showing the statistics for the quarter ending September. It should be noted, however, that the quarter ending December would in every case exhibit a larger roll and a higher number in attendance. For example, the roll numbers for 1877 for the September and December quarters respectively are 15,018 and 15,513, and the average attendance 10,158 and 10,736. Moreover, the comparison between the number of attendants and the average attendance as given in the table, without further explanation, is open to misunderstanding. The number of children attending at all during any quarter is of course higher than the number actually belonging to the school at any one time, and it is with this lower number that the average attendance should be compared. Great care has been taken during the year to have the roll of each school purged at least once a quarter of useless names. The tabular summaries now show the number belonging to each school at the beginning of the quarter, and the number belonging at the end of the quarter; and the mean of these two numbers may be taken as fairly representing the mean roll. Estimated in this way the attendance for the four quarters of last year is as follows:—

Quarter ending—	Belonging at beginning.	Belonging at end.	Mean Roll.	Working Average.	Working Average in terms of Mean Roll.	Strict Average.
March 31st ...	12,136	13,812	12,974	9,871	76·1 per cent.	9,622
June 30th ...	13,017	14,197	13,607	9,960	73·2 „	9,701
September 30th ...	13,068	14,275	13,671·5	10,158	74·3 „	9,908
December 31st ...	13,358	14,834	14,096	10,736	76·2 „	10,625

The wide difference between the number stated as belonging at the end of any one quarter and the number of these who actually attended during the next quarter, as shown by the statement of the number belonging at the beginning of that next quarter, indicates that towards, and at, the end of every quarter many useless names are on the roll, and that in order to establish a just statement of the percentage in average attendance still greater pains must yet be taken to purge the roll of such names. The injustice of comparing the average attendance with the number on a roll which retains to the end of a quarter all names once entered during that quarter is of the same kind as, and only in degree less than, the injustice of making the comparison between the average attendance and the whole number of attendants for the year, which for last year would stand thus: Attendants, 20,530; average attendance, 10,209; percentage, 49·7.

It should be explained that the number of schools stated in the table under consideration is the number of separate sites occupied by schools. In some former tables there were cases in which the boys' and girls' departments, separately organized, were reckoned as two schools. The number now given represents not the number of districts, nor the number of separate departments, but the number of separate buildings on separate sites. It will be observed that of these there were in September, 1877, twelve more than in September, 1876, and twenty-nine more than in September, 1875, so that one-fourth of all the separate schools in the district have been opened within two years.

The proportion of children attending the schools, to the population, is as follows :—

Quarter ending 30th Sept.	Estimated Population.	Number of Attendants.	Percentage.	Estimated Number between 5 and 15 Years.	Number between 5 and 15 Years attending.	Percentage.
1871	47,500	4,096	8·6	11,411	3,842	33·66
1872	48,900	5,970	12·2	12,200	5,664	46·42
1873	51,510	7,695	14·9	13,100	7,340	56·40
1874	64,000	10,136	15·8	16,200	9,840	60·74
1875	68,500	11,874	17·3	17,200	11,481	66·75
1876	82,993	13,534	16·3	21,511	13,100	60·90
Dec. 31, 1877	89,227	15,513	17·4	23,125	14,249	61·61

From this table it appears that a large number of children of school age do not attend the district schools; and the remarks made above, so far as they show that the numbers on the school rolls are in excess of the true attendance, must be regarded as showing also that the disproportion between population and attendance is greater than at first sight appears. The Board has no means of knowing how many of the children not found in district schools are under private instruction, or taught in other schools; but it may be assumed that if this were ascertained it would by no means account for the large disproportion which is apparent. The form of school returns, prepared by the department and issued in January, provided for a statement of the estimated number of untaught children. In a few cases the Committees have failed to make the returns here referred to, and many others have professed themselves unable to supply the particular information which bears on this point. The total number of untaught children within the districts, so far as reported to the Board, is only about 800. But the rapid progress of settlement in parts of the country only lately brought under cultivation has resulted in the isolation of many families, and has placed others in groups so small as to render it impossible for them as yet to apply for the establishment of schools with any hope of success. The fifteen districts last proclaimed, and three or four separate neighbourhoods which are now seeking to be formed into districts, represent a considerable number of the children who appear thus far to be neglected; but there must be many places from which demands for school accommodation will soon be submitted to the present Board, or the new Boards, for consideration.

The instructions issued by the department for the compiling of this report contemplated the presentation of returns of school attendance, &c., in forms slightly differing from those which the Board has adopted. The Board desires to acknowledge your courtesy in consenting to accept the information in the shape in which it had been already cast, and now directs me to suggest that, with a view to uniformity in the reports of next year, regulations as to the keeping of records should be issued as soon as possible, and that the department should prepare and publish a school register, to be kept in such a way as to afford precisely the knowledge which you will in future require. The forms which the Board has directed to be used were printed in the appendix to the last annual report, but hitherto there has been no register exactly adapted to these forms; and the expectation of a nearer approach to a uniform system, to be effected under the Act of 1877, has induced the Board to abstain from publishing a school register for its own schools. The Board observes with satisfaction that the department has adopted the method of excluding the attendance, on all occasions on which it falls below one-half of the roll number, from the computation by which the working average is ascertained, and directs attention to the very slight difference between the working average and the strict average. The difference in each of the first three quarters of the year was about 2½ per cent., and in the last quarter very little more than 1 per cent.

The ordinary examinations for scholarships were held in the month of June, and were conducted as usual by the Rev. W. J. Habens and J. Colborne-Veel, Esq. One hundred and thirteen candidates (including three who entered for the Foresters' Scholarship only) presented themselves, divided among the different classes as follows:—A, 21 boys, 20 girls; B, 24 and 16; C, 17 and 6; D, 8 and 1. The successful candidates were—in Class A (boys under eleven years of age, and girls under twelve), Elizabeth Milsom, William Ward, and Frances Taylor; in Class B (boys twelve years, girls thirteen), William Craddock, Mahala Mills, Frank Dunnage; in Class C (boys thirteen years, girls fourteen), Caroline Woodley, Annie Hallamore, William Gilberthorpe; in Class D (boys fourteen years, girls fifteen), Janette Grossman, John Boswell.

The scholarships now current are held as shown in the table on the following page.

The scholarships are of the annual value of £40, and tenable for two years. The only exception is the scholarship held by William Gilberthorpe, which he holds for one year only, as successor to a scholar who surrendered it after enjoying it for a year. To the last three examinations girls have been admitted, and hitherto they have been allowed to compete with boys one year their juniors. It has been resolved that in future boys and girls shall enter on equal terms as to age. Your permission having been first sought and granted, the Board has resolved to apply to the continued payment of claims on these scholarships, and to the issue of a new series next June, the balance on Maintenance Account reported here as at the 31st of December last—a balance arising from local sources. The report of the Examiners, and the papers set by them, are printed in the Appendix (D).



Names of Scholars.	Date of Scholarship.	School from which Scholarship was gained.	Date when Scholarship expires.	School at which the Scholar was being educated at December 31st, 1877.
Leonard P. Chapman	June, 1876	Christ's College Grammar School	June, 1878	Christ's College Grammar School
Richard A. Green ...	"	Melville House, Christchurch ...	"	" " " "
Joseph P. Grossman ...	"	Christchurch West School ...	"	Christchurch West School "
Louis Cohen ...	"	" "	"	" "
Edith Dunnage ...	"	" "	"	" "
Katherine Alexander ...	"	" "	"	" "
Margaret Menzies ...	"	" "	"	" "
Walter J. Pilliet ...	"	Colombo Road School ...	"	" "
Mary Wells ...	"	Loburn School ...	"	Loburn School
Cecilia Ross ...	"	Mrs. Ross's School, Christchurch	"	Girls' High School, Christchurch
Frances Taylor ...	June, 1877	Kaiapoi School ...	June, 1879	Kaiapoi School
William F. Ward ...	"	Waimate School ...	"	Waimate School
Annie Hallamore ...	"	Christchurch West School ...	"	Girls' High School, Christchurch
Mahala Mills ...	"	" "	"	" "
Janette Grossman ...	"	" "	"	" "
Caroline Woodley ...	"	Miss Ashwin's School, Christchurch	"	" "
Elizabeth Milsom ...	"	Lyttelton School ...	"	Lyttelton School
John R. Boswell ...	"	Lower Heathcote School ...	"	Lower Heathcote School
Frank Dunnage ...	"	Christchurch West School ...	"	Christchurch West School
William Craddock ...	"	Christchurch East, Gloucester Street	"	Christchurch East, Gloucester Street
William Gilberthorpe	"	Riccarton School ...	June, 1878	Riccarton School.

The special report on the Normal School (Appendix A) constitutes an eminently satisfactory record of the first year's work. The number of students, their general fitness for their calling, the success achieved by those who have undergone examination for certificates, and the marked effect of what may be called the outside work done by the Principal, all testify to the necessity which existed for such an institution, and to its great usefulness. The Board is of opinion that the lecture-hall and infant-school buildings referred to by Mr. Howard are both absolutely necessary. A very complete gymnasium has been erected in connection with the Normal School, which is found to be of great use in giving instruction, not only to students, but also to teachers of district schools, to fit them for superintending the physical education of their pupils.

Separate reports have been supplied by Mr. Restell and Mr. Hammond on the inspection of the Board's schools (Appendix B), presenting not only a view of the general condition of the schools, but also an account of the principles on which the inspections are conducted, and a summary of results of examination according to standards. They contain, the Board believes, ample evidence of real progress, and of a thoroughly progressive tendency.

The Board has hitherto not been in a position to take cognizance of the public libraries which, in some instances, are connected very closely with the schools, and which, by recent legislation, are acknowledged as being intimately related to the school system. The Public Libraries Subsidies Act will bring the libraries in future into closer connection with the Boards, but at present, and until the libraries make formal application, as they are invited to do by the middle of next month, the Board has no information respecting them which can be regarded as having any value.

The position of the Board with regard to orders and regulations has been throughout the year one of considerable difficulty. Regulations were drafted last year with very great care, and submitted for approval with the report for 1877. But at that time the Government, anticipating the passing of a new Act of general application, was naturally unwilling to sanction rules applicable to one district alone. The Board has, therefore, been under the necessity of observing regulations made in circumstances widely differing from those which at present prevail, and by no means accordant with its own views. The standards now in force are not those prepared a year ago (for which I beg to refer you to the last report, pp. 55, 56), but the original standards which were framed when the system of examination by standards was first established, and which were set forth in the Provincial Government *Gazette* of June 26th, 1875. The scheme of last year for the employment, remuneration, examination, &c., of pupil-teachers has, by way of exception, received the authority of the Governor in Council, and is now in operation (Report, 1877, pp. 56, 57). The amended syllabus for examination and classification of teachers (Report, 1877, pp. 58, 59) remains unauthorized, and certificates have during the year been granted under the old regulations (Report, 1875, pp. 16, 17). The scale determined upon in 1873 to regulate the number and status of the staff, and the payment of teachers in district schools, has been observed throughout the year so far as it was applicable, except in a few cases, in which, as well as in regard to some schools of a magnitude greater than was contemplated by that scale, the Board has endeavoured to give effect as far as possible to its own views, as exhibited in the report for 1877 (pp. 59, 60). The new Act empowers the Boards to frame their own scales of staff and payment, but, having regard to its speedy dissolution, the Board has deemed it advisable to leave to its successors the settlement of this question. In all other respects the Board has been nominally bound by the regulations published in the Provincial Government *Gazette* of September 23rd, 1875, but has really followed to a great extent its own rules in Chapters v., vi., vii., viii., ix., and x. of the regulations submitted last year (Report, 1877, pp. 60-62). Rule 57, however, which provides for the payment of the fees for Normal School students attending lectures on physical or natural science at Canterbury College, has not been acted upon; nor has Rule 48, which is repugnant to the regulations of September, 1875. The books prescribed by that regulation are too well known to require further specification than the mention of their titles. In place of any such prescription the Board strongly recommends the adoption of the principle laid down in Rule 48: "No book shall be used in any school until it has been submitted to, and

approved of, by the Board." For "the Board" it is necessary now to substitute "the Minister of Education." But the Board desires to sustain the principle involved in this rule, as against the establishment of any trade monopoly, and to avoid the imposition of a stringent law of uniformity.

I have to express my regret that your instruction to render some of the principal returns in such a way as to show at a glance the condition of the different counties came too late to be followed without setting aside much work already done, and incurring expenses which would probably be deemed unnecessary. I have endeavoured to meet the case in some measure by preparing a table (Appendix E) showing the districts in the different counties, with some of the principal facts relating to each; and generally I have sought to furnish in substance the information which you have expressed a desire to obtain.

I am directed by the Board, in closing this report, to place on record the high sense which it unanimously entertains of the valuable services which have been rendered by Mr. Habens, as Secretary to the Board, since his appointment to that office in December, 1876.

The papers enclosed with this report are,—

1. Scale of teaching power and salaries: from *Gazette*, September 16, 1873.
2. Regulations for the examination of schools (including the standards).
3. General instructions and regulations: *Gazette*, September 23, 1875.
4. Report by the Minister of Education for the year ending October, 1875, containing (pp. 16, 17) regulations for examination and classification of teachers, and (pp. 37–57) examination papers.
5. Report of the Board to 31st March, 1877, containing regulations affecting pupil-teachers (pp. 56, 57); proposed new standards (pp. 55, 56); proposed syllabus for examination, &c., of teachers (pp. 58, 59); proposed scale of staff and payment (pp. 59, 60); and general regulations (pp. 60–62), which (except Rules 48 and 57) have been practically observed for several months past.

The appendix consists of the following parts:—

- A. Report on Normal School.
- B. Reports on inspection of schools, and on drill, &c.
- C. Report on examination of third-class teachers. (*Note*.—The examinations for all classes in January, 1877, were reported last year; and those for January, 1878, do not belong to the period under review.)
- D. Report on examination for scholarships.
- E. Table of districts, schools, buildings, attendance, and salaries, grouped by counties.
- F. Detailed statement of staff, and of salaries and other remuneration of teachers in each school, and of the school sites and the titles to the same.
- G. Alphabetical list of teachers, assistants, and pupil-teachers.
- H. Statement of accounts for the year ending 31st December, 1877.
- I. Statistics of attendance, as supplied to the Registrar-General.
- J. Tabular summaries of attendance for the four quarters ending March, June, September, and December; and for the year as a whole.
- K. List of new buildings and works—April to December, 1877.
- L. List of reserves.
- M. Statement of receipts and expenditure on account of reserves, 1877.
- N. Boundaries of school districts.

I have, &c.,

JOHN INGLIS,  
Chairman.

The Hon. the Minister of Education, Wellington.

#### GENERAL STATEMENT of RECEIPTS and EXPENDITURE for the Year ending 31st December, 1877.

<i>Receipts.</i>		£	s.	d.	<i>Expenditure.</i>		£	s.	d.
To Balance on 31st December, 1876	...	31,289	6	6	By Secretary's salary	...	600	0	0
Grants from Government—Ordinary	...	36,114	1	2	Clerks' "	...	547	13	4
" " Buildings	...	8,655	16	4	Inspector's "	...	400	0	0
Net rents and profits of education re-	...				" "	...	350	0	0
serve, &c.	...	8,271	14	6	Drill instruction	...	508	11	11
Household and capitation rates	...	7,623	11	6	Allowances to Members of Board	...	44	0	0
Special building rate...	...	23	2	6	Printing, advertising, &c., &c....	...	748	17	3
Book Depôt...	...	0	17	0	Teachers' salaries and allowances	...	34,054	0	8
Interest Account	...	928	9	11	Rents and rent allowances	...			
Deposit on contracts	...	202	12	0	Petty repairs and other costs	...	5,919	13	0
					Training Department	...	1,470	9	0
					Practising School (13 months)	...	2,899	3	1
					Scholarships	...	991	15	9
					Examinations — Teachers and pupil-	...			
					teachers	...	403	11	1
					Law expenses—other than for reserves	...	13	2	6
					School buildings	...	27,556	17	5
					Former Secretary's compensation, and	...			
					Clerk's ditto	...	185	15	4
					Inspector's forage allowance and travelling	...			
					expenses	...	278	19	0
					Balance on hand	...	16,137	2	1
Total	...	£93,109	11	5	Total	...	£93,109	11	5

J. OLLIVIER,  
Auditor.

28th March, 1878.

## STATEMENT OF ASSETS AND LIABILITIES as at 31st December, 1877.

<i>Assets.</i>				<i>Liabilities.</i>			
1877—Dec. 31.		£	s. d.	1877—Dec. 31.		£	s. d.
To Cash in Bank—Buildings ...	...	9,814	7 8	By Liabilities—			
" " Maintenance ...	...	6,322	14 5	Buildings—Works in hand, estimated ...	...	9,355	4 5
				Buildings—Deposits on contracts ...	...	202	12 0
						9,557	16 5
				Maintenance—Office ...	...	60	0 0
				" Land revenues ...	...	144	17 5
				" Scholarships ...	...	142	14 0
						347	11 5
				By Balance—Buildings ...	...	256	11 3
				" Maintenance ...	...	5,975	3 0
						6,231	14 3
Total Assets ...		£16,137	2 1	Total Liabilities ...		£16,137	2 1

## BALANCE-SHEET of RECEIPTS and EXPENDITURE in respect of EDUCATION RESERVES for the Year ended 31st December, 1877.

<i>Receipts.</i>				<i>Expenditure.</i>			
		£	s. d.			£	s. d.
Suburban and Rural Lands—				By Collection of Rents, &c.—			
To rents collected for current year ...	...	5,889	16 11	Reports and condition of reserves ...	...	148	1 8
Rents in Arrear—				Printing and advertising ...	...	94	3 10
To amounts collected on account of sub-urban and rural lands ...	...	2,632	11 1	Legal expenses ...	...	8	8 0
				Balance carried to Education Fund Account ...	...	8,271	14 6
Total ...		£8,522	8 0	Total ...		£8,522	8 0

## OTAGO.

SIR,—

30th March, 1878.

In accordance with the provisions of "The Education Act, 1877," the Board of the Education District of Otago has the honor to submit its report for the year 1877. The Board's last report was for the twelve months ending on the 31st March of the present year; but, as the Education Act provides that the Board's annual report shall be for the year ending 31st December, it has been necessary, for a complete statement of their transactions and proceedings, to include the last three months of the past educational year in the present report.

The schedules issued by the department for the annual returns of attendance, &c., differ somewhat from those formerly adopted by the Board, and the tables of statistics hereunto appended are consequently less voluminous. In these tables the schools are arranged under counties and districts, and, where schools are situated in municipalities, these also are shown.

## NUMBER OF SCHOOLS AND TEACHERS.

Including the two free schools in Dunedin for the education of destitute children, the Industrial School, and that in connection with the Benevolent Institution, there were 165 elementary schools in operation under the Board at the end of the year 1876. New schools have been established during the present year at the following places—viz., Ravensbourne, Heriot, Glenkenieh, Ngapara, Broad Bay, North Blueskin, South Oamaru, South Wyndham, Dipton, and Table Hill. The half-time schools at Hamilton and Sowburn, which were closed during part of 1876, have been reopened; and a new school at Dunback has been worked as a half-time school, in conjunction with that at Inch Valley. These additions to the former number of schools make a total increase of 10 schools for the year 1877. The number of elementary schools now in operation, leaving out of account those connected with the Industrial School and the Benevolent Institution, is consequently 173. The practising department of the Normal School, and the five grammar schools, are included in the above statement.

In these 173 schools there were employed at the end of the year 356 teachers—viz., 188 schoolmasters, 61 schoolmistresses, 19 teachers of sewing, 26 male pupil-teachers, and 62 female pupil-teachers. The total increase in the number of teachers has been 27—viz.: Schoolmasters, 13; schoolmistresses, 4; teachers of sewing, 1; male pupil-teachers, 4; and female pupil-teachers, 5. The excess of the increase in the number of teachers over that in the number of schools is due to the growth and expansion of many of the older-established schools.

## NEW SCHOOLS SANCTIONED.

In addition to the new schools opened during the year, the Board has sanctioned the establishment of schools at Goodwood, Forest Hill North, Otautau, Forest Hill Railway Crossing, Ryall Bush, Athol, Tuapeka West, Gore, Hedgehope, and Wyndham. The school buildings at Athol, Otautau, Hedgehope, and Forest Hill North, are now completed, and will be opened in the course of a few weeks. There are also a number of applications for aid towards the establishment of schools not yet disposed of by the Board.

## SCHOOL ATTENDANCE.

A table showing the attendance at the different elementary and grammar schools, the ages of the pupils, and the names and official incomes of the several teachers and pupil-teachers, is hereunto

appended. As a number of teachers held office for a portion of the year only, the sums entered as income in such cases are for less than the whole year. A reference to the last column of the table will show the length of time for which the salaries set down were paid.

The following is an abstract of the attendance at the Dunedin district schools, and the other elementary schools of Otago, from the institution of the Otago education scheme, in the year 1856, to the present time:—

YEAR.	No. of Schools.	No. of Teachers.	No. of Pupils who attended at all in the Course of the Year.			Average Daily Attendance for the Year.			Attendance at the Close of the Year.		
			Dunedin.	All other Schools.	Totals.	Dunedin.	All other Schools.	Totals.	Dunedin.	All other Schools.	Totals.
1856-57	5	7	...	...	...	115	121	236	...	...	...
1857-58	9	11	...	...	...	128	195	323	...	...	...
1858-59	13	15	...	...	...	114	333	447	...	...	...
1859-60	17	19	...	...	...	127	456	583	...	...	...
1860-61	18	20	220	744	964	125	486	611	...	...	...
1861-62	20	22	228	1,021	1,249	129	632	810	205	705	910
1862-63	23	30	1,024	1,366	2,330	653	758	1,411	734	907	1,641
1864	38	51	1,418	2,148	3,566	771	1,148	1,919	996	1,500	2,496
1865	46	65	1,295	2,416	3,711	918	1,415	2,333	1,046	1,747	2,793
1866	51	71	1,193	2,754	3,947	888	1,680	2,568	934	2,136	3,070
1867	56	85	1,216	3,151	4,367	897	2,045	2,942	919	2,436	3,355
1868	68	103	1,262	3,622	4,884	953	2,325	3,278	1,047	2,763	3,810
1869	77	119	1,431	4,017	5,448	1,085	2,472	3,557	1,149	3,206	4,355
1870	97	150	1,423	5,496	6,919	1,151	3,529	4,680	1,215	4,416	5,631
1871	116	175	1,647	7,015	8,662	1,257	4,449	5,706	1,355	5,391	6,746
1872	127	190	1,631	8,197	9,828	1,315	5,376	6,691	1,309	6,448	7,757
1873	140	219	1,762	9,688	11,451	1,393	6,032	7,425	1,495	7,676	9,171
1874	154	266	2,176	11,505	13,681	1,467	6,886	8,353	1,592	8,073	10,665
1875	157	288	2,620	13,477	16,097	1,710	8,112	9,822	2,001	10,107	12,096
1876-77	165	329	3,094	15,256	18,350	2,067	9,143	11,210	2,378	11,159	13,537
1877	173	356	3,191	16,422	19,613	2,176	9,573	11,749	2,585	11,943	14,528

The figures for the year 1877 show that, taking all the schools under the Board's management into account, the average number of attendances made by every child that attended at all during the year amounts to 62 per cent. of the possible attendances. In the Dunedin schools this average was as high as 67 per cent., while for all the other schools in the Board's district taken together it did not rise above 60 per cent. The Board believes that the above average number of attendances for every pupil at school at all would have been considerably higher but for the prevalence, in many districts, during the year of epidemic scarlet fever.

#### AGES OF PUPILS.

The following is an abstract of the ages of the pupils who attended the elementary schools during the last quarter of 1877:—

Ages.	Boys.	Girls.	Totals.
Under five years	...	...	...
Over five and under ten years	...	...	...
Over ten and under fifteen years	...	...	...
Over fifteen years	...	...	...
	168	153	321
	4,254	3,636	7,890
	3,420	2,893	6,313
	131	116	247

These figures show that, of the pupils in attendance for the last quarter, rather more than 2 per cent. were under five years of age; 53 per cent. were between the ages of five and ten years; 43 per cent. between ten and fifteen; and nearly 2 per cent. over fifteen. It is remarkable that, under each of the above heads, the number of boys considerably exceeds the number of girls.

#### FINANCE.

Appended hereto is an abstract of the income and expenditure of the Board for the year 1877, certified by the Auditor appointed by the Governor. A table showing the respective amounts contributed towards the current expenses of the district schools for the year by the Board and the several School Committees is hereunto appended (*see* Appendix B). The sum contributed by the Board towards district and grammar schools for salaries, pupil-teachers, poor scholars, rents, &c., exclusive of buildings and repairs, was £27,294 17s. 1d., while the aggregate amount raised by the districts from school fees and voluntary contributions, including the sum of £1,411 3s., fees of the practising department of the Normal School, was £22,239 6s. 2d.

#### INSPECTION.

The reports of Messrs. Petrie and Taylor—the Board's Inspectors of Schools—are appended. These reports deal only with the nine months from 1st April to 31st December, 1877; and as the three months thus left out of account are almost wholly devoted to continuous examination of schools for results, the number of schools so examined is much smaller than usual. There are several points brought out in these reports which the Board cannot but regard with great satisfaction. It will be

sufficient here to indicate the notable improvement in classification, and the superiority of the work done in the upper classes of the grammar schools.

#### NORMAL SCHOOL.

The report of the Rector of the Normal School is appended hereunto. This institution has already proved of great service in providing a supply of teachers trained to their professional work, and acquainted with good methods of management and teaching, and in enabling the Board to restrict greatly the forced employment of persons who, though respectable scholars, had no experience in the management and working of schools. To complete the arrangements and equipment of the training school, two model schools—as recommended by the Rector in his report—are much needed; but the funds at the Board's disposal have been entirely absorbed in meeting more urgent demands; and, though very sensible of the weight and reasonableness of the Rector's recommendations, they have hitherto been unable to meet them.

#### SCHOOL OF ART AND INSTRUCTION IN DRAWING.

Mr. Hutton's report is hereto appended. The total number that received instruction in drawing during the year 1877 was 3,454, being an increase of 147 upon the number of last year. The School of Art was attended by 234 students—viz., 42 teachers and pupil-teachers, 39 lady students in the afternoon class, and 153 artisans and other students in the evening classes. Of the pupils attending the schools of Dunedin and its suburbs, 3,220 have received instruction in elementary drawing during the year. The amount paid in salaries to the staff of drawing-teachers for the year was £700 8s. 4d.; other expenses, amounting to £38 1s., raised the total expenditure on this important department to £738 9s. 4d. The receipts from fees (ladies' class) amounted to £101 4s.

#### PUBLIC LIBRARIES.

At the end of the year 1877 there were in connection with the Board 113 libraries, which may be classified as follows:—(1) 23 public circulating libraries, having reading rooms connected with them; (2) 80 district circulating libraries, a number of which are available as school libraries; and (3) 10 purely school circulating libraries. Appended hereto is a table showing the total value of books issued to the different district and school libraries since the establishment of the public-library scheme. Books to the value of £996 18s. 1d. have been distributed among the public libraries during the year. This distribution has been made on the same principle as formerly, namely, that Committees, buying books through the Board or otherwise, receive double the value of the money they have paid, the Board supplementing their contributions pound for pound.

#### EDUCATION RESERVES.

A balance-sheet of the receipts and expenditure on account of education reserves is hereunto appended. In addition to the reserves which are already Crown-granted and vested in the Education Board, there are extensive portions of runs both in Otago and Southland which have been set aside as education reserves but which are not yet Crown-granted. The rents for these reserves were paid to the Receivers of Land Revenue at Dunedin and Invercargill on the 1st of October, and entered as colonial revenue. The amounts were—Otago, £5,263 0s. 11d.; Southland, £752 4s. 6d.: total, £6,015 5s. 5d.

The amount of rents collected by the Board at the Dunedin and Invercargill offices was—Dunedin, £3,588 7s. 1d.; Invercargill, £1,795 1s. 8d.: total, £5,383 8s. 9d. The cost of management, leasing, &c., was—Dunedin office, £15 18s. 3d.; Invercargill, £83 2s. 6d.: total, £99 0s. 9d.

#### SCHOLARSHIPS.

No scholarships have been granted for the last three years. The following held scholarships in connection with the Board during the year: Edith J. Little, Mary Montgomery, Alexander Bruce Todd, Alexander Purdie, Alexander Montgomery, and Alfred W. Stohr. The whole of these scholarships expired on the 31st January. At the present time there are no provincial scholarships in connection with the Board. The Board has viewed with deep regret the extinction in this provincial district of the scholarship scheme, which has been in operation for many years with beneficial results, and which the Board took steps last year to revivify and extend; and it desires to commend earnestly to your consideration the desirability of making provision for the establishment and maintenance of a system of scholarships on a liberal scale in future years.

#### SCHOOL BUILDINGS.

The amount expended on school buildings during the year ended 31st December, 1877, was £15,876 16s. 3d. A large portion of this amount was on account of the two-thirds of the cost of repairs, but by far the larger portion was expended on the erection of new buildings and additional class-rooms. A great many of the original school buildings are now becoming too small for the present attendance of pupils, which has been steadily increasing for some years. The Board has been compelled, through want of funds, to defer consideration of several very urgent claims for aid towards the erection of schoolhouses and residences, and for the enlargement and improvement of schools already provided.\*

\* March 30th, 1878.—The introduction of free education in the elementary schools has been followed by a very great increase in the attendance at all schools in towns and larger villages. In Dunedin, for example, every available room is crowded to excess, and yet great numbers of applicants have had to be turned from the public schools' doors. An effort has been made to meet the pressure temporarily by leasing rooms or halls in the neighborhood of, and carrying them on in connection with, the present schools. But the provision thus made is both inadequate and unsatisfactory, and nothing short of a large extension of the present schools, and the addition of one or two new ones, can meet the urgent wants of the city. In all the larger towns and villages the state of circumstances as regards increase of attendance and insufficiency of accommodation is more or less the same, and the temporary leasing of halls has had to be resorted to.

## CLASSIFICATION OF TEACHERS.

A return of the status of teachers holding certificates from the Board is hereto appended. The same return shows the names of the uncertificated teachers, the sewing teachers, and the pupil-teachers employed by the Board, and the holders of certificates of competency to teach drawing, singing, and drill. In fixing the classification of teachers, scholarship and long and efficient service have both been taken into account, and in many cases the position assigned to a teacher has been wholly determined by the latter.

## REGULATIONS, TEXT-BOOKS, ETC.

A copy of the Board's regulations, according to which the teachers and pupil-teachers are classified, and also a list of the text-books now in use in the elementary schools, and of those which the Board desires to be sanctioned by the Governor in Council, are hereunto appended.

This report of the Board of the Education District of Otago for the year 1877 is, by direction of the said Board, hereby signed by

The Hon. the Minister of Education, Wellington.

PATRICK GUNN PRYDE,  
Secretary to the Board.

## GENERAL STATEMENT OF RECEIPTS AND EXPENDITURE for the Year ended 31st December, 1877.

<i>Income.</i>				<i>Expenditure.</i>			
	£	s.	d.		£	s.	d.
To Balance on 31st December, 1876	...	9,894	18 1	By office—Secretary's salary	...	583	6 8
Grants from Government—Ordinary	...	29,122	13 0	" Clerks' "	...	325	16 8
" Buildings	...	8,338	14 4	" Inspectors' "	...	871	19 0
Net rents and profits of education reserves	...	5,284	8 0	" Drill instruction	...	18	5 0
School fees collected by Board	...	1,512	7 0	" Printing, advertising, &c.	...	353	11 4
Public libraries	...	300	4 0	Schools—Teachers' salaries and allowances	...	25,463	6 7
Sale of school books	...	14	1 0	" Rents and rent allowances	...	685	11 0
High School	...	3,554	3 4	Training College—Training department	...	2,015	18 10
				" Practising school	...	1,884	8 10
				Scholarships	...	220	0 0
				Law expenses other than for reserves	...	75	12 8
				School buildings	...	15,876	16 3
				Public libraries	...	996	18 1
				School appliances	...	293	19 6
				Inspectors' travelling expenses	...	369	1 6
				High School	...	5,641	9 11
				Balance 31st December, 1877—Education Fund	...	2,303	8 0
				Balance 31st December, 1877—Public Library deposits	...	41	18 11
Total	...	£58,021	8 9	Total	...	£58,021	8 9

H. LIVINGSTON,  
Auditor.

P. G. PRYDE,  
Secretary and Treasurer, Education Board.

## BALANCE-SHEET OF RECEIPTS AND EXPENDITURE in respect of EDUCATION RESERVES for the Year ended 31st December, 1877.

<i>Receipts.</i>				<i>Expenditure.</i>			
	£	s.	d.		£	s.	d.
To Balance on hand 1st January, 1877	...	3	2 6	Fees for Crown grants	...	1	19 1
Town Lands—To rents collected	...	522	5 6	Collection of Rents, &c.—			
Suburban and Rural Lands—To rents collected	...	4,837	16 3	By Agent's commission	...	66	6 8
Sundries—Fees on leases, transfers, &c.	...	20	4 6	Auctioneers' commission	...	19	12 0
				Sundries—By printing and advertising and stationery	...	11	3 0
				Total Expenditure	...	99	0 9
				Balance carried to Education Fund Account	...	5,284	8 0
Total Receipts	...	£5,383	8 9	Total	...	£5,383	8 9

## REPORT OF THE DRAWING-MASTER, DUNEDIN, FOR THE YEAR 1877.

SIR,—

Dunedin, 1st April, 1878.

I have the honor to submit my annual report on the School of Art, and the work done in the various public schools in which drawing is taught in connection with it.

The total number that received instruction during the year 1877 was 3,354, being an increase of 47 over that of the previous year. This total includes 3,120 pupils of public schools, 42 teachers and pupil-teachers, and 192 other students.

## TEACHERS' AND PUPIL-TEACHERS' CLASS.

This class, open on Tuesdays and Thursdays from 5.45 p.m. to 6.45 p.m., was free to all teachers and pupil-teachers for the study of freehand outline drawing from the flat and from solid models, practical geometry, and perspective drawing. In connection with this class, examinations were held in the various subjects for the purpose of granting certificates for excellence, with the following results:—13 passed in freehand drawing; 16 in model drawing; 9 in practical geometry; and 9 in perspective

drawing. The students in training attending the Normal School were also examined in the same subjects, with the following results:—13 passed in freehand; 9 in model; 7 in practical geometry; and 7 in perspective. Eighteen students having passed in all the subjects, I would recommend that certificates be granted them. Those of them who continue as students are engaged in shading, and painting in monochrome from the round.

#### LADIES' AFTERNOON CLASS.

This class was open on Mondays, Wednesdays, and Fridays, from 2 to 4 p.m., for the study of all the elementary subjects, and for painting in oil-colours and in water-colours. This class, slightly increased in number, has made the usual satisfactory progress. At the beginning of the session, the Otago Art Society offered a medal for the best landscape painted from nature by any student attending the School of Art. This had a very beneficial effect upon some of the more advanced students, who entered into competition with great spirit, and produced work of such merit as to induce the Society to offer two medals—one for the best water-colour and one for the best oil-colour painting. I have no doubt, if the Society's medal or medals were to be offered annually, a great advance might be expected in the style and excellence of the work that would be produced. I may mention that the above are the only prizes offered to the school since it was established in 1870.

#### EVENING CLASSES.

Classes for artisans and others engaged during the day were open from 7 to 9 p.m. on Mondays and Wednesdays, for the study of freehand and model drawing, shading from copies and from casts, modelling in clay, painting in monochrome, &c.; and on Tuesdays and Thursdays, for the study of practical plane and solid geometry, and mechanical and architectural drawing. The work done in these classes was of the most useful kind, and was highly appreciated by the students, whose regular attendance and earnest devotion to their studies were all that could be desired.

#### PUBLIC SCHOOLS.

The most elementary instruction was that given in the public schools. It consisted of freehand outline from black-board exercises, drawing from solid models, and practical geometry. Each class received one hour's instruction per week. In the Girls' High School the senior division received two hours' instruction each week, and the junior division one hour's instruction. Two hours' instruction each week was given to the Boys' High Schools, and to the Normal School students. Those classes made satisfactory progress, and two of them were so advanced as to be able to undertake drawing and shading from the cast and perspective drawing, with excellent results.

I have to thank Miss A. Wright and Mr. Butter for the manner in which they assisted in all the work connected with the various classes.

I have supplied the following schools with copies:—Palmerston School, 1 set Dyce's Outlines; Lovell's Flat School, 1 set Flowers, 1 set No. 1 De la Rue objects; North Oamaru School, 1 set Dyce's Outlines, 1 set De la Rue objects, 1 set Flowers, 1 set No. 1 Weebrecht's Outlines; Boys' High School, 1 set Dyce's Outlines; Normal School, 2 sets De la Rue, 4 sets Flowers; Albany Street School, 1 box solid models; Kensington School, 1 set Dyce's Outlines; South Dunedin School, 1 set De la Rue,  $\frac{1}{4}$  set Dyce's Outlines.

#### EXHIBITION OF STUDENTS' WORK.

At the close of the session an exhibition of the works executed by the students was open to the public, and was largely attended by all classes of the citizens, who seemed to take a deep interest in the various exhibits, which were of greater excellence and were more numerous than in any previous year.

#### ANALYSIS OF THE OCCUPATIONS OF THE STUDENTS ATTENDING THE EVENING CLASSES IN THE SCHOOL OF ART DURING 1877.

26 carpenters, 1 bricklayer, 7 joiners, 20 mechanical engineers, 2 brass-founders, 9 civil engineers, 4 surveyors, 3 boiler-makers, 1 iron-turner, 3 pattern-makers, 2 architects, 7 clerks, 9 painters, 2 gardeners, 2 reporters, 3 wood-carvers, 2 coachmakers, 6 drapers, 2 teachers, 3 goldsmiths, 4 photographers, 3 blacksmiths, 2 plasterers, 3 storekeepers, 1 merchant, 1 banker, 1 stonemason, 2 plumbers, 2 watchmakers, 2 ironmongers, 13 students.

The Secretary to the Education Board.

I have, &c.,  
DAVID C. HUTTON.

## REPORTS OF INSPECTORS OF SCHOOLS.

(It has not been considered necessary, as a rule, to print those portions of the Inspectors' detailed reports which relate to particular schools.)

### AUCKLAND.

SIR,—

Board of Education Office, Auckland, September, 1877.

In accordance with the provisions of section 12 of "The Auckland Education Act, 1872," I have the honor to submit my report on elementary education in this provincial district for the year ended 30th June, 1877.

In the quarter ended 30th September, 1876, the number of common schools in the district was 159; and in the December quarter, 162. In the March quarter of 1877, the number was 168; and in the quarter ended 30th June, 175. The number of half-time schools in each quarter respectively was—30th September, 1876, 30; 31st December, 1876, 32; 31st March, 1877, 32; and 30th June, 1877, 32.

The number of teachers in June, 1876, was 139 head teachers and 109 assistants; in June, 1877, 157 head teachers and 119 assistants. In addition there were several probationers, to whom I will refer further on.

The following is a summary of the attendance in each of the quarters of the year:—

			On Roll.			Average.			
			Boys.	Girls.	Both.	Boys.	Girls.	Both.	
September quarter, 1876	...		5,515	4,392	9,907	...	3,660	2,729	6,389
December	„	1876	5,510	4,488	9,998	...	3,787	2,954	6,741
March	„	1877	5,787	4,848	10,635	...	3,987	3,131	7,118
June	„	1877	5,950	4,885	10,835	...	4,040	3,100	7,140

In the appendix will be found particulars of the attendance at the schools, and reports of my visits to the various schools.

In each of my yearly reports, for several years back, I have had to call attention to the very unsuitable nature of the buildings the Board were obliged to use as schools in many parts of the province. I am happy to be able to say that this state of things has been to some extent set right. The funds placed at the disposal of the Board have enabled them to build, during the past year, several plain but convenient schools in the country districts, the suburbs of Auckland, and at the gold fields; others are in process of erection, and several more are projected. A list of these buildings is appended.

The schools are fairly supplied with furniture and the absolutely indispensable appliances for teaching. The Board have hitherto been unable to do more than this. It is very desirable that most of the articles specified under the head of "additional apparatus" in the regulations should be provided for many of the schools. In many of the country schools the want of a clock is a serious hindrance to the enforcing of that punctuality on which so much stress is laid in the regulations of the Board.

In my report of September, 1874, I stated as follows: "I have found that the system of making grants to School Committees for furniture to be provided by them is unsatisfactory. Though explicit printed instructions are forwarded to the Committees for their guidance, the construction of the furniture is frequently very faulty. The cost, too, in many country districts is now much greater than in town. I would recommend that for the future the Board should have school furniture made in Auckland, and supplied as the schools require it. There are now in the office drawings and dimensions of wooden desks and seats of the most improved modern construction, which can be made at a very moderate cost." The plan then suggested is now that for the most part adopted. The American desks, each of which seats two pupils, are those usually supplied. These desks have certain drawbacks, but they are, I consider, more than atoned for by their advantages. Among these are: they provide a rest for the pupils' backs, they economize floor space, they are easily packed for transmission, and their cost is moderate. It has been found absolutely necessary to substitute, in many schools, these desks for the desks in use, which were clumsy, unwieldy, and defaced. In some schools the old furniture occupies so much space that the pupils attending cannot be properly accommodated, though the buildings are sufficiently large. The cost of enlarging these buildings will be escaped—at least for some time—by substituting the new desks for the old.

Examinations of candidates for certificates of competency as teachers, and for classification as junior assistants and pupil-teachers, were held during the year in Auckland and at the Thames. Several persons have been admitted as probationary teachers, the Board making an allowance to them for three months, at a rate not exceeding £5 a month. The period of attendance has in most cases been extended more than once. It was at first intended that only those who had passed an examination should be admitted as probationers; but this intention has not been in all cases adhered to. The practice of admitting probationers has been attended with advantage. Many of them have been appointed teachers of country schools. Without this arrangement those schools would have had to be content with teachers without experience of any kind. I think the system should be continued, but I am of opinion that the original intention should be reverted to, so far as it may be found possible.

The difficulty of procuring competent teachers still continues, and I would again urge the desirableness of inducing teachers to come here from the United Kingdom. Notwithstanding the exercise of all possible vigilance, there are persons employed as teachers who are anything but



suitable for the office. Under the present system this is for the most part beyond the control of the Board. But, no matter with whom the appointments rest, the same state of things must in a measure continue so long as there is not a number of qualified teachers to choose from, and so long as such inadequate inducements are so often offered to competent persons. It is to be hoped that the building of teachers' houses, about to be proceeded with, will do away to some extent with the latter objection. To be effective in this way, these houses must be made sufficiently large and comfortable, and be constructed with due regard to the laws of health. They must have attached to them a reasonable amount of land, fenced, subdivided, and laid down in grass (except the garden), that facilities may be afforded for keeping a cow and a horse. If obtainable, not less than five acres should be devoted, in a country district, to the site of a school and dwelling. From one to two acres will be required for the school site. This should be fenced and laid down in grass, both as a playground and as a paddock, where pupils who live at a distance may keep their horses. I know that serious inconvenience is felt in many places for want of such an enclosure. I feel sure that it would be economy to provide it, as it would lessen the demand for small schools so often persistently urged on the Board with some show of reason. It would be impossible to provide anything like the number of these small schools sought for, even by means of half-time schools. Pupils must come from a distance, but their coming should be facilitated.

I am happy to say that among the junior assistants there are several who promise to make efficient teachers. A considerable number of these teachers will have to be employed in the large schools now in course of construction. As many of them are wanting in experience, it will be necessary to give ample aid to the head teacher to enable him to exercise sufficient supervision over his juniors. This supervision will be best exercised by his devoting an hour or more daily to ascertaining by inspection how his assistants teach their classes, in order that he may point out to them their errors, and show them the better way. This will be found a much more effectual plan and one more economical of time than that usually adopted, where the teacher generally takes an assistant's place, sending the latter to do some other work. It need not, of course, preclude the teacher from sometimes ascertaining the results of the work of his assistants.

The rules and regulations of the Board as regards teaching continue to have a beneficial influence. Stringent measures have been taken during the past year, and are still taken, to insure that these regulations are honestly carried out. Unceasing vigilance and untiring effort are required to overcome the *vis inertiae* of stupidity. It has been lately found necessary to add to the stringency of the rules with reference to the use of school buildings for other than school purposes. People require to be educated on this point. Many seem to think that the schoolhouse ought to be at their service for all sorts of purposes, and that the school arrangements should be altogether subordinate to their convenience. They feel aggrieved at any attempt to control them. No doubt this state of feeling is a tradition from the dark ages, when the parish clerk and the schoolmaster were one and the same person. It is my opinion that teachers and teaching will not be held in the estimation in which they should be held so long as school buildings are not kept sacred to school purposes alone.

The training class for teachers in Auckland continues to be conducted in a very satisfactory manner by Mr. Worthington. It was opened at the end of January, 1876. Fifteen teachers then attended. The number for the June quarter of that year was 34. For the quarter ended 30th June last the number was 55. Many teachers from the country attend the class on Saturdays. The training class at the Thames is conducted efficiently by Mr. Halliwell: the number attending is 17.

The boys from the district schools who have gained scholarships are favourably reported of by the Headmaster of the College and Grammar School. A programme of the conditions under which scholarships will be competed for in December next is appended. It will be seen that the number of scholarships has been increased.

The state of education cannot be called satisfactory while so many unsuitable persons are employed in the schools—persons who never have been, and persons who never will be, teachers. Notwithstanding, I think it may be said that the efforts made during the past year to bring about improvement have not been fruitless, and that some not inconsiderable advance has been made.

I have, &c.,

RICHARD J. O'SULLIVAN,  
Inspector of Schools.

The Chairman of the Board of Education, Auckland.

#### MEMORANDUM on School Inspection, furnished by request of the Department.

INSPECTION and examination are combined. An Inspector who merely examines schools does less than half his work. The most important part is to note the defects in organization, discipline, classification, methods of teaching, &c., and to show the teachers how to set them right. Inspection without these last is of very slight use.

Standards have not been adopted in the Auckland schools. Within certain bounds I believe they are useful. From all I can learn on the subject, I am of opinion that the adoption of what is called payment for results has an injurious effect on education.

RICHARD J. O'SULLIVAN,  
Inspector.

#### NEW PLYMOUTH.

SIR,—

New Plymouth, 31st December, 1877.

I have the honor to transmit my report of the Board schools for the half-year ending this day. I greatly regret that ill-health has prevented my visiting the schools during the past half-year as often as I find it very desirable I should do.

I have, &c.,

WM. M. CROMPTON,  
Inspector of Schools.

B. Wells, Esq., Chairman, Board of Education.

## REPORT.

ACCORDING to the returns sent in by the teachers in September last, I find on the nominal rolls the names of only 685 children, and the daily attendance appears to be only about 441. In some cases pupils attended only one and a half days in a week, and even only half a day, and one week per month. Great unpunctuality in attendance at the appointed hours exists, the pupils dropping in at any time between half-past nine and eleven in the morning. The same irregularity exists in the afternoons. I was surprised to find a frequent truant in the son of the Chairman of one of the Local Committees. This state of things is very unsatisfactory, and I do not see how it is to be remedied without the assistance of the parents, and attendance enforced by law. From conversations with parents in the country districts, I find that the assistance of their elder boys is absolutely necessary to them in many cases; and, consequently, I find the average age of the children attending school reduced, the fourth classes entirely broken up, and the junior classes greatly modified.

In some cases I find pupils returned to school who have been absent a quarter or half a year, and expecting to be admitted into the class they were in before. The teachers have endeavoured to meet the confusion caused by their return and expectation by spending a great deal too much time in individual instruction, of course to the detriment of the regular attendants. I have recommended the teachers to put these pupils in the class they are fit for on their return, and let them work themselves up to the class they were in before, notwithstanding the pain it must cause them through no fault of theirs.

I am glad to be able to report a decided improvement in the silence and order maintained in the schools generally; copy-books are less smeared and blotted, and the general behaviour of the pupils in school and out somewhat approaches the polish which education ought always to produce. The writing throughout the schools is inferior to what I found elsewhere.

\* \* \* \* \*

## SUPPLEMENTARY REPORT.

No system of inspection having been introduced prior to my undertaking the office of Inspector eighteen months ago, and, none of the teachers having had regular training, I found it necessary to commence by enforcing good manners (even teaching the boys how to salute their teachers) and clean habits, insisting on a personal inspection each morning and a desk drill on taking or leaving their places in school. Punctual attendance was the next habit to be taught, but the efforts of the teachers have not been by any means successful. I have found it necessary, as often as possible, to be present at the hour for assembling. If I was expected there was a good muster, but not otherwise; so now I never, except for a special reason, warn either masters or pupils of my visits.

The classification of the pupils has been, and still is, a matter of difficulty, on account of the various stages of ignorance and disparity in age. Too much time has hitherto been spent by the teachers in individual teaching, owing to the very great irregularity in attendance, the ignorance of the pupils, the practice of many parents sending one or two children on alternate weeks, or keeping them at home altogether for months at a time to work on their farms.

The standards laid down by the rules of the Board have only been partially applied, because I have rarely found the same pupils in a class two consecutive quarters. I visit the schools as much as possible during the year, to watch the mode of instruction and general conduct of the pupils. When I examine the pupils for my half-yearly report, I take each class in turn: first, to read aloud, according to their proficiency, a passage in English history or some of the reading books furnished by the Board; then follow questions on what has been read, on grammar and grammatical analysis, spelling, with meanings and derivations of words, all taken from the passages just read. I dictate a passage to be written on paper or slate, and also a passage to be reduced to writing from memory. I am very particular as to the writing, to avoid a habit of scribbling. Then I take some map (generally of New Zealand, and in some cases, of the Continents), and introduce questions in physical and political geography, with the necessary questions in topography. I then proceed to arithmetic, in which few are beyond the rules of proportion. As much as possible I require the sums to be worked on paper. Owing, I suspect, to the occupations and modes of thought among the children when at home, I find it difficult for the masters to make progress in mental arithmetic. The boys especially seem to be deficient in memory and imagination. To obviate if possible the first defect, I am gradually introducing recitations of poetry, and with some success. The object-lessons have been virtually neglected, so much of the teachers' time being occupied in lessons, and from want of appliances. Music and drawing are not taught as yet. I have only one teacher who really knows how to teach drawing.

Each of the pupils presents me in turn with his or her copy-books, on which I comment.

## PATEA.

SIR,—

Wellington, 6th February, 1878.

For the fifth time I have the honor to report to your Board on the schools of your district. I think it may now be fairly said that they are the leading institutions of the Patea County, and that elementary education has been placed on a good footing throughout the district. All the six schools in operation are fairly established, well attended, well appointed, in good working order, and completely provided with suitable school buildings, teachers' residences, and sufficient well-fenced playgrounds. Your Board may therefore be congratulated on having done a good work in thus laying the foundation of six elementary schools. Great interest is also now being taken in education not only by the parents of children, but also by the children themselves. This, I think, is shown by the fact that altogether only seventeen children were absent from my last examination of the six schools; and the earnestness and carefulness generally displayed in the examination work were very commendable. I remember well the impression produced in my mind on my first visit to your district, when you had no school property, and had only just started your plans by opening two schools in temporary buildings. The

present contrast is a remarkable one. The attractive appearance of your neat properties, the sight of children everywhere wending their way to school every morning, the consciousness that they are growing up with fair mental culture, and the presence of teachers in your midst who are watchful of your children's welfare, will, I am sure, be fit rewards for the energy you have displayed in thus caring for them.

I experience some difficulty in forming a judgment on the value of the work of the past year, and the schools themselves stand at a great disadvantage, owing to the change of teachers which has taken place in four of your schools. It is not easy for an officer to estimate the work done in any school by any one teacher until two inspections have been made at a fair interval of time. This I have stated again and again. When a new teacher is in charge, the results of inspection are mainly impressions produced by the management, method, and discipline, and, perhaps, by a few minor results. If the arithmetic and reading are good, it is often impossible to say whether the work has been done by the late or by the acting teacher, unless the work of the teacher is already known to the Inspector and the style of work is apparent. In my notice of each of the four schools in which a change of teachers has occurred, I here confine my remarks to the statement of a few facts or impressions which seemed to me likely to be of use to your Board. In my report of the schools at Carlyle and Kakarama, where there has been no change of masters, you will see that no such difficulty has presented itself, and that I have been able to arrive at an interesting comparative statement of the progress made, and of the general character of the work of the schools.

The number of children attending the schools under the Patea Board has increased from 180 last year to 219 this year, and the number examined from 167 to 202. The school at Whenuakura has been opened during the year. The numerical increase in children who have passed Standard I. is 29, being 111 this year against 82 last year; but the percentage of passes in Standard I. work, as reckoned in the respective numbers attending, remains about the same, being 49 per cent. last year and 50 per cent. this year. I must, however, ask your Board to consider this by no means an unsatisfactory result: first, because 50 per cent. is a high rate to maintain; and, secondly, because the work of all the standards has been so much raised that I shall not feel disappointed as an officer if this year's average results do not on the whole throughout the county exceed those of last year. I am pleased to state, however, that Standard II. work shows a considerable advance on that of the past year, the passes numbering 52 against 37 last year, and the relative increase being from 21 per cent. last year to 24 per cent. this year. Now the Standard II. work fairly represents what has been looked upon for many years as all that can be expected in elementary schools, so that I consider the results here are very satisfactory. In Standard III. work there has been very marked progress, although the work has been almost confined to two schools. There are now 16 scholars who have passed Standard III., double the number of last year, 10 of them being new passers as compared with 6 new passers last year. One candidate this year passed Standard IV.; and this, with two others, all in the Carlyle School, who passed last year, and still remain at school, gives a total of three pupils who have reached the highest standard. Certificates have been forwarded for all the successful candidates in Standards III. and IV.

On looking through the table of results attached to this report, your Board cannot fail to notice how much the generally satisfactory average result of this is due to the exceedingly good work of one comparatively large school. It is evident that very creditable work is now being produced in schools which have the advantage of regular systematic teaching, and in which the pupils have steadily advanced in the standards of examination. I shall hope to learn that the Hawera School has in time attained at least a standard of efficiency now actually reached at Carlyle.

From the schools at Manutahi, Normanby, and Whenuakura not much could be looked for at present, as they have been opened only a short time, and the children had very little, if any, previous instruction. Better work might have been expected in one or two cases, for it is quite astonishing to see how much is sometimes done by trained teachers under every disadvantage. This brings me to the consideration of what appears to me just now the all-important question of normal training, the one thing needful, above all others, at this stage in our educational progress, to render our schools more efficient. Even the best of our teachers would profit by some experience in a model school. The general public appear never to have realized the fact that it is one thing to be a scholar and another thing to be a teacher willing to manage half-a-dozen children, and another to be a master of method and a systematic controller of numbers. Perhaps the greatest danger with which education systems are threatened is likely to come from those who, being scholars themselves, are not practically sensible of the facts just laid down. A schoolmaster, to be of any value, must have acquired a knowledge of his profession—a knowledge which experience will increase but will not necessarily supply. No man can take up such work at will and succeed at once.

In one or two former reports I have drawn attention to the fewness of the girls attending in proportion to the boys. I notice now that the attendance of boys is double that of the girls at Kakarama and Hawera, but that the girls are increasing at Carlyle, although the proportion of boys to girls even there is as 3 to 2.

In a preliminary report to your Board, made at the time of inspection, I suggested a plan for additional accommodation, with cap rooms and lavatories, for Hawera and Carlyle schools, and these suggestions, I trust, have been of use. The fitting up of gymnastic apparatus has, I believe, been decided upon by your Board. I recommend the construction of either a lean-to to the school, or of an open shed, for gymnastic exercises, which would also serve for shelter in wet weather. A better supply of books and slates for the infant classes is needed in all the schools. The infant children are too young to take good care of their own, and I think it would be well for each School Committee to provide them for school use only.

I beg to call the attention of your teachers to the increased importance of keeping very neat and carefully-marked registers. In one or two schools some improvement could be desired in this matter.

At least one secondary school will soon be required for the district. I trust, when it is established, due provisions will be made for granting exhibitions from the primary schools. Such exhibitions form the best possible prizes for diligent pupils, and enable any clever boy to rise to eminence, thus creating

emulation in others, and benefiting the State by the increase of usefulness which is sure to accompany the highest education.

T. Middlemas, Esq.,  
Chairman of Education Board, Patea.

I have, &c.,  
ROBERT LEE,  
Inspector of Schools.

### HAWKE'S BAY.

SIR,—

Napier, 30th June, 1877.

I have the honor to submit the report of the schools of this provincial district, both common and denominational, receiving Government aid, for the year ending June 30, 1877.

#### NUMBER OF SCHOOLS AND TEACHERS.

The total number of schools at present in active operation is 27—viz., 2 boys', 2 girls', and 23 mixed. Of these, 6 are in the town of Napier (viz., 2 boys', 2 girls', and 2 mixed), and 21 in the country all mixed.

One new common school has been opened during the year at Ashley-Clinton, on the west side of the Ruataniwha Plains.

Four teachers resigned their situations during the year; one only being the teacher of a common school, at Meanee; and three being teachers of three several denominational schools—the United Methodist at Napier, the Roman Catholic at Central Meanee, and the Church of England at Taradale. The vacancies, however, were all quickly and well filled, so that those schools were each only for a very short time closed, and have been all benefited by the change of teachers.

Those 27 schools are conducted by 27 paid teachers, who are also, in several of the larger schools, assisted by other teachers both male and female. In a few of the schools which are under female teachers they are ably assisted by their husbands. I would, however, that all the assistant female teachers were generally better qualified for their office than they are. Indeed, should no Education Act be passed by the General Assembly at this approaching session, I shall consider it to be my duty to bring before the Education Board the absolute necessity of not allowing of any assistant teacher being appointed by the teacher of any school without due examination and approval.

#### SCHOOLHOUSES AND TEACHERS' RESIDENCES.

The schoolhouses and teachers' residences are, generally, in good condition; but most of the schoolhouses both in town and country (although some have been during the year enlarged and improved by the addition of chimneys) are much too small for the number of scholars. Others still want chimneys; a few, never having been lined, need lining sadly; while some require painting, to preserve the woodwork; and some greatly need curtains for the large windows to keep out the fierce glare of the sun on clear days. The gardens, too—or, rather, the space about the teacher's house which should have been made into a decent and tidy (if not a model) garden—would become all the better for a little attention and improvement; so, also, the pathways and frontages to the schoolhouses, which, being worn, are in wet weather extensive pools and watercourses.

New schoolhouses, much required, are being erected at Woodville and at Wainui; while others (also greatly wanted) are talked of for Wallingford, West Tukituki (west side of the Ruataniwha Plains), Te Aute, and Mohaka. From a petition recently sent to me by some residents at Te Aute (and by me forwarded to the Education Board), it appears that there are 72 children in that one locality available for school.

And here I would suggest, for the information of the Board,—1. That, in all future building of schoolhouses, the plan of the building shall be first submitted to the Inspector, or to some one well acquainted with what is absolutely required, as by so doing much more suitable houses would be built, and, possibly, a great saving effected. 2. That, while the said schoolhouses may be used in country places as heretofore for divine worship on Sundays, nothing whatever be fixed or placed within the same for such purposes. 3. That, in the future enlargement of those of the present country schoolhouses which contain large ugly incommodious embarrassing rostrums (of great disadvantage to the working of the school), it be a first instruction to remove out of the schoolhouse those incommodious structures, before that any money for enlargement, &c., be granted.

#### SCHOOL ATTENDANCE AND STATE OF THE SCHOLARS.

Tables, showing the total number of scholars on the books, their attendance at the different schools, and an abstract of their ages, together with a condensed tabular view of the branches of education taught, and the number of scholars of both sexes learning such branches, will be given with this report. The total number of scholars on the books is—Boys, 838; girls, 649: total, 1,487. The total average attendance is 1,202, being 45 in excess of the average number of last year. Here, however, I should observe that the average attendance at several of our country schools is much less now than it was during the last quarter, owing to so many of our old settlers having removed to Woodville and other new places, taking their children, who were at school, with them. In addition to the foregoing there are also several private schools for both sexes in town and country (some of which are newly opened), which are well attended.

#### READING, WRITING, AND ARITHMETIC.

These primary studies are fairly followed by the scholars in nearly all the schools, and improvement and good progress has been generally made. Yet, in a few, where such advance is not so marked, it is partly the fault of the teacher, and partly that of the parents, who, too often, keep their children at home.

In a few of the country schools a bad unnatural tone is common in reading ; while in a few others a most remarkable and peculiar emphasis is laid upon the last word of a sentence, which sounds ludicrous. I have striven zealously against all such peculiarities, and I hope not wholly in vain. I have been pleased in observing that a marked improvement in most of the schools has taken place during the year in writing, both in the form and manner of writing, as well as in its correctness from dictation. It is highly gratifying to notice how rapidly and correctly many of the boys and girls generally perform their arithmetic, a fair proportion of which is done also in the higher rules.

#### OTHER STUDIES.

Geography and use of the maps, grammar, British history, English composition, book-keeping, geometry, algebra, drawing and mapping, and also sewing and needlework, plain and ornamental, are all more or less taught, the first five in nearly all the schools. A large number of the scholars are now well acquainted with geography and the maps ; and not a few have a very fair knowledge of grammar. Geometry, book-keeping, drawing, and mapping are taught in the town boys' schools ; and algebra and Latin are also among the duties of the senior class in the Napier Boys' Trust School. English composition, in short essays on simple subjects and in letters, is now generally attended to by the older scholars in the larger schools. The art of sewing and needlework, both plain and ornamental, is also commonly taught in the afternoons to the girls.

#### OF ORDER IN SCHOOL, USE OF THE BLACK-BOARD, PROPER PLACE FOR WALL MAPS, AND EMPLOYMENT OF THE JUNIOR CLASS.

I should scarcely be performing my duty if I did not once more (as I did a few years ago) prominently bring these matters to notice, in hopes of our teachers and their schools profiting thereby. In two or three of our schools there is still a sad want of order and quietness in the school ; the scholars seem to have been allowed to do pretty much as they pleased, while the noise when all are learning (?) their lessons together (often repeating them at the very top of their voices) is discordant and stunning ; while a little more order in their manner of leaving the school would not be wholly unserviceable. Again, the benefit of allowing the poor little junior class to sit for hours during the day unemployed—save when, for a brief time, engaged in reading their short lesson—is to me beyond comprehension. I have repeatedly pointed out how those little ones should be profitably employed, as, indeed, they are in a very large majority of our schools. In a few of our schools (and, I am happy to say, but a very few), that valuable auxiliary the black-board is too often consigned to a corner, instead of being daily and constantly in use, to the steady advantage of the scholars, and to the lessening the labours of the teacher ; while the large and useful wall maps also are, in a few cases, removed from their proper place on the walls and shoved into a corner.

#### INSPECTION.

During the year I have visited all the Government-aided schools in the provincial district twice or oftener, save that at the Wairoa. More days have been occupied this year in travelling and in inspecting schools than in any former one.

I have been led to make the several general remarks I have on what I cannot but deem wanting and even reprovable in a few of our schools, in, I trust, a kindly spirit ; for I should be very sorry if hereafter it should be remarked that I had overlooked all such matters.

#### OF SCHOOL PRIZES.

Under this head I would just observe that I am sure both scholars and teachers are thankful to the late Provincial Council of Hawke's Bay for its liberal grant of a few pounds for this purpose, which has been advantageously used. Not a small amount of diligence and improvement on the part of the scholars is to be fairly ascribed to this, and I sincerely hope the Education Board will be pleased to afford a similar grant.

#### CONCLUSION.

It will be seen from the tables that an increase to nearly all the schools has been made during the year, notwithstanding several of the elder scholars, both male and female, who were at many if not all of the schools at the commencement of the year, have left school to enter on active life.

In nearly all the schools there is much greater activity and diligence exhibited among the scholars in applying themselves to learning than there was formerly, and where such is not the case (which is, however, rare) it is mainly the fault of the parents, or teachers, or both. Indeed, my conviction is, as I stated four years ago in my report, that "the scholars are, on the whole, far in advance of a similar number of children in the Old Country, taken promiscuously, in capacity and in desire of learning."

During the year a few poor children of both sexes have been admitted into some of the town and country schools free, on an Inspector's order, but in no case without previous strict inquiry as to the ability of their parents, &c. Notwithstanding, I regret to say, there are still several children in the neighbourhood of schools, both in town and country, who are growing up without scholastic education mainly owing to the thoughtlessness of their parents.

I have already mentioned the great irregularity of attendance on the part of the scholars, which is, I believe, in nineteen cases out of twenty, not the fault of the scholar but of the parents, who not only keep the child at home for trifling matters, but also, not unfrequently in country places, just to save a few pence ; as, for instance, when it rains on a Monday, then the child is almost sure to be kept at home for the remainder of that week, because the parents will not pay the week's charge, small though it be, for a single day short of the full week ; and so the poor child suffers.

For my own part—now that the provincial system of government has been abolished—I heartily wish that the Colonial Government will, at this approaching session, pass an Act containing a suitable comprehensive plan of general education : one by which education shall be open for all alike, both

guaranteed and civil, or, in other words, liberal, compulsory, and secular (by secular I mean religious in the truest sense of the word, and at the same time wholly unsectarian). By such a system a better class of teachers, on the whole, will be obtained, who also will be better and more regularly paid; and at the same time a far better and more constant attendance of the children at school will be secured, whose progress will consequently be more steady and marked, to the ultimate satisfaction of all concerned—the parents and the children, the teachers, the Inspector, and the State. For I am more and more convinced, as I said in my report last year, that “such a system once well begun—in good and ample schoolhouses and with first-class trained teachers—would soon become established, grow more and more necessary and natural, and be heartily welcomed, and yield in due season an abundant crop of fruit.”

But, while I thus speak of trained teachers, I must be clearly understood to mean that a trained teacher, as such, is only the more valuable to his school and to the public when he has also the especial natural qualifications of a teacher in him, which no mere training can possibly impart; otherwise the untrained though educated man, possessing the aptness, the mind, and the heart which enable him to love his work in its entirety, and which peculiarly fit him for the office of teaching, will prove the better qualified and more useful man: such an one will be sure to gain the hearts of his pupils, and the corresponding advantages will be great and solid, and, though not so showy, will be seen and approved.

I have, &c.,

WILLIAM COLENSO,

Inspector of Schools.

The Chairman of the Education Board, Hawke's Bay.

### WELLINGTON.

SIR,—

27th March, 1878.

Owing to the very large amount of extra examination work caused by the increased attendance, the increase in the number of schools to visit, the extra labour involved in the modification which the standards have undergone, and the further time required for examination of the higher standard work, I have been unable to completely overtake the work of examination this year. I was able to examine all the schools in the Wanganui District, many of the schools in the Porirua and Hutt Districts, and to get through the greater part of the work in the city schools, before the end of 1877. Since Christmas, I have completed the examination of the Wellington City schools, except the infant departments, and also examined all the larger schools in the Wairarapa. The returns of these and a few other schools are for the month of February. There are still eight small schools unexamined, whose returns cannot be included in this report. I shall, however, endeavour to see them as soon as possible, and, if necessary, specially report on them. They contain in all about 200 children, numbers not sufficiently large to affect my general statement of the whole results for the year.

#### GENERAL STATEMENT OF THE RESULTS OF EXAMINATION.

There are now 80 schools established under the Board, of which 78 have been in operation during the past year. The new school building at Crofton, although completed, has not yet been opened, and the comparatively new schoolhouse at Marangae has been closed throughout the year for lack of sufficient children to form a school. At the beginning of the year there were 70 schools under the control of the Board, so that ten new schools have been opened during the year. Of the 80 schools now under the Board 42 are in the new Wanganui District, and 38 are in the Wellington District; but the number of children attending the 38 Wellington schools more than doubles the number attending the 42 Wanganui schools. The standard of education, taken as a whole, is higher in the Wanganui schools than in the Wellington schools. The Wanganui District schools, with few exceptions, are more evenly efficient; whilst in the Wellington District there are some schools exceedingly good in results, and others exceedingly weak.

The total number on the rolls at the end of the year was 5,234, an increase on last year's returns of 1,154. I have examined 953 more children this year than last year, and about 200 more are yet to be examined.

On comparing the syllabus of the standards this year with that of last year, it will be seen that the standard has been raised. The results of examination in the work of the amended standards may be thus stated: Exclusive of the eight small schools, representing about 200 children, which have yet to be examined, there is an increase of 406 passes in Standard I., 303 in Standard II., 141 in Standard III., and 38 in Standard IV. Including all the schools, the lowest estimate will give an increase of 500 passes in Standard I., 350 in Standard II., 141 in Standard III., and 38 in Standard IV. Stated broadly, the results will thus show an increase of one-fourth last year's numbers on the roll, of one-fourth the number of children examined, of one-fourth the Standard I. passes, and of two-fifths the Standard II. passes. The number of passes in Standard III. has increased by seven-eighths of last year's number, and the Standard IV. passes have trebled in number. Considering the rise in the standards and the increased numbers examined, I look upon the results in Standards I. and II. as fairly satisfactory on the whole, and the results in Standards III. and IV. as highly satisfactory.

I think the time has now arrived when your Board may begin to expect children to pass standards according to their age. I have, therefore, for the first time, given a return of the number of children of age to pass each of the first three standards. A comparison of the actual number of passes in any standard with the number of children in each school of age to pass that standard will give a closer means of testing the work of the school than percentage results on the whole number attending irrespective of age. But the data in the latter case are certain, whilst the comparison by age rests upon more uncertain data, as the ages of children are often difficult to obtain.

About 50 per cent. of the total number on the books have passed Standard I., and about 25 per cent. have passed Standard II. Considering the increased difficulty in passing the standards and the

large increase in numbers attending, the results, as stated in a previous paragraph, are fairly satisfactory in the lower standards. These results would have been greater if some of the larger country schools in the Wellington District had been in a higher state of efficiency. It will be seen from the Table of Results appended to this report that there are 3,201 children over eight years of age, and therefore of age to pass Standard I. Now 2,539 children, or four-fifths of the whole number, have actually passed Standard I., so that this standard is being nearly reached. In a few schools this standard is fully reached, and in one or two large schools it has been quite overtaken, thereby proving the standard to be fairly set, and capable of being generally reached.

There are altogether 2,164 children over ten years of age, and therefore old enough to pass Standard II. The standard at present is attained by 1,153 children, or rather more than one-half the number of age to pass it. Standard II. has been overtaken in one or two small schools, but not in any large one.

There are 895 children over twelve years of age, and therefore old enough to pass Standard III. Of this number, 309 have actually passed the standard, or rather more than one-third.

I thus briefly sum up the whole results in the work of these standards. Four-fifths of the children of age to pass Standard I., one-half of those of age to pass Standard II., and one-third of those of age to pass Standard III., are so classed.

Although, for reasons presently to be set forth, there is scope for better work as a whole, still it will be evident from the following table, showing the results of the past four years, that the work of education is progressing by rapid strides in the district under the management of this Board:—

		No. on Books.		At Examination.		Passed in Standards			
						I.	II.	III.	IV.
Beginning	1874	...	...	2,381	...	966	247	...	...
End	1874	...	3,147	...	2,589	1,444	445	45	...
"	1875	...	3,470	...	2,998	1,666	657	111	7
"	1876	...	4,080	...	3,672	2,123	850	168	17
"	1877	...	5,234	...	4,625	2,529	1,153	309	55

From this table it will be seen that I have examined twice as many children in 1877 as were examined in the beginning of 1874. There are more children classed now in Standard II. than were classed in Standard I. at the beginning of 1874, and more children now classed in Standard III. than were classed in Standard II. at the examination in 1874. The rapid advance in higher work is very remarkable. Standard III. results have increased sevenfold in four years, and Standard IV. results eightfold in three years.

#### SPECIAL STATEMENT OF THE RESULTS IN THE WANGANUI DISTRICT.

Although I am in possession of very detailed information touching the whole work of the schools, I shall for special reasons confine my notices of the schools this year to a collective statement, giving particulars in a few necessary cases only.

Most of the schools in the Wanganui District are in a fair average condition of efficiency, and very good work has been done during the past year in many of them. The following are in the front rank of the satisfactory schools: Foxton, Marton, Tutaenui, Makirikiri, Mataongaonga, Mars Hill, Brunswick, and Waitohi. The girls' schools at Wanganui and the schools at Waverley, Turakina Valley, Greatford, Upokongaro, Kaitoke, Waitotara, and Maxwell are doing very satisfactory and improving work. I was pleased with the work done, for the time school had been opened, at Moutoa, Karere, Brownlee, Kohi, Matarawa, Moston, and Awahuri. The Turakina School is good in many subjects, and Mrs. Boddy is evidently a painstaking and useful teacher for the infant classes. Bull's School is improved, but the results are not high. Feilding, although not altogether weak, has very low results in Standard II., and, like Sandon, a large number of pupils classed as "unsatisfactory;" but in this school, as at Palmerston, there are a shifting population and much irregularity of attendance to contend with. The Palmerston School, under the painstaking teaching of the late Mr. Waite, was beginning to show very good work. The work done by Standard III. and IV. candidates was excellent in all sections; and, though much remained to be done in the school to produce high average results in all standards, it was very pleasing to me and very gratifying to Mr. Waite to find that such useful work had evidently been done and done well. The late Mr. Waite was an efficient, painstaking, conscientious servant of the Education Board, and was much respected by his children.

I am pleased to state that the efforts made to improve the condition of the Wanganui Boys' School have been successful in producing better general results, although I should like to have seen the work in the upper classes of a better order.

There was a marked falling-off in the work at the Sandon School, and the changes made in the teachers at Mount View, Goat Valley, Halcombe, Glen Nevis, and Denlair will open the way to better work being done in the future.

The Foxton School was distinguished by capital infant teaching, very accurate fractional arithmetic in the higher classes, and, as the master happily remarked, "by the absence of dregs." In the Waitohi School the elementary work was perfect. I was much impressed with the improved style of work at Marton. At Makirikiri Mr. Locke had worked hard with exceedingly good results. Mr. Powell, of Mars Hill, Mr. Mair, of Mataongaonga, and Mr. Guthrie, of Brunswick, are very hard-working and very successful teachers. The passes in Standard IV. made in these schools are highly creditable to the teachers and scholars.

#### SPECIAL STATEMENT OF THE RESULTS IN THE WELLINGTON DISTRICT.

Of the 38 schools, containing 3,595 children, in the District of Wellington, six schools, representing half the children attending in the district, are in the City of Wellington. All these schools are now doing satisfactory work. Three of them have reached a high standard of efficiency—the Thorndon, Terrace, and Buckle Street Boys' Schools. The Thorndon School had the honor of sending in the three best candidates for the Wellington College Scholarships; the Terrace School produced the



greatest number of successful candidates in Standard IV.; and the Buckle Street Boys' School was distinguished by the rapid rise in higher standard work. The Te Aro School produced the best arithmetician of the year, and generally did better work in the upper class under Mr. Gordon, and improved work in all departments. The Standard I. results of this school are good, and the other standard results about equal to the average of the whole district. In the Thorndon and Te Aro Schools, half an hour each day is taken from the ordinary school hours for the teaching of subjects not included in the standards. The teachers, therefore, in these schools were under a disadvantage in competing with other schools for standard results.

The results of the Buckle Street Girls' School are low; but this arises not from the want of good teaching, but from the want of good schools for girls in past years. With the efficient staff of teachers in this school, I feel sure the results year by year will compare more favourably with those of the boys' and mixed schools of the city. The numbers have doubled in the last half-year. Mrs. Francis, who has been appointed to the new infant school, will, I trust, prove an excellent manager and teacher for so large a school.

Besides the city schools, there are six country schools in the Wellington District, each having more than 120 children on the roll—Masterton, Greytown, Featherston, Lower Hutt, Upper Hutt, and Carterton. The Lower Hutt School shows the best results. The Featherston and Upper Hutt Schools have done exceedingly good work under the present management. I was disappointed with the general results in the Masterton School, especially with the arithmetic, but the reading and oral instruction were decidedly good. The school has suffered from serious drawbacks, such as a large and sudden increase of pupils, want of sufficient accommodation to meet the increased numbers, and rather weak teaching power for the lower classes. Larger accommodation is being provided, and more assistance will be supplied as soon as possible: I shall therefore hope for better results next year. In the Greytown School there has been good teaching power for all the classes, a competent assistant master, a fifth-year pupil-teacher, and a second-year pupil-teacher. The attendance has been steady; the school has been subject to no extraordinary drawbacks; and yet the work on the whole has certainly fallen off. There has been, I think, a want of judgment in apportioning the work, so that each teacher has been burdened with the work of two grades instead of being confined to a larger class for one grade. The headmaster has aimed too much at passing a few higher-standard candidates, and he has pressed them on too hurriedly with their work. The character of the important work was in cases unsatisfactory. There was an absence of expression in reading; there was a want of method and neatness in the work presented on slates; copy-books were in some classes carelessly written and much defaced; and old habits of threading penholders through slits made in the covers of copy-books are still encouraged. With careful teaching of intelligent reading, judicious classification, inculcation of habits of neatness, and a fair apportioning of work among the teachers with fixed responsibility, a very great improvement in the school might be hoped for. The results, though falling off, are not altogether unsatisfactory, especially in Standard I., and the school has done comparatively better work in the past. The Carterton School is in a very unsatisfactory condition. The general character of the work is unimproved. There was no section of the work uniformly good. The reading particularly was lame, mechanical, and devoid of all expression. The results are exceedingly low, although the head teacher has been five years in charge.

The following schools are attended by over 50 and less than 100 children: Clareville, Taita, Karori, Tawa Flat, Johnsonville, Kaiwara, and Pahautanui. Of these, the Tawa Flat School well maintains the leading position, under the painstaking and successful teaching of Mr. Horne. The Clareville, Taita, and Kaiwara Schools were all still low in results, but they are under much better management, and with good prospects of better work being done. I was much disappointed with Johnsonville School, although the teacher has been only a few months in charge. The Karori School presents nearly the same features as last year. Satisfactory work is done in the lower classes only. There was a breakdown in the arithmetic of most of the candidates for Standards II. and III., and the work of the same candidates was unsatisfactory in spelling, geography, and grammar. Pahautanui School continues in a fairly satisfactory condition.

Of the smaller schools those at Waihenga, Kaiwairi, Fern Ridge, and Ohariu are in a very satisfactory condition. In the Waihenga School, the reading and recitation were given carefully, and with taste and expression; the writing was beautifully neat, uniform in style, and showed very careful teaching; the arithmetic was remarkably accurate, and very orderly in arrangement; tables were well known; the classes were intelligent, the general knowledge was good, and the general neatness and order were admirable. The work so far as it went at Fern Ridge was exceedingly well presented. It is this quality of work which is valuable, and which appears to be lost sight of in Greytown and Carterton; but it is well cultivated in Featherston and Kaiwairi. The results at North Makara, except in reading, are very fair; but at South Makara they are very poor. The style of work is not good. The results at Korokoro, Horokiwi Valley, Porirua, and Kaitara, I consider fairly satisfactory under their several conditions.

#### TRAINED TEACHERS REQUIRED.

In comparatively few schools is the work that of a teacher trained for his profession. The contrast between a school working with good method, and that of a school under an untrained or unprogressive teacher, is very great. It surely must be an established truth in educational as in other matters that, if the work is to be done, it should be well done, and to attempt the work without skilled labour simply means that it will be imperfectly done. I have already had the pleasure of recommending a scheme for beginning the work of normal training which has been embodied in your report to the Minister of Education, and which I trust will be adopted. Many of the teachers in charge of schools would be glad of an opportunity of seeing the work of model schools, and of learning the best methods of imparting instruction. This also could be arranged for. That one large training college for the colony would do the best work there can be no doubt; but practically such an arrangement would not, I fear, be generally acceptable, and the loss of time in bringing it about would be a matter of serious consideration. I am therefore of opinion that, in the educational interests of this district, it would be best to ask



for a share of the sum appropriated for normal schools, to appoint a normal master, to constitute the schools at Thorndon and Kaiwara practising schools, and to open a class for students in training at once.

#### PROPOSED ADDITIONS TO AND MODIFICATIONS OF THE STANDARDS.

The four standards which have been in operation four years have worked well, and are working well. I could not have devised standards better suited to the requirements of the time. I have taken a whole year to consider whether more standards are necessary, and I have arrived at the conclusion that the number may be enlarged, so as to give an annual interest in the passes to all or nearly all the children in school between the ages of seven and thirteen. The present Standard IV. pass, with modifications, will be retained under a new name—the Scholar's Certificate Examination. Practically there will then be six standards in which all children may be classed before leaving school, and a higher examination for the best scholars of the most advanced schools. The general system of marking, passing by sections, and the methods of examination will be retained. The system remains: the classification is changed by an increase of classes and sections, and by a modification of the work in the sections. At the next examination, pupils passed in old Standard I. will be required to pass new Standard II.; those passed in old Standard II. will be required to pass new Standard IV.; and pupils passed in old Standard III. will be required to pass new Standard VI. Two-fifths of the maximum marks in each section will be required to pass a candidate, and 120 marks in all out of a maximum of 200 for each standard. No pupil will be expected to pass a standard who is under age, or who has not attended 250 half-days since passing the previous standard; and no scholar of any age will be expected to advance more than one standard each year; but candidates of any age may be presented for any standard, and returns will show the status of the school, and not merely the percentage of new passes made each year.

#### CONCLUSION.

Schedule A, attached to my report, gives the details of the proposed new standards, and Schedule B those of the old standards. Schedules C and D show the number of children of age to pass each of the old standards, and the number actually passed in the four standards of each school examined. The Wanganui and Wellington school results are separately collated for the convenience of the new Boards. In Schedules E and F will be found lists of the higher-standard candidates who have passed this examination.

I have, &c.,

The Hon. C. J. Pharazyn,  
Chairman of the Wellington Education Board.

ROBERT LEE,  
Inspector of Schools.

#### SCHEDULE A.

##### PROPOSED NEW STANDARDS.

##### *Standard I.*

Section.	Max. Marks.
I.—Reading Book I., words grouped (40). Recitation of 10 lines of easy poetry (10)	50
II.—Spelling—Common words of reading book ... ..	30
III.—Writing—Small words round-hand on slates from copy ... ..	30
IV.—Arithmetic—Addition, one line ... ..	40
V.—Addition table and multiplication tables to end of five times ... ..	20
VI.—General knowledge of the subject-matter of the Reader (15). Recollection of a story or object lesson (15) ... ..	30
	<hr/> 200

##### *Standard II.*

Section.	Max. Marks.
I.—Reading Book II., with expression (30). Recitation of 20 lines easy poetry (10)	40
II.—Spelling words from dictation (20). Meaning of words in Reader (10) ...	30
III.—Writing—Round-hand from dictation (20). Copy-books, letters or short words (10)	30
IV.—Arithmetic—Addition and subtraction. Read and write hundreds ...	50
V.—Oral Subjects—Addition and multiplication tables (15). Knowledge of subject-matter of Reader (15) ... ..	30
VI.—Definitions of geography (10). Point out nouns (10) ... ..	20
	<hr/> 200

##### *Standard III.*

Section.	Max. Marks.
I.—Reading Book III., with intelligence (30). Recitation of 30 lines of poetry (10)	40
II.—Spelling words from dictation (20). Verbs and adjectives (10). Meanings of words in Reader (10) ... ..	40
III.—Writing from dictation, round or small hand (20). Copy-books (10) ...	30
IV.—Arithmetic—Simple long division. Read and write thousands ... ..	40
V.—Mental Arithmetic—Integers, simple rules; tables, common weights and measures (15). Knowledge of subject-matter of Reader (15) ... ..	30
VI.—Outlines of geography of the world ... ..	20
	<hr/> 200

*Standard IV.*

Section.	Max. Marks.
I.—Reading Book IV., with intelligence (30). Recitation of 40 lines of poetry (10)	40
II.—Spelling words from dictation (20). Meaning of text, and word-knowledge of Reader (10). Parts of speech (10)	40
III.—Writing small-hand from dictation (20). Copy-books (10)	30
IV.—Arithmetic—Compound rules, money; reduction of common weights and measures; read and write millions	40
V.—Oral Subjects—Subject-matter of Reader (15). Mental arithmetic, dozens and scores (15)	30
VI.—Outlines of the geography of New Zealand	20
	<hr/> 200

*Standard V.*

Section.	Max. Marks.
I.—Reading Book V., with intelligence (20). Recitation of 50 lines poetry (10)	30
II.—Composition from memory of a short narrative (20). Meaning of text and words of Reader (10). Simple parsing (10)	40
III.—Handwriting (10). Copy-books (10). Outline drawing on slates (10)	30
IV.—Arithmetic—Elementary fractions, practice, and bills of parcels	40
V.—Oral Subjects—Mental arithmetic: Small money calculations and reduction (15). Subject-matter of Reader (15)	30
VI.—Geography of Europe (20). Bare outlines of British history (10)	30
	<hr/> 200

*Standard VI.*

Section.	Max. Marks.
I.—Reading Book VI., with intelligence (20). Recitation of 60 lines of poetry (10)	30
II.—Composition of a short theme or letter (20). Parsing and parts of a simple sentence (10). Meaning of text, and word-knowledge of Reader (10)	40
III.—Handwriting (10). Outline drawing on paper (10)	20
IV.—Arithmetic—Vulgar and decimal fractions, proportion, and interest	40
V.—Oral Subjects—Mental arithmetic, fractional (15). Subject-matter of Reader (15)	30
VI.—Geography of the world more fully (20). Outlines of British history (20)	40
	<hr/> 200

*Scholars' Certificate Examination.*

Section.	Max. Marks.
I.—Reading an English standard author (20). Recitation of 70 lines of poetry (10)...	30
II.—Grammar paper (20). Essay (10)	30
III.—Handwriting (10). Freehand drawing (10)	20
IV.—Paper on arithmetic, all rules, including mensuration of rectangle, triangle, and circle	50
V.—Mental arithmetic, interest (15). Physical geography and laws of health (15)	30
VI.—Paper on geography generally, but more particularly the British Empire and Australian Colonies (20). History of Britain from Norman Conquest, more particularly 18th and 19th Centuries (20)	40
	<hr/> 200

## SCHEDULE B.

## OLD STANDARDS.

[Portions in italics examined this year for the first time.]

*Standard I.*

Section.	Max. Marks.
I.—Reading—Narrative next to monosyllables in reading book (40). Repetition of poetry (10)	50
II.—Writing—Round-hand, small common words written from dictation (20). Copy-books (20)	40
III.—Spelling—Words of dictation exercise	30
IV.—Arithmetic—Simple addition and subtraction of numbers of not more than four figures; read and write numbers under a thousand; multiplication table	80
	<hr/> 200

*Standard II.*

Section.	Max. Marks.
I.—Reading—Easy narrative (say 3rd Reader) (30). Repetition of poetry (10)	40
II.—Writing—Passage from dictation from Reader (20). Copy-books (10)	30
III.—Grammar, Spelling, and Geography—Spelling words of dictation exercise (30). <i>Geographical outlines of the world</i> (10). <i>Parts of speech</i> (10)	50
IV.—Arithmetic—Multiplication of money, weights and measures; <i>read and write millions</i>	80
	<hr/> 200

*Standard III.*

Section.	Max. Marks.
I.—Reading—More difficult prose (say 5th Reader) (30). Repetition of poetry (10)	40
II.—Grammar and Writing—Abstract of a fable or other narrative, after hearing the same once read. Formation of sentences, and correct spelling indispensable (20). <i>Parsing</i> (10). Writing (10)	40
III.—Geography and History—Outlines of English history, leading events (20). Outlines of the geography of New Zealand and Europe (20)	40
IV.—Arithmetic—Vulgar and decimal fractions, practice, and simple proportion	80
	<hr/> 200

*Standard IV.*

Section.	Max. Marks.
I.—Reading—Passages of difficult prose or easy poetry (30). Repetition of poetry (10)	40
II.—Grammar and Writing—Paper on English syntax, analysis, word meaning, paraphrasing, and the accidence of grammar; including also the composition of a short essay (30). Writing (10)	40
III.—Geography and History—Paper on a period of history and section of geography, each named a year beforehand	40
IV.—Arithmetic—Paper on arithmetic generally, including some knowledge of mensuration	80
	<hr/> 200

## MARLBOROUGH.

Wellington, 24th May, 1877.

SIR,—

I have the honor to present my third annual report on the schools of the Education District of Marlborough.

## I. INCREASED INTEREST IN EDUCATION.

Throughout my late travels in the Marlborough Education District, I have noticed the manifest increased public interest felt and being taken in education, and especially in the individual progress of the scholars as determined by examination. The “standards” are household words from the remote inlets of the Sounds to the plains of the Wairau, and even along the broken highway from Blenheim to Kaikoura. The people are beginning to know and comprehend the work of each standard, and to share the aspirations and successes of their children. I have frequently been pleased with the effect of this emulation on a whole school, in which the anxiety and determination to pass was simply intense on the part of every pupil. These remarks apply more or less to all the good schools which it is my duty to examine, but to none more particularly than to one or two schools under your Board.

The establishment of a Board specially chosen for the administration of education within a district not too narrowly confined will lead in time to more uniformity of system, and generally to better management. Nothing, in my judgment, tends more to the advancement of national education than placing the immediate control of education in the hands of educated and competent men.

## II. PROGRESS MADE.

During the past sixteen months there has been an increase of four schools in actual operation, and a very considerable increase in the numbers on the rolls. Last year I reported 611 as the number of children who actually attended school at all during the month previous to the examination; at my last visit the number so attending was 818, showing an increase of 207 pupils under instruction, or one-third as many more as last year. In the number of children examined the increase is still greater, the number last year being 504, this year 747—an increase of 243, or nearly half as many more. The number of passes made in the several standards, when well understood, will be admitted a true test of the efficiency of the teaching power. The Standard I. passes have increased from 303 to 396, an increase of 93; Standard II. passes have increased from 126 to 180, an increase of 54; Standard III. passes have increased from 28 to 47, an increase of 19; and Standard IV. passes have increased from 1 to 6, an increase of 5. I beg to remind your Board, first, that in my last report I alluded to the fact that one or two very weak schools, whose returns were included in my first report, were closed at my second inspection, and that, as a consequence, the percentage returns in my last report were abnormally high; and, secondly, I would remind your Board that an increase of one-third as many more children attending the schools means a large influx of new material, and probably of children at a very low standard; whilst in some cases, as at Marlborough Town, there has been a migration out of the district of advanced children. When, therefore, I state that the results of the whole district in Standard II. have increased from 20 per cent. to 22 per cent., and in Standard III. from 4·6 to 5·7 per cent., whilst six pupils have passed Standard IV., but that the whole results in Standard I. have decreased from 50 per cent. last year to 48 per cent. this year, I consider, under the circumstances, the results are in every respect satisfactory.

## III. DISPARITY IN THE RESULTS OF THE SCHOOLS.

In the Table of Results, which as an appendix (No. 1) to my reports is always in itself a digest of the whole report, it will be seen that the work done in the best schools is very far in advance of the work done in other schools, and not only in such other schools as have been lately opened, but in schools which have been some time established. I often wish the pupils and teacher of one school could see the better work done in another school. What a surprising contrast, for example, there is

between the results at Renwick and the results at Tuamarina or Kowhai! The numbers attending Renwick and Tuamarina are 55 and 42 respectively; 42 have passed Standard I. at Renwick, and only 8 at Tuamarina; and 22 have passed Standard II. at Renwick, but only 1 at Tuamarina. Above this standard there is nothing at Tuamarina; but no less than 11 passes have been made in Standard III. and 2 in Standard IV. at Renwick, whilst two boys held scholarships at the Nelson College from Renwick School.

I think, however, notwithstanding the necessity of raising the standard of the inferior schools, the interests of education generally would be best served by placing those teachers who are found most efficient, in charge of schools which form centres of adult population, so that advanced pupils, attracted by the better teaching power, could trust to such schools. If good schools were thus established at Blenheim, Picton, Havelock, Kaikoura, Renwick, one between Blenheim and Havelock, and one between Picton and Blenheim, all advanced pupils could reach one of these schools, and schools teaching well the work of even two standards might suffice as district schools in other localities.

#### IV. NEW BUILDINGS AND IMPROVEMENTS IN THE PROPERTIES.

A good new schoolroom has been erected at Kaikoura, and the property well fenced. A new schoolhouse and teacher's residence have been erected at Kowhai; and a small schoolroom, with teacher's residence attached, at Fairhall. The infants' school attached to the girls' school at Blenheim has also been put up during the year. In the Kaikoura School my own plan of building was followed, but in the other schoolrooms suggestions could have been made which would have led to better accommodation being provided. Since my last visit many of the school properties have been fenced, painted, and repaired. I will point out in this report (Appendix No. 3) what alterations, additions, and improvements seem to me needed in order to make the properties complete. I have left with the Secretary a tracing of a plan of a new school, which I suggest for adoption by your Board. It is designed for the adoption of the dual desk, which I look upon as a great improvement in school furniture. The Wellington Board are now having dual desks made, and the contractor no doubt will be willing to supply you with the desks or with specimens of them. One consideration alone for the adoption of these desks, apart from their usefulness in improving organization, is the facility they afford for completely separating boys from girls in all the working of a mixed school. There is a teacher's residence attached to every school property where over twenty children are attending, except at Kaikoura; but the Kaituna accommodation is very poor.

#### V. REGISTERS, TIME-TABLES, BOOKS.

As a rule there are no admission registers or log-books in use, and time-tables are not posted on the walls. Even the daily attendance rolls are imperfectly kept in many schools. I recommend your Board to supply an admission register to each school, a log-book, mark cards, of which I have forwarded specimens, nine alphabet-sheets and reading sheets in large type for infant classes, and to adopt, in all schools where they are not already in use, the Royal Readers as class-books for teaching reading. Every teacher should keep posted on the wall, in a conspicuous place, a full time-table, showing the lessons given each day and the time occupied, as well as a table of home lessons, and a periodical table of the subjects of class-lessons in oral subjects. I did not find this well done in any school in your district. Such a time-table should have a simple frame, from which it could be easily removed for amendment or renewal.

#### VI. WATER SUPPLY AND LAVATORIES.

Little attention has hitherto been paid to obtaining a good supply of drinking water in suitable vessels for the children, and to furnishing necessary appliances for washing. Your Board will observe a good form of cap-room and lavatory attached to the porch in the new plan which I have suggested for future schools; and I think the idea of the improved porch might be carried out by alterations in existing schools.

#### VII. PLAYGROUNDS.

I recommend your Board, in all cases where the area of land available for a playground is less than one acre, to obtain more land adjoining. In a future report I hope to be able to suggest a form for an inexpensive gymnasium attached to each school. It would serve a double purpose—one as a place of shelter for the children in wet weather, without disturbing the order of the schoolroom, and another as a school for physical development, open at all times. The boys' ground, in all large schools, appears to be properly divided from the girls', except where new fencing is required. Graveling is much needed in several cases, and drainage in a few.

#### VIII. BLENHEIM GRAMMAR SCHOOL OR HIGH SCHOOL.

I understand your Board are about to make some provision for secondary education. I am sorry that I have not space, in such a report as this, to go more fully into the subject of secondary education. My own idea of a complete system of education for the colony may be thus briefly sketched:—

- I. Primary schools, teaching the work of our four standards.
- II. Grammar schools in towns (under the State), taking pupils only who have passed Standard II. of the primary school, fed largely by exhibitioners from the primary school, and supported largely by fees.
- III. Colleges in a few chief towns, taking pupils only who have passed two standards in the grammar schools, fed largely by scholarships from the grammar schools, and supported largely by high fees.
- IV. A University and Polytechnic College, either as a separate national institution or attached to III.

I recommend your Board to establish a grammar school at Blenheim, which may serve as a secondary school for the whole Education District of Marlborough, provided—

- (a.) Provision be made for the education of girls :
- (b.) No pupil be admitted unless he or she has passed the Second Standard of the primary school :
- (c.) That the subjects taught include English, Latin, French or German, algebra, Euclid, physical science, music, drawing, drill, and some mechanical and industrial exercises :
- (d.) That at least two acres of land be obtained for a site :
- (e.) That the headmaster hold a first-class certificate as a competent teacher, and receive at least £350 per annum and accommodation for boarders :
- (f.) That the school be separately classified for classical, mathematical, and physical knowledge, and so worked that pupils may attain distinction in one or more of such classes :
- (g.) That the fee be £2 per quarter, but no parent shall pay more than £3 per quarter for any number of children in the same family.

#### IX. HONOR CERTIFICATES.

I beg to propose for adoption by your Board the following scheme for examination in subjects which may be taught in schools in addition to those included in the standards :—

1. Examination made once a year, at such time and places as the Board may appoint.
2. Only scholars passed in Standard II. can become candidates.
3. Candidates must give notice of intention to sit, stating the subjects selected.
4. Any one or more subjects may be taken.
5. Candidates taking needlework should produce specimens of their work. Other work will be done during the hours of examination.
6. One hundred will be the maximum marks, and sixty the pass marks, in each subject, ten marks being allowed for neatness in writing and orderly arrangement of matter.
7. It will be possible to obtain an Honor Certificate in any one or more subjects, which will be stated in the certificate when issued.
8. The following are the subjects of examination :—

- (1.) English: The critical study of an English author. Cowper's "Task," chaps. i., ii., is named for first examination.
- (2.) Elements of Latin: Grade I.—"Principia Latina" to end of Ex. xxxii., with very easy unseen sentences for translation. Grade II.—"Principia Latina," parts i. and ii.
- (3.) Elements of French: Delille's First French Exercises and Grammar, with easy passages for translation.
- (4.) Needlework: Plain sewing and knitting.
- (5.) Drawing: Freehand outline. Easy practical geometry.
- (6.) Higher arithmetic.
- (7.) Algebra: Grade I.—First four rules; simple fractions, including easy G. C. M. and L. C. M. Very easy simple equations. Grade II.—To easy quadratic equations.
- (8.) Physical geography. Laws of matter, heat, light, the atmosphere, and simple natural phenomena.

Other subjects, if approved and arranged for by the Board six months before the examination.

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#### XII. CONCLUSION.

My report is full, because, at this transition period of educational administration in New Zealand, the fullest information will probably be required. My suggestions are the result of patient thought, and I trust they will be found useful.

I have, &c.,

ROBERT LEE,

Inspector of Schools.

A. P. Seymour, Esq.,

Chairman, Education Board for the District of Marlborough.

#### NELSON.

SIR,—

5th July, 1877.

I have the honor to lay before you my annual report on the Nelson public schools, which includes the period between 1st July, 1876, and 30th June, 1877.

The names of 4,958 children appear on the rolls for the past twelve months, being an increase of 45 on the previous year's numbers. Seventy-three schools are entered on the return, three of which—Waipuna, South Spit, and Karamea—are at present closed. The average rate of attendance, 73 per cent., is very fair, when the unavoidable deductions on account of sickness, bad roads, and wet weather are considered. Although the number of those who have remained at school after they were twelve years old, 982, is still far below what it ought to be, I have had the satisfaction of recording 118 more names under this head than were set down in last year's returns.

The usual summary, showing what progress is being made in each subject, and how it is being taught, will serve to make the statistics given in the annual return more intelligible.

I am aware that the simple method of tabulating results, initiated by my predecessor more than twenty years ago, and which I have retained with slight alterations until now, might be improved upon

in several respects; the division of reading, especially, into three instead of six grades, being defective. I have come to the conclusion, however, that, in view of impending changes, which may affect the whole system of examinations, it would be unwise to alter a plan that, whatever may be its defects, has the great merit of enabling the reader to compare readily the present with the past state of each school since its opening. And this is an advantage not to be lightly abandoned by an Examiner, or by those for whose information he writes. Nor do I think it possible, by means of the most elaborate system of tabulated statements, or by any arrangement of figures, carried out to any number of decimal places, to give such a picture of a school as will not require to be supplemented and modified by a written estimate, however short.

So many factors must enter into such an estimate before justice can be meted out to each teacher, that the most carefully devised array of figures, taken alone, may be absolutely misleading. For instance, not only the age of each scholar, but his school age—that is, the time he has actually spent in the schoolroom—must be taken into account. It is also necessary to know how long a teacher has been at work in his school, and in what state he found it; while such essential matters as the general tone and discipline of a school cannot well be represented by figures at all.

On the whole, I do not apprehend that an ordinarily careful reader will find much difficulty in gathering from my tables and report, taken together, as much as is really worth knowing. Exquisitely nice adjustments are out of place in so simple a machine as the Nelson system of primary education.

*Reading.*—The number of readers marked as “good,” that is, who can read an ordinary passage of prose with tolerable fluency and expression—1,262—is slightly in excess of that given in last year’s return. This most important subject is still generally well taught. Drawling and whining have been fairly laughed out of most of our schools, and the remarkable absence of provincialism has been noticed by more than one competent critic from other colonies.

*Writing.*—In the majority of our schools writing is carefully and successfully taught. The schools on the West Coast, however, with one or two exceptions, still lag most unaccountably behind the rest in this respect. In 16 schools, attended by 700 children, there are only 53 good writers, scarcely more than half as many as appear on the return for the first division of Hardy Street Girls’ School, with only 65 scholars.

*Arithmetic.*—In the highest grade of arithmetic there are 60 more passes this year than there were last year; but in the lowest grade, which goes only as far as simple division, there is a serious falling off, not more than 366 having succeeded in 1877 as against 758 in 1876. This state of things clearly shows that in a large proportion of our schools the teaching of arithmetic is too ambitious. Had the children been properly grounded, no such list of failures would have been possible. In several schools, both in town and country, where the teachers have laid a good foundation, and have taken an accurate measure of the powers of their scholars, not a single scholar has failed to pass with ease. It must be borne in mind, too, that in my examinations for arithmetic the teacher is at liberty to select whichever grade he likes, not only for each class, but for each member of a class, all that I ask being that a certain proportion of the work taken up shall be done correctly. My object in allowing this unusual latitude is to discourage cramming.

*Grammar.*—This subject is much better taught than it was a year ago, when the text-books used were too bulky and too difficult for young scholars, and when many of our teachers tried to teach more than could well be digested. The only text-book that will be issued this year is “Bowden’s English Grammar for Beginners,” a sensibly-written little work of great practical value, comprising as it does within the compass of sixty pages all that children who attend primary schools need learn of English grammar, including the analysis of sentences.

*Geography.*—Although the method of teaching geography now pursued is more rational and more interesting than it was in bygone times, there is still room for improvement. Following the plan laid down in Phillips’s Colonial Geography, a work written expressly for New Zealand schools, our teachers now very properly start from this country as a centre, and pay considerable attention to the geography of the basin of the Pacific. Map-drawing and collective lessons before the wall maps are also common. I find, however, that the relative positions of even well-known places are ill understood, many of the children, for instance, being quite at a loss to explain what course would be taken by a ship leaving Nelson for Sydney, “south” and “north-east” being among the answers frequently given.

*History.*—The teaching of history is now confined, as it ought to be, to the upper classes in our advanced schools. Although few, even of these, know more than the barest outlines of so vast a subject, I should be sorry to see it entirely excluded from our school course, were it only because it gives quite a different kind of reading from that found in our ordinary class-books, and thus helps to relieve the intolerable monotonousness of going over the same unvaried round of lessons. For the same reason I think it advisable to make an entire change in the reading books, however excellent they may be, at least once in every five years.

*Spelling.*—Good spelling, formerly the exception, has for the last two years been the rule with us. In our best schools it is the practice to combine a writing and a dictation exercise, with the best results, as the numerous fairly-written and correctly-spelt exercise-books submitted to me testify. Great attention is now being paid also to the proper formation and arrangement of figures, points that will be found of some importance in after-life.

*Discipline.*—Except in about half a dozen instances, and those not very glaring, the discipline of our schools is quite as good as ought reasonably to be expected. With very little of the parade of class-drill, so imposing to a visitor, and with hardly any unnecessary harshness, our teachers contrive, on the whole, to preserve such an amount of order as enables the work of their schools to be carried on without serious disturbance or loss of time. A school is not a penal establishment, and such a system of repression as would compel absolute silence throughout the schoolday is hardly worth introducing into institutions where more than a fourth of the inmates are under seven years old.

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I have, &c.,

W. C. HODGSON,

Inspector.

The Chairman of the Education Board, District of Nelson.

## WESTLAND.

SIR,—

I have the honor to lay before the Board my annual report on the State schools of this district, and more particularly on the results of the recent examination.

The examination, of which the following is a detailed report, has been, without doubt, the most searching that the schools have hitherto undergone. Every child above the infant division has been personally examined, and in all the standards the questions were fully up to the programme of instruction in point of difficulty. For the principal subjects I prepared three sets of examination papers, which were used in such a manner as to avoid giving the same questions to two adjacent schools.

For the first time since the establishment of the present system the scholars were all examined in the subjects of the standards in which they were presented, instead of those of the next lower standard. Henceforth the expression "passing Standard V." or VI. will mean, as it does when applied to results of the recent examination, that the pupils so described have accomplished the work laid down for them in the programme named. I have therefore thought it advisable to enter more into detail in this report than has been customary in the past, or will be necessary in the future.

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In preparing the accompanying table of results, I have added four new columns, the first showing the number of days upon which each school was open during the year; second, a column in each class, showing the average number of daily attendances of each pupil, a very important factor in estimating the relative progress of the various schools; third, the failures per cent. of the number examined; and, fourth, the total percentage of passes made by the whole school, exclusive of the infants. This last is the Victorian method of stating the result, and will give a general idea of the relative merits of the various schools, but not a very accurate one, since just as much credit is obtained for passes in the first as for those in the sixth or seventh, while it would be possible for the upper classes (if small) to fail altogether, and yet the percentage of passes to be good, being made up by the greater numbers in the lower classes. With regard to the total percentage of passes, it may be assumed that from 90 to 100 is an excellent result; 80 to 90, very good; 70 to 80, good; 60 to 70, fair; 50 to 60, poor; 40 to 50, bad; below 40, very bad.

With regard to the columns numbered 5, containing the average number of marks gained by each pupil, and 6, containing the percentage of passes gained by the whole class, it may be observed that, with respect to each class as a whole, and as a general rule, a low percentage of marks, combined with a low percentage of passes, shows general weakness throughout the class, and may be regarded as very unsatisfactory. 2. A high percentage of marks, with a low percentage of passes, indicates proficiency in some subjects and weakness or failure in others. 3. A fair percentage of marks, with a high percentage of passes, shows moderate general improvement in all subjects. 4. A high percentage of marks, together with a high percentage of passes, indicates satisfactory improvement in all subjects.

For the purposes of comparison on the basis of the foregoing data, anything much below 50 may be considered a low percentage of marks. Anything near or above 70 per cent. of marks, or 90 per cent. of passes, may be considered as high percentages.

#### GENERAL REMARKS.

*Reading.*—The remarks made in my last report in connection with this subject appear to have produced some effect, and perhaps the additional reading books issued during the year have helped to bring about an improvement in this respect. The reading at the larger schools has considerably improved, and the neglect of the aspirate and the final *ng* is not nearly so common as formerly. The girls, however, in many instances still read in so subdued a voice that it is with the greatest difficulty that they can be heard. Punctuation is more carefully observed than it was at the last examination. In the majority of cases a fair amount of intelligence was displayed in answer to a few questions upon the subject of the reading lesson.

*Writing.*—There are some schools where this subject is most admirably taught, the copy-books containing evidence of frequent supervision and correction; and, on the other hand, it seems in some cases to be left to the discretion of the pupils, and this is naturally of more frequent occurrence in schools with insufficient staffs. Very little attention is paid in some schools to the manner in which the pen is held. In one very large class I observed not more than six who were holding their pens properly, and, upon my pointing this out to the teacher, he triumphantly produced the copy-book of one of the six, and showed me that the writing was very bad, as though it was so in consequence of his holding his pen properly. There is still too great a tendency, especially at some of the smaller State schools and at all the subsidized schools, to allow children to advance too rapidly through a series of copy-books. I have found children in the 1st class making miserable attempts to write in Darnell's or Vere Foster's No. 4 or No. 5.

*Arithmetic.*—The frequent reference in the previous portion of this report to this subject shows that it is still generally the least effectively taught subject in our schools—more particularly in some of the smaller. To illustrate this I give the average number of marks obtained in this subject by the children in the fifth class at the following schools, the maximum number being 70: Stafford, 12; Goldsborough, 27; Greeks, 40; Kumara, 43; Greymouth, 44; St. Patrick's, Grey, 11; Hokitika, 50; St. Mary's, Hokitika, 23; South Spit, 10; Kanieri, 20; Woodstock, 6½; Blue Spur, 35; Greenstone, 30; Marsden, 15; Ross, 33. If we assume that less than 20 marks is a poor result, between 20 and 40 fair, from 40 to 60 good, and above 60 excellent, the arithmetic of this standard is bad in one-third of the schools represented. The average of the Hokitika School is just equal to the average obtained in the same standard by the 6th class at the last annual examination.

The practice of counting the fingers, or marks made on the slate, instead of adding the numbers themselves together, still prevails at some schools, notably at St. Patrick's, Grey, in the girls' department, where nearly all the children in the 2nd class were evidently accustomed to this method of arriving at the result. It is my intention shortly to visit the schools where this weakness is most

apparent, for the express purpose of observing the method of teaching this subject, and of suggesting improvements where necessary.

*Geography.*—There are more failures in this subject than were recorded last year, but it must not be forgotten that the classes were all examined in the subjects of their own programme, and in the case of the third classes the work was done upon paper for the first time. This was in one or two instances made the excuse for the absence of any answer, but in every case where this was pleaded I questioned some of the children, and could seldom obtain an oral answer, showing that it was ignorance of the subject and not the embarrassment of pen and ink that caused the failure. The Greymouth and Hokitika papers on this subject were quite as good as at the last examination.

*Grammar.*—There are fewer failures in this than in any other subject in the programme, and some of the papers of the upper classes are very good.

*History.*—This subject has also improved, especially in the larger schools, there being only fifteen with less than half marks in the Greymouth School, and only twelve in the Hokitika School.

*Sewing.*—This indispensable branch of female education is taught with more or less success at all schools having one, or more than one, female assistant. The number of marks awarded for this subject being small, I have not included them in the maximum number for the standards, which would necessitate a different calculation for boys and girls, but the marks obtained by the girls for sewing go towards neutralizing the loss of marks they may be supposed to sustain through being withdrawn from the ordinary work of their classes during the hours devoted to needlework. There are numbers of girls attending schools without any female teacher, who are not at present receiving any instruction in this branch, and for whom some provision should be made. Woodstock, Blue Spur, Upper Crossing, Arahura Road, Greenstone, Marsden, Maori Gully, and Paroa are cases in point. I have to thank those ladies who kindly undertook to examine the sewing in the larger schools, thus saving me much valuable time, and encouraging alike the teachers and the taught, by taking an active interest in this department of the public-school programme. It is a common complaint with teachers that they cannot get the girls to bring any work to school, and that the requirements of this portion of the programme cannot be properly complied with. When this is the case to any serious extent, I would suggest that the Local Committees should purchase material, and have it made up into some saleable articles, which should be disposed of so as to reimburse the Committee's outlay and perhaps in some cases leave a margin of profit which might serve as a fund for purchasing a sewing machine, in the use of which the elder girls might be instructed. At the Greymouth and Hokitika schools the introduction of a sewing machine would be a great boon, provided that it be not allowed to interfere in any way with the instruction in hand sewing.

Two fresh subjects have taken their places upon the programme since my last report, namely, mental arithmetic and English composition, and in both a fair percentage of the pupils examined made a creditable number of marks.

The general result of this examination as a whole is, I think, satisfactory, if the fact that so many children have been advanced two standards be not lost sight of; as, though many of these are described as failing, they have actually made fair progress since December, 1876. If we refer to the Board report for the year ending 31st December, 1875, we shall see that very satisfactory and encouraging progress has been made during the last two years. At that time there were only twenty-one schools in existence in Westland, five of which were denominational schools. There are now thirty schools, three of which are denominational. The total daily average attendance was 1,400. The daily average attendance for the quarter ending 31st December was about 1,900, the number on the roll being about 2,716, while, with respect to the quality of the instruction imparted, it is very doubtful whether there were at that time half a dozen children in the province who could have passed a satisfactory examination in the Fourth Standard: judging from the results of my preliminary examination of the schools in July, 1875, I should say decidedly not.

In the matter of school management and discipline, the improvement is quite as marked, while the wise liberality of the Board has provided school buildings which will compare favourably with any schools of their class in extent of accommodation, convenience of arrangement, and in the important particulars of lighting and ventilation, while some are buildings of considerable architectural merit.

It is much to be desired that the Board could see its way to build residences, at all events, for the principal teacher of every school. The allowance at present paid to teachers represents the interest of a sum of money more than sufficient to pay for their erection, and in many places the teachers have great difficulty in finding anything like suitable dwellings for their families. The amount now paid annually in this district, as house allowance, represents, at  $7\frac{1}{2}$  per cent., a capital of about £7,500.

#### HIGHER EDUCATION.

The subject of higher education has engaged the attention of the Board on several occasions since my last annual report.

Acting on instructions received, I prepared, in July last, an amended programme in which certain other subjects specified by the Board were introduced, but, as you are aware, I was afterwards permitted to exercise my own discretion as to its immediate adoption, and I therefore postponed any alteration of the programme, believing the work already undertaken for the current year to be more than sufficient for the time then remaining for its accomplishment.

In my opinion any attempt to combine secondary education with primary in our State schools will result in a loss to the latter, without any corresponding gain in the former. The great majority of the scholars in the State schools leave before they have passed the Fifth Standard, and up to the present time very few indeed have remained to enter the Seventh, and it is to be feared that any addition to the programme of the kind proposed would have a tendency to reduce the numbers so remaining. The introduction of higher subjects, such as mathematics, Latin, &c., could only be effected in a few of the principal schools, and in these an increase in the staff would be necessary, unless some portion of the present programme were struck out. If the latter alternative were adopted primary education would suffer, and, if the former, considerable expense would be incurred



for the benefit of a very small section of the community. Again, the study of the extra subjects must either be voluntary or compulsory. In the former case the number of students would probably be very limited; and, in the latter, it is to be feared that the schools would suffer from the withdrawal of children as soon as they could obtain a certificate under clause 90, subsection 4, of "The Education Act, 1877."

To show that my misgivings as to the success of the change under consideration are not without some foundation, I will quote from the report of the Otago Board of Education for December, 1875. In that large and wealthy district, the number on the school rolls being 16,097, the numbers returned as receiving instruction in the higher branches throughout the district were as follows: Mathematics, including Euclid, algebra, and trigonometry, 312; Latin, 287; French, 143; and Greek, 6. Now, as in all probability the number studying mathematics includes all the others, this gives 312 pupils out of over 16,000, and from this number should be deducted those attending the Grammar School and Dunedin City schools, in number 103, which reduces the number receiving instruction in higher branches to 209, out of upwards of 16,000 scholars; and, doubtless, the proportion of pupils entering upon such studies would be very much smaller in Westland than it is in Otago.

A large majority of the children enter the schools at or before the age of five years, and, as they are supposed to pass one standard every year, and may pass two, the average age of children in the Seventh Standard will not much exceed thirteen years, when, if they have attended school with moderate regularity, they should be able to pass the Junior Civil Service Examination with ease.

It must not be supposed that I consider the present programme incapable of improvement—such is far from being the case; but I do maintain that it is sufficient for the present for all the purposes of primary education. It must be remembered that during the present year there will be only twelve boys in the whole of Westland in the 7th class, and, until they have passed that standard, there is no necessity for any addition to the present syllabus.

I have always intended to gradually introduce such subjects as I consider to come within the province of primary education: for instance, the reading of one or more of the English classical authors, and such subjects as are prescribed by the Act, section 50, or are likely to be particularly useful in a mineral-bearing country such as this—viz., geology, mineralogy, and metallurgy, &c. The chief schools are already supplied with diagrams illustrative of natural philosophy, which will be brought into use as soon as practicable. There will be no difficulty in selecting text-books, from the numerous works now published, for the purpose of bringing these and similar subjects within the grasp of schoolchildren's intellectual capacity.

In my opinion secondary education should be carried on independently of, though to a certain extent in connection with, the primary schools, by the establishment of a separate high or grammar school, to gain admission to which it should be only necessary for a scholar to have passed a given standard in one of the primary schools, and to pay the necessary fees, which should be made as low as possible. Higher fees might be charged to pupils from private schools, who should also be required to pass an entrance examination, to prevent the high school gradually becoming a mere select preparatory school.

In July last I submitted to the Board a carefully-prepared estimate of the cost of establishing and maintaining a high school in Westland, which, for reasons given in the report, I suggested should be situated at Greymouth. The cost of purchasing a site, building, and furnishing would, on the most moderate calculation, amount to £3,200. The annual cost of maintenance, including salaries, expenses of boarding establishment, &c., would exceed £3,000 per annum, while the receipts from boarders and day-scholars' fees could not be expected to produce more than £2,200, leaving an annual deficit of £800. If the Kumara Reserve could be made a special reserve for this purpose, without any loss to the ordinary funds of the Board, the high school could be set on foot at once. If, however, this cannot be done, and the funds at the disposal of the Board will not allow of the establishment of such a high school, I beg to repeat the suggestion made in my report just quoted—namely, the immediate establishment of (to begin with) four scholarships of the annual value of, say, £60, tenable for three years at any high school or college in New Zealand, to be selected by the parents of the pupil and approved of by the Board.

The following are some of the advantages that may be expected from the establishment of scholarships as proposed: A great and beneficial impetus would be given to the whole system of primary education in the district in the emulation excited amongst the teachers, who would naturally be desirous of sending up scholars to take part in the competition, especially if a substantial bonus were allowed for each pupil gaining a scholarship.

The direct benefit arising from the expenditure of public money in establishing scholarships would accrue to the most promising pupils, in whatever part of the district, or in whatever position in life, whilst the indirect benefit alluded to in the preceding paragraph would be impartially and generally distributed throughout the whole district, for I would suggest that such scholarships should be open to all children in the district, whether attending private or public schools.

The statements made above are not purely conjectural, but are founded upon the actual experience of another district, where the establishment of scholarships, some five or six years ago, has had the effect of improving, in a marked degree, the general efficiency of the public schools; whilst the boys who have thus found their way into the High School have generally taken up at once a more than average position for their age, and, in several instances, have distinguished themselves in a remarkable degree.

The only objection that I can think of that can be urged against the scholarship system is, that it might cause teachers to devote an undue portion of their time to the preparation of candidates, thus leading to the comparative neglect of the lower classes. This danger may be obviated, as I propose to guard against a similar danger now existing in connection with the bonus system, to which I shall presently refer.

Since the Board has now power under clause 35, and subsection 7 of clause 43, of "The Education Act, 1877," I hope that something will be done in this direction without delay, as the best education

that the colony affords would thus be brought within the reach of those boys or girls possessing that natural aptitude which alone would enable them to derive permanent benefits therefrom, and no portion of the district would have a ground of complaint on the score of being shut out from participation in the benefits arising from such a disposal of the public money.

#### BONUS FOR RESULTS.

The present regulations for the payment of bonuses for results I find after trial to be open to two serious objections. One is that, while in large schools the teachers are able to add considerably to their income, in consequence of the large number of children in the fourth and higher standards, the teachers in small schools, who have an equally hard and more embarrassing task to perform, are practically debarred from the benefit of the bonus system, on account of the small number of pupils who remain at school long enough to enter the upper standards.

The other objection is, that the present arrangement has a tendency, especially in small schools, to divert too large a share of the teacher's attention from the lower, and at present unprofitable, classes, to those for which a bonus is paid. The scheme I would propose is, to reduce the bonuses now payable for passes in the four upper classes, and attach a bonus to passes in every class, adjusting the amounts in such a manner that the possible earnings of the large schools would not be materially altered, while the teachers of smaller schools would be able to share in the benefits, and the temptation to push forward the upper classes at the expense of the lower would be removed. I have prepared, for the consideration of the Board, an amended scale of bonus payments.

#### BOOK DEPÔT.

The management of this department has hitherto devolved upon me, but the accounts are kept by the Secretary: thus a divided responsibility exists, which is not satisfactory or advisable. Moreover, the increased area of the Westland Education District will entail a considerable increase of my more peculiar duties; and the work of receiving, checking, arranging, packing, and distributing the stock of school material, making out invoices, &c.—which now occupies an undue portion of time that might be more beneficially employed—will either be neglected or trespass still more heavily upon my legitimate duties. As it is, much inconvenience is occasionally experienced by teachers being without school material, which my absence has prevented me from supplying; and for want of closer attention the stock of some particular article is liable to run out, and great delay necessarily arises in the interval between the despatch of an order for books and their arrival.

For all these reasons I think it would be better to give the Secretary the sole charge of this department, with the understanding that my assistance shall be available whenever my other duties will permit me to offer it.

#### UNCERTIFICATED TEACHERS.

There are still in the employ of the Board six uncertificated teachers in charge of small schools, besides several acting as assistants in larger schools. Respecting the former, I remarked in my interim report to the Board in July last,—

“The small schools, under the charge of uncertificated teachers, which made great progress at the outset, are, in some cases, beginning to show signs of weakness as the children are advanced to the higher standards, and I think it will soon be necessary to give all the uncertificated teachers an intimation that they must obtain the necessary certificates, or receive the usual notice to relinquish their situations.”

The new Act having taken the power of issuing certificates out of the hands of the Board, the examination of teachers, which would have been held in January, did not take place, but the results of the present examination have in no way altered my opinion respecting the schools alluded to.

I have, &c.,

JOHN SMITH,

Inspector of Schools.

E. Patten, Esq., Chairman of Education Board.

#### CANTERBURY.

##### 1. MR. RESTELL'S REPORT.

SIR,—

Education Office, Christchurch, 18th March, 1878.

I have the honor to report that during the year 1877 I have inspected and examined every school in my district, some of them a second, and one a third time, for special reasons in each case; but I have been too fully occupied to permit of my making more than a very few casual visits of inspection. I have made eighty-two thorough inspections of sixty-four schools in fifty-three districts, examining in all 5,765 scholars, or, including second and third visits, a number equal to 6,500 examined.

I am glad to be able to report the following phases of improving efficiency:—

1. Several more or less incompetent teachers have been removed during the year.
2. Some others who could not adapt their work to the standard regulations are now better able to do so.

3. The provision made for teachers to attend the Normal School lectures has been attended by generally beneficial results.

4. The pupil-teacher staff pass their examinations better than in former years.

With reference to the Normal School lectures, it is very gratifying to be able to record that trained and experienced teachers have been refreshed in their knowledge and appreciation of the principles and method of their art, and that a more intelligent interest in their work has been diffused among the less experienced part of the staff.

It is also important to notice that there is, in some few instances easy of indication, a marked contrast between the work of those teachers who, either on account of distance, or from want of energy, have failed to attend these lectures, and that of those who have availed themselves of this opportunity for improvement.

With reference to the pupil-teacher staff, I am sorry, notwithstanding the general improvement, to see some of the same schools as before again occupying an inferior and unsatisfactory position in the classed lists; and I regret to observe that some of the written answers by pupil-teachers indicate more dependence upon their own learning by rote than upon able direction and intelligent instruction by the principal teacher. Hence they rely more upon the sound than the sense, and, although they may be able to state some of their work correctly, they sadly fail in any attempt to explain it. A recurrence of the same cause for complaint may render it my duty to recommend the Board to enforce the regulation (No. 13) relating to this contingency. It is important that the pupil-teachers should receive regular, faithful, and efficient instruction during the year, and that less dependence should be placed upon extraordinary exertions just before the examination.

I have the honor, in accordance with advice from the Education Department, communicated to me, to report upon the "general principles upon which the schools are inspected," and "as to the standards in use," and to supply "a summary of the results of examination."

Examinations for classing the scholars according to the standards they can pass are held once a year, it being possible for scholars to gain one standard yearly: few could do so in less time, except in the lowest standards; and in the highest, VI. and V., very few succeed in that interval. In rare instances, and in schools of higher efficiency, scholars have gained two of the lowest standards in one year.

Notice is sent, about a fortnight previous to the inspection, to permit of the teachers preparing lists (Form No. IV.), according to the Standard Regulations.

An Inspector might possibly exercise some discretion as to passing scholars who succeed in five out of six subjects, or seven out of eight, but the requirements for passing each standard appear to be too definite to permit of any such relaxation of the rule without an additional regulation to that effect; and in my own judgment such a provision is unnecessary. I exercised some leniency in first initiating the system in cases where the average attainments exceeded the standard requirements; but I have since found, whether in examining scholars previously classed by myself, or by another Inspector, that the leniency of one year insures the failure of the next; also, that certain subjects are badly taught in certain schools, and that, if leniency is shown, attention to these subjects is not enforced. It seems to me that the plain duty of the Inspector is not to pass any scholar who cannot fulfil the requirements of his standard so far as having a good general knowledge of each subject. Casual and trivial errors may be overlooked; but a scholar cannot pass the standard if he shows gross ignorance of any one subject. For instance, I cannot pass a Fourth Standard scholar who does all his other work well but gives "is," "a preposition;" "when," "a verb." Something like two-thirds of full marks all round insure a pass; if less be required, most of the scholars fail at the next inspection.

The "Amount of Attendance" column, in Form No. IV., often supplies sufficient explanation of the failure of individual scholars.

Tables of results are annexed. Together with other information, they supply the following tests of efficiency: 1. The average age in each standard; 2. The range in standards; 3. The proportion remaining in or below Standard I.; 4. The percentage of passes; and, generally, each or all of these data compared with those of the former year.

No one of these tests taken alone is decisive; but the school must be a bad one in which, given the usual conditions, every one of these tests is unfavourable.

It is very gratifying to be able to adduce from these tests satisfactory indications of the continued and increasing efficiency of the schools. There are, generally, a lower average age in each standard, a higher range, a steadily-improving percentage of passes, and fewer scholars in or below Standard I.

It may be as well, however, to explain these tests more fully, with a view to their general or particular application.

I. The average age in each standard is a criterion of careful teaching, fairly distributed among the several classes. Boys from six to nine years of age have passed Standard I.; from eleven to sixteen, Standard VI.; but the younger ages are very rare instances. Allowing that the general results are affected by new schools and others in an anomalous condition, the following are the average ages at which classes should be able to fairly attempt the several standards: Standard VI.,  $13\frac{1}{2}$ ; Standard V.,  $12\frac{1}{2}$ ; Standard IV.,  $11\frac{1}{2}$ ; Standard III.,  $10\frac{1}{2}$ ; Standard II., 9; Standard I., 8.

As stated above, few ordinary scholars can gain one of the higher standards, V. or VI., in one year: that so few pass them at all, is obviously because most scholars leave school too soon to allow of the attempt.

Scholars who attend less than three-fourths of their time cannot be expected to gain a standard in a year, although some instances of such success have occurred.

II. The percentage of scholars passing as presented indicates efficiency and tact, careful and successful teaching, and judicious rather than ambitious classification—*i.e.*, scholars not being presented to pass two standards at once unless they are fairly well qualified to make the attempt, nor even to pass the First Standard before they are fit.

The greatest mistake made in this respect seems to have been the supposition that scholars can skip a standard and learn it by induction from the higher one.

III. A low range in standards (say, no scholar passing higher than the third) is a very unfavourable indication, except in the case of new schools.

IV. A large proportion of scholars not yet past Standard I. (say, more than one-fourth in country schools, or more than one-third in those in towns) is an unfavourable result; but one-half of the total still remaining in or below Standard I. generally indicates a new or backward school, and either inadequate teaching-power or gross inefficiency, or both.

The numbers in the lower standards will be a larger proportion in the towns than in the country because the little ones can more easily get to school.

It is important to record that the pupil-teacher system has satisfactorily resulted in the training of a number of teachers, who are now rendering efficient service either in the sole charge of schools or as assistants. In this respect several district schools have proved to be effective training schools.

It may not be out of place in this report to notice that the question of mixing the sexes has lately been the subject of considerable discussion with reference to one or more smaller towns or larger districts, in which, in imitation of greater schools, and without sufficient reason for it, the boys and girls have hitherto been taught separately. There may be less reason for mixing the sexes in schools where the numbers are sufficient for the formation of separate classes, but, where there are so few in each class, their separate instruction incurs needless expense, while it also sacrifices the usual conditions of efficiency.

On this head I may be permitted to say that educational statistics, whether English or colonial, show that the elder girls in primary schools get on best when taught by a master, and that females are the best teachers of younger children.

I have taken some pains to work out statistics for my district, with the general result that the girls who attempt and fail are considerably older than the boys who pass, especially in the higher standards.

I have during the year made several visits to the Burnham Industrial School and the Lyttelton Orphan Asylum, and have submitted full reports thereon. I respectfully recommend that provision should be made for the regular inspection of both of these important and interesting institutions, with regard to their general management and the efficient instruction of the inmates.

I have, &c.,

J. P. RESTELL,

Inspector of Schools.

John Inglis, Esq., Chairman of the Board.

#### LYTTELTON ORPHAN ASYLUM.—Inspected April, 1878.

ATTENDANCE.—On Roll: Boys, 57; girls and infants, 44: total, 101. Present: Boys, 57; girls and infants, 37: total, 94. Average Attendance: Boys, 54; girls and infants, 37: total, 91.

The boys are instructed in one school of two rooms, by a schoolmaster and an assistant; the girls and infants (including boys) are taught in a separate room by the schoolmistress. The discipline and order of both schools are satisfactory.

The orphans, owing to neglected education before their admission, and to other adverse circumstances, are still backward for their age as compared with the scholars of district schools; but strenuous and successful efforts have been made to bring the proficiency nearer to the ordinary range, and a very creditable percentage of papers has been attained.

The progress made since last inspection, and the accuracy of most of the work are highly commendable.

##### RESULTS.—BOYS' SCHOOL.

A. Standards	...	V.	...	IV.	...	III.	...	II.	...	I.	...	Totals.
Presented	...	—	...	9	...	18	...	12	...	8	...	47
Passed	...	—	...	8	...	14	...	8	...	7	...	37

Percentage of passes, 78.

##### B. Present Classification in Standards—

8	...	15	...	12	...	11	...	11	...	57
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##### GIRLS AND INFANTS.

A. Standards	...	...	...	IV.	...	III.	...	II.	...	I.	...	Totals.
Presented	...	...	...	3	...	7	...	6	...	6	...	22
Passed	...	...	...	0	...	3	...	4	...	5	...	12

Percentage of passes, 54.

##### B. Present Classification in Standards—

...	6	...	8	...	7	...	16	...	37
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J. P. RESTELL,

Inspector of Schools.

16th May, 1878.

#### BURNHAM INDUSTRIAL SCHOOL.

Day School.—Inspected April, 1878. Number examined, 75.

THE more advanced scholars, 58 in number, are instructed by the schoolmaster in the main room, the backward ones and infants by an elder girl in a separate room under the occasional supervision of the master or matron. There is also an evening school for the older boys more constantly employed on industrial work.

The school was inspected in 1877, and the scholars were classed in standards. They have been again classed on the same principle; and as the standard system affords a programme especially adapted to the guidance of an untrained master, as it is also the best record of present proficiency and test of progress, it is desirable that the lists should be forwarded to the schoolmaster.

The scholars, owing to previous neglect, and the difficulties to be contended with in their instruction, are mostly very backward for their age; but, making every allowance, tolerably fair progress has been made since last inspection.

## RESULTS.

Standards ...	IV.	III.	II.	I.	0.	Total.
Passed ...	1 ...	4 ...	30 ...	23 ...	17 ...	75.

I do not, on this occasion, propose to report on the buildings, premises, and the industrial work. Several suggestions, made in last year's report, appear to still require attention.

J. P. RESTELL,  
Inspector.

May, 1878.

## 2. MR. HAMMOND'S REPORT.

SIR,—

Education Office, Christchurch, 25th March, 1878.

I have the honor to submit my general report for the nine months from 31st March to 31st December, 1877. During this period I have held fifty-six standard examinations of schools, with a total of 6,043 scholars present. Full reports on these examinations have been submitted to the Board, and copies forwarded to the School Committees. A considerable number of visits of inspection have also been made. With two exceptions, all the schools in the district assigned to me have been examined, and a few have been examined twice. The results are embodied in the accompanying schedule. The work of inspection was arranged to cover the full year. Most of the examinations held in the earlier part of the year were made on six months' work, and the results consequently show very little improvement on those of last year. Another three months would have enabled me to re-examine these schools, and doubtless the average classification would have been higher than that shown in the schedule.

I am happy to be able to report a satisfactory improvement during the year. This improvement is principally in the higher standards, as shown in the following table, which gives the classification of the scholars examined this year and last:—

Standard.	Classification (passed).				Approximate percentage.	
	1876.	1877.			1876.	1877.
VI. ...	18	42	...	...	3	7
V. ...	161	218	...	...	2·8	3·8
IV. ...	477	587	...	...	8·1	10·2
III. ...	898	838	...	...	15·6	14·6
II. ...	1,253	1,081	...	...	21·7	18·8
I. ...	948	971	...	...	16·4	16·9
Below Standard I. ...	2,014	2,019	...	...	34·9	35·0
	5,769	5,756				

The above table and the schedule, however, do not show the most important part of the improvement made, which lies in the quality of the work presented. In the large majority of schools, the quality of the work throughout shows a most marked improvement on that of former years, and in many cases is all that the most exacting Inspector could desire. I attribute this improvement in a great measure to the introduction of the standard system of examination. The teachers are unanimous in their expressions of satisfaction at the working of the system.

Our principal schools are rapidly attaining good discipline and thorough organization.

I regret I am not able to report any improvement in the work, or diminution of the large percentage, of scholars below Standard I. In spite of every effort made to insure due attention to this long-standing defect, the infant classes in most of the district schools are comparatively neglected, and the efficiency of the infant department in the large schools is infinitely below that of the other departments. Great efforts have recently been put forth in the direction of providing proper accommodation and appliances, but in the absence of trained infant mistresses I do not expect proportionate improvement in the attainments and organization. In most cases the teachers are working honestly and well, but very few show any special aptitude or ability for this branch of tuition; and, as a rule, two or three years are taken to do the work that, in a well-organized infant department, would easily be accomplished in one. I feel confident that the results would fully justify any expenditure the Board may be able to make for the purpose of providing more efficient infant teaching.

I have endeavoured to make the standard examinations as thorough as possible; and, in order to do justice to the teaching in the higher classes, considerable time has been spent both in the conduct of the examinations and subsequently in examining the papers and compiling the reports. The strict interpretation of the syllabus at first taken as a basis for examination has been adhered to, and the improved quality of the work presented has enabled me to deal less leniently with inaccuracies. In the three higher standards the examinations have been conducted almost entirely by means of written papers from set questions. The examination of Standard III. has been principally oral; but where the classes were large I have had recourse to written answers, in order to save time and to insure greater accuracy in the results. The examinations of Standards II. and I. have been entirely oral. As a guide in determining the quality and scope of the work done in the upper standards, I have appended specimens of questions actually set at examinations during the year. I have found considerable benefit accrue from a judicious use of the aid of the teachers in the conduct of the examinations, and from giving teachers every opportunity of seeing the full results of their scholars' work.

As was anticipated, most masters have found the syllabus sufficiently comprehensive to require their whole energies; but in a few schools extra standard work has been taken. West Christchurch stands alone in having followed a very complete advanced course, which places it on an equality with the grammar schools of other provinces. The course comprises—Latin (four books each of Cæsar

and Virgil), Euclid (four books), algebra (to quadratics), ancient history, and French. Lyttelton, Riccarton, and Lower Heathcote are the only other schools which have presented a fair amount of extra work for examination. Though the results of the examination of West Christchurch School show the impossibility of keeping up a complete advanced course in conjunction with the standard work, yet, as the standard work is more regularly brought on, I hope to see all our best schools regularly taking some one or more extra subjects. Latin, where attempted, is generally very indifferently taught, and the results are discouraging to the teacher and comparatively valueless to the scholars, who seldom go far enough to use to any purpose the knowledge they have acquired. The necessity for the teaching of Latin is considerably lessened by the provision made in the syllabus for the teaching of roots and derivations of words. Euclid and algebra are generally much more efficiently and successfully taught; the scholars take more interest in their study, and seldom find any difficulty in mastering a sufficient amount to make them the means of efficient mental training.

Singing, though it has received direct and considerable encouragement from the grant for its teaching made by the Board, has shown no signs of increasing in popularity during the year, and, I am sorry to note, has in several schools been discontinued.

Drawing may almost be said to be unknown in our schools. I have tried to foster the teaching of the subject where it has been commenced, but in the absence of any recognition from the Board this very important subject must continue to be quite neglected.

I have not thought it desirable to devote paragraphs to reports on the teaching of the individual subjects of the standards, or on the general principles of organization, &c., as, from the wide difference existing in the character, size, and aim of our schools, it would be difficult to make any remarks that would be generally applicable, and attention can be immediately and forcibly drawn to individual cases of inefficient teaching or defective organization, at the examinations of the schools, or in the subsequent reports. The recent regulation providing for one standard examination in the year will enable Inspectors to give, where necessary, effective assistance, and to become more thoroughly acquainted with the merits of the teaching and organization by seeing the schools at their every-day work.

I have, &c.,

HENRY W. HAMMOND,  
Inspector of Schools.

J. Inglis, Esq., Chairman, Board of Education.

### 3. MR. WALKER'S REPORT ON DRILL.

SIR,—

Christchurch, 2nd January, 1878.

I have the honor to submit the following general report on military drill and gymnastics for eight months ending December 31st, 1877.

#### INSTRUCTION CLASSES.

During the past eight months 568 squads have been present for the usual instruction: for boys, military drill, gymnastics on fixed apparatus, free exercises, fencing, boxing, and clubs; for girls, calisthenics and deportment.

#### MILITARY DRILL.

Many of the masters have become efficient drill-instructors, and the result is seen in the satisfactory improvement of the boys at many of the schools. It is no unusual thing for me, on visiting schools, to act as adjutant instead of drill-instructor. There is still room for improvement, which may reasonably be looked for now that masters are agreed that drill is very necessary to good order and discipline in the school.

#### GYMNASTICS.

The yearly competition for prizes given by the Board will take place in the gymnasium during the present month.

#### MASTERS' CLASS.

The masters' class continues to be fairly attended. Masters are exempt from attendance, provided that they have a knowledge of drill; and, so long as the children make satisfactory improvement between my visits, I propose, after the holidays, to divide the time between drill and gymnastics, with the hope that the younger masters will qualify themselves to aid in teaching gymnastics as in drill. The evening classes are not largely attended, owing to the January examination making it desirable for several masters to spend their evenings at home. A better attendance is promised after the holidays.

#### PUPIL-TEACHERS.

This class is not so largely attended as formerly, owing to several having become students under Mr. Howard. In view of assistant masters and pupil-teachers being qualified to take charge of gymnastic and drill squads, and considering the facilities (viz., gymnastic and drill instructor, and apparatus at the different schools), I would recommend for the consideration of the Board that assistant masters and pupil-teachers be required to pass an examination in drill and gymnastics before receiving a master's certificate. There may be exceptional cases: these might be specially considered by the Board.

#### LADY STUDENTS.

The attendance at these classes is very satisfactory; the average attendance before the holidays was 17. The ladies enter very heartily into the exercises given, and it is evidently their intention to qualify themselves to take part in this work at the schools to which they may in future be appointed. The attendance of lady teachers has not been so large, owing, no doubt, to the holidays being so near, and many not knowing the classes had commenced. I have every reason to expect a large attendance after the holidays.

MALE STUDENTS.

There has been a fair attendance of male students, and the progress made in gymnastics is satisfactory. Mr. Mayo, Mr. Binnie, and Mr. Cumberworth deserve special praise for their perseverance in the practice of gymnastics.

DRILL-SHED AND GYMNASIUM.

The drill-shed is now complete, and is found to be very useful for drill purposes, and is also used for school purposes. When completed, the gymnasium will meet every requirement, and will go a long way towards making gymnastics a thorough success in Canterbury.

GYMNASTIC APPARATUS.

The apparatus generally is in fair repair. Material injury to apparatus sometimes happens through want of a single screw or nail. This should be attended to by the master, who, from colonial experience, should be able to drive a nail or re-adjust a screw.

I have, &c.,  
JAMES Q. WALKER,

Gymnastic and Drill Instructor to Public Schools.

The Chairman of the Board of Education.

OTAGO.

1. MR. PETRIE'S REPORT.

SIR,— Education Office, 15th April, 1878.  
I have the honor to submit the following report for the nine months ended 31st December, 1877.

During the above period I made seventy-seven surprise visits, and subsequently examined in detail eighteen schools, including the grammar schools, and most of the larger schools in the district. The time available for inspection has been curtailed even more than usual by the examination of teachers and pupil-teachers, the preparation of proposed regulations, and the consideration of various matters connected with the high schools, the classification of teachers, &c.

As three months of the year 1876-77 were included in my last report, and as the results of examinations of schools during these are not comparable, from a slight difference in procedure, with those of the last nine months, I have left them out of account in the statistics given below. (See Appendix.) The following table shows the total number of pupils examined by Mr. Taylor and myself, and the total number of "passes" in each of the undermentioned subjects :—

			SUBJECTS.				
			Reading.	Spelling.	Writing.	Arithmetic.	Grammar.
Number Presented	...	4,085	3,810	2,997	3,844	2,676	2,107
Number of Passes	...	100	93	73	94	66	67

The lower column of the table shows the percentage of "passes" (approximate) in each subject. The next table shows the same results, keeping each standard separate :—

Standard.	Presented.	NUMBER OF PASSES IN				
		Reading.	Spelling.	Writing.	Arithmetic.	Grammar.
I.	917	849	762	876	730	...
	*100	93	83	95	80	...
II.	1,010	930	731	918	640	679
	100	92	72	91	63	67
III.	970	903	628	898	615	686
	100	93	65	93	64	71
IV.	748	699	521	720	454	474
	100	93	70	96	61	63
V.	331	323	264	323	181	196
	100	98	80	98	55	59
VI.	109	106	91	109	56	72
	100	97	83	100	51	66

\* The lower column in each pair shows the percentage of passes.

This table gives a pretty accurate estimate of the efficiency of the instruction in the five subjects in which alone the pupils were tested individually. In reading, and in writing, the proportion of "passes" is very satisfactory; but the high results are to some extent due to the vagueness of the standard applied in judging of them. In spelling, the percentage is on the whole very fair, although the results in the Third and Fourth Standards are relatively and absolutely low. The percentages in arithmetic and grammar cannot be considered much more than moderate. In arithmetic, the examinations in Standards I. to IV. have been of a routine character, and required merely ready

and accurate working, and a correct knowledge of the processes employed; and in these standards I think that much better results should be forthcoming. In Standards V. and VI. the sums set demanded the exercise of some intelligence, in addition to accurate working and a good acquaintance with processes, and in these the low percentage of "passes," though far from satisfactory, is less surprising.

A larger share of time than usual has been devoted to surprise visits. I have thereby been able to gain a more minute and accurate acquaintance with the every-day working particularly of the rural schools, and to see the causes of many defects that have been laid bare by the usual examination visit. I have also been able occasionally to suggest important changes, and I hope improvements, in the organization and time-tables, as well as in the methods of teaching.

I am happy to be able to report that improper classification is becoming a rare thing. In no matter has improvement been so general and so conspicuous as in this, and, should the sound judgment which is at present used in determining promotions continue to be exercised, there will soon be great reason for satisfaction and even gratulation.

The majority of the larger schools continue to be well organized, and the skilful teaching power is, with few exceptions, well distributed. The statement of "passes," printed at the end of this report, will sufficiently indicate the merits of the best-managed schools, and enable me, in the remarks that follow, to dwell on some prominent shortcomings I have observed, rather than attempt to give a general estimate of the present state of elementary education in the district.

#### READING.

There has been little improvement to note since last year. What I have seen in several schools confirms the high estimate I had formed of the value of simultaneous reading, after the teacher's model, in forming a style marked by readiness, distinctness of utterance, and natural expression and grouping of words. I have observed with regret a very general neglect of the valuable lessons in the reading books on the pronunciation of words in syllables. These are not intended for a spelling exercise, but for practice in clear, distinct, deliberate articulation of the syllables of words, as a preliminary to their pronunciation with the accent on the proper syllable. Were these lessons used for the purpose for which they are intended and made up, the common fault of want of distinctness and deliberateness in reading and in uttering single words would, no doubt, become much less prevalent.

#### COMPREHENSION.

In a considerable number of schools comprehension of all lessons read, and of poetry repeated, has received careful and diligent attention; and the increased pains bestowed on the subject have been apparent from the intelligence which distinguished the answers of many of the pupils. Notwithstanding, there are still many schools in which the comprehension of lessons read and of poetry learned is extremely defective, and where little care appears to be taken to make the classes feel that they fail to understand what they read, or to impress upon them the necessity for inquiring, through dictionaries, and their teachers and friends, the meaning of words and expressions that are uncommon or beyond the range of their every-day vocabulary. In this matter the fault seems to lie with the teachers, for, as the natural curiosity of children is on the side of improvement, I think nothing short of serious neglect could produce results so indifferent as are often encountered.

#### SPELLING.

Spelling continues to be one of the best-taught subjects in the school course. Though the percentage of failures is still much higher than I could wish it, yet the failures have not been so aggravated as in former years. In many cases the papers that failed were but little inferior to those that passed. On the whole, I think there has been fair progress in the subject. I may here intimate that I purpose to discontinue testing the spelling of the Second Standard orally, except in cases where there is good reason for inability to write. This change seems necessary, from the fact that whole classes were able to spell orally almost any word of two syllables proposed, while very many failed to write down with tolerable correctness a short sentence from the First Reader. In nearly every school transcription is much practised by this class, but it is sometimes so carelessly superintended that the exercise is as good as worthless.

#### WRITING.

The copy-books, and the written exercises of the upper classes in many schools, and particularly in large ones, continue to be very creditably done. But the work of the lower classes, and in many rural schools that of all, is much less satisfactory. The number of schools in which writing can be said to be taught on a methodical plan or system is comparatively small. The most usual practice is to provide a pupil with a copy-book with engraved head-lines, a pen, and ink; he is roughly shown how to hold the pen, and is then left to form a hand as best he may by hap-hazard imitation of the head-line. Deviations from the size, shape, and slope of the model are not checked with care, and the faults unmarked are too often repeated until the hand grows inured to them, and their eradication becomes a difficult and tedious task. This picture is no caricature or exaggeration, but a truthful account of what happens in not a few schools. Even where writing is superintended with regularity and care, individual letters are often allowed to be formed in a faulty way, page after page, and book after book. These errors are overlooked, I believe, because many teachers are satisfied with regular and uniform writing, without critically examining its quality as penmanship.

Of the two methods of teaching writing in use in the district—viz., from models written on the black-board, and from written or engraved head-lines—the former almost invariably produces the best results. No doubt this superiority is due as much to the skill and ability of the teachers who adopt this method as to any inherent merit it possesses. The faults that frequently attend the second method seem to arise entirely from neglect to use the black-board for pointing out and illustrating what is wrong, and for giving systematic instruction in the best ways of forming and linking



letters. As the subject is in many cases unsatisfactory and backward, and as many children now leave school wholly untrained in the handwriting universally employed in private and commercial correspondence, I would strongly impress on teachers a recommendation or two likely to lead to improvement. First and chiefly, I think that no child should begin writing with large text. It is manifest that the mechanical difficulty of getting round the large letters must greatly retard progress, and discourage the beginner. A much more cogent reason than this, however, lies in the important and sound principle, that a child who is likely to leave school early (and the great majority of children do so) should be trained from the first to the hand that will be used in after-life. We have only to compare the numbers presented during the last nine months in Standards IV., V., and VI.,—748, 331, 109, respectively—to see how many children may leave school permanently at an early stage in their progress towards a fair education. Of the children thus removed from school at a very early stage, I believe that most have not had two years' practice in writing small-hand, although they may have had four or five years' instruction in the subject. Now, I conceive that school arrangements and methods should be adapted to secure for such children the utmost economy of the time available for their education; and I believe most firmly that two or three years' practice in writing a large text-hand is not an economical preparation for the speedy acquisition of a small current-hand, and that it should, where economy is an object, give place to practice in small-hand from the first. This recommendation virtually means that Collins's and Phillips's books should be discontinued, and that some system such as Vere Foster's should be substituted. I hope that the change will be slowly brought about, that the holders of stocks of the books now generally used may not suffer loss or inconvenience. It is with reluctance that I propose any change in the commonly-used school books, but in this case the consequences of running in the old groove would be so serious in the case of many children that I deem the change more than warranted. In the second place, I conceive that superintendence of writing exercises is by no means fully turned to account. If all serious deviations from the model were marked with a coloured pencil, and typical faults observed in looking over any of the books were explained and corrected on the black-board for the instruction of all, much better work would undoubtedly be secured. Lastly, in forming such letters as "m," the legs of the letter should from the first be joined from the foot or bottom, and the whole letter, and where practicable several letters in succession, should be written without raising the pen from the paper. One of the worst features about large-text seems to be that it encourages the practice of lifting the pen from the paper far more frequently than should be done in small current-hand, where in fact the less interruption there is to the continuity of the writing the sooner will a ready style be formed.

Exercise-books were not shown in as many schools as might be expected. The work contained in them was excellent in the larger schools, and generally fair everywhere. I am of opinion that the neat writing of short exercises in books should be begun much earlier than is now the rule. Were large-text banished to the end of the writing course, instead of being placed at the threshold, a fair somewhat large-sized "small-hand" could easily be written by the time pupils are ready for examination in Standard III., and I should like to see exercise-books shown along with copy-books in the examination for that and all higher standards. If written exercises should be begun at this stage, the exercises should in every case be short, and wholly written in school, the penmanship being considered the chief point in judging of the work.

#### ARITHMETIC.

I have not remarked much general improvement in the teaching of this cardinal subject, though not a few individual schools have made very creditable progress in it. Inaccuracy in working, and particularly insufficient familiarity with mental addition and subtraction, were the most common causes of failure. Notation, somehow, makes little improvement, notwithstanding the stress that has been laid on it in all our examinations. There are very few schools in which the Second Standard class can write down correctly a sum of four figures in addition, or the Third Standard class one of six; while, in many, half the pupils go wrong. These cases fill one with astonishment, especially when the assurance is given that the subject has been most carefully explained and diligently practised. If this assurance is worth anything at all, it is evident that the teaching must be very inefficient, owing probably to want of clearness or want of impressiveness. In a matter that is so easily tested, wholesale failure may well fill one with wonder. In Standards V. and VI., there is still frequent cause to complain of the tangled and unintelligible way in which questions in vulgar fractions are worked out; but improvement seems in many schools hopeless, so indifferent are the teachers to lucidity and transparency of arrangement. I would recommend to such a study of algebraical fractions. Mental arithmetic has not received the attention it deserves, either in the teaching of the schools or in my examinations of them. I hope next year to be able to test it more frequently and more worthily. In Standards V. and VI., the arithmetic papers were always answered on paper, and the cyphering and arrangement of the answers were, with the exceptions already mentioned, generally very satisfactory.

#### GRAMMAR.

In the larger schools, and specially in their higher classes, grammar continues to be carefully and satisfactorily taught; but, on the whole, I have been much less satisfied with the work in this subject than formerly. In the lower standards the answers have given proof of a prevalent want of that intelligence and power of reasoning which is required even for distinguishing the parts of speech. Two causes are mainly responsible for this state of things; one being the early age at which the study of the subject is at present begun, and the other the rarity of skilful instruction in it. In Standards IV. and V., every question that passed beyond the limits of routine parsing was badly answered. The inflections asked for were inaccurately given, and very often the meaning of the question "Write the complete inflection," or "the complete declension of *man* and *he*," was a perfect mystery. Most answers to the above contained the parsing of the words proposed; others gave the nominative, singular and plural, while a few gave the complete inflection rightly or wrongly written out. It is

astonishing that classes which have gone over the inflections of nouns and pronouns should so misunderstand such a plain technical question as to suppose it to mean the parsing of the words. Other questions on the use or special meaning of the inflections for case, tense, mood, voice, &c., &c., expressed in as simple terms as I could think of, fared little better. Now, these facts, added to what I have seen of instruction in the subject, plainly indicate that in teaching grammar few teachers aim at anything more than routine parsing. The meaning of the terms used, the use and import of the inflections pointed out, and the principles of the subdivision of the parts of speech, are too seldom explained or asked for, so that the technical terms employed in parsing soon cease to convey any definite meaning, and the exercise degenerates into an unprofitable round of meaningless terms and distinctions but half understood. The faults I am complaining of are of a most serious character, and, I fear, cannot easily be got rid of. Many teachers will have to change not only their modes of teaching it, but even their entire conception of the subject. In Standard IV. there has been little reason for regarding even the parsing with satisfaction. Here I have expected good accuracy in pointing out the parts of speech and their subdivisions, and the number, gender, and case of nouns and pronouns; but the subdivisions were generally poorly answered, and the cases almost invariably so. To point out with any accuracy the cases, their simpler and commoner uses must be known, in fact case-syntax must be taught; but as this is in the text-books treated apart from and after the inflections, and many teachers are too ardent admirers of the text-books to dream of deviating from their arrangements, the forms of the case-inflections, and their uses, are not unfrequently separated in an arbitrary and unnatural way in teaching. Throughout the earlier lessons in grammar, I find that the relations of words are not sufficiently dwelt on. That an adjective belongs to or is joined in sense to a noun; that an adverb belongs to or is joined in sense to a verb or an adjective, &c.—these relations, I conceive, are not pointed out with sufficient prominence, or illustrated with sufficient frequency. In the hundreds of exercises I look over every month, those in which any note however brief is taken of these relations would reach a very small total indeed.

Analysis has been better answered than formerly, and the exercises have been much more clearly and methodically written.

Composition has been systematically tested only in the highest, or the two highest, classes of the larger schools. In many cases I have found that no time was given for instruction in it, but the omission has now been generally supplied. I fear that much attention to the subject cannot be looked for until steps are taken to have Standards V. and VI. at least regularly examined in it. This cannot easily be done unless some uniform system of instruction is adopted, which can at the same time be tested by short exercises. At present, a re-production exercise is almost the only way in which composition as taught can be examined, but such exercises are too long to be looked over.

#### GEOGRAPHY.

This subject remains as unsatisfactory as formerly. In the larger schools, where the work has always been creditable, there has been no falling off, while the tastefully-drawn maps that adorn the exercise-books give evidence of the care and industry with which the study continues to be pursued. Except in rare cases, the acquaintance with the geography of New Zealand continues very defective, and the want of a suitable text-book on this and the Australian Colonies has been widely felt. One of the chief causes of the backwardness of this subject is without doubt the unsuitability of the text-books generally used in teaching it. In fact every year impresses more deeply on my mind the urgent need there is for a General Geography of the World from the New Zealand standpoint. Until this want is suitably supplied little improvement can be expected in rural schools.

#### SINGING.

In a few of the larger (mostly city) schools singing has been efficiently taught, but in most schools it is not taught at all, and in few do pupils and teachers take a hearty interest in the lessons.

#### SEWING.

In most schools the needlework is very fairly superintended, and in some I have seen most creditable work. In the larger schools the preparation of the work involves an amount of extra labour on the chief mistress that cannot be permanently borne. I think it would be worth while considering whether special sewing-mistresses should not be appointed in such cases, so as to reduce this extra labour to a minimum.

#### PHYSICAL SCIENCE AND HISTORY.

Neither of these subjects, prescribed by "The Education Act, 1877," as compulsory branches in the public-school course, has been generally taught in the past. The subjects in science, and the text-books in both science and history, have not yet been fixed. In connection with these subjects I would suggest that instruction in them be confined to Classes V. and VI., where the new subjects might in part replace the ordinary reading lessons. In selecting a text-book on history, I conceive that one dealing in detail with a comparatively short period extending backwards from the present time should alone be sanctioned by the Minister of Education. A perusal of such a book as Collier's "British Empire" is comparatively useless for school children, and only calculated to encourage a dislike to the subject, which may remain through life. Professor Pearson, in his newly-issued exhaustive and able "Report on the State of Public Education in Victoria," thinks that history should be wholly excluded from the elementary school course, and he proposes to introduce it with caution even into the high schools and grammar schools whose establishment he recommends. At page 91, he says, "I do not apprehend much opposition to the proposal that the Greek language and Latin composition should be excluded from our high-school course; but I fear many who have followed me so far will demur to my next suggestion that no history, save the British Empire since 1700, and that of Australia, should be taught in our high schools. Nevertheless I speak on the subject from the result of many years' experience as a teacher, and with very strong convictions. I know it may and will be said that a knowledge of early

English history is indispensable to a liberal education, and that the subject admits of being so taught as not to make great demands on the pupil's time. In fact a strong pressure is being constantly brought to make history part of the course of our primary schools. There is a feeling that it is disgraceful for boys and girls to leave school without some idea at least of such epochs as the Norman Conquest, the wars with France, the Reformation, the Great Rebellion, and the Revolution, or without some acquaintance with the histories of Alfred, William the Conqueror, Henry VIII., Cromwell, and William III. In reply, I would beg my readers to ask themselves what knowledge worth having a boy of fifteen can acquire about times and persons thoroughly unlike his own. Let us take one of the illustrations I have used—the Great Rebellion. The England of that day was not the mining, manufacturing England of this century, a country covered with railways and studded with large towns. It had no newspaper press worth speaking of; its Houses of Peers and Commons held quite different relations from those which exist at present; its taxation had been or was independent of excise, and property-tax, and assessed taxes; its people were influenced by religion in the conduct of their daily lives and in their political struggles to an extent that can scarcely be understood now. Its Courts were governed in their procedure and decisions by precedents of the Middle Ages, while its ripest thinkers anticipated the ideas which have been embodied in the American Constitution. Thanks to Macaulay, Hallam, Carlyle, Sandford, and Gardiner, any man of average education may study these times with insight and understanding. But the cleverest boy or girl can learn nothing that is really worth knowing about them from such text-books (excellent of their kind) as Edith Thomson's and Bright's histories, the books now in use in our schools. What they learn is a farrago of dates and technical names (like ship-money and Star Chamber), and names of battles and names of statesmen and generals; and what they remember is an anecdote here and there, or a striking incident—the execution of Charles I., or the concealment of his son in an oak. They fail to learn more, not only, or chiefly, because their text-books are meagre, but because their minds are undeveloped. It takes some knowledge of the world, or a high imaginative faculty, to transplant oneself back into past ages, and understand the character and springs of action of a different time. So far as I can judge, very few acquire the knowledge, or develop the imagination, or feel an interest in history proper till they have reached the first year of an University course." The views so forcibly stated in the above extract are, in my judgment, as true as they are happily expressed, and I hope that they will have some weight in excluding from the elementary school course a perusal, at the best superficial and probably devoid of interest or appreciation, of the whole length of English history, and in directing the attention of teachers and pupils to the events and circumstances of the British Empire for the last two hundred years at the most. To this should be added the history of New Zealand, with some account of our Constitution and mode of government; but on this subject we shall have to await the composition of a suitable local work.

#### DISCIPLINE.

In attention to orderly movements and class-drill, the past year has witnessed considerable improvement, and this improvement has helped to raise the standard of quietness, attention, and diligent application among the pupils generally. In the exercise of the moral governance that constrains to a careful, painstaking, and conscientious performance of whatever is in hand—a gift which is the noblest a teacher can possess—there has been little change to chronicle. The general tone continues to improve, but there are not many schools in which it is entirely satisfactory. As an indication of the true tone of a school, I know of no better guide than the manner and bearing of the pupils while engaged at the desks in answering the questions set. In a high-toned school, one is struck by the air of earnestness pervading the classes, by their look of seriousness or even anxiety, and by the diligence with which the answers are revised and improved, until the expiry of the time allowed. Such a sight as this gladdens the heart, and forces on one the recognition of the momentous importance of the moral training, in the widest sense of the term, which is being imparted in every school. But it is seldom that one can indulge in the luxury of so grateful a sight. The reverse of the picture may be seen commonly enough. In such cases, haste and want of care, a look of oracular confidence, indifference to revisal or correction of answers, and a manifest feeling of relief when the ungenial task is done and the pen can be laid aside, are all too observable. These indications of an unsound tone are, I regret to say, far too prevalent, though they have certainly been less conspicuous than formerly. In a very few schools the spirit of insubordination showed itself in wilful and deliberate annoyance and interruption of the school work; but, on the whole, fewer cases of incapacity to rule came under my notice than in former years. In connection with discipline, there is one important matter that craves a few remarks: I allude to the manners and behaviour of the pupils in the playground, and on the way to and from school. The marked want of common politeness which characterizes the pupils of many schools must be a matter of frequent remark. In vain do you wish them "Good-morning," or "Good-day," for they are sure to disregard your civil salutation, and probably laugh rudely in your face or stare you out of countenance. There are even villages in which I account it an honor not to have my name called out as I pass along the street. Now I feel sure that such barbarous behaviour as I have been describing is, in most instances, the result of not knowing any better, and that the teachers of the public schools could, with a little attention, check it and improve it off the face of the land. More than this, I think every public teacher is in duty bound to watch closely the general behaviour of his pupils, and to point out, as occasion may offer, cases of gross and improper conduct. By remonstrance and a good example, he could do a great deal to foster in them feelings and habits of politeness and courtesy to all they come in contact with, and to train them to give a civil response to the recognition of friends or strangers. I am well aware that many parents are indifferent to these matters, and that home influences and examples are not unfrequently adverse to the acquisition of good breeding and courteous behaviour. No doubt some allowance must be made on this account in judging of a teacher's wider influence, but the differences in point of behaviour between schools placed in similar circumstances is so pronounced, that I must believe that the influence of a teacher of weight and earnestness much more than counterbalances the hostile influences of home training and example, and that, wherever there is serious cause for complaint on this head, the teacher fails to discharge one of

the most important duties of his office. During the year I have carefully noted all the schools where rude and unmannerly behaviour was conspicuous, and, if necessary, I shall be prepared to furnish a list of them to the Board. A teacher cannot be held altogether responsible for the behaviour of his pupils when coming to or going from school, but for their conduct in the playground and in the precincts of the school he is and ought to be responsible. I have reason to fear that the responsibility is often lightly regarded, and that efficient superintendence is but seldom exercised over the playground during play-hours and intervals. This is undoubtedly a grave fault, and one that should certainly be brought under the notice of the Board's officers on their visits.

#### REGISTERS AND SCHOOL RECORDS.

The register of daily attendance is in nearly all schools carefully and punctually marked, but the other school records are sometimes little cared for. In two schools, the registers appear not to have been marked at all for a considerable time, or, if marked, were removed by the teachers (contrary to instructions), so that the annual returns could not be made out from official sources by their successors or the Committees. The schools in question were the Cambrian and Cardrona Schools, and the teachers Messrs. D. McP. Scott and Walter Rice. In a few other cases I have had to complain of carelessness, but they do not deserve public censure.

#### BUILDINGS.

During the year there has been a great demand for enlargements and improvements to established schools, and a considerable demand for new ones, but the scanty sum available for building purposes has prevented most of the urgent demands from being supplied. The abolition of fees on the 1st January, 1878, caused an immediate rush of pupils to the schools in all the larger towns and villages. The sudden and extraordinary increase in the attendance thus brought about, added to the practical stoppage of all enlargements and extensions for the past year, put a strain on our school accommodation which it has been wholly unable to stand. In the larger schools all the available rooms are crowded to excess, and, in a good many cases, numbers of pupils have been reluctantly turned away from the doors of the public schools. The straitened accommodation has been felt in Dunedin more than elsewhere, and no part of the Board's district is so inadequately supplied with schools as the metropolis. The pressure has been in part temporarily met by leasing halls and large rooms, and opening them as class-rooms in connection with the nearest school. In view of the circumstances of our larger towns, and particularly of Dunedin and suburbs, the clauses of the Act empowering Committees to make education compulsory must remain entirely inoperative until the Legislature has provided accommodation commensurate with the extraordinary increase in the requirements.

#### SCHOOL FURNITURE AND APPLIANCES.

In several old-established schools, the furniture has been greatly improved since my last report was written, and teachers and Committees exhibit greater anxiety to have comfortable and convenient seats and desks provided. The few new schools are in most respects suitably equipped. At my visits, I usually call the attention of the Committee to such articles of furniture as are urgently required, but these appeals have been so irregularly regarded that I would recommend that all school necessities, except firing, cleaning, and urgent repairs, be supplied by the Board on the report of an Inspector, or the application of a teacher. Nothing is more needed in the majority of schools than a roomy press with shelves, pigeon-holes, and a compartment for maps at one side. Here all maps, school records, and other documents should be kept. At present, maps, in particular, are rapidly worn out, owing mainly to the want of suitable places for their conservation. I may mention here that plans of 'presses' suitable for schoolrooms may be had by applying at the Board's office.

#### THE GRAMMAR SCHOOLS.

The following reports on the grammar schools are extracts from those forwarded by me to the Headmaster and School Committee in each case. The examination of the Lawrence Grammar School was omitted, owing to the effects of a dangerous epidemic prevalent in the district for the last half of the year.

##### *Oamaru Grammar School.*

The following statement shows the extra subjects taken up by the more advanced pupils, and gives a brief estimate of the character of the work:—

Subject.	Class.	No. of Pupils.	Work done.
English ... ..	I.	18	Paradise Lost, III., 1-300; Macbeth, to end of Act II., Scene 3.
Latin ... ..	I.	3	Cæsar I., 1-29; Cicero, De Amicitia, 1-5.
" ... ..	II.	6	Principia Latina, I., and a few pages of II.
Elementary Physics	I.	18	Balfour Stewart's Primer, to page 76.
Euclid ... ..	I.	4	Books I.-IV.
" ... ..	II.	7	Book I.
Algebra ... ..	I.	4	To Ex. 26 (Todhunter).
" ... ..	II.	7	To Ex. 9 (Todhunter).

*English.*—The passages set were paraphrased with correct expression and faithful reproduction of the meaning. The papers also showed a careful study of the texts read, and a good acquaintance with the argument and the language. Derivation was somewhat backward.

*Latin.*—In Class I. the translation was faithful and well expressed; but parsing, syntax, and accidence were somewhat backward. The work done during the year has not been extensive. In Class II. the work was very creditably done. The pupils have been well grounded in what they have gone over.

*Elementary Physics.*—More than half the papers were well answered. The writers of these had a clear grasp of the principles and of the technical terms introduced, and explained the experiments in a lucid and accurate way. Confusion in explanation, and inaccuracy of language and statement, marred most of the remaining papers. It would be well to accustom the pupils to draw illustrations of the experiments described.

*Geometry.*—The upper class answered most accurately, and gained 97 per cent. of the marks. The second class also answered very well, and made an average of 82 per cent.

*Algebra.*—Class I. gained the good average of 65 per cent., and several of the papers were excellent. Class II. made an average of 60 per cent.

On the whole, the advanced work has been very carefully done, and many of the papers evinced a very creditable degree of intelligence, and unusual ease and care in expressing what their writers had to say. I think that the Committee and the Headmaster have good reason to be satisfied with the attention the pupils have given, and the progress they have made.

#### *Invercargill Grammar School.*

The following is a statement of the extra subjects taken up by the more advanced pupils, with a brief estimate of the character of the work in each class and each subject:—

Subject.	Class.	No. of Pupils.	Work done.
English ...	I.	24	Royal Reader No. VI., and Grey's Elegy.
Geometry ...	I.	5	Euclid, Books I., II., and III., to page 20, and Exercises on Book I.
" ...	II.	2	Euclid, Books I. and II.
" ...	III.	3	Euclid, Book I.
Algebra ...	I.	4	Todhunter's Algebra for Beginners, pp. 1-120.
" ...	II.	4	" " pp. 1-71.
Elementary Physics	I.	25	Balfour Stewart's, pp. 1-61.
Latin ...	I.	1	Cæsar, Book I.; Phædrus, Books I. and II.; Virgil's <i>Æneid</i> , lines 1-226; and simple Latin composition.
" ...	II.	4	Principia Latina, II., pp. 1-20; Cæsar, Book I., 1-28; Arnold's Composition, Ex. 1-25.
" ...	III.	6	Principia Latina, Part I., and Part II., pp. 1-6.
French ...	I.	4	Perrin's Fables, 33-60; Charles XII., pp. 20-33; Ahn's Second Course, to p. 53; De Fivas's Grammar, to Ex. 86.

*English.*—A few verses of Gray's Elegy were fairly paraphrased by a few, but moderately by most. Many of the ideas were omitted, and compression was in almost every case carried to excess. In explaining the lines given for comment usually but one word was touched upon, when the whole expression required explanation. Derivation was moderate.

*Geometry.*—This subject was very well answered by the highest class, well by the second, and very fairly by the third.

*Algebra.*—The papers of Class I. were excellent, and those of Class II. uniformly good.

*Elementary Physics.*—A few of the papers were good, but in most cases the principles were not fully understood. The girls answered much worse than the boys.

*Latin.*—The pupils in Class I. answered fairly in most respects. Class II. did very well. The translation was most careful, and the accidence accurate. The chief uses of the cases were also very fairly known. In Class III. the translation was accurate and very well expressed, while the parsing and inflections were good.

*French.*—Two of the papers showed ability to translate, and a good acquaintance with the grammar; the others were moderately done.

The extra subjects on the whole have been creditably taught, and the results in English and in some of the other ordinary subjects of the highest class would no doubt have been much more satisfactory had the material to be worked up been of better quality. The Latin and mathematical subjects show what excellent work a select number of the pupils have done.

#### *Tokomairiro Grammar School.*

The following statement shows the extra subjects taken up by the more advanced pupils, with a brief estimate of the character of the work in each subject:—

Subject.	Class.	No. of Pupils.	Work done.
English ...	I.	9	Grammar, composition, Julius Cæsar, with paraphrasing.
Geography ...	I.	9	General and physical.
Arithmetic ...	I.	9	Colenso and Barnard Smith.
Algebra ...	I.	5	Todhunter's Elementary, to half of Miscellaneous Examples.
" ...	II.	3	Quadratics (inclusive).
" ...	III.	10	Simple equations (inclusive).
" ...	IV.	4	To G.C.M.
Geometry ...	I.	1	Euclid, first Six Books, with Exercises.
" ...	II.	2	First Four Books.
" ...	III.	4	To Proposition 14, Book III.
Trigonometry ...	I.	1	Most of Colenso, Part I.
" ...	II.	2	Colenso, to page 54, and solution <sup>1</sup> of simple triangles.
Latin ...	I.	1	Virgil, Books I. to IV.; and half Principia Latina, Part IV.
" ...	II.	5	Principia Latina, Part II., 95 pages; Cæsar, Book I., and Grammar.
" ...	III.	9	Principia Latina, Part I., and Part II. to page 18.

*English.*—The parsing and analysis were good. There is a tendency to paraphrase a difficult or doubtful word, and then to parse the paraphrase, which needs to be checked. The Julius Cæsar paper was not answered with such intelligence as the other work of the class would lead one to expect. The paraphrase not unfrequently missed the meaning, and omitted prominent ideas. The explanation of passages proposed for comment was in many instances not to the point, or partial and not fully followed out. I was, however, pleased to find that all passages quoted or commented on were very accurately referred to their proper character and context, and that the action and incidents were so well known.

*Geography.*—The general and the physical papers were both very fairly answered.

*Arithmetic.*—Several excellent papers, while all were creditably done.

*Algebra.*—In Class I. three boys answered creditably, the others moderately. The work of Class II. was good, and that of Class III. even better.

*Geometry.*—Papers of Class I., excellent; of Class II., very good: and of Class III., good.

*Trigonometry.*—The pupils in Class I. passed a very good examination. The questions answered were most accurately done, and the subject has been well grasped. Class II. answered admirably, gaining about 90 per cent. of the marks.

*Latin.*—In Class I. the translation was, with a slight exception, literal and accurate; the parsing was excellent, but the syntax was brief and wanting in precision. Scanning, allusions, and derivation were very fairly explained. The Latin composition was the weakest point of the paper. In Class II. the translation and accidence were well given, and the syntax and composition fairly. It would be well to classify the uses of the cases under more definite heads, and to give somewhat more attention to vowel change in the stems of many third declension nouns. The papers of Class III. were admirably answered. The subject has been very carefully taught in this class by Mr. Brown.

The amount and quality of the work done during the year are in the highest degree creditable to the Headmaster. Nothing but great industry, judicious and economical management, and a ready facility in imparting instruction and in guiding the studies of the pupils, could have achieved results so extensive and satisfactory. Mr. Brown has ably assisted Mr. Malcolm, and shares in the credit of the excellent work of the year.

#### *Port Chalmers Grammar School.*

The extra subjects taken up in the school for the past year are shown in the subjoined table, to which a short account of the proficiency in each subject is added:—

Subject.	No. of Class.	No. of Pupils.	Work done.
English ...	I.	22	Part of Richard II.
Algebra ...	I. (Upper)	5	Fractions and easy simple equations.
" ...	II. (Lower)	12	Four First Rules.
Geometry ...	I. (Upper)	5	Euclid, Book I.
" ...	II. (Lower)	10	Euclid, Book I., Props. 1-20.
Latin ...	I.	4	Cæsar, Book I., Chaps. 1 to 29; and Grammar.

*English.*—Passage paraphrased with moderate intelligence; punctuation often faulty. Explanation of the meaning of words and phrases, and derivation, very satisfactorily answered.

*Algebra.*—Moderately answered.

*Geometry.*—The propositions set were clearly and accurately given by the upper division.

*Latin.*—Translation very fairly rendered, but the composition of the English sentences was sometimes faulty. Parsing was badly, and syntax and accidence moderately, answered.

## THE HIGH SCHOOLS.

In accordance with the standing instructions given me on assuming my present position, I sent notice to the Rector of the Boys' High School, and to the Lady Principal of the Girls' High School, of my intention to visit and examine the classes forming the lower schools. In consequence of obstacles thrown in the way by the Rector, the visit to the lower department of the Boys' High School was not carried out. The following report on the lower department of the Girls' High School was in due course forwarded by me to the Lady Principal:—

The lower department of the Otago Girls' High School was examined by me in reading, dictation, writing, arithmetic, grammar, geography, and composition, on November 21st, 22nd, and 23rd, 1877. The lower department or lower school comprises four classes, in which the numbers present at the examination were as follows:—D II. Class (lowest), 14; D I. Class, 27; C II. Class, 33; C I. Class, 29.

*Reading.*—As on the occasion of my former examination, this subject was heard under great disadvantages, chiefly because the pupils could not be induced to read aloud with any confidence. Still, the reading was uniformly fluent and correct, but generally in so low a tone that effective modulation was impossible. There was in most cases creditable comprehension of the meaning, and in the upper classes I was gratified to find great facility in explaining difficult phrases and expressions, both in the prose and the poetry read. Considerable pains has evidently been bestowed on this subject, and the pupils appear used to translating the language of showy composition into their every-day vocabulary.

*Dictation.*—This exercise is regularly practised in the various classes, and the manuscripts used every day were exhibited in some of the classes. These were most creditably written, and subsequently corrected by the pupils. The exercises done for me were, in two of the classes examined, below the average of accuracy attained in these manuscripts. The papers of C I. Class were very accurately done, and those of D II. and C II. Classes were fairly answered, while the D I. Class did moderately. The spelling in the composition exercises was very satisfactory.

*Writing.*—I had not an opportunity of examining the whole of the copy-books, but those I looked at, and the careful and neat character of the numerous written exercises I went over, showed that this branch of instruction receives adequate attention.

*Arithmetic.*—This subject was answered in all the classes examined with unusual correctness. It is decidedly the best-taught subject in the lower school. Not only were routine questions on the rules gone over accurately worked out, but those of a practical nature, and demanding some intelligence in the application of principles, were almost equally well done. The excellent results in this subject reflect great credit on the staff of teachers.

*Grammar.*—The three lower classes have not yet passed beyond parsing and the inflections of the parts of speech. The D II. Class pointed out the parts of speech in a simple sentence very fairly. The answering of the D I. and C II. Classes was less satisfactory. Many of the pupils in these two classes have been but a short time at the school, and appear to have been badly grounded in the first principles. The class exercise-books, however, showed work considerably superior to that of the papers done for me. It will probably be advisable to give a somewhat larger share of time and attention to grammar in the teaching of these two classes. The C I. Class was more advanced than the others, having mastered the simple rules of syntax, and the analysis of simple sentences. Their grammar papers contained very creditable answers, the syntactical relations as well as the analysis being in nearly every case correctly stated.

*Geography.*—This subject was moderately answered. It would be well to introduce a more detailed study of New Zealand than has been made during the past year. The difficulty of procuring a suitable text-book has no doubt been the chief reason for limiting the treatment of our own country to the meagre outline in a text-book drawn up for use in the schools of Great Britain.

*Composition.*—The two higher classes wrote for me the substance of a short fable once read over for them. The exercise was fairly done by the lower class, and well by the higher. The punctuation and the division into sentences were generally most suitable, and in many cases there was considerable variety of expression.

I was highly satisfied with the order, attention, and independence of the pupils. The habits of self-reliance and honest working, which the excellent tone of the school cannot fail to foster, constitute a moral discipline of great value, and entitle the Lady Principal, and those who assist her in the energetic management of the school, to the gratitude and thanks of its supporters.

In conclusion, I proceed to give "an account of the general principles upon which the schools are inspected," in compliance with the request of the Secretary to the Education Department.

An Inspector's duties naturally divide themselves into visits of surprise and visits for examination. Of the former it will be here unnecessary to say anything, as little is done that can be reduced to routine, and the procedure varies greatly according to circumstances. It is different with visits for examination, for at these methodical procedure is of great importance. For the methodical and efficient examination of the work of schools, I hold that a uniform and carefully-graduated course of instruction must be laid down for the guidance of teachers and Inspectors, and for establishing and maintaining a proper understanding between them as to the extent and amount of instruction expected at each stage. The arrangement of this course of instruction is a matter of capital importance and very great difficulty. That which has been in use for some years in Otago will be found in Appendix L. I had better explain here that the syllabus referred to was designed to serve two distinct purposes, one being to show the order of instruction and the co-ordination of the subjects, and the other to serve as standards of examination. For the latter purpose, a class engaged in the work of Class IV. was examined in the work of Class III., and so generally each class was tested in the work of the class immediately below itself. It would have been much better to keep the documents answering these two purposes distinct and separate, and a great deal of misunderstanding would no doubt have been prevented. Four years' experience of this syllabus has revealed several



faults which it may be worth while to specify. In the first place, in the co-ordination of subjects it was soon felt that reading had been pitched somewhat too low in Classes I., II., and III., and it was deemed necessary to authorize the Inspectors to use the Sequels to the Royal Readers in these classes as the tests for reading, in place of the original books. A much more serious fault, in my judgment, is its tendency to necessitate the keeping up of a large number of classes—an evil that is very keenly felt in small schools, where one teacher has to conduct five or more classes. To meet this serious fault, I would suggest the substitution of five standards for the usual six, the modification to be brought about by raising the level of each, from the first upwards, so that the fifth or highest may be about half-way between the present fifth and sixth. The effect of this change would be greatly to facilitate inspection, and to make much more of the highest work done in schools come under the scrutiny of the Inspectors, for at present so few pupils who have passed the fifth standard reach the level of the sixth, that much of the most advanced work never comes under the Inspector's notice at all. I may mention that in New South Wales there are no more than five standards. Another fault lies in the practice it involves of examining grammar and geography in Standard II. In reality, the knowledge of these subjects that can be gained at this early stage is so slight as to make examination in it simply waste of time. It may even be doubted whether the teaching of grammar and geography should be begun so early, except in the most favourable circumstances. Certainly, in all schools in which one teacher has to take several classes, their early introduction involves a multiplication of lessons that is in a high degree productive of harm. In schools where there is a large staff probably these subjects should be taught in the 2nd class, but in no circumstances should an Inspector's time be wasted in examining individually in them. In other respects, doubtless, improvements could be suggested, but these are the faults that have forced themselves most prominently on my attention. I now pass to the procedure in examining schools in the standards.

In Standard I., reading and spelling are examined orally, and writing and arithmetic on slates. In writing, the pupils are desired to write the small and the capital forms of (*e.g.*) "all the letters from 'g' to 'm.'" For arithmetic they are desired to place their slates against the breast, and to have their pencils in their right hand by the side. Eight or ten questions in mental addition and subtraction and in notation are then given, and the answers are written in a column one below the other, as follows: So soon after the question is given as the Examiner thinks fit, he gives the order "Write the answer," when all the slates are brought forward, and the answer if known is written down, otherwise a short line is drawn in its place; when sufficient time has been allowed for writing down the two figures of the answer, the order "Slates back" puts things into position for a second question. At first sight this may seem a somewhat complicated arrangement, but if practised occasionally by teachers it will be found very easy. It has the great advantages, with proper management, of compelling prompt answering and practically preventing copying.

In Standard II., reading, poetry, and spelling are taken orally, but I purpose in future to supplement the oral spelling by a little dictation. In the past this has been done wherever the class has been used to the exercise. Writing is examined usually on slates, and also by seeing the copy-books. Arithmetic is tested by two sums in addition (one to be written from dictation) and one in subtraction, together with a few questions on the multiplication table, and in adding or subtracting mentally columns of figures dictated with moderate haste (for specimen of examination see below). Grammar is examined by a short slate exercise, and geography by a round or two of oral questions.

For Standard III. and the higher ones, I always bring to a school a set of previously prepared questions in arithmetic and grammar. These are answered on slates or on paper, as is also the dictation. In all these standards, reading, poetry, and geography are tested orally, except that advanced classes that have had practice in drawing maps are set to draw the coast-line of a map hung some distance in front of them, and are directed subsequently, when the map has been rolled up, to mark in any coast features, or surface features, or towns, that may be required by the Examiner. Throughout these standards, comprehension of meaning is carefully examined along with or immediately after the reading, and after the recitation of poetry. This part of the examination I find it very hard to get through in reasonable time, and to expedite matters I have occasionally, in the upper classes of the larger schools, tested the comprehension by explanations required in writing. I purpose to use this method more extensively, as, in addition to testing comprehension, it enables an Examiner to form a good opinion of the pupil's ability to express his meaning clearly and grammatically. For writing, the copy-books and exercise-books are looked at, and, where circumstances and time permit of it, a few minutes' practice in writing is watched. Sewing is examined by looking with some care at the work being done by each girl. I am of opinion that the individual examination of pupils should be confined to reading, spelling, writing, arithmetic, and composition (in the higher classes), and that grammar, geography, history, and science should be treated as class subjects, and tested by a few rounds of questions on each. It has been my practice to examine individually in grammar instead of composition, but I am inclined to think that this has been a mistake. In treating of this subject I have not referred so much to the "principles upon which the schools are inspected," as to the mechanism and procedure of inspection in the sense of "examination of classes in standards." I now append a specimen of the examinations, set from Standard II. upwards, in spelling, arithmetic, and grammar, those being the only subjects in which the pupils were examined individually in writing, either on slates or on paper.

#### *Specimen Examination in Standard II.*

*Spelling.*—Words of one or two syllables, oral.

*Arithmetic.*—(1.) Add 1835, 6297, 3984, 3015, 816, 3908. (2.) Add 1358, 4296, 7384, 2969, 8538, 3634. (3.) From 1301295 subtract 814368. (4.) Write in a column the answers to  $8 \times 7$ ,  $9 \times 6$ ,  $7 \times 12$ ,  $6 \times 7$ ,  $39 + 7 + 5 + 8 + 6$ ,  $31 - 5 + 6 - 3 + 8$ ,  $91 - 9 - 5 - 3 + 7$ ,  $18 + 6 + 5 + 7 + 4 + 8$ . (Question 1 had to be written from dictation; in 2 and 3 the figures were read; 4 was given out orally when the slates were ready to be examined, and the answers were written down after the method used in Standard I.)



*Grammar.*—Point out the nouns and verbs in the sentence, “The yellow canary sings in the cage which hangs before the window.”

*Specimen Examination in Standard III.*

*Spelling.*—Five lines of prose from Royal Reader No. III., sometimes followed by a few words culled from the spelling lists in the reading-book.

*Arithmetic.*—(1.) Add 690483, 357848, 245939, 184683, 75439, 150654, 89386, and 193825. (2.) Multiply 489537 by 907. (3.) Divide 430852 by 384. (4.) What number must be added to 39156 to make two million eighteen thousand and five? (Question 1 to be written from dictation.)

*Grammar.*—Point out the parts of speech with the subdivisions in—“Autumn is the season in which the farmers gather in their crops.”

*Specimen Examination in Standard IV.*

*Spelling.*—Seven or eight lines from Royal Reader No. IV., sometimes followed by a few words culled from the spelling lists in the reading-book.

*Arithmetic.*—(1.) Add £938 11s. 6½d., £2503 9s. 8½d., £459 13s. 11d., £7086 7s. 3½d., £569 18s. 8½d., £4136 9s. 5d., £207 13s. 9½d., £83 19s. 10d. (2.) Multiply £95,843 1s. 4½d. by 176. (3.) Divide 3,137 cwt. 2 qr. 18 lb. 6 oz. by 329. (4.) Reduce 8 miles 4 fur. 2 yds. to feet.

*Grammar.*—(1.) Parse as fully as you can—“The man who gave him the book will be here in ten days.” (2.) Decline “boy” and “thou,” and compare “near” and “ill.” (3.) What does the inflection for number denote?

*Specimen Examination in Standard V.*

*Spelling.*—Eight lines of prose from Royal Reader No. V., sometimes followed by a few hard words culled from the spelling lists.

*Arithmetic.*—(1.) What is the profit on the sale of 7 dozen pairs of gloves at 2s. 6d. per pair, and which cost 25s. 6d. per dozen? (2.) If £100 put out at interest amount to £104 10s. in a year, what sum will amount to £723 15s. in 4 years? (3.) Simplify  $\frac{2\frac{1}{2} + 3\frac{1}{2} - 4\frac{1}{2}}{5\frac{1}{2} + 7\frac{1}{2}}$ . (4.) Find by practice the value of 97 cwt. 2 qr. 16 lb. at £6 6s. 8d. per cwt. (5.) A room is 12 ft. 6 in. long and 11 ft. 9 in. wide: how many yards of carpet  $\frac{3}{4}$  of a yard wide will be required to cover it?

*Grammar.*—Parse the words underlined (here printed in italics), giving the syntax relations, in the following:—

“And parted thus they rest who played,  
Beneath the same green tree.”

(2.) Give the analysis of—“In youth we should give our best attention to our education.” (3.) Write the active participles of “lay” and “go,” and the third person singular of the tenses of the active indicative of “buy.”

*Specimen Examination in Standard VI.*

*Spelling.*—Ten lines from any book or newspaper.

*Arithmetic.*—(1.) If £180 15s. gain £8 12s. 6d. of interest in fifteen months, in what time will £350 gain £100? (2.) Simplify  $3\frac{1}{2} \div \frac{1 - \frac{1}{2}}{\frac{1}{2} - \frac{1}{4}}$ . (3.) How often is .0025 contained in 157? (4.) A bill of £480 is due in eight months: find its present worth, interest being at the rate of  $4\frac{1}{2}$  per cent. (5.) The construction of a road 30 feet wide cost £36 a chain: what is the rate per square yard?

*Grammar.*—Parse fully, giving the syntax relations, the words underlined (here in italics):

“For lo! the days are hastening on,  
By prophet bards foretold,  
When with the ever-circling year  
Comes round the age of gold;  
When peace shall over all the earth  
Her ancient splendours fling,  
And the whole world send back the sound  
Which now the angels sing.”

(2.) Give the full analysis of the first four lines of the above. (3.) Derive fully *premature*, *eventide*, *description*, *cataract*, *eighty*. (4.) What is a complementary nominative? Give three instances. Explain the twofold use of the relative pronouns; and give three examples.\*

I hope that the foregoing specimens of the examinations set will sufficiently define their nature and scope: at all events, they will convey a much more accurate idea of their character and aim than any verbal description.

I have, &c.,

D. PETRIE, M.A.,

Inspector of Schools.

The Secretary to the Otago Education Board.

2. MR. TAYLOR'S REPORT.

SIR,—

Education Office, 15th April, 1878.

I have the honor to submit my report for the year ended 31st March, 1878.

My time has been occupied during the past year in making 64 visits, without notice, to schools in various parts of the educational districts; in examining 38 schools, chiefly in the Clutha and Tokomai-

\* The above examination was set in a school where Dr. Smith's Grammar was the text-book used.

riro Districts; in assisting in the examination of the larger schools in and around Dunedin; in the examination of teachers and pupil-teachers; and in visiting new districts for the purpose of arranging with Committees as to the most suitable sites for new schools.

One hundred and twenty-nine pupil-teachers, of all classes, presented themselves for examination in September, and 42 candidates for teachers' certificates in December. In connection with these two examinations, nearly 1,000 papers had to be examined, valued, and the results recorded. So much time was necessarily occupied with this work and other office duties that there was not sufficient time left for visiting and examining schools so fully as was desirable.

Visits, without notice, were made for the purpose of becoming acquainted with the every-day condition of the schools with respect to the general management and methods of instruction used; of examining registers, records, and time-tables; of taking note of the condition and arrangement of the furniture; and of seeing that the appliances requisite for the efficient working of a school were sufficient, and properly kept and applied. Where defects appeared, they were pointed out, and suggestions offered for the purpose of effecting improvement.

Care is now taken to have the school buildings properly constructed, and their furniture suitably arranged, so that every facility may be given for the convenient accommodation of the pupils and the efficient supervision of their work. In not a few buildings, however, the arrangements are still so defective that good government and satisfactory work become almost impossible: hence the necessity for submitting the plans of all new buildings and additions to buildings for the approval of the Board.

The registers have not received sufficient attention during the past year. Very frequently they were not fully marked up, which rendered it difficult to obtain correct statistics of the attendance at the time of the visit. The names of the boys and girls were not always kept and marked separately, and in one case the registers were nowhere to be found. School appliances (such as maps, diagrams, and wall-cards) were generally well kept and applied, although in several instances the reverse was the case.

The 2nd, 3rd, 4th, 5th, and 6th classes of the schools were examined in the First, Second, Third, Fourth, and Fifth Standards respectively of the Board's Syllabus of Instruction, and the results ("pass" or "not pass") in the different subjects were carefully registered opposite each pupil's name, in a schedule prepared for the purpose. Standard I. for the most part was examined orally. In Standards II. and III., spelling, arithmetic, and grammar were done on slates. In Standard IV. and the higher classes the most of the subjects were written on paper.

Although a large amount of time and pains was required for drawing out examination papers, and for carefully looking over the work of the pupils, they were considered best fitted to test the extent and thoroughness of the work of the schools. When circumstances permitted, the papers, after being examined and marked, were generally handed to the teachers, that they might see for themselves the real condition of their pupils, and that the pupils also might know the result. I have frequently observed, especially in well-managed schools, a real anxiety on the part of the scholars to know whether they had passed or not. Besides registering the results in the various subjects, a short report on the condition of each school was made out, and a copy sent to the teacher.

#### CLASSIFICATION.

The examination by standards has caused much greater attention to be paid to correct classification. A school in which this matter does not receive sufficient care cannot but produce unsatisfactory results. The teacher will be disappointed because of unrequited toil, his anxiety, zeal, and faithfulness bearing no adequate return. His instructions will fail to take general effect, because suited to a portion of a class only. One can easily understand what a depressing and disheartening effect it must have upon pupils when they find themselves hopelessly in arrear in respect of the work of the class. Frequent failure will, in all probability, end in comparative indifference. Irregularity of attendance, the neglected education of many children, and the desire of parents to have their children rapidly advanced, are elements that act against satisfactory classification, and on account of which due allowance ought to be made to teachers. It is to be hoped that under the new Act, of which free education and compulsory attendance are features, these and other hindrances will gradually disappear.

#### READING.

Failures in reading have not been very numerous. If words were correctly named, with a fair amount of fluency, one could scarcely resist according a "pass;" but if the "pass" had been made to depend on tasteful reading, and the comprehension of the meaning of the passage read, the result would not have been nearly so favourable. However, monotony in reading has to a considerable extent been overcome. The prevailing fault this year has been too fast reading, and this has existed mainly in the higher classes. It was often a rush of words from the beginning to the end of a paragraph. The reading in these higher classes should be such as to show that the reader himself understood his subject, and that he aimed at making those listening to him understand it also. To be successful in the latter case, there must be slow, deliberate, firm, and clear utterance, with correct emphasis and suitable modulation of voice. It is an essential of good reading that words should be properly grouped; but it is just possible that this grouping has been overdone, hence the jerky and stilted sort of reading that one sometimes hears.

#### COMPREHENSION AND EXPLANATION.

A special feature of the examinations has been the testing the intelligence possessed by the pupils in connection with their reading lessons and the poetry repeated by them, by questioning them on the meaning of words, phrases, and allusions. I regret to have to state that in nearly one-half of the schools examined by me I had to mark them as deficient in this respect. There is this, however, to be said, that a number of these schools were situated in outlying districts, seldom visited by strangers, and it is just possible that bashfulness and timidity may have prevented the children from expressing them-

selves so readily as one could have desired. Such schools should not, therefore, be taken as a fair index of the schools in general. But I am of opinion that more is to be laid to the account of the teacher than to the circumstances of the place, for in a school the most secluded I have heard as good reading and found as much intelligence as in the most favoured districts; and one is led to infer that as good results should be obtained in other places whose surroundings are in no way inferior, were equal in energy and ability available in their teachers.

#### SPELLING AND DICTATION.

The results in this subject continue to be satisfactory. Both the oral spelling of the younger classes and the dictation exercises of the upper classes were generally marked as accurate. In a few schools more practice in transcription and dictation seemed necessary to bring them up to the general level.

#### WRITING.

A greater proportion of passes has been made in writing than in any other subject. The slate writing of the junior classes was often excellent, and such as to show that a taste for neatness and beauty of form had been excited within the pupils. The writing on copy-books and paper showed considerable improvement. There was not wanting evidence of care on the part of the pupils, and also careful supervision by the teachers. The instances were comparatively few in which the writing seemed to be left very much to take care of itself. Some teachers seem to think that they have done their duty when they have placed a copy-book with a head-line before their pupils, and that constant supervision and criticism are not necessary.

#### ARITHMETIC.

In more than one-half of the schools examined by me the arithmetic was marked unsatisfactory. In the others it was generally marked well-advanced and accurately known. Failures in the lower classes often arose from errors in notation, and in the higher classes from inability to deal successfully with problems requiring some thought. The junior classes, as a rule, were well posted up in the elementary tables and oral addition, but they generally failed in subtraction. With the use of Reith and Wilkie's tables, addition and subtraction might be taught together, and the latter as easily as the former. Much time and care will require to be given to the explanation on the black-board of principles and processes, and sustained efforts made in order to get the pupils to think, by exercising them in a variety of well-graduated calculations, before satisfactory results can be expected, especially in the higher arithmetic classes. A considerable amount of this necessary training could be accomplished by a well-regulated course of mental arithmetic—a subject deserving of more attention than it generally receives.

#### GRAMMAR.

I have generally found this subject very fairly advanced and understood. Oral teaching and better-directed explanation have had a good deal to do with this improvement. The classes required to name some or all of the parts of speech in a sentence generally do so without much difficulty. Considerable difficulty seems to be experienced in pointing out with sufficient minuteness and accuracy the syntax relations in a sentence. Numbers of the higher classes have been marked "not pass" on this account. Improvement in analysis has been made, although obscurity still continues to surround the subject in some quarters.

#### GEOGRAPHY.

Geography during the past year was generally examined orally. The subject being such a wide one, it was found that sufficient ground could not be got over by means of written papers, to test the knowledge of it possessed by the pupils. In a considerable number of schools this subject was in a backward state, especially in the higher classes.

#### COMPOSITION.

No systematic or well-directed efforts have been made to teach composition, except in extremely few instances, and consequently little general progress has been made in it. The specimens I have seen, which consisted for the most part of reproduction exercise or essays on familiar subjects, were not generally of a high order. The sentences were often of such a peculiar structure as to show that little or no instruction had been given to the pupils regarding the nature of a sentence or how to form one. Subjects frequently had no predicates, and predicates no subjects. Capital letters and punctuation were often entirely disregarded. Considering its importance in the affairs of life, the art of composition deserves a more important place in the school course. At present, the study, or rather the practice of it, is confined nearly always to the most advanced classes, and is considered quite beyond the reach of those of a lower grade. But composition is not more mysterious than grammar, of which it is at least the complement, and from which it should never be divorced. It should therefore be taught conjointly with grammar—commenced as soon, and similarly graduated to every standard. In fact, the two are but parts of one whole. Grammar, as at present taught, deals almost exclusively with the language as used in the compositions of others, and consists chiefly in naming, defining, and in tracing the various relations and functions in a sentence of the eight parts of speech, and, with the use of analysis, the separation of a sentence into its component parts. But the knowledge of all this can be shown only to be thorough and complete by reducing it to practice, in giving expression to one's own thoughts and ideas in clear, correct, and forcible language.

As soon as children have acquired a correct idea of the two essential parts of a sentence, the subject and predicate, and have an acquaintance with the noun and the verb, they should be set to form sentences, receiving plenty of help at first. A knowledge of the use of adjectives and adverbs

will enable them to give enlarged subjects and extended predicates. With the help of conjunctions and relatives, compound and complex sentences may be undertaken, and so on. This preliminary process of sentence-making may be made interesting or otherwise by the manner in which it is treated. Its dry and to some extent mechanical details should be made as non-repulsive as possible, by getting the pupils to use them in giving expression to what they know in connection with familiar things, pleasing incidents, and interesting stories. Things lie all around, both in and out of school, about which they might write sentences, and even short essays. Object-lessons could be turned to good account in affording them themes for the exercise of their powers of composition, and the quality of the composition would be an excellent test of the success or non-success of such lessons.

#### SINGING.

Singing is not much attended to, except in some of the largest and best schools. It is not nearly so good or so general as it was a few years ago. If it is to be worthy of the name, more importance will have to be attached to it, and a stricter account taken of it.

#### SEWING.

Where provision has been made for it, industrial work continues to be well attended to by the mistresses, and to be engaged in by the girls generally, although in some instances the latter have shown a disposition to escape from it.

#### DRILL.

Drill and class movements and extension exercises are very generally practised, and with the best results on the order and discipline of the schools.

I have, &c.,

WILLIAM TAYLOR,

Sub-Inspector.

The Secretary to the Education Board.

## TRAINING INSTITUTIONS.

### AUCKLAND.

#### SPECIAL REPORT ON TRAINING CLASSES.

THERE is no training college in this district. There are simply two classes for the instruction of teachers—one in Auckland and the other at the Thames. The class at Auckland is taught by the headmaster of one of the district schools, with the help of one assistant. The numbers attending are 84, sixteen of whom attend on Saturdays only. These form two divisions: the first division numbers 39—viz., 31 females, 8 males; the second, 45—viz., 40 females, 5 males. The subjects: Composition, grammar, geography, history, arithmetic, laws of health, theory of teaching.

The following instructions for the conduct of the class were issued at the beginning of this year:—

1. To divide the class into senior and junior divisions.
2. Senior—Tuesday, Thursday, and Saturday, two hours each. Junior—Monday, Wednesday, and Saturday, two hours each.
3. Senior class to learn algebra (to simple equations) and physical geography, in addition to present subjects.

4. Special attention to be paid to the study of English language and literature, and to teaching composition in clear and simple language. Elaborate exercises to be avoided. The writing of familiar letters to be encouraged.

5. History—Epochs: Puritan Revolution, age of Elizabeth (the plays of Shakespeare, and the works of Scott referring to those periods, to be read in conjunction with the history). Physical geography—Science primer. Language—Trench's "Study of Words."

This class has proved useful to a certain extent. Its members have improved very much in arithmetic, grammar, and the like. They have made little or no advance in general culture. This is shown by their want of improvement (as a rule) in composition. Too much time has been given to "lessons;" there has been too little leisure for reading. On the whole the class has been rather over-worked.

The studies for this year have been modified so as to include a certain amount of general reading in connection with the study of history, and to lessen the amount of work.

The class at the Thames is conducted by the headmaster of one of the large district schools there. It is attended by 20 persons—18 females and 2 males. The class is held on three days in the week for two hours each day. The subjects studied are similar to those in the Auckland class.

As will be seen by the documents sent herewith, elaborate instructions on the principles and practice of teaching have been framed for the guidance of teachers. These have proved of very great use. I may state that it is my opinion—an opinion which I believe is gaining ground in Germany—that the art of teaching is best acquired in the actual work of the schools.

RICHARD J. O'SULLIVAN,

Inspector.

## CANTERBURY.

## REPORT ON NORMAL SCHOOL.

SIR,—

Normal School, Christchurch, 7th March, 1878.

I have the honor to submit my report upon the work of the Normal School for the half-year ending 31st December, 1877, and would avail myself of the opportunity it affords me briefly to sum up the results of my first year's labours in New Zealand, and to compare the present position and prospects of the institution with its condition when I arrived in the colony—December, 1876.

It was then only nominally a Normal School, differing in few essential particulars from an ordinary district school. Comparatively few persons knew even the meaning of the name, and of these very few had clear conceptions of the work of such an institution; the many openly condemned it as a useless piece of extravagance, or regarded it with supreme indifference. Outside the circle of the Board of Education it had very few friends. The outlook was anything but cheering, and to me, personally, disappointing. But there could be no doubt about the policy to be adopted. It was manifestly advisable to begin active work forthwith, and to bring the influence of the institution to bear in as many different ways as possible, and thus, by making it the centre of the most varied usefulness, to disarm prejudice and impress the outer world in its favour: in short, to make it a Normal School in reality, and to keep it steadily before the public eye.

The sympathy so cordially extended to me then, as at all times, by the Board of Education, which I desire here most gratefully to acknowledge, rendered three branches of work practicable, and it was decided accordingly,—

- (a.) To open the institution at once for the reception of students for a minimum period of one year's training, although the probabilities of obtaining an adequate supply of students of the right class seemed very small, and especially when it was found they must be absolutely self-supporting, there being no funds that could be applied to their maintenance, as at Dunedin and elsewhere:
- (b.) To organize a series of public lectures on education, to be delivered on Saturdays and at other convenient times, as a means of influencing the profession generally more quickly than could be hoped for by a supply of trained teachers:
- (c.) To take steps to form a teachers' technical library, which should eventually be made as complete as possible in the department of pedagogy, and furnish facility for the prosecution of various useful lines of study.

Such was the plan. Accordingly on Monday, 19th February, 1877, the Training Department was opened with eleven students of promising type—a greater number than had been anticipated.

For the first five months I had to work single-handed, but the numbers steadily increased, and in May I was compelled to ask for help. Mr. Edwin Watkins, of Rangiora, an English-trained master exceptionally well qualified for the work, was then appointed tutor, and the experience of the last six months has convinced me that a happier selection could scarcely have been made. In June last I was able to report 31 students on the books—namely, 25 females and 6 males. On 31st December the number had increased to 53—39 females and 14 males, whose names I append. The fact that of these one-third are either ex-pupil-teachers, certificated teachers, or teachers registered for certificates at the proper age, is a gratifying indication that the institution is steadily winning its way, and that its utility is becoming generally recognized by the profession.

Seven students have left during the year. One, who showed neither aptitude nor liking for the work, withdrew early on my recommendation. One extremely promising student broke down in health, and was obliged to abandon all present idea of training. Conscientious objections to the Education Bill compelled a third—a Roman Catholic—to withdraw. A fourth—an acting teacher—received a partial course of three months' training, by special permission; and the others found it impossible longer to endure the pecuniary strain, increased, as it was in two cases, by the unlooked-for rise in railway fares, which has also in other instances acted detrimentally to the interests of the institution, and deprived us of students who would have done us credit, and the State good service. One of those prevented from continuing her training was appointed to a country school, and has since obtained her certificate.

Six students sat at the recent examination for certificates, and gave very satisfactory proof of good work. All obtained sufficient *total* marks to qualify for the 2nd class, although two failed to obtain the necessary percentage of marks in important subjects in which they had never been "grounded" at school: thus testifying at once to the necessity for, and the advantages of, a training college. One student distanced all competitors and headed the 2nd class list, another secured the third place, the second being taken by an English-trained and certificated teacher. Two of those who sat are continuing their training. Four have since obtained eligible appointments, as will be seen from the appended lists. One other, already certificated, who had taken the highest rank among the students in the terminal examinations, but who was prevented, by illness, from sitting for a higher certificate in January, has been since appointed on the staff of the Practising Department. I look forward with bright anticipations to the future of all these. Some of them would gladly have stayed for another year's training, could they have afforded it. Unless this difficulty be soon removed we must anticipate a decrease in numbers, and many most eligible candidates will be deprived of the training which they desire no less greatly than they need. While the demand for labour in other professions continues we can only secure an adequate supply of male students by giving them some pecuniary assistance. The entries for this year more than counterbalance our losses by withdrawals, and it becomes necessary for me to ask for additional help, as the work has outgrown the limits at which it can be longer efficiently performed by Mr. Watkins and myself, unaided. The conduct of the students continues satisfactory. There are, of course, degrees of earnestness among them; but I know the great majority to be zealous students of a profession for which they all seem morally well fitted. The course of instruction embraces,—Mathematics—Euclid, algebra, and arithmetic; Latin and English grammar and literature; History—Sacred, English, ancient, and modern; sanitary science; political economy; and music. The students, however, are not required to take all these subjects. English literature

and ancient and modern history are omitted in the junior division, and, as far as possible, the curriculum is adapted to ascertained individual requirements. I propose to make a few alterations in the time-table this year, but none of any great moment. I wish it were possible to include German in the course without detriment to more essential subjects, but it is impracticable at present. The tutor shares with me the work of both divisions, each of us taking entire charge of certain subjects. Mr. Watkins is responsible for the Latin, ancient and modern history, geography, sanitary science, music, Euclid, junior arithmetic and algebra, and grammar. I take the school management, sacred and English history, political economy, senior arithmetic, algebra, grammar, and English literature. In addition to this, devolves upon me the general superintendence of the Practising Schools, a duty I can only imperfectly discharge at present, as my work in the Training Department fully occupies my time. The professional preparation of the students is placed in the forefront of our work. No effort is spared to impress upon them the difficulty and responsibility of the office they seek, and the necessity of earnest, diligent, life-long study of it. I give lectures daily on education to one or other division. A model lesson is given weekly. Sometimes questions of school management are discussed in the class, under my presidency, and thus original thought is stimulated. During the coming year I propose to have original essays on subjects connected with the profession read periodically by the students, to be discussed by their fellows.

As mentioned in my last report, the students practise in the schools in weekly rotation, six at a time, and the number will be increased shortly. I go into the school and observe their work as often as possible, and receive weekly detailed reports from the heads of departments upon the efficiency of those sent. These reports are afterwards made the subject of a private personal interview. The students have also the opportunity of visiting the schools at other times and studying the methods of more competent teachers than themselves, and thus it would seem that everything is done that can be done to train them thoroughly for their important work.

The Public Lectures on Education are so closely connected with the work of training that a notice of them follows naturally here. The Second Course—on methods of teaching and organization—closed in November last. Forty-one lectures have been given in all, and there is at present no sign of waning interest in them. Although the novelty has long since passed away, the average attendance is about 170. I am glad to bear my public testimony to the earnestness of the Canterbury teachers, a large percentage of whom put themselves to any inconvenience rather than miss the lectures. The Third Course (to be begun shortly) will be on great teachers and systems of education, and should prove no less helpful and interesting than its predecessors. Lectures have also been given monthly in Timaru, which have been well attended, the teachers of the South being no less anxious for help than those in the northern part of the province. A syllabus of each course is appended.

But while the lectures have undoubtedly done good, they can only deal with general difficulties. I have been often asked to visit schools and give the teachers practical advice after observing the special conditions under which they have to work, but the pressure of other duties prevents my doing so, although I gladly would. I trust that at no very distant day a travelling organizing master will be appointed to afford teachers this more real help. It is one of the greatest requirements in our educational machinery.

The Teachers' Technical Library is highly appreciated and well used. A copy of the rules is added to this report. As only a small proportion of the books we wanted could be obtained readily, and it was necessary to send to England for the bulk of them, the library was at first too small to be of much practical utility. I therefore increased it temporarily from my own resources, but the recent arrival of our English order has rendered a continuance of the loan scarcely necessary. It would be well if an annual subsidy were provided to keep the shelves supplied with the most recent editions and approved text-books in the various departments.

It will thus be seen that I am able to report gratifying results in each of the three branches of work above mentioned—the Training Department, the Public Lectures, and the Teachers' Library. But as the year went on other useful lines of operation opened out, and among them the formation of a Museum of the best educational appliances. It had its beginning in a private importation of the best German and English school apparatus, which the Board found so greatly superior to that in general use that it purchased the whole collection, and allowed it to be publicly exhibited in one of the rooms of the Practising Department, where it excited very great interest. The collection is of course but small at present, but will, I hope, eventually be an educational museum worthy of the name, and prove of the very greatest practical benefit. And last, though not least, among the special efforts of the year are to be reckoned the preliminary steps towards the introduction into New Zealand of Fröbel's Kindergarten system of infant training. A thoroughly-qualified mistress has been sent for from England, and may be expected shortly. I regard this as a gigantic stride in the direction of real education, certainly as one of the most important steps yet taken. The lectures have done something to disseminate a knowledge of Fröbel's principles, and it needs only to see his system in actual work to convince impartial observers that it is the wisest and happiest, because the most natural, system of infant training that has yet been devised, and I shall continue my efforts to popularize it on these grounds.

It remains for me to speak of the Practising Department, opened April, 1876. This also furnishes satisfactory indications of progress. The average attendance for the year 1876 was 391—viz., 215 boys, 176 girls. The year 1877 shows an increase of nearly 50 per cent. on this, the numbers being—Total, 580, viz., 323 boys and 257 girls. The numbers on the books for the quarter ending December 31st, 1877, were—Boys, 405; girls, 399: total, 804. The average attendance for the same quarter was—Boys, 333; girls, 283: total, 616. The average is not absolutely satisfactory, but relatively the school stands well in this respect, the boys' percentage being equal, and the girls' superior, to any school in the district, and I have reason to think this year's returns will show a great improvement.

The increased attendance rendered reorganization necessary in August last, and the Boys' and Girls' Schools were divided into Senior and Junior Departments, the Junior School comprising children below the Third Standard. The Boys' Division was placed under the care of Miss Mackett, the Girls'

under that of Miss Dunnage, working respectively under the supervision of Mr. Curnow and Miss Perry, who continue at the head of the Senior Departments, acting under my own general supervision and direction. Miss Perry is at present in charge of the Infant School, which Miss C. Whyte and Miss Hall manage under her guidance. But this arrangement will only continue until the opening of the Kindergarten. I have been obliged, for some time, to utilize the Drill Hall as an infant school, and, as the number of little ones rapidly increases, further permanent provision must be made for them ere long, as the rooms formerly appropriated to their use are utterly inadequate and unsuitable, and, moreover, will be shortly required for other purposes. The staff has undergone a few changes during the year. Mr. Brock, an assistant master, obtained a more lucrative employment in the Province of Marlborough, and I was able, by rearrangement of work, to dispense with the services of an additional master. Since December, Miss Dunnage has been placed on the staff of the Girls' High School, and her post is very efficiently filled by Miss Seager, one of our own students.

In conclusion, I would earnestly entreat the serious attention of the Board to the ventilation of the building, which is becoming a more and more serious matter. Last term, several students were prevented by ill-health, for weeks together, from prosecuting their studies, and this term considerable sickness also prevails, which is, I believe, largely attributable to the inefficient sanitary arrangements. In the Practising Schools it would be impossible, with due regard to health, to work more than 60 per cent. of the children the rooms are designed to accommodate. The lighting and ventilation are alike unsatisfactory, and complaints are frequent. There is no room in which all the students can be assembled for any length of time without painful effects; and the lecture-room, on Saturdays, becomes almost unendurable in the course of an hour. A lecture-hall—a room analogous to the "theatre" of similar institutions in England—is a most pressing need, which I hope shortly to see supplied.

Again thanking the Board for its very cordial support, and yourself for much personal sympathy,  
I have, &c.,

CHARLES C. HOWARD,  
Principal.

The Chairman of the Board of Education.

#### SYLLABUS OF LECTURES.

#### FIRST COURSE.—GENERAL SUBJECTS: THE FUNDAMENTAL PRINCIPLES OF EDUCATION, WITH HINTS ON THEIR APPLICATION TO SCHOOL WORK.

##### *Introductory.*

Lecture 1.—The teacher's work. Responsibilities and qualifications. Education a science and an art. Importance of training.

##### *Mental Training.*

Lecture 2.—The child's first school, and the principles upon which its education is there conducted. Our lack of wisdom and its results. The use and abuse of standards in elementary school work. Importance of study of mental philosophy.

Lecture 3.—Application of Nature's principles to education in infant schools. Methods of Pestalozzi, Stow, Fröbel. Importance of securing highest talent for teachers of infant schools. Inherent defects of pupil-teacher system. How best to turn pupil-teachers to account in mental culture of children.

Lecture 4.—Special training of particular faculties. Lessons in form and colour, height, distance, &c. Music in schools. Its great importance in infant education.

Lecture 5.—Drawing and writing lessons. How best to teach them, and at the same time subserve other purposes. Imitative exercises. Development of the inventive and constructive faculties. Kindergarten gifts, and other useful infant-school apparatus.

Lecture 6.—Object-lessons. Their use and abuse. Notes of lessons. Books of object-lessons. Their merits and defects.

Lecture 7.—Illustration. Its importance. Kinds of illustration. Its potency in the hands of really skilful teachers. Reflexive value of special departments of study. Hints on models, diagrams, maps, &c.

Lecture 8.—Questioning. Its importance. Illustrations of its use by eminent teachers, and of its general application to school work. Examples of bad questioning. Hints and rules. Oral and written examinations.

Lecture 9.—Nature's principles of education applied to the common school. Use and abuse of didactic instruction. Right and wrong methods of teaching some common subjects. Relative importance of various studies viewed as means of mental training. The teacher's own studies.

##### *Home Lessons.*

Lecture 10.—How best to make them subserve the purpose of mental training. Common faults of books of home lessons. Hints on setting and examining them.

##### *Moral Training.*

Lecture 11.—Its true principles. The teacher's aims. Necessity of tact. Importance of character. The secrets of influence, as exemplified in lives of great teachers. The teacher out of school.

Lecture 12.—The school life in its bearing on the future. Immense moral importance of the infant school. The lessons a teacher may learn there. Mixed schools *v.* separate departments.

Lecture 13.—School literature. Books for boys and teachers. The teacher's dangers, and the ill effects of some very common school methods.

Lecture 14.—The moral value of some particular subjects of study. How best to use them to this end. Home lessons in this aspect.

Lecture 15.—Discipline. Principles, as expounded by great teachers. Delegation of it to young teachers. Rewards and punishments. Corporal punishment.

Lecture 16.—Order, and how to secure it. Disorder, and how to prevent it. Hints on class management.

Lecture 17.—Children's most common faults. How best to deal with them, and with some other general scholastic difficulties.

Lecture 18.—The playground as an instrument of moral training. The use the teacher should make of it. The question of dignity.

#### *Physical Training.*

Lecture 19.—Intimate connection between mind and body. Importance of knowledge of laws of health. Their application to school life. How best to teach them. Books.

Lecture 20.—Drill. Systems for boys, girls, infants, and mixed schools. The gymnasium. Its permanent value. Hints on gymnastic exercises.

#### SECOND COURSE.—GENERAL SUBJECT: METHODS OF TEACHING AND ORGANIZATION.

June 2, 1877.—Lecture 1.—General principles of organization and school arrangement. Systems of classification.

June 9.—Lecture 2.—Infant school. Furniture and working arrangements.

June 16.—Lecture 3.—Common schools. Arrangements. The tripartite system.

June 23.—Lecture 4.—Time-tables. Common defects. Marks of good time-table. Hints on construction.

July 7.—Lecture 5.—Registers and other useful school records. Specimens and hints on registration.

July 14.—Lecture 6.—Reading. Preparatory stage. The alphabet. Systems, their merits and defects. Methods of teaching.

July 21.—Lecture 7.—Reading. Intermediate and advanced stages. Reading sheets and books. Simultaneous and industrial methods. How to conduct reading lessons.

August 4.—Lecture 8.—Spelling. Old and new methods of teaching it. Dictation and transcription—manner of conducting them. Value of spelling books. Etymology as a guide to spelling.

August 11.—Lecture 9.—Writing. True principles of teaching it. Different theories. Mulhauser's method. Other systems. Hints on copy-books. Rules for young teachers.

August 18.—Lecture 10.—Arithmetic. Preparatory stage. Figures and elementary rules. Order of teaching them. Importance of problems. Methods of teaching numeration, addition, and subtraction.

September 1.—Lecture 11.—Arithmetic continued. Multiplication and division. Mental arithmetic. Peculiar combinations. Hints on setting exercises. School Arithmetics.

September 8.—Lecture 12.—Arithmetic continued. Order of teaching rules more advanced. First principles. Arithmetical equations. Model examples.

September 15.—Lecture 13.—Geography. What to teach. Different systems. Best methods. Atlases and maps. The teacher's preparation for a geography lesson. Geography books.

September 22.—Lecture 14.—History. Defective methods of teaching. Suggestions for more systematic historical training. How to make the subject profitable and interesting. Hints to pupil-teachers on books and methods of study.

October 6.—Lecture 15.—Grammar. Why so uninteresting and profitless. Defects of grammar books. Hints on teaching the subject. Methods of parsing.

October 13.—Lecture 16.—Composition and paraphrasing. How best to teach them. Specimens v. simple rules. Suggestions to pupil-teachers.

October 20.—Lecture 17.—Object-lessons. Notes of a lesson. How to construct them. Specimen notes.

November 3.—Lecture 18.—Domestic economy and laws of health. Methods of teaching them. Schools of needlework and cookery.

November 10.—Lecture 19.—The Kindergarten system and its application to ordinary infant schools. How to conduct a school on this plan.

November 17.—Lecture 20.—Music. School songs. Methods of teaching vocal music. School bands.

#### THIRD COURSE.—GENERAL SUBJECT: GREAT TEACHERS AND SYSTEMS OF EDUCATION.

April 6, 1878.—Introductory: ancient schools, and their influence on the present.

April 13.—Education in England prior to the Conquest. Alfred the Great, king and school-master.

April 27.—The schools and educationists of the 13th and 14th centuries. Roger Bacon—William of Wykeham.

May 4.—Education under the Tudors. The Florentine schools, and their influence on English education. Savonarola—Erasmus—Colet—More.

May 11.—Roger Ascham—his "Schoolmaster," and his pupils.

May 18.—A poet schoolmaster—John Milton.

June 1.—John Locke—"Thoughts on Education."

June 8.—Henry Pestalozzi, and his English Friends Mayo and Edgeworth.

June 15.—Samuel Wilderspin and infant-school reform.

June 22.—Dr. Andrew Bell and the monitorial system.

July 13.—Joseph Lancaster.



- July 20.—Dr. Arnold and Rugby lessons.  
 August 3.—David Stow, founder of the training system.  
 August 10.—Carl Fröbel and rational education. The Kindergarten.  
 August 17.—Sir J. Kay Shuttleworth and the English national system.  
 August 24.—Herbert Spencer and his principles of education.  
 September 7.—National education in Germany.  
 September 14.—Scandinavian schools.  
 September 21.—Horace Mann and the schools of the United States.  
 October 5.—Schools of fiction—how far realities. Lessons to be learned from them (illustrated by readings).  
 October 12.—Same subject continued.  
 October 19.—Some unsuccessful schoolmasters: Goldsmith, Johnson, and others; and the lessons of their lives.

#### TEACHERS' TECHNICAL LIBRARY.

##### Rules.

1. This library shall be limited to books approved for the purpose by the Board of the Education District of Canterbury for the time being.
2. It shall be kept in the Normal School, Christchurch, under charge of the Principal of that institution.
3. It shall be open free to students and teachers in the Normal School, and to all teachers in district schools.
4. The library shall be closed from the last Saturday in June to the third Saturday in July, and from the last Saturday in December to the third Saturday in January, but shall be open on all other Saturdays from 10 to 11 a.m., and from 12 to 1 p.m.
5. Books may be exchanged weekly, and *must be returned fortnightly*, but may be renewed if not bespoken by another teacher or student.
6. All books must be returned by the last Saturday in June and the last Saturday in December of each year, for the purposes of inspection, repair, and rearrangement, if necessary.
7. Not more than two books may be issued at one time to the same teacher or student.
8. Books unfairly damaged, or lost, must be replaced by new ones at the expense of the borrower.
9. Persistent breach of these rules shall subject the defaulter to suspension of privilege.
10. Each borrower shall signify his assent in writing to these regulations before any book is issued to him.

JOHN INGLIS,  
Chairman.

#### STAFF OF NORMAL SCHOOL.

Principal: Charles C. Howard, Esq., F.R.G.S. Tutor in Training Department, and Music-master: E. Watkins, Esq. First Master in Practising Department: J. Curnow, Esq., B.A., LL.B. Assistants: Mr. Thornton, Mr. Patterson, Mr. G. Watson. First Mistress in Practising Department: Miss A. M. Perry. Assistants: Miss A. Mackett, Miss Seager, Miss Kesteven, Miss Kelly, Miss Whyte, Miss Hall.

#### OTAGO.

##### REPORT ON NORMAL SCHOOL.

SIR,—

Normal School, Dunedin, 31st March, 1878.

I have the honor to submit, in accordance with your instructions, my report on the Normal School for the year ending 31st December, 1877.

This being the second year of our work, provision had to be made for a senior class, consisting of first-year students, who had passed the examination for Third Class Certificates in December, 1876, and certificated teachers who had relinquished appointments in order to enjoy the benefits of a course of training. In this class there are 4 male and 11 female students.

The demand for teachers during the year was so pressing that this class was gradually broken up, one after another of its members being directed to apply for appointment to vacancies for which there were no eligible candidates. In connection with this a most encouraging feature in our work was brought prominently forward. Students, who on joining us would readily have entered on responsible situations without a doubt as to their ability to discharge their duties, now, though holding Third Class Certificates, were most unwilling to undertake any work until the full course of preparation was completed. With the exception of those attending University classes, the seniors were arranged in the order of merit in the certificate examination, and appointments were offered to them in turn, all except the lowest having the option of refusal, and almost invariably the appointments were left to the lowest.

Seeing that the majority of our students have had no experience in teaching previous to entering the Normal School, it is a matter for regret that they should be compelled to leave without completing the full course of two years. Though doubtless the training they have received will insure improvement and ultimate superiority, it would be better for both them and the schools were well-trained pupil-teachers appointed as assistant teachers, with the privilege, after a year's work, of entering the Normal School as second-year students. The pupil-teachers' experience in mechanical work alone will for the first year render their services more valuable than those of most students whose experience in teaching is limited to one year of training.

The junior class consisted of 12 males and 23 females, the majority of whom passed the entrance examination, and received the maintenance allowance. The others, though falling short of the comparatively high standard fixed for the entrance examination, showed sufficient ability to warrant their being admitted to training, but without maintenance.

The first year's course includes all that is requisite for Third Class Certificate examination, and, in addition, preparation for several of the special subjects required for that of Second Class. In addition to the prescribed course, several of the juniors took classes at the University, having satisfied me that they could safely undertake the additional study. This may be done with advantage by pupil-teachers who have taken Latin and mathematics as their optional subjects, and I would strongly recommend that to male pupil-teachers one at least of these subjects be made compulsory.

Although the Normal School staff is prepared to undertake a complete course for Second Class Certificates, I consider it advisable that advantage should be taken by the seniors of the facilities for study afforded by the University. At my suggestion the Board of Education sanctioned the acceptance of a Professor's "pass" in English, Latin, and mathematics, in lieu of examination in these subjects by Inspectors. As the suggestion was made pending further regulations, it was limited to the subjects actually being taken by our students. Having in a previous report expressed my opinion on the value of this provision, I shall here only express the desire of seeing it embodied in our new regulations, and extended to as many subjects as possible, so that, while attending the Normal School, students may take their first steps in the University course towards graduating.

It will be seen by the appended list of the staff and allotment of work that I have freely availed myself of the valuable services of Mr. Montgomery and his teachers in conducting the Training Department. In return I am able to assist Mr. Montgomery in the management of the Practising Department, and to devote a large share of my time to the superintendence of the students while teaching—a duty which in our circumstances is of the utmost importance. This arrangement enables me also to bring my lectures on Organization, Discipline, and Method to bear directly on work actually being done, and to supply full opportunity for putting theory into practice under efficient guidance. In this portion of my work I am ably supported by Miss Huie and Mr. Montgomery.

The female students are thoroughly trained in cutting, fitting, sewing, and knitting under Miss Fitzgerald, and take charge under her of the whole industrial work of the school.

Excellent work is being done by Mr. Hutton, of the School of Art, and his assistant Miss Wright. Many of the students have succeeded in taking certificates for freehand, model, geometrical, and perspective drawing, and most of them will be able to teach drawing on completing their course.

It is the intention of the Government that "provision should be made for the instruction in military drill of all boys, and, in such of the schools as the Board shall from time to time direct, provision shall also be made for physical training." Ample provision for instruction of students in military drill has been made in the Normal School, but apart from it there is no provision for physical training. Such training, especially in conjunction with a knowledge of physiology and the laws of health, would be most valuable to teachers, both male and female; and I would strongly urge upon the Board the erection of a completely-furnished gymnasium, which would also serve the purposes of a drill-shed, a practising-room for small classes under students, and an assembly hall for the school. It would also be necessary to appoint a properly qualified gymnast, who by means of Saturday classes might give instruction not only to Normal School students, but also to teachers and pupil-teachers. By this means qualified instructors might soon be found in every school, and the risks attendant on the practice of gymnastics without due supervision would be avoided.

I beg again to bring before the notice of the Board the urgent need of two small model schools—the one similar to a side school with 30 pupils of all standards, under a male teacher; the other similar to the infant department of an ordinary district school, with 50 pupils in the First and Second Standards, under a female teacher. Should these be granted, Room No. 10 might be organized as a school with 60 pupils in the Third, Fourth, and Fifth Standards, under a master and pupil-teacher, and depending for sewing on the mistress of the Model Infant School.

In view of the preparation of a new syllabus for the training and examination of teachers, my experience as a student and as a teacher leads me to make the following suggestions. Pupil-teachers who have completed their course, and candidates who have passed the Normal School entrance examination, have already spent a large portion of their time at the study of geography; and, even after prosecuting it further, they will not venture to give a lesson on the subject without special preparation, or that poor substitute for it, the text-book in the hand or on the reading-stand. The value of the study as a mental discipline is comparatively low, and its place in the Third Class Syllabus might with great advantage be taken by a language or a science for male students, and domestic economy for female students.

I would suggest, also, the division of the Normal School year into Summer and Winter Sessions, each terminated by a final examination in certain subjects. This would limit the number of subjects demanding attention at one time; and, should the Winter Session correspond with that of the Otago University, it would enable students to give almost undivided attention to subjects taken at that institution.

The Secretary of the Education Board.

I have, &c.,

W. S. FITZGERALD, Rector.

#### STAFF.

Rector: Mr. W. S. Fitzgerald. Matron: Miss L. A. Fitzgerald. Headmaster of Practising School: Mr. A. Montgomery.

#### Training Department.

Mr. W. S. Fitzgerald: Theory and practice of school management, arithmetic, mathematics, history. Mr. A. Montgomery: English. Mr. J. Lindsay: Geography. Mr. Beuchler: French. Mr. W. Millar: Vocal music. Mr. D. Hutton and Miss Wright: Drawing. Miss L. A. Fitzgerald: General superintendence of female students; cutting, fitting, and sewing. Sergeant-Major Stevens: Military drill.

*Practising Department.*

Class Teachers : Messrs. Lindsay, Kneen, Millar, and Hewat ; Misses Stevens and Huie. Mathematics : Mr. Lindsay. Book-keeping : Mr. Kneen. French : Mr. Montgomery. Sewing, &c. : Miss Fitzgerald. Drawing : Mr. Hutton, Miss Wright. Music : Messrs. Kneen and Millar. Military drill : Sergeant-Major Stevens.

## REGULATIONS OF OTAGO NORMAL SCHOOL.

I. Candidates for training shall be arranged under the following classes :—

- (a.) Pupil-teachers who have attained their 18th year in the case of males, and their 17th year in the case of females, and who have satisfactorily completed their turn of apprenticeship, or whose transference to the Normal School has been approved by the Board.
- (b.) Untrained assistant teachers, and teachers who have been employed in the Board's schools, and have been recommended by the Inspectors of Schools for a course of training.
- (c.) Other persons, not over thirty-five years of age, who have furnished the Board with satisfactory certificates of good moral character and sound health, and who are free from any bodily infirmity likely to impair their usefulness as teachers. The Board does not bind itself to admit all candidates of this class who may pass the entrance examination, but only such numbers as may from time to time be specified.

II. Candidates of Classes A and C shall pass an entrance examination prior to their being admitted as students in training. The entrance examination shall be that prescribed for pupil-teachers of the first class in the Board's Regulations of 15th September, 1874.

III. Provision shall be made in the Normal School for the instruction of students in training ; but to all students who shall pass the matriculation examination of the Otago University permission shall be given to attend certain classes in that institution, under such regulations as may hereafter be made.

IV. Students of Classes A and C shall be examined at the end of the first and second years for provisional certificates of III. and II. Classes respectively, in accordance with regulations (September 15, 1874). If unsuccessful in passing either of these examinations, they may, on the recommendation of the Examiners, remain in training for another year ; but by a second failure they shall forfeit all claim to further aid from the Board.

V. Students of Classes A and C who succeed in passing the prescribed examinations, and whose conduct continues to give satisfaction, shall remain in training not more than two years. Students of Class B shall remain in training for the term prescribed, when recommended for training by the Inspectors of Schools.

VI. Students in training shall be paid monthly, or quarterly, at the rate of £ per annum in the case of males, and at the rate of £ per annum in the case of females. In no case shall any of the above payments be made unless certificates of attendance and good conduct, signed by the Rector of the Normal School, are produced.

VII. Every student shall, prior to admission to training, sign a declaration or bond containing the following provisions : That he intends *bonâ fide* to adopt and follow the profession of teaching ; that he shall attend regularly throughout the course of training until he shall have obtained the lowest-grade certificate, or shall have received permission from the Board to discontinue attendance, or until he shall have received notice of the withdrawal of maintenance allowance ; that he shall, on the successful completion of his course of study and training, teach in schools under the Board for a period of not less than two years ; and that in the event of his failing to comply with any of the foregoing conditions he shall refund to the Board all moneys expended on his behalf during his training. The Board may at any time require security for the refunding of such moneys.

*The Practising School.*

The Practising School shall be placed, as far as practicable, upon terms of perfect equality with the Dunedin district schools as regards the rates of school fees, the amount and quality of the instruction given, the school hours, holidays, &c.

## COLLEGES AND HIGH SCHOOLS.

## REPORT ON THE AUCKLAND COLLEGE AND GRAMMAR SCHOOL FOR THE YEAR 1877.

SIR,—

The College and Grammar School, Auckland, 29th March, 1878.

I have the honor to acknowledge the receipt of your letter of 25th instant, and in reply to submit the following brief report, as supplementary to the printed report dated 23rd July last.

While the average attendance for 1875 was 159, and that for 1876 171, the average for the past year was 191, and the number enrolled for the current quarter is 206.

The following is a summary of the work done during the year in the several departments of the Upper School :—

*Classics.*

- I. Livy, Book XXII.; Horace, Odes, Book I.; and Virgil's *Æneid*, Books V. and VI.  
 II. Selections from Ovid; and Books I., V., and VI. of the *Æneid*.  
 III. Selections from *Æsop's Fables*; and Book I. of *Cæsar, "De Bello Gallico."*  
 IV. The Grammar, and Exercises IV. to XXVII. of Bryce's First Latin Book.

*English.*

- I. Trench's "English, Past and Present;" the critical study of Shakespeare's "Macbeth," Collier's "History of the Nineteenth Century," and Gardiner's "Puritan Revolution."  
 II. Collier's British History, the first three books of Creighton's "Age of Elizabeth," and the physical and political geography of the continents.  
 III. Collier's British History, and the physical and political geography of the continents.  
 Exercises in grammar, dictation, and composition were given regularly in all the classes.

*Mathematics.*

- I. The revision of the Fourth and Sixth Books of Euclid, algebra to the binomial theorem, and twenty chapters of Todhunter's "Trigonometry for Beginners."  
 II. Arithmetic generally; Euclid, Books I. to III.; algebra to quadratic equations.  
 III. Arithmetic: Vulgar and decimal fractions, simple and compound proportion, practice, &c.

*Science.*

- I. Morris's Inorganic Chemistry.  
 II. and III. The Primers on Chemistry and Physics in Macmillan's Scientific Series.

Written examinations, the results of which were communicated to the parents of the boys, were held at the end of each quarter. I have pleasure in informing the Board that these examinations have exercised a beneficial influence on the general work of the school.

Two students passed the matriculation examination in the course of the year, and four undergraduates passed the Annual College Examination in December.

At the recent competition for the Board scholarships, C. E. McCormick and J. Arneil of Class I., and H. Steadman of Class II., succeeded in carrying off the open scholarships. Arneil and Steadman had previously held district school scholarships.

I have great pleasure in reporting that Mr. Heath, who entered on his duties here at the beginning of the session, has already proved himself a most valuable addition to the staff.

In compliance with a resolution of the Board, I have the honor to forward a copy of the honor list for the year, a list of the members of the University on the College books, and the class rolls for the fourth quarter.

I have, &c.,

FARQUHAR MACRAE,  
Headmaster.

The Secretary, Board of Education, Auckland.

*Auckland College.*

Members of the University of New Zealand on the books of the College:—Graduates: B.A., Kate Edger, R. H. Rattray, W. St. C. T. C. Tisdall. Undergraduates: R. H. Reid, First B.A.; J. F. Haultain and G. A. King, third year; E. Burton, R. W. Dyer, H. M. Haslett, C. E. McCormick, and Joseph Harris Wilson, second year; A. R. T. Haultain, first year.

STATEMENT of RECEIPTS and EXPENDITURE on Account of the AUCKLAND COLLEGE AND GRAMMAR SCHOOL during the Year 1877.

<i>Receipts.</i>				<i>Expenditure.</i>			
		£	s. d.			£	s. d.
Rents and interest	...	2,133	17 9	Endowments	...	59	5 3
Scholarships refund	...	75	0 0	Examinations	...	21	0 0
School fees	...	1,483	13 0	Salaries—Teachers	...	2,830	11 8
University grant	...	267	13 4	School rent	...	147	2 0
				School repairs	...	73	8 1
				Books, stationery, &c.	...	153	18 9
				Printing, advertising, &c.	...	62	17 3
				Contingencies	...	67	5 7
				Law charges	...	107	16 4
				Insurance	...	83	6 3
				City rates	...	26	12 9
				Bank of New Zealand, overdraft repaid	...	292	4 2
						3,925	8 1
				Balance at credit, in Education Fund	...	34	16 0
Total	...	£3,960	4 1	Total	...	£3,960	4 1

## WELLINGTON COLLEGE.

## STAFF.

PRINCIPAL: Kenneth Wilson, M.A., St. John's College, Cambridge. Second Master: H. E. Tuckey, B.A., St. John's College, Cambridge. Assistant Master: C. R. Buckland, A.A. Mathematical Master: C. J. Hardy, B.A., Christ's College, Cambridge. Professor of Natural Science: T. Kirk, F.L.S. Modern Language Master: A. F. Merlet. Drawing-Master: W. H. Holmes. Drill Sergeant: I. N. Bell, late 60th Rifles.

## REGULATIONS.

Boarders residing in the College will be under the direct supervision of the Principal and Mrs. Wilson. The only extras are the necessary books, which all the pupils are expected to provide for themselves, and for the boarders the necessary clothes, washing, and pocket-money.

The course of instruction comprises English grammar, history, geography, arithmetic, mensuration, Latin, French, drawing, and drill, which are taught throughout the school; and in the upper forms, in addition to the foregoing, English literature, algebra, geometry, trigonometry, Greek, German, and one or more branches of physical science.

The College is open to all boys residing with their parents or guardians, or in any boarding-house recognized by the Governors, entirely irrespective of creed; and the curriculum is so arranged that the younger boys are enabled, without any separate or special preparation, to qualify for admission into offices or the lower branches of the Civil Service; while those who remain longer receive a thorough public-school training in English, mathematics, and either classics or modern languages, and physical science, so as to fit them for competition at the Home or colonial Universities, for the learned professions, or for the higher departments of the Civil Service.

There are two "Turnbull" Scholarships of the annual value of £25 each, open to all matriculated students of the University of New Zealand attending the College, and two annual "Turnbull" prizes of £15 and £10 each—the first to the best student of the year in all branches, and the second to the most proficient in mathematics and natural science.

There are also four scholarships, affording a free education at the College, open to scholars from any primary or elementary school within the provincial district, after competitive examination in such subjects as are prescribed to be taught at such schools; in addition to which there is an annual prize of £10, the gift of the Hon. Mr. Levin, and other prizes given by the Governors.

The Governors have succeeded in obtaining for the exclusive use of the College a reserve of seventy-five acres, adjoining the Adelaide Road, the most healthy situation in Wellington; and have erected thereon, at a cost of £9,000, most ample and carefully-designed buildings, providing all requisite accommodation in class-rooms, museum, library, laboratory, dormitories, dining-room, bath-rooms, &c., with an abundant supply of spring-water laid on to all parts of the building; and, in addition to the College grounds, arrangements have been made for obtaining for the boys the use of the town Cricket Ground adjoining.

## PRINCIPAL'S ANNUAL REPORT FOR 1877.

SIR,—

I have the honor to submit my annual report on the progress and working of the College.

The attendance during the past year has been—For the first term, 93; second term, 82; and the third term, 80—making an average of 85 for the year, as against 117 for last year. This large decrease has been, no doubt, partly caused by the sickness at the College during 1876; but I trust that the feeling of uneasiness on that account will not long continue, as I am sure that there is not the least ground for it. The health of the boys generally, and of the boarders in particular, during the past year has been excellent. I am not conscious of any other reason to justify a decrease in numbers: on the contrary, I think that the reports of your Examiners will show that the work of the past year has been sound and efficient, while the standard has been very considerably raised, so much so that I have felt able to establish a Sixth Form, the work of which has been guided by the requirements of the New Zealand University B.A. Examination. A reference to the University Calendar will show that this is by no means a low standard, as regards either the quantity or the quality of the work. The work of the Upper and Lower Fifth Forms has been that prescribed by the regulations for the Senior and Junior Cambridge Local Examinations respectively, which were held here during last week under the superintendence of the Rev. W. H. West, B.A. These three forms comprise 19 boys, and out of these we have sent up—or are going to send up next month—for New Zealand B.A. (both sections), 1 candidate; New Zealand B.A. (compulsory sections), 2 candidates; New Zealand Scholarships, 8 candidates; Cambridge Local Senior Examination, 4 candidates; Cambridge Local Junior Examination, 8 candidates; Civil Service, 2 candidates—making a total of 21 entries for public examinations in addition to the regular College examination; so that I think it cannot fairly be said that we shrink from submitting our work to impartial inspection. The elder boys have been undergoing examination for a fortnight without interruption, on several occasions for eight hours a day, without showing any signs of flagging, which may be taken as a proof that they have acquired the power of steady and sustained work.

In addition to these examinations we have also held the usual matriculation examination, for which there were 3 candidates; and the primary scholarship examination, for which 21 candidates presented themselves. They were examined as usual in English grammar, history, geography, and arithmetic, with some elementary questions in natural philosophy. I have to recommend Reginald Greville, of the Thorndon School, for the vacant scholarship, while William Callaghan and William Ridler, from the same school, are very little behind him. The general excellence of the work shown up is proved by the fact that, out of the 21 candidates, there were only two who failed to get over the half marks in the combined subjects—history, geography, English grammar, and arithmetic—while the neatness and method were admirable. In view of the excellence of the work now being done by the primary schools, and the raising of our own standard, it seem to me that the time has arrived when it is desirable to impose some restrictions on admission to the College, both as to age and attainments, of a more definite character than we have now. At present, at one end of our school we have the B.A. examination, at the other end the making of pothooks, and this is too wide a field to be satisfactorily maintained in efficient working without great waste of power.

By the regulations recently issued by the Judges of the Supreme Court our examinations are admitted as a qualification in general knowledge for the legal profession. This is a step of great importance, as being a recognition of the principle that special examinations, which do not go beyond an ordinary school course either in range of subjects or difficulty, are very undesirable, and can only tend to foster "cramming."



6. The sum set apart by the Governors from attendance fees remitted by them now amounts to £800. It is intended immediately to devote the annual interest of this sum in some way not yet determined to the benefit of the College, probably by the establishment of a scholarship or scholarships in modern languages.

7. It may not be generally known that a by-law of long standing limits the aggregate annual holidays of the College to ten weeks. In view of the common tendency to the undue multiplication of holidays, the Governors deemed it not inappropriate to direct the attention of the new Principal on his entering on his duties to this rule.

8. A balance amounting to £550 accruing under the Education Loan Act of the Province of Nelson, which had become due to the College, has during the past year been handed over by the General Government, and, as will be seen from the balance-sheet, has been added to the College endowment.

9. The exterior lining of the fabric of the College has, so far as found necessary, now been replaced; and the Governors have at an outlay of about £250 effected such repairs to the structure as they hope will render it fairly tenable for many years.

10. The Governors, after due consideration of a communication from the Chancellor of the University of New Zealand, inquiring what steps, if any, had been taken by them to establish a School of Medicine in connection with the College, have replied that they did not contemplate taking any action in that direction at present.

#### LIST of SCHOLARSHIPS and HOLDERS.

Scholarships.	Tenable for	Amount.	Obtained.	Name.	Expires
		£ s. d.			
Newcome ... ..	3 years	24 0 0	Christmas, 1877	Atkinson I ...	Christmas, 1880
Richmond ... ..	2 "	24 0 0	" "	Fleming ... ..	" 1879
Stafford ... ..	3 "	20 0 0	" 1876	Harkness ... ..	" "
Fell ... ..	3 "	16 0 0	" "	Harkness ... ..	" "
Foundation—1st Classical ...	1 "	20 0 0	" 1877	McIvor I ... ..	" 1878
" 2nd " ... ..	1 "	10 0 0	" "	Lowe ... ..	" "
" 3rd " ... ..	1 "	5 0 0	" "	Wither III ...	" "
" 1st Mathematical ...	1 "	20 0 0	" "	Watson ... ..	" "
" 2nd " ... ..	1 "	10 0 0	" "	Evans ... ..	" "
" 3rd " ... ..	1 "	5 0 0	" "	Buckeridge ...	" "
Provincial—Town ... ..	2 "	12 10 0	" "	Barltrop ... ..	" 1879
" " ... ..	2 "	12 10 0	" "	Allen ... ..	" "
" Country ... ..	2 "	52 10 0	" 1876	Hoult ... ..	" 1878
" " ... ..	2 "	52 10 0	" "	Thompson ... ..	" "
" " ... ..	2 "	52 10 0	" 1877	Bullard ... ..	" 1879
" " ... ..	2 "	52 10 0	" "	Kelling ... ..	" "
" Marlborough ... ..	2 "	52 10 0	" 1876	McIvor ... ..	" 1878
" " ... ..	2 "	52 10 0	" 1877	Emerson ... ..	" 1879

R. POLLOCK,  
Secretary.

#### ABSTRACT of the RECEIPTS and EXPENDITURE of NELSON COLLEGE for the Year ending the 31st December, 1877.

Receipts.		Expenditure.	
	£ s. d.		£ s. d.
Interest on loans ... ..	810 7 0	Boarding expenses ... ..	1,935 12 0
Received from endowment property	392 15 0	Principal and Masters' salaries and fees ...	1,395 10 0
	1,203 2 0	Physical science and lectures ... ..	90 0 0
Boarding Receipts—		Drill Instructor ... ..	21 0 0
First quarter, 41 boarders ...	2,130 14 0	Books and stationery ... ..	59 17 11
" 3 day " ... ..		Repairs and upkeep of College property and furniture ... ..	377 13 5
Second " 46 boarders ... ..		General and Incidental—	
" 3 day " ... ..		Insurance ... ..	£46 16 3
Third " 45 boarders ... ..	863 13 6	Audit expenses ... ..	6 6 0
" 7 day " ... ..		Advertising and printing ... ..	46 19 6
Fourth " 46 boarders ... ..		Examination fee ... ..	10 10 0
" 6 day " ... ..		Secretary ... ..	160 0 0
Tuition Fees—		Office rent ... ..	15 0 0
First quarter, 71 pupils ...	863 13 6	Water rate and Fire Brigade ... ..	19 3 0
Second " 78 " ... ..		College sports and Cricket Club ... ..	10 0 0
Third " 81 " ... ..		Inspection and valuation of	
Fourth " 81 " ... ..		damage by floods ... ..	4 4 0
N.B.—There are nine free scholars in addition to above.		Sundries, stamps, &c. ... ..	10 6 3
Stationery receipts ... ..	35 0 0	Town rates ... ..	11 10 0
Net receipts from scientific lectures ...	18 6 4		340 15 0
Subsidy from New Zealand University from		Foundation scholarships ... ..	65 0 0
December, 1874, to August, 1877 ...	790 13 7	Endowed scholarships ... ..	72 0 0
Amount to credit, 1st January, 1877 ...	199 12 6	Exhibitions ... ..	247 10 0
		Balance to credit of 1878 ... ..	636 3 7
Total ... ..	£5,241 1 11	Total ... ..	£5,241 1 11

We hereby certify that we have examined the above accounts, and compared them with the several vouchers relating thereto, and find the same correct.

H. C. DANIELL, }  
J. T. CATLEY, } Auditors.

## ESTIMATED ASSETS and LIABILITIES of NELSON COLLEGE, December, 1877.

<i>Assets.</i>				<i>Liabilities.</i>			
	£	s. d.	£ s. d.		£ s. d.	£ s. d.	
Loans on mortgage, General Endowment...	12,719	17 6		Outstanding accounts ...	...	10 19 6	
Endowment scholarships ...	1,000	0 0		Suspense Account—			
Balance in bank to credit of				Governors' fees from 1864 to			
Loan Account ...	246	2 6		1876, inclusive ...	535 17 6		
			13,966 0 0	Ditto ditto for 1857 ...	71 0 0	606 17 6	
Freehold property, estimated at			6,500 0 0	Depreciation in College buildings for 1877, say			
College buildings, estimated at	8,955	19 2		£8,955 19s. 2d. at 2½ per cent. ...		223 18 0	
Add amount paid for repairs and				Difference in estimated value of College build-			
upkeep ...	377	13 5		ings from 1864 to December, 1868 ...	2,420 13 9		
			9,333 12 7	Difference in value of furniture and first cost	924 12 3		
College furniture, books, &c. ...			720 5 2	Estimated balance, represented by endowment			
Interest due on mortgages to 31st Dec., 1877			789 9 5	property ...	28,427 2 11		
Amount due for rents to 31st Dec., 1877			328 10 0				
Arrears boarding and school fees			331 3 6				
Insurance premium advanced on account of							
mortgage security ...			8 19 8				
Balance to credit of receipts, 31st Dec., 1877			636 3 7				
Total ...			£32,614 3 11	Total ...		£32,614 3 11	

## CHRIST'S COLLEGE, CANTERBURY.

## STATEMENT FOR THE YEAR ENDING 1ST MAY, 1878.

*Constitution.*

CHRIST'S COLLEGE, Canterbury, is an institution governed by a Warden, Sub-Warden, and Fellows who were declared to be a body corporate by an Ordinance of the Provincial Council of Canterbury dated 27th June, 1855. It is endowed by the Church Property Trustees with rural and town land in the Christchurch, Lyttelton, and Mandeville Districts, and received a grant of ten acres of the Government Domain from the Superintendent of Canterbury on the 24th February, 1857, as a site for buildings and grounds. It possesses also endowments for the following professorships and scholarships: Watts Russell Divinity Professorship, Hulsean Chichele Professorship of Classics and English Literature, Somes Scholarships, Buller and Reay Scholarship, Rowley Scholarship, Dudley Divinity Scholarship.

The value of the various endowments is as follows: General estate, £19,000; Watts Russell Professorship, £5,600; Hulsean Chichele Professorship, £2,300; Somes Scholarship, £5,750; Buller and Reay Scholarship, £6,000; Rowley Scholarship, £2,800; Dudley Scholarship, £240; site and buildings, £12,000: total, £53,690.

*Income for the Year ending 1st May, 1878.*—Rents, £2,334 3s. 3d.; school fees, &c., £3,003 4s. 5d.; College fees, £22 1s. 4d.; chapel receipts, £71 12s. 11d.; library, £38 17s.; interest on loans, £15 4s. 6d.: total, £5,485 3s. 5d.

*Expenditure for the Year ending 1st May, 1878.*—Salaries of masters, £2,681 7s.; salaries of professors, £224 2s. 5d.; scholarships, £241 13s. 4d.; school requisites, £589 5s. 1d.; College requisites, £171 14s. 3d.; chapel expenses, £73 0s. 4d.; library, £38 2s. 2d.; repairs to buildings, £248 8s. 3d.; insurance, £88 10s. 11d.; office expenses, £287 3s. 3d.; printing and advertising, £114 9s.; labour, £133 1s. 6d.; sundries, £9 4s.; sinking fund, £195 1s. 8d.: total, £5,095 3s. 2d.

*Number of Boys.*—In consequence of illness breaking out among the boys, the numbers were fewer than usual during the second and third terms of 1877, but in the first term of 1878 the numbers rose again to 188.

*Students.*—There were three students in residence.

*Scholarships.*—Somes scholarships were awarded as follows: Senior scholarships to H. W. Williams, W. H. Herbert, J. H. Deamer, G. F. Bridge. Sons of Clergy scholarships to H. B. M. Watson, F. M. M. Watson, H. H. Mathias, H. R. Mathias. The Buller and Reay Scholarship was obtained by J. R. Wilkinson. The Rowley Scholarship is vacant at present. The Dudley Scholarship is also vacant. University scholarships were won by James Hay, John Innes, W. H. Herbert, and B. M. Connal, while pupils of Christ's College; H. W. Williams also holds a University scholarship.

*Examinations.*—Christ's College is affiliated to the University of New Zealand, and conducts matriculation examinations for the University. It is also empowered to examine candidates for the medical profession in the preliminary examination required by the Medical Council of Great Britain.

*Teaching Staff and Accommodation for Boarding.*

I. *Christ's College—Upper Department.*—Jesse Watts Russell Professor of Divinity: The Very Rev. Dean Jacobs, M.A. Oxford; salary, £150 per annum. Hulsean Chichele Professor of Classics and English Literature, Tutor and Chaplain: The Rev. F. A. Hare, M.A. Cambridge; salary, £300 per annum, and house with rooms for six students.

II. *Grammar School Department.*—Headmaster: C. C. Corfe, B.A. Cambridge; salary, £400, and house with rooms for thirty boarders (takes the mathematics in Divisions I., II., III., and A). Chaplain: The Rev. F. A. Hare, M.A. Cambridge; salary as above (takes the Divinity of the whole school). Second Master: E. A. Worthy, B.A. Oxford; salary, £300, and house with rooms for thirty boarders (takes classics and English VI. Form, and rest of school occasionally; also Greek of Lower V. Form). Science Master: C. M. Phillips; salary, £325 (takes science in VI., V., IV., and III. Forms; classics and English in Lower V.). Assistant Masters: T. D. Condell, salary, £250 (takes classics and English in the Upper and Middle V. Form). B. Church; salary, £250 (takes classics and English in



Form IV., and arithmetic in Division B). M. H. Berkeley; salary, £250 (takes classics and English in Form III., and arithmetic in Division D). W. Morrison, B.A. Oxford; salary, £300 (takes classics and English in Form II., arithmetic in Division C, and French in Form II. and remove). J. Dawe, B.A. Cambridge; salary, £325 (takes classics and English in I. Form, arithmetic in Divisions E and F, and music the whole school). J. E. von Tunzelmann; salary, £160 (teaches French to Forms VI., V., IV., and III.; also German, which is optional). F. Burchell, teacher of drawing; optional.

The buildings consist of—The Headmaster's house, containing a class-room; the Second Master's house, containing a class-room; detached wooden building, containing three class-rooms; stone school-room; the Chaplain's house; the chapel, built of stone; the library, containing the Registrar's offices and Commemoration-hall; the gymnasium; a small chemical laboratory.

Christ's College, 26th June, 1878.

ROBERT S. JACKSON,  
Registrar.

#### CANTERBURY GIRLS' HIGH SCHOOL.

##### REPORT OF INSPECTOR-GENERAL.

Education Department (Inspector-General's Office),  
Wellington, 14th June, 1878.

SIR,—

I have the honor to inform you that I have paid a visit of inspection to the Girls' High School at Christchurch, and to present the following report:—

I did not propose to myself the task of examining the school, partly because, being so lately established, it is not prepared for any severe inquiry as to the attainments of the pupils, and partly because I think that a full examination of a secondary school should be conducted by two or three Examiners rather than by one acting alone. What I endeavoured to do was to ascertain, by observation and by questions, whether the arrangements of the school, the methods of instruction, and the quality of the teaching are of such a character as to afford reasonable hope of successful results.

I spent the greater part of three days (the 4th, 5th, and 6th instant) in the school, interfering as little as possible with the conduct of the classes, and taking note of the work done and of the manner in which it was done. I have no doubt that the presence of a stranger is slightly disconcerting to the ladies engaged in tuition; but I am sure that the Lady Principal and all the teachers did all that they could do to give me an opportunity of seeing the school in its ordinary condition, and occupied with its ordinary work. I am much indebted to the Lady Principal for the frankness and fulness of her replies to the many questions I found it necessary to ask, and for the readiness with which she acceded to my proposal that I should meet all the teachers together for an hour's conversation. In the course of this conversation, while improving my acquaintance with the general principles on which the school is conducted, and finding opportunity to make some suggestions and to offer advice, I also received abundant proof of the cordiality of the relations of the various members of the staff with the Lady Principal and with each other, a point which I had previously noted for inquiry, and on which I am disposed to lay great stress.

The school was opened in September of last year, and during the first term laboured under great disadvantages. The building being unfinished, the school was provided with temporary accommodation in the class-rooms of Canterbury College, which were in many respects unsuitable; some of the teachers, who had received appointments, were not able to enter upon their duties till late in the term; and the appointments were not all filled up. Assuming that the Board of Governors will cause an annual examination to be held, I should advise that the first examination be deferred till the end of the current year, 1878, in consideration of the unfavourable conditions of the first term. Even at the end of the year, it will be right to bear in mind that the school is of very recent institution, that the proper work of a high school is new to most of the pupils, and that therefore the attainments of all but a very few of them will be far below the standard which an Examiner not fully acquainted with the circumstances of the case would expect them to reach. The lowest class is at present receiving instruction of a merely preparatory kind, which, however, is not out of proportion to the work done in the higher classes. If care be taken not to admit for one or two years any pupils who cannot at once take their place side by side with those who constitute the lowest class for the time being, that class will, I think, by that time be a satisfactory one, and stand well related to the highest class, which will then have arrived at its normal condition.

The time-table seems to be carefully and judiciously arranged, and all the movements and changes of classes are made in strict accordance with it, with commendable punctuality, and without confusion. Though there is very little school-"drill," there is a sufficiently good mutual understanding as to necessary movements. Perhaps, as the number of pupils increases, it will be found advisable to establish some conventions of a more definite or at least of a more noticeable character than any which presented themselves to my observation.

A great difficulty in connection with the distribution of the school time arises from the withdrawing of individual pupils from the classes in constant succession throughout the day for lessons in instrumental music. In the same way, though in a less degree, the drawing class interferes with the general work of the school. Every effort appears to be made to reduce this evil to a minimum, but it must seriously affect the progress of the classes, and some allowance ought to be made for it in judging of the efficiency of the teachers.

The time-table reveals a defect in the organization of the school to which I think it right to call attention. There are five classes always at work, and there are only five teachers, including the Lady Principal. As a consequence, the Lady Principal is never at liberty to supervise the work of the subordinate teachers. Time for such supervision might perhaps be secured by occasionally throwing two classes into one, and thus liberating one teacher; but as this expedient has been already adopted for certain hours to give two or three of the more advanced pupils the advantage of special instruction in Latin, mathematics, and French, it may not be found practicable to extend its operation. The

employment of an additional teacher would supply the deficiency in the most satisfactory way. Failing that, an arrangement might be made to have French taught by a native of France, an arrangement which, considering how rarely correct pronunciation is acquired by English teachers of the French language, has much to recommend it.

With the exception that the Lady Principal has not sufficient opportunity to observe and guide the work of the other teachers, the staff at present engaged is adequate to the number of pupils, and a larger number could be very well taught without increasing the number of the classes. There are at present 99 names on the roll, and the average attendance for the few weeks of this term has been 84—a low average, as the result of much wet weather.

I made inquiry as to the principle of classification, and learned that, after the Christmas recess, an examination extending over two weeks was held, and that the pupils were thereupon divided into classes according to their attainments in the ordinary branches of an English education, a separate classification being adopted for arithmetic, algebra, and geometry, in which subjects great differences were observed between pupils who were nearly on a level as to English.

The tone of the school as to manners, cheerfulness, obedience, and honor, is, so far as I could ascertain, satisfactory, except that I saw instances of "copying" during an arithmetic lesson. I am afraid that it is useless to trust to a sense of honor on this point. On another point very high ground is taken, which I fear will prove to be a mistake. I refer to the absence of any system of marks to indicate diligence, accuracy, and progress. The Lady Principal holds that the pupils can be trained to do their duty and their work for the sake of work and duty. It seems to me that young persons require some standard by which they may measure their own diligence and success, and that much good is likely to result from the weekly publication in a school of a list showing for each class the order of merit for the week, as ascertained by marks.

The distribution of the work, as between the different teachers, is, I think, judiciously ordered. The relation of each teacher to some one class is closer than her relation to other classes, but not so as to confine her to one class. A teacher who has special qualifications for imparting instruction in a given subject removes from class to class during the day to teach that subject.

I am satisfied that, though the present standard of attainment is low, this is to be accounted for by the necessity of laying a good foundation where it has not before been laid, and that the present staff is quite competent to do much higher work when the pupils are ready for it. I notice that English grammar is taught with constant reference to its logical basis. The arithmetic is being very thoroughly and intelligently done. Even in the junior Latin class the translation and composition are both done *vivâ voce*. This, of course, requires a more ready command of vocabulary and grammar than is necessary for the production of written exercises, and has the advantage of bringing sight, hearing, and speech to bear all at once upon the task. I listened with very great satisfaction to an admirable lesson in algebra, far above the ordinary style of school work. Reading is carefully taught throughout the school, but I am not sure that the necessity of careful preparation on the part of a teacher for a reading lesson in a junior class is sufficiently recognized. Very great care appears to be taken in the correction of exercises.

The school premises are very commodious, well warmed, and well ventilated. The upper sashes of all the windows ought to be made to open. The curtain which separates the two class-rooms on the ground-floor should be replaced by a wooden partition. At present the confusion of sounds is such as to render it almost impossible to teach two classes with only the curtain between them, and one class is frequently removed to the entrance-hall for the sake of quietness. I noticed that on one day the temperature of the rooms was a little too high, and on another day not quite high enough, but I attribute the irregularity to defective management of the hot-water apparatus, and not to faulty construction. In all other respects the building is everything that could be desired, except that in any future extension it would be well to arrange for rooms for pianoforte practice at a greater distance from the class-rooms. A room in the custodian's house suffices for the present as a place of retirement for luncheon, whence the pupils return at their pleasure to a class-room appropriated to their use during the mid-day recess, one of the teachers being always in the building. I am not quite satisfied with the amount of supervision thus secured, but I was assured that it was found to be sufficient.

I noticed that the supply of wall-maps was very scanty, but I am told that this is owing to delay in the executing of an order.

I have, &c.,

W. JAS. HABENS,  
Inspector-General.

The Hon. the Minister of Education.

#### OTAGO BOYS' AND GIRLS' HIGH SCHOOLS.

##### EXTRACT FROM THE EDUCATION BOARD'S REPORT FOR 1877.

THE greatest number in attendance at the Boys' High School for the year was 191. About the middle of the year the Board, at the Rector's earnest request, relieved him of the duty of conducting the boarding establishment, and granted him, in lieu of the residence he previously had, a liberal rent allowance. Arrangements were made with Mr. G. M. Thomson, Science Master at the High School, to conduct the boarding establishment on the account and at the risk of the Board, and with reduced charges for boarders. Soon after these arrangements had been made, the Rector, on the 18th August, tendered his resignation to the Board, which was accepted. The Rector's resignation was followed by circumstances which led to the appointment of a Royal Commission of Inquiry, whose report has been duly laid before His Excellency the Governor. In accordance with a recommendation contained in the Board's last report, the Assembly had meanwhile passed an Act transferring the management of the High Schools from the Board of Education to a Board of Governors, to be appointed early in the year 1878, and consequently the Board did not take steps to fill up the vacant Rectorship, but left the selection and appointment to be made by the Board of Governors succeeding to the management of the schools.

The report of the Lady Principal of the Girls' High School is hereunto appended. The largest number of pupils on the roll for the year has been 173, and for the last quarter 148. The arrangement adopted last year, whereby the boarding establishment was put under Mrs. Martin's charge, while the Lady Principal lived apart in a private residence, has been continued during the year. In consequence of the tenor of certain anonymous letters and other statements which appeared in the public newspapers, the Lady Principal and nearly all the members of the school staff placed their resignations in the hands of the Board about the end of August. The immediate appointment of the Royal Commission of Inquiry, above referred to, induced the Lady Principal and her assistants, at the Board's earnest request, to hold the tender of their resignations in abeyance; and matters remained in this position up to the close of the year.

#### EXTRACT FROM PROSPECTUS OF THE BOYS' HIGH SCHOOL, FEBRUARY, 1878.

The Board of Governors has taken steps to obtain from Home a Rector for the Boys' School, and has intrusted the duty of selecting a properly-qualified gentleman to a committee, consisting of the Rev. Dr. Abbott, Headmaster of the City of London School; Dr. Morrison, Rector of the Glasgow Academy; and Sir Julius Vogel, K.C.M.G., the Agent-General for New Zealand. It is hoped that the new Rector will be able to assume his office at the commencement of the third quarter of the session.\* In the meantime the school will be conducted by Mr. Daniel Brent, M.A. (Cantab.), as Acting-Rector. The classical department will be placed under the charge of Mr. Alex. Wilson, M.A., the English Master, who will be assisted in this department by Mr. R. Peattie, M.A., and Mr. G. Montgomery. The other departments—mathematics, English, science, the commercial branches, modern languages—remain under the same masters as formerly, the Board having full confidence in the zeal and efficiency of the staff of the school.

The Board has resolved to spare no effort to elevate the moral tone of the school and the character of the education afforded. It will also be its endeavour, by enforcing a strict examination at the entrance of the Upper School, and by providing the best means of instruction, to make this department really a high school, not merely for Dunedin, but for the whole educational district of Otago.

The Boys' Boarding House (formerly known as the Rectory) has been placed under the care of Mr. G. M. Thomson, the Science Master, who receives for his services in this respect a salary from the Board. In consequence of this arrangement boarders are assured of a comfortable home and most liberal treatment, at a much lower rate than it has been found practicable to charge under the system usually adopted of making the master dependent for his emoluments upon the profits to be derived from the boarding fees. It is expected that country settlers will avail themselves largely of the advantages thus offered them.

#### EXTRACT FROM PROSPECTUS OF THE GIRLS' HIGH SCHOOL.

The ordinary course of instruction comprises a thorough English education—viz., reading, grammar, composition, geography, history, arithmetic, algebra, geometry, natural science, writing; also French, German, class singing, drawing, and needlework. The classes are all conducted by teachers thoroughly efficient in their several departments, while the Lady Principal, in addition to her own special classes, exercises a general supervision over the whole school. Competent visiting teachers are engaged for music, singing (private lessons), dancing, gymnastics, dressmaking, and ornamental work. The school is divided into an Upper and Lower Department, each comprising two classes; these classes are again subdivided when necessary. No examination is required for admission to the Lower School; but it is expected that those entering shall be able to read and spell fairly, and shall know the four simple rules of arithmetic.

The aim in the Lower School is to lay the foundation of a sound English education, the studies being reading, spelling, grammar, composition, arithmetic, geography, object-lessons, writing, and class singing. Very simple lessons in history are also given. When the pupils reach the second class they begin French, unless the parents desire otherwise. The studies become gradually more difficult as the pupils are ready to be moved upward. When the C Class is reached, simple science lessons take the place of object-lessons. Botany and physiography form the science course of the two lower divisions of the Upper School. In the highest division, chemistry will be added to botany. No pupil will be allowed to enter the Upper School without having passed a satisfactory examination in all the subjects taught in the Lower School. Latin will form a subject of study for any girls who intend to compete at the New Zealand University examinations. This language will be commenced when the pupils enter the Upper School. Lessons on the laws of health and on social economy are given as time and opportunity can be found for them. In the Upper School, mathematics form an important part of the school work, as a means of training the girls to habits of steady and accurate thought. The pupils of the A Class are also introduced to the study of English classics, a book of "Paradise Lost" and one of Shakespeare's plays being read critically each session.

The aim of the educational course given in the Girls' High School is to make of the girls thoughtful young women, who will, when they leave school, continue to add to the knowledge acquired during their attendance there, and thus fit themselves for being useful members of society. Needlework is taught in all classes in the school except the highest. The girls who reach it are supposed to be able to sew well, and the subjects of study in that class are so numerous that the school time does not admit of instruction being given in that branch.

The Lady Principal desires to draw the attention of parents to the importance of class singing. This is valuable, not only as a healthy exercise, but as a means of cultivating the voice, giving facility in reading music, and thus preparing the pupils for taking private singing lessons.

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\* The Committee have selected, as Rector of the school, Mr. A. Macdonald, M.A., late Classical Master of the Edinburgh High School.

The girls are drilled twice a week by Sergeant-Major Stevens. Gymnastic classes are conducted during the winter six months of the year by a competent master. Attendance at this class is strongly recommended as a means of physical education.

The school possesses an excellent library, containing upwards of 400 volumes of useful and entertaining books, which may be taken advantage of on payment of an annual subscription of 4s., or a quarterly one of 1s. 6d.

The Boarding Department is under the superintendence of Mrs. Burn, who is assisted in her duties by a well-qualified resident governess. The domestic arrangements approach, as nearly as possible, those of a well-regulated family, and every effort is made to secure the happiness and comfort of the pupils. Constant supervision is exercised, and habits of neatness and order are inculcated. The dormitories are large and well ventilated, and are subdivided into separate bedrooms; and there are four excellent bathrooms. The girls take walking exercise daily, weather permitting, and a croquet lawn is attached to the grounds for the use of the boarders. Arrangements are made for daily practice of music by each boarder on payment of 10s. per quarter for the use of a piano. The boarders are assisted in the preparation of lessons by the resident governess. Private arrangements can be made for the teaching of ornamental work and dressmaking to boarders.

Terms (per quarter): Day pupils (ordinary course), senior classes, £2 10s.; junior classes, £2; day boarders, £3; resident boarders (including washing, but exclusive of day-school fee), £13 2s. 6d.; weekly boarders (without washing), £10 10s.; stationery (including slates, copy-books, pens, ink, blotting and examination paper), 2s. 6d.

#### LADY PRINCIPAL'S REPORT.

SIR,—

Girls' High School, 30th December, 1877.

I have the honor to submit my report for the seventh session of the Girls' High School. Referring in the first place to the attendance, I have to submit that 173 has been the largest number of pupils on the roll this year; last quarter the number was 148—smaller than it has been for several years. I think some explanation of the difference in numbers from last year (193) may be found in the following facts:—1. Fever has prevailed to a greater or less extent throughout the city and suburbs during the year, and consequently personal or family sickness has kept a number of girls from school. This has been particularly the case during the last quarter. I know that these girls, in several instances, intend returning next year. Fear of fever has also deterred some parents in the country from sending their children to the Dunedin schools. 2. The large decrease in the attendance has been mainly in the Upper School, owing to the fact that a large number of girls in the higher classes, who had attended the school for years, finished their course of study and left at the close of last session. Naturally some little time must elapse before all these places are filled, as a certain standard of attainment must be reached before admission to the Upper School can be secured. It is well known to heads of schools that such crises take place periodically in school history.

A very large proportion of the pupils are this year in the Middle School. This renders a parallel arrangement of classes necessary in that department, answering to Classes C1 and C2. In the highest class (A), small though it has been this year, there have been two divisions in mathematics, French, and German. This necessity for double work, which also means double time, was difficult to meet. I therefore made an arrangement by which the two girls in the higher mathematical division attended Professor Shand's ordinary University class for junior mathematics, along with four of our ex-pupils. This arrangement answered very well in Miss Montgomery's case, but the heavier University work, added to the school class work, proved too much for Miss A. Gillies' strength, and she was obliged to withdraw from the University before the close of the session, and since then from the competition for the position of dux of the school. Miss Montgomery held the honorable position of head of the second class in the University Honor List of her division. I should not like, however, to make this arrangement again, as I consider that University work is too heavy for girls of seventeen, while still occupied with their ordinary school work. The course of study is, as heretofore, on the same plan as I have pursued from the beginning—namely, to give the pupils a knowledge of their own language and arithmetic before passing on to other languages or subjects. History is begun in the lowest class, a very simple text-book being used. French is begun in the upper division of the D Class, and the object-lessons prepare the way for science. In the Upper School, any girls who show talent for mathematical studies begin algebra and Euclid, these subjects being eminently calculated to develop accuracy of thought and judgment. This study, however, is not pursued to such an extent as to do injustice to other subjects equally or more desirable and necessary, only one-fifth of the school time at the most being given to it. German does not become rapidly popular, only ten girls having studied the language this session.

I have during the year held frequent examinations, each being on the work done within a specific period. The midwinter and Christmas examinations covered respectively the work gone over during the preceding half-year. The prizes this year have been awarded on the results of these examinations, not by daily class marks. My object in this arrangement is twofold—namely, to train the pupils to express themselves accurately in writing about the knowledge they have acquired, and to enable the teachers to take up weak points and strengthen them before proceeding to new work. There has been a marked improvement generally in the style of these papers during the session. English composition has been a special point this year. The prizes for this subject were announced at the beginning of the session, and competed for in school under the superintendence of the teachers.

I desire to say that I should like very much to see the parents of pupils now and then in the school. I make them welcome at any time to see the classes at work. One of our greatest troubles is unprepared or badly-prepared lessons. Unless this is carefully seen to on the part of parents there is no satisfactory progress, if any at all. It has been found too often necessary to "keep in" the pupils,

which is irksome both to them and to the teachers. It is disagreeable to be constantly sending written complaints about this matter, and I feel sure that a little more knowledge by the parents of what is required would do away with the difficulty. This might be attained by a visit to the school now and then.

I have to thank my fellow-teachers for their continued and willing help in the management and conduct of their respective classes.

The Education Board, as usual, gave a gold and a silver medal, and books for the class prizes. I return my cordial thanks to several kind friends of the school for prizes given by them for special subjects. These were—Miss Dalrymple, Victoria and Fanny prizes; the Hon. Sir John Richardson's two prizes for diligence, order, and punctuality; his Worship the Mayor's prizes for English composition; Mr. Maurice Joel, two prizes for diligence; Mr. James Smith, of Greenfield, a silver medal and a silver locket; Messrs. Brown, Ewing, and Co., a silver medal; Mr. D. Brent, two gold crosslets; Mr. James Wilkie and Mr. John Reith, each two handsome books; Messrs. Kohn and Co., two prizes for writing; and another friend, a silver brooch and pendant, for German. The teachers' special prizes were—Miss Huie for French and German, Miss McGregor for improvement, Miss E. M. Huie for improvement and neatness in home-work, Misses Smith and A. M. Burn for class-work, Mr. Thomson for science, and Mr. Peattie for writing, printing, and illumination. I gave, as usual, a silver medal.

Miss Montgomery was dux of the school this year, and has eminently fulfilled the expectations formed of her when she gained the District School Provincial Scholarship three years ago. I may mention, in this connection, that three out of the seven former duces of the school were also Provincial scholars, and had laid the foundation of their education in the district schools.

I have, &c.,

MARGARET GORDON BURN,  
Lady Principal.

The Secretary to the Education Board.

## REGULATIONS OF HIS EXCELLENCY THE GOVERNOR IN COUNCIL.

### I. *Regulations for auditing Accounts of School Committees.*—Dated 23rd January, 1878.

[Vide *New Zealand Gazette*, No. 9, 24th January, 1878.]

1. Every School Committee shall, not less than three days before the fourth Monday in the month of January in the present and every succeeding year, submit its accounts for audit to some qualified person appointed by the Committee.

2. Such person shall have access to all the books and accounts of the Committee and any of its officers, and shall examine the general statement of the receipts and expenditure of the Committee and verify the same with the accounts and vouchers relating thereto, and shall either certify under his hand the same as found by him to be correct, duly vouched, and in accordance with law, or specially report to the Education Board of the district in what respects he finds it incorrect, unvouched, or not in accordance with law.

3. This regulation shall apply to the accounts of every School Committee constituted prior to or after the coming into operation of "The Education Act, 1877."

### II. *Regulations for auditing Accounts of Education Boards.*—Dated 13th March, 1878.

[Vide *New Zealand Gazette*, No. 25, 21st March, 1878.]

1. Every Education Board shall, during the month of March in the present and every succeeding year, cause its accounts to be made up for the year ending the thirty-first day of December previous, and shall submit the same for audit to the Auditor appointed for the purposes of the said Act in or for the district for which such Board is constituted.

2. Every such Auditor shall have access to all the books and accounts of the Board and any of its officers, and shall examine the general statement of the receipts and expenditure of the Board, and verify the same with the accounts and vouchers relating thereto, and shall either certify under his hand the same as found by him to be correct, duly vouched, and in accordance with law, or specially report to the Minister of Education holding office for the time being under "The Education Act, 1877," in what respects he finds it incorrect, unvouched, or not in accordance with law.

3. These regulations shall apply to every Education Board constituted prior to or after the coming into operation of "The Education Act, 1877," and shall come into force upon the thirteenth day of March instant.

### III. *Regulations for calculating Attendance at Public Schools.*—Dated 28th May, 1878.

[Vide *New Zealand Gazette*, No. 49, 30th May, 1878.]

1. The head teacher of each school shall keep a register of attendance in a form which shall be furnished by the Minister of Education; and all the teachers in the school shall assist in making up weekly and quarterly summaries of attendance.

2. The attendance of the scholars in each school shall be registered *every* morning and *every* afternoon at a convenient time within the school hours.

3. The average daily attendance shall be ascertained by dividing the total number of morning and afternoon attendances taken together by the total number of times (morning and afternoon reckoned separately) that the school has been open during the period for which the computation is made. The

school shall be held to be open if any child be present before the first half-hour of the school time has passed. But, in order that the capitation allowance may not be unduly affected by bad weather, epidemics, or any unusual occurrence, a second computation of average shall be made, by throwing out of account the mornings and the afternoons on which the attendance was less than one-half of the number of children then belonging to the school; and the payments to Boards under "The Education Act, 1877," shall be based upon the second computation.

4. The Chairman of every School Committee shall, as soon as possible after the end of each quarter, cause to be transmitted to the Education Board of the district a return exhibiting, in the form herein-after prescribed, the state of the school roll and of the attendance for such quarter.

5. The Education Board of each district shall cause to be made and transmitted to the Secretary to the Department of Education, at as early a date as possible in each quarter, a summary statement of the attendance returns received from the Committees for the preceding quarter.

6. The form of quarterly return of attendance from each school shall be as follows:—

RETURN of ATTENDANCE for Quarter ending , 18 .

(N.B.—This return should be sent in to the Board within five days after the end of the quarter.)

SCHOOL.	Half-days.	M.	F.	Total.
I. How many scholars were returned as belonging to the school at the end of last quarter? ... ..	—			
II. How many of these have left, not having attended at all this quarter? ... ..	—			
III. What, then, was the number really belonging to the school at beginning of quarter? [Subtract II. from I.] ... ..	—			
IV. How many have been admitted during the quarter? ... ..	—			
V. How many, therefore, have belonged to the school this quarter? [Add III. and IV.] ... ..	—			
VI. How many of these (in V.) left before the end of the quarter? ... ..	—			
VII. What then, is the number now belonging? [Subtract VI. from V.] ... ..	—			
VIII. What is the average weekly number on the roll during the quarter? ... ..	—			
IX. How many times has the school been open this quarter (mornings and afternoons to be reckoned separately)? ... ..	—	—	—	—
X. What is the number of half-day attendances? ... ..	—			
XI. What, then, is the strict average attendance? [Divide X. by IX.] ... ..	—			
XII. On how many half-days has the attendance been not less than one-half of the number on the roll for the time being? ... ..	—	—	—	—
XIII. What is the number of attendances on these half-days? ... ..	—			
XIV. What, then, is the average attendance by the second computation (or working average)? [Divide XIII. by XII.] ... ..	—			
XV. What has been the largest attendance on any half-day this quarter? ... ..	—			

Ages.	M.	F.	Total.	Standards (where or when Standards are in use).	M.	F.	Total.
Under 5 years ... ..				Infants (too young for line next below)			
5 and under 7 ... ..				Preparing for Standard I. ... ..			
7 and under 10 ... ..				" " " II. ... ..			
10 and under 13 ... ..				" " " III. ... ..			
13 and under 15 ... ..				" " " IV. ... ..			
Above 15 years ... ..				" " " V. ... ..			
				" " " VI. ... ..			
				Passed Standard VI. ... ..			
Total as in line VIII. ... ..				Total as in line VII. ... ..			

NUMBERS receiving INSTRUCTION in each Subject prescribed by the Act.

Reading ... ..				Elementary Science ... ..			
Writing ... ..				Drawing ... ..			
Arithmetic ... ..				Object-Lessons ... ..			
English Grammar and Compo- sition ... ..				Vocal Music ... ..			
Geography ... ..				Needlework ... ..			
History ... ..				Domestic Economy ... ..			

Approved— , Chairman of Committee. (Signed) , Principal Teacher.  
Date: , 187 .

7. These regulations shall come into force upon the twenty-eighth day of May, 1878.

## CIRCULARS.

(Circular No. 2.)

Education Department, Wellington,  
12th February, 1878.

SIR,—

I have the honor, by direction of the Hon. the Minister for Education, to explain to your Board that the due administration of "The Education Act, 1877," renders it necessary that Government should ask the several Education Boards for information relating to educational matters in advance of the annual reports to be furnished by them before the 31st March under section 102 of the Act. It is hoped that the returns made by the School Committees to the Boards last month will facilitate the supplying of the information asked for.

2. The attention of Education Boards is particularly requested to the provisions of the Education and Appropriation Acts of 1877, which positively limit the amounts to be placed at the disposal of the Boards by Government for school purposes, and which consequently render it indispensable that the expenditure on the part of the several Boards should be kept within the specified limits.

3. The annual payment to Boards is restricted by the Education Act to £3 15s. for each child in average daily attendance at the public schools within the respective education districts. For the current financial year a sum of £25,000 has been voted "in lieu of capitation tax," which will be paid to the Boards for distribution amongst the various School Committees, and which is expected to yield about 10s. per pupil in average daily attendance. This will enable the Government to pay to Education Boards at about the rate of £4 5s. per head on the average daily attendance for the current financial year. Payment of this grant must, however, be subject to a deduction, based upon the net amount of rents or profits derived from education reserves: *see* section 40.

4. It is to be understood that this allowance of £4 5s. per head is to provide for the Board's expenditure, as specified in section 43 of the Act. It will be noticed that, while the grants by Government to the Boards for all educational purposes are to be at a fixed rate on the aggregate average daily attendance at the schools under their control, it is left by the Act to the several Boards to distribute the amount of their grants in such manner as they may deem proper, and to determine the principle according to which they will make payments to the different Committees, teachers, and schools. Several of the Boards have for years past adjusted their payments to schools and teachers according to average daily attendance and the grade of certificate held by each teacher. It is obvious that the abolition of school fees and local rates will render necessary the general adoption of this plan.

5. The several Boards have already been communicated with in regard to the distribution of the special vote of £50,000 out of loan for school buildings. It should be understood that this vote is to be applied to the completion, enlargement, or erection of school buildings, and that the expenditure by Boards and Committees on ordinary petty repairs will necessarily come out of the ordinary grants to Boards. While, however, the whole amount of the grants out of this special vote is intended to be expended on the providing of additional school accommodation, Boards are clearly empowered by section 43 to expend also on the same purpose such portion of their ordinary Board Fund as can be spared from the ordinary and necessary current expenditure.

6. There is a special vote of £1,000 to provide for scholarships which may be instituted under section 51 of the Act. Boards are invited to forward, for the consideration of the Hon. the Minister, as required by this section, their proposals for the establishment of such scholarships, keeping in view the proviso contained in the subsection, and the fact that the above-mentioned vote of £1,000 represents the whole of the means at the disposal of Government to satisfy claims under this head throughout the colony.

7. A special vote of £6,000 has also been passed for the current financial year for normal schools. Regulations as authorized by the Act will shortly be made "for the establishment and management of normal or training colleges." Meanwhile it should be understood, in regard to those already in operation, that the special vote is intended for the cost attending the department of such schools specially devoted to the education and training of candidates for the office of public-school teacher, and that the expense of maintaining the ordinary elementary classes, in the practising school attached to the institution, will fall to be defrayed out of the ordinary Board Fund. Boards will therefore be entitled to include the attendance at the practising elementary department of a normal school in their returns of the aggregate average daily attendance for their several education districts, on the understanding that the cost of such department will be defrayed by the Board out of the Board Fund. The practising or elementary department of a normal school will thus rank as a public school under section 84 of the Act; and it will be necessary, in reporting on the expenditure on account of a normal school, to divide the cost of its maintenance equitably between the training department proper and the practising school, and to show each proportion separately.

8. It is necessary to take into consideration that, while the "school year" runs from 1st January to 31st December, the current appropriation out of which payments are to be made for educational purposes is for the year ending 30th June next. It is therefore necessary, at the present juncture in educational arrangements, to ask the several Boards to be good enough to cause to be furnished, for the information of Government, two different estimates—one, as required by section 39 of the Act, for the current school year, the other for the current financial year. Herewith are enclosed in duplicate two sets of returns, which your Board is requested to cause to be filled up as soon as convenient. One copy of each is to be kept for reference; the other you will be good enough to forward to this office as soon as possible. In regard to the filling up of the blanks in lines 1 and 2 of the "Estimated Receipts," the returns sent in to Boards last month by the Committees will enable you to form a reliable estimate as to the aggregate average daily attendances for each of the periods for which you are requested to make a return. In framing their estimates of expenditure for both periods, Boards are requested to keep clearly in view the explanations given in paragraphs 2 and 3 of this letter.

9. The accounts of some Boards will be more or less complicated this year, by reason of the division or alteration of education districts. Boards will keep this in view as much as possible in filling up the returns now asked for.



10. If there are any "district high schools" in your district under the latter clause of section 55, your Board is requested to be good enough, after ascertaining the views of the several School Committees in charge of them, to forward to the Hon. the Minister a recommendation as to the scale or scales of school fees to be fixed by regulations for the higher course of instruction in such schools, as provided by section 56.

The Chairman of the Education Board, —.

I have, &c.,

JOHN HISLOP.

(Circular No. 3.)

SIR,—

Education Department, Wellington,  
21st February, 1878.

I have the honor, by direction of the Minister of Education, to forward a copy of "The Public Libraries Subsidies Act, 1877," and to request the attention of your Board to the 2nd section thereof.

The sum voted for the purpose specified in the Act is £5,000. The proportion, according to population, which would fall to your provincial district is £\* ; and Government are prepared to intrust this sum to your Board for distribution within the Provincial District of , on the following conditions:—

1. That the requirements of the 2nd section of the Act shall be strictly complied with ; and,

2. That, if the limits of your education district are altered by The Education Act, 1877," an equitable distribution of the money will nevertheless be made by your Board amongst all the public libraries within the said provincial district, the managers of which shall comply with the provisions of the Libraries Subsidies Act.

You will therefore be good enough to cause a voucher to be forwarded for the amount above mentioned, shall your Board undertake its distribution in accordance with the conditions herein specified.

In connection with this subject, I may suggest the advisability of your Board including in its annual report information relative to public or school libraries within your district.

I have, &c.,

The Chairman of the Education Board, —.

JOHN HISLOP.

(Circular No. 5.)

The Secretary to the Education Board, —.

Education Department, Wellington,  
15th April, 1878.

WITH regard to the preparation of regulations by the Governor in Council for the examination and classification of teachers, and for the issue of certificates, in accordance with the provisions of the Education Act, I am directed to state that it is the desire of the Government in so doing to interfere as little as possible with the existing regulations of the several Boards, and only in so far as is necessary to bring them into harmony. This being the case, the framing of the regulations cannot proceed until the information which the Board's annual reports will furnish on the subject is received, nor until time has been allowed for a careful examination and comparison of the various schemes.

I am therefore to ask your Board to follow for the present its usual mode of ascertaining the qualifications of candidates for appointment, and to say that any provisional classification of such teachers your Board may find it advisable to make will be temporarily recognized.

It is, however, not desirable in present circumstances that the Board should hold examinations for promotion of teachers in its employment who are already certificated.

JOHN HISLOP.

(Circular No. 6.)

The Secretary to the Education Board, —.

Education Department, Wellington,  
16th April, 1878.

WITH regard to the approval of school books by the Governor in Council in accordance with section 84, subsection 4, of the Education Act, I am directed to inform the Board that as soon as possible after receiving its report, and the recommendations asked for by paragraph 10 of Circular No. 4, an authorized list will be issued.

It is probable that all books at present in use in the public schools, and which are recommended by Boards, will be included in the list, with the exception of particular books against the use of which some grave objection may be justly urged. There will, perhaps, be added some books of recognized excellence not yet introduced by any Board. Meanwhile, it is not desirable that any important change should be made with regard to the books at present in use in any school.

If your Board has not already done so, I shall be glad if it will forward its recommendations in this matter as soon as possible.

JOHN HISLOP.

(Circular No. 7.)

The Secretary to the Education Board, —.

Education Department, Wellington,  
6th June, 1878.

I HAVE the honor, by direction of the Minister of Education, to forward herewith copy of Order in Council defining the principle upon which average daily attendance is to be calculated, and prescribing the form in which the returns of attendance are to be made.

I send, also, a supply of return forms for the use of the schools under the charge of your Board.

Returns made in this form will serve a double purpose. They will supply your Board with

\* The vote was distributed as follows: Auckland, £1,025 7s.; Taranaki, £104 15s.; Wellington, £556 7s.; Hawke's Bay, £179; Marlborough, £97 6s.; Nelson, £312 18s.; Westland, £211 4s.; Canterbury, £1,068 17s.; Otago, £1,444 6s.



information necessary for its guidance in determining the number of teachers to be allowed for any school, and the salary to which each teacher is entitled according to the Board's scale of staff and salary. They will also furnish the material for the Board's annual estimate of average daily attendance, upon which the capitation allowances will be made, and upon which the expenditure for the year must necessarily be based.

The return, as appears upon the face of it, is for the attendance of a quarter; but the Board will be able from the returns of four quarters to compile annual statistics. Line III. of the first quarter's return of any school, increased by the addition of line IV. from each of the returns of the same school for the three succeeding quarters, will give the total number of children who have attended the school during the year. The average of line XI. for four quarters is the average attendance for the year upon the strict calculation; and similarly the average of line XIV. for four quarters is the working average for the year.

The columns for ages, and the statement of numbers receiving instruction in various subjects, when summarized by the several Boards, and collected into one statement for this department, will afford information for the annual Education Report, and also for the annual statistical returns of the Registrar-General. The columns for standards will be a useful guide to the Boards and their Inspectors.

I am to recommend your Board to encourage, and even to enjoin, frequent and careful revision of each school roll. It is a mistaken view on the part of some teachers and Committees that the importance of their school is enhanced by statements of high numbers on the roll. The effect of an exaggerated representation of the number of children on the school roll is to make the average attendance appear disproportionately low, and to conceal the real state of a district in regard to the proportion of the children resident in it who are actually under instruction. It is of much importance to keep in mind that it is not the number of children nominally upon the school roll, but the actual average attendance, which regulates the allowances to a school in respect of class-room accommodation, staff, salaries, and other requisites. The information furnished by line XV. will prove of service in comparing the highest actual attendance with the number of names entered and kept on the roll.

Even though your Board may not have hitherto required from each school a quarterly return of sufficient fulness, I am to request that you will be good enough even now to procure, in the prescribed form, returns for the quarter ending 31st March, and for the current quarter, not only that you may be enabled to prepare complete returns for the whole of the current school year, but that the monthly payments of grants to your Board may be regulated as hereinafter described. The summary for the March quarter you will be good enough to forward with the least possible delay. The summary for the current quarter should be received here not later than the 31st July.

A suitable class register and a quarterly summary adapted to the form of return are now in the printer's hands, and I hope to be able to send your Board a supply for distribution amongst teachers before or about the beginning of the July quarter. The registers at present in use will no doubt enable returns to be made up with tolerable fulness and accuracy for the January and April quarters.

In future, the monthly payments to Boards for each period of three months, beginning on the 1st of January, April, July, and October respectively, will be made strictly according to the actually-ascertained average daily attendance for the quarter immediately preceding. One month will be given to Boards for furnishing the quarterly returns to this office, and a provisional payment will therefore be made for the first month in each quarter at the same rate as for the previous quarter, such payment being adjusted in the account for the second month, after the returns have come in.

It will therefore be very necessary that the returns be received in this office not later than one month from the end of the quarter, so as to enable the account for the second month to be made out and passed for payment without delay.

It may be necessary for your Board to bring under the notice of the several School Committees the extreme necessity of attending to this matter, and of forwarding their returns to your office in proper time.

JOHN HISLOP.

(Circular No. 8.)

Education Department, Wellington,

The Secretary to the Education Board, —.

10th June, 1878.

I AM directed to request that your Board will be good enough to prepare and forward as soon as convenient an estimate of receipts and expenditure for the next financial year beginning 1st July, 1878, in accordance with section 39 of the Education Act.

I am to furnish the following information for the guidance of your Board in the preparation of its estimate.

In addition to the statutory grant of £3 15s. per head, Government intend to propose to Parliament the passing of the following special votes:—

1. A vote to enable them to make payment to Boards at the rate of 10s. per annum for every child in average daily attendance: such payment to be distributed by the Board amongst the School Committees for educational purposes.

2. A vote to enable them to make payment to Boards at the rate of 1s. per head for every child in average daily attendance, for the establishment and maintenance of scholarships in accordance with section 51 of the Act.

3. A vote of £4,000 for distribution amongst the several Boards with a view to encourage and enable them to make provision for the efficient inspection of the schools under their control. Your Board's share of this proposed vote is £—.

4. A vote of £7,000 in aid of training institutions at Auckland, Wellington, Christchurch, and Dunedin, for the education and training of teachers for the schools of the colony, irrespective of education district boundaries.

5. A vote in aid of the erection, completion, enlargement, and furnishing of school buildings.

I may point out that section 42 of the Act provides that "special fees for higher education" shall form part of the "Board Fund," and I may also request your Board's attention to sections 42

and 80, which provide that the "Board Fund" and the "School Fund" respectively shall include "donations and subscriptions," as well as other moneys that may be granted for educational purposes.

As explained by Circular No. 7, the capitation payments to Boards will be made by monthly instalments according to the actually-ascertained average attendance. It will be necessary for Boards to show that the moneys granted for special purposes are expended by them on the objects so specified.

It is scarcely necessary to remind your Board that beyond the moneys above mentioned there will be no funds at the disposal of Government for distribution among the several Education Boards, and that it will be absolutely necessary for Boards so to regulate their expenditure for the year that it shall not exceed their income for the same period. It is also to be understood that the ability of Government to grant moneys for the special purposes herein mentioned will depend upon the will of the Legislature.

JOHN HISLOP.

(Circular No. 10.)

The Secretary to the Education Board, —.

Education Department, Wellington,  
22nd June, 1878.

GOVERNMENT have had under consideration the advisability of encouraging and assisting the teachers employed in the public schools of the colony to make provision for themselves on their retirement from active duty, and for their widows and orphan children, and they have accordingly instructed the Actuary of the Government Insurance Department to submit for consideration a scheme calculated to secure so desirable an object.

That officer has represented the necessity of obtaining from the several teachers such information as would furnish him with a sufficient amount of reliable data upon which to base the calculations required in the framing of the proposed scheme, and I am therefore directed to ask you to be good enough to forward copies of the accompanying forms to all the teachers (except pupil-teachers) in your Board's employment. The memorandum upon the form furnishes all the information required by them. An envelope for each teacher is herewith forwarded, which will save payment of postage. The reason for asking that the returns should be sent direct to the Actuary is, that the particulars of information supplied will be held as strictly confidential, and will not be communicated to any other than the Actuary.

It is intended that two blank forms and one specimen copy should be sent to each male and female teacher, but only one copy of the return when filled up is to be sent to the Actuary. The specimen return will show the nature and kind of information wanted.

I am to state that Government rely upon the hearty co-operation of Education Boards in their effort to secure so desirable an object as that herein indicated.

JOHN HISLOP.

## SCHOOL COMMISSIONERS,

Administering Education Reserves under the provisions of "The Education Reserves Act, 1877."

[Vide *New Zealand Gazette*, No. 49, 30th May, 1878, and No. 58, 20th June, 1878.]

*For the Provincial District of Auckland.*—John Logan Campbell, Esq., James Dilworth, Esq., Joseph May, Esq., John McEffer Shera, Esq., Daniel Austin Tole, Esq.

*For the Provincial District of Hawke's Bay.*—Richmond Beetham, Esq., John Davies Ormond, Esq., Robert Stuart, Esq., Frederick Sutton, Esq., John Thomas Tyler, Esq.

*For the Provincial District of Taranaki.*—Harry Eyre Kenny, Esq., Thomas King, Esq., Robert Parris, Esq., Benjamin Wells, Esq., Charles Douglas Whitcombe, Esq.

*For the Provincial District of Wellington.*—James Coutts Crawford, Esq., the Hon. William Fox, the Hon. William Gisborne, Joseph Godfrey Holdsworth, Esq., Charles Plummer Powles, Esq.

*For the Provincial District of Marlborough.*—William Evans Dive, Esq., Cyrus Goulter, Esq., Stephen Lunn Muller, Esq., Alfred Rogers, Esq., Arthur Penrose Seymour, Esq.

*For the Provincial District of Nelson.*—John Wallis Barnicoat, Esq., Lowther Broad, Esq., Alfred Greenfield, Esq., James Sclanders, Esq., William Wastney, Esq.

*For the Provincial District of Westland.*—The Hon. James Alexander Bonar, Joseph Giles, Esq., Edward Patten, Esq., Matthew Price, Esq., Henry Lee Robinson, Esq.

*For the Provincial District of Canterbury.*—Andrew Duncan, Esq., the Rev. William Gillies, Henry Porcher Lance, Esq., John Marshman, Esq., George Lilly Mellish, Esq.

*For the Provincial District of Otago.*—John Bathgate, Esq., James Pillans Maitland, Esq., the Hon. James Alex. Robertson Menzies, Donald Reid, Esq., the Hon. William Hunter Reynolds.

By Authority: GEORGE DIDSBURY, Government Printer, Wellington.—1878.

Price 2s. 9d.]