



NEW ZEALAND  
GOVERNMENT GAZETTE,  
(PROVINCE OF NELSON.)

Published by Authority.

*All Public Notifications which appear in this Gazette, with any Official Signature thereunto annexed, are to be considered as Official Communications made to those Persons to whom they may relate, and are to be obeyed accordingly.*

By His Honor's command,

ALFRED GREENFIELD, Provincial Secretary.

VOL. XV.

NELSON, THURSDAY, AUGUST 8, 1867.

No. 33.

Superintendent's Office,  
Nelson, 8th August, 1867.

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

ALFRED GREENFIELD,  
Provincial Secretary.

REPORT OF THE INSPECTOR OF PUBLIC SCHOOLS.

To DONALD SINCLAIR, Esq., Chairman of the Central Board of Education.

SIR,—Taking mere numbers as a test of success, the returns that I have now the honor of laying before the Board appear to me to be very satisfactory; the gross attendance for the past year being 2256 (an increase of 149 on the previous return), the number of children on the roll during each quarter being 1750, 65 per cent of whom were in daily attendance.

And in that part of the returns which deals with the proficiency of the children, I am able to record a steady advancement in the more important subjects

taught. This will be more clearly shown by taking each branch separately, pointing out, at the same time, in what subjects any marked deficiency still exists, and to what causes it is apparently due.

*Reading.*—The number of readers marked "good," 559, is 83 in excess of last year's return. It ought, perhaps, to be explained that by "good reading," nothing more is meant than the ability to read aloud a narrative of ordinary difficulty fluently and correctly; and when it is remembered that more than a third of the children who have reached this degree of proficiency are under 12 years, I think it will be admitted, both that the standard adopted is sufficiently high, and that it is creditable that so many should have attained it. A due proportion of time and attention is now generally bestowed on this subject by the teachers, and I have noticed that the children are remarkably free from any provincial accent, and that they read, for the most part, distinctly, and with a tolerably correct intonation.

*Writing.*—I referred last year to the great improvement that had been effected in penmanship. Still further progress has since been made, the number of good writers having increased by a seventh. I attribute this result partly to the greater pains now generally bestowed by the teachers on this branch, and partly to the almost universal use of the excellent copy-books published by Darnell. I may, how-

ever, mention the singular fact that in several of the smaller schools, where the teachers prefer setting the copy-heads themselves, the writing is invariably of more than average merit.

*Arithmetic.*—A marked improvement has been made in this department during the last four years. In 1864 I could find only 63 children who were able to work simple questions in vulgar and decimal fractions. Last year there were 106,—there are now 162, making a clear addition of 50 per cent during the year. And an almost equal amount of progress has been made in the earlier branches of arithmetic. Nearly a third of the school-time is now usually devoted to this most important subject, which was formerly made somewhat too subordinate to other less indispensable studies.

*Geography.*—The number of children learning geography has been slightly on the decrease for several years, but there are still 640 names under this head. I do not think that the extension of this branch to a large number of scholars is at all desirable, but it appears to me that geography, as usually taught in our schools, is neither calculated to interest the pupils, nor to leave any permanent impression on their minds. I should be glad to see oral instruction before the maps supersede the committing to memory of dry catalogues of names, which suggest absolutely no ideas to the scholar. It would be a step in the right direction were the teaching confined, as much as possible, to the broad outlines of geography, leaving the details to be supplied by subsequent reading. Map drawing, even if roughly done on slates, ought also to be more generally practised than it is.

*Grammar.*—I have recorded under this head such scholars only as could point out the parts of speech in a sentence, and could give some account of their respective uses. 600 children were able to comply with these requirements. I think that, on the whole, grammar is better taught than geography, the books generally used being, very properly, of the simplest and most elementary character.

*History.*—It appears to me that a mistake has been made in treating History as a separate subject, except in the case of a few of our larger and more advanced schools. It would be a better plan to use our school histories as ordinary reading books, a few questions being put by the teacher at the close of each lesson. The teacher's time, already sufficiently occupied where five or six classes have to be attended to, would thus be economised, and the loss to the learner would be comparatively slight, as frequent examinations have shown me that it is almost impossible to under-estimate the amount of real historical knowledge possessed by an average scholar of ten or twelve years old.

From the foregoing data, the Board will, I trust, find no difficulty in arriving at the conclusion that a vast improvement must have taken place in our provincial teachers during the last three or four years. And although considerable differences exist (as might be expected in so numerous a body), between our ablest and our least capable teachers,—between those who are not quite bad enough to be dismissed, and those whose services are barely remunerated by the highest rate of pay the Board can offer—still, it may fairly be said of them, as a whole, that they perform a difficult and most important service zealously and well. Some who had almost everything to learn at first entering upon their duties, have since trained themselves into excellent teachers, while not a few who possessed some previous experience, have greatly improved by increased practice and a more extended observation. And I can cheerfully testify to a general

willingness on the part of the teachers to act upon any hint from myself as to a better system of discipline or instruction. Where I have wished especial attention to be directed to any subject that I thought neglected, I have usually found a marked improvement in that branch on my next visit. The great advance that has been made in arithmetic and writing of late is an illustration of this general readiness to adopt any reasonable suggestion; the standard that I proposed four years ago, in those two subjects, which many teachers at that time despaired of attaining, having now been reached in the majority of our schools.

I formerly held an opinion, shared by many, that the establishment of a system of secondary schools, subordinate to, and affiliated with Nelson College, was both desirable and practicable. Subsequent experience has, however, convinced me that the time for any such extension of our system is yet far distant, for the following reasons:—

It is an indispensable condition that each school should be self-supporting, as to apply for an additional provincial grant for such a purpose would be out of the question. But the teachers of our primary schools are, with few exceptions, both willing and able to carry the education of their scholars to a point considerably beyond what has already been attained, were only time allowed them. The early age at which the children who form our most advanced classes leave school, is a constant and well-founded subject of complaint on the part of the teachers. So long, then, as the extreme limit of the teaching power of our primary schools is not touched, the providing of a still higher kind of education, the entire cost of which must be defrayed out of school fees, is not to be thought of. However the fact may be deplored, it can hardly be doubted that the vast majority of parents in this province do not care for, and certainly would not contribute to, a higher kind of education than is afforded by our present schools.

It is worthy of remark, that the discipline of our schools is almost uniformly good, anything approaching to a disorderly school being rarely seen nowadays. And this general orderliness has been brought about, so far as I am able to judge, without the employment of undue severity. Isolated cases are still occasionally heard of where an unnecessary amount of punishment may have been inflicted; but the tendency of public opinion is at present so strongly opposed to harshness of any kind, that no teacher, who valued his place, would venture upon a frequent repetition of this kind of offence.

The foregoing brief review of the chief points in our provincial system that seem to require notice would be incomplete without showing what is the average cost of educating each child in our schools, a most important element in forming a correct estimate of the success of any scheme.

I find that each scholar cost £4 in 1861-5, £3 10s. in 1865-6, and £3 9s. in 1866-7, showing a gradual decrease of expenditure during that period. And this calculation includes an outlay of £703 on new sites and buildings, the whole of which ought not, in strictness, to be charged against the one year in which it happens to be spent. As comparatively little additional expenditure will be required, for some time, within the present educational districts, either to build new schools or to increase the existing staff of teachers, it might be thought, at the first glance, that the cost per head would diminish as these districts increased in population.

But the claims of the settlers beyond the limits of the present educational districts cannot be much longer postponed. Already a new district has been

constituted at the mouth of the Grey, and other townships on the West Coast may shortly be expected to apply to have the benefits of the provincial system of education extended to them. Claims, more or less well founded, have also been preferred by those residing in the interior of the province. But most, if not all, of the schools in these new districts will necessarily be small at first, and, on that account, comparatively costly. It has, however, been justly held to be one of the best points of the present system, that it assists the numerically weak, and renders possible the establishment of schools in neighborhoods so poor and so scantily peopled that private enterprise would not, in all probability, reach them for many years.

It has been a standing reproach against the system of Government aid adopted in the mother country that the bulk of the public grant is absorbed by the large towns, where good schools would have been established independently of any such assistance, while the struggling village school, where help is really required, receives comparatively little. If a

stranger wished to learn what were the real benefits conferred by our present system of education upon the population at large, I should hardly appeal to our crowded town schools, well conducted as they undoubtedly are.

I should prefer pointing to our remoter country schools,—planted in neighborhoods where no professional, and probably few educated men are to be found—where no place of worship is to be seen—and where the provincial school and the newspaper seem to be the sole agents at work in preserving an infant community, engaged in a constant struggle for bare subsistence, from relapsing into barbarism.

I have the honor to be,

Sir,

Your obedient servant,

W. C. HODGSON.

*Inspector of Schools.*

Nelson, August 1st, 1867.

RETURNS of NUMBERS and ATTENDANCE at the Nelson Public Schools, for the Half-year ending December, 1866.

SCHOOLS.	SEPTEMBER QUARTER.						DECEMBER QUARTER.					
	Boys.	Girls.	TOTAL.	Daily Attendance.	Comparative Average.	School Days.	Boys.	Girls.	TOTAL.	Daily Attendance.	Comparative Average.	School Days.
1. Nelson Boys—1st division	54	...	54	43	80	50	56	...	56	40	71	56
2. " " 2nd "	120	...	120	100	84	50	115	...	115	100	87	56
3. " Girls—1st "	...	82	82	65	79	50	...	79	79	55	69	54
4. " " 2nd "	...	53	53	44	83	50	...	53	53	37	69	56
5. " Preparatory	93	48	141	102	72	50	94	61	155	96	61	55
6. " Auxiliary	41	24	65	50	76	50	44	22	66	46	69	56
7. Hillside	21	20	41	30	68	65	18	18	36	30	83	58
8. Clifton Terrace	17	18	35	27	77	65	16	20	36	27	70	59
9. Stoke	40	27	67	47	70	58	39	28	67	48	72	50
10. Richmond—Boys	45	...	45	35	76	53	50	...	50	35	69	57
11. " Girls	...	68	68	50	74	57	...	69	69	48	69	47
12. Appleby	18	16	34	19	57	53	19	20	39	23	59	58
13. Ranzau	31	37	68	51	75	52	30	29	59	36	61	52
14. Hope	21	15	36	24	66	55	22	21	43	24	55	58
15. River Terrace	21	17	38	22	58	58	24	15	39	24	61	55
16. Spring Grove—Boys	58	...	58	41	70	58	58	...	58	41	70	58
17. " Girls	...	67	67	49	73	58	...	67	67	49	73	56
18. Wakefield, Lower	21	34	55	34	61	53	24	33	57	40	70	55
19. " Upper	22	24	46	28	60	56	30	24	54	34	62	52
20. Fox Hill	2	7	9	5	55	41	5	8	13	7	51	59
21. Waimea West Village	35	30	65	42	64	62	37	31	68	42	61	52
22. " North Division	35	16	51	38	73	61	36	15	51	34	66	53
23. Moutere, Upper	33	35	68	38	56	63	30	33	63	38	60	57
24. " Lower	17	21	38	23	61	59	19	21	40	24	59	58
25. Motueka—1st Division	23	23	46	29	63	60	27	21	48	32	66	57
26. " 2nd "	13	19	32	20	62	61	22	15	37	24	64	57
27. Pangatotara	14	17	31	18	58	52	17	24	41	22	54	44
28. Riwaka	34	34	68	40	56	33	35	38	73	40	46	51
29. Takaka	18	19	37	23	62	40	25	20	45	33	74	56
30. Motupipi	15	14	29	16	56	47	14	13	27	15	55	48
31. Long Plain	9	9	18	11	60	65	9	10	19	11	57	60
32. Collingwood	19	21	40	32	80	50	15	17	32	27	85	43
	890	815	1705	1186	65	...	930	825	1755	1182	64	

GENERAL ACCOUNT of the CENTRAL BOARD OF EDUCATION, to June 30th, 1867.

Dr.		Cr.	
1866.	To	1866.	By
July 1	To Balance Credit Permanent Endowment Account	July 6	By Teachers' Salaries
1	Balance Credit General Account of Central Board	6	Inspector
11	Cash, Provincial Treasurer	6	Seymour, Books
21	Sales of Books	6	Petty cash
Aug. 8	Cash, Provincial Treasurer	6	Suburban North Committee, Repairs
Sept. 8	Sale of Iron Standards	6	Smith, Augmentation
8	Cash, Provincial Treasurer	6	Sadd
Oct. 1	Interest on Loan	6	Sait
1	Drummond, rent	6	Darby,
5	Provincial Treasurer	6	Hodgson,
6	Richardson, rent	6	Gilbert,
10	Cash, Provincial Treasurer	6	Sunley,
Nov. 2	Cash, Provincial Treasurer	6	Malcolm,
Dec. 8	Land Fund	6	Thorburn,
12		6	Cook,
1867.		6	Chatteck,
Jan. 9	Cash, Provincial Treasurer	6	Wilson,
Feb. 16	Cook, rent	6	Gilpin,
25	Wigley, rent	6	Packer,
Mar. 15	Cash, Provincial Treasurer	6	Chamberlain,
16	Interest on Loan	6	Robson,
24	Cash, Provincial Treasurer	6	Spencer,
April 4	Interest on Loan	6	Higgin,
8	Land Fund	Aug. 2	Teachers' Salaries
10	Maclean, rent	2	Inspector
24	Crate, rent	2	M'Intosh, Augmentation
25	Cash, Provincial Treasurer	2	Smith,
June 12		2	Bryant,
		2	Edmunds,
		2	Rutherford,
		2	Phillips,
		2	Homann,
		2	Ray,
		2	Committee Allowances
		2	Trustees of Motueka School, Rent
		2	Upper Wakefield Committee, Building (Permanent Endowment Account)
		6	Upper Moutere Committee, Allowance
		6	Lower " " " "
		6	Mouteka " " " "
		6	Inspector " " " "
		6	Teachers' Salaries " " " "
		6	Office Expenses " " " "
		6	Smith, Balance of Augmentation
		6	Richmond Committee, Advance on Building (Permanent Endowment Account)
		6	Pangatotara Committee, Allowance
		6	Upper Wakefield Committee, Advance on Building (Permanent Endowment Fund)
		6	Spring Grove Committee, Fencing
		6	" " " " Painting and Repairs
		6	Teachers' Salaries " " " "
		6	Inspector " " " "
		6	Collingwood Committee Allowance
		6	Takaka Committee, Building (Permanent Endowment Fund)
		6	Elliott, Printing Balance Sheet
		6	Housell, Books
		6	Lower Wakefield Committee, Painting and Fencing
		6	Richmond Committee, Balance on Building (Permanent Endowment Fund)
		6	Teachers' Salaries " " " "
		6	Inspector " " " "
		6	Wainca West Committee, Repairs
		6	Teachers' Salaries " " " "
		6	Inspector " " " "
		6	Thompson, Survey of Building (Permanent Endowment Fund)
		6	Upper Wakefield Committee, Balance on Building (Permanent Endowment Fund)
		6	Teachers' Salaries " " " "
		6	Inspector " " " "
		6	Upper Wakefield Committee, Fencing
		6	Lower Moutere Committee, Shingling
		6	Richmond Committee, Monitors
		6	Mrs. Rutherford, Augmentation
		6	Motueka Committee, Oven
		6	Teachers' Salaries " " " "
		6	Inspector " " " "
		6	Lower Moutere Committee, Advance on Building (Permanent Endowment Fund)
		6	Teachers' Salaries " " " "
		6	Inspector " " " "
		6	Riwaka Committee, Repairs of School and Painting
		6	Spring Grove Committee, Painting
		6	Lucas, Printing Blank Forms
		6	Campbell, Surveyor's account
		6	Suburban North Committee, addition to School
		6	Lower Moutere Committee, Balance on Building (Permanent Endowment Fund)
		6	Teachers' Salaries " " " "
		6	Inspector " " " "
		6	Housell, Books
		6	Wainca West Committee, Lining School
		6	Stoke Committee, Pump
		6	Wilkie, Purchase of Site for School (Permanent Endowment Fund)
		6	Teachers' Salaries " " " "
		6	Inspector " " " "
		6	Richmond Committee, Monitors
		6	Berry, Cleaning Board-room
		6	Nelson School Society, Rent
		6	Suburban North Committee, Painting
		6	Takaka Committee, Repairs
		6	Teachers' Salaries " " " "
		6	Inspector " " " "
		6	Spear, Augmentation
		6	Upper Wakefield Committee, Repairs
		6	Thompson " " " "
		6	Commissioner of Crown Lands, Fees on Grants
		6	Spring Grove Committee, Lining house
		6	Suburban North Committee, Repairs of well
		6	Balance to Credit Permanent Endowment Account
		6	Balance to Credit General Account
		6	

£ 6,410 9 10

£ 6,410 9 10

Examined and found correct.

H. D. JACKSON,

RETURNS of NUMBERS and ATTENDANCE at the Nelson Public Schools, for the Half-year ending June, 1867.

SCHOOLS.	MARCH QUARTER.						JUNE QUARTER.					
	Boys.	Girls.	TOTAL.	Daily Attendance.	Comparative Average.	Schools Days.	Boys.	Girls.	TOTAL.	Daily Attendance.	Comparative Average.	School Days.
1. Nelson, Boy's—1st Division	65	...	65	47	73	38½	58	...	58	38	66	53
2. " " 2nd "	126	...	126	102	80	40½	119	...	119	97	81	54
3. " Girls—1st Division	...	77	77	54	70	40½	...	84	84	55	65	54
4. " " 2nd "	...	65	65	46	70	40½	...	69	69	47	68	53
5. " Preparatory	91	65	156	105	67	41	94	62	156	87	55	54
6. " Auxiliary	36	20	56	42	75	39½	44	27	71	47	66	53
7. Hillside	15	16	31	26	83	54	17	19	36	29	78	61
8. Clifton Terrace	17	15	32	25	78	52	16	15	31	19	60	64
9. Stoke	43	25	68	49	72	53	48	30	78	58	74	60
10. Richmond, Boys	51	...	51	35	69	50	58	...	58	42	70	55
11. " Girls	...	70	70	49	71	48	...	75	75	57	76	52
12. Appleby	19	19	38	16	43	48	17	13	30	20	63	53
13. Ranzau	27	25	52	36	69	53	25	24	49	36	73	52
14. Hope	21	25	46	24	52	55	26	21	47	28	50	56
15. River Terrace	22	17	39	24	61	52	22	16	38	24	64	50
16. Spring Grove Boys	50	...	50	36	72	52	50	...	50	35	70	51
17. " Girls	...	69	69	36	53	52	...	60	60	35	60	50
18. Lower Wakefield	31	38	69	44	63	52	36	35	71	50	74	53
19. Upper "	25	20	45	25	55	56	23	22	45	34	73	29
20. Foxhill	5	11	16	7	43	49½	3	13	16	9	56	52
21. Waima West, Village	29	26	55	34	63	40	33	29	62	39	62	58
22. " North Division	30	11	41	25	60	42	33	15	48	38	78	62
23. Moutere, Upper	31	33	64	43	66	52	32	33	65	44	67	54
24. " Lower	19	18	37	24	64	50	15	23	38	23	61	61
25. Motueka, 1st Division	22	26	48	32	66	49	24	23	47	32	69	53
26. " 2nd "	21	14	35	22	62	48	18	17	35	20	57	42
27. Pangatotara	17	21	38	22	59	59	17	25	42	21	47	44
28. Riwaka	34	37	71	29	48	45	42	39	81	28	34	61
29. Takaka	31	25	56	42	75	51	35	28	63	40	64	60
30. Motupipi	17	12	29	20	73	54	16	11	27	17	64	60
31. Long Plain *	9	9	18	12	66	55	...	...	...	...	...	...
32. Collingwood	17	16	33	25	76	57	11	15	26	22	86	55
	921	825	1746	1158	65		932	843	1775	1171	63	

\* No return for June Quarter.

Upper Wakefield Committee, Advance on £ 6,410 9 10

6 Upper Wakefield Committee, Advance on £ 6,410 9 10

£ 6,410 9 10

Examined and found correct.

H. D. JACKSON, Provincial Auditor.

ANNUAL RETURN of the NELSON PUBLIC SCHOOLS for the Year ending June 30, 1867, showing the Ages and Proficiency of the Children.

SCHOOLS.	NUMBERS.	AGES.				READING.			WRITING.			ARITHMETIC.				GEOGRAPHY.	HISTORY.	GRAMMAR.
		Under 7.	7 to 9.	9 to 12.	12 and upwards.	Beginning.	Moderate.	Good.	Beginning.	Moderate.	Good.	First four rules.	Compound rules.	Proportion and Practice.	Fractions, &c.			
1. Nelson, Boys—1st Division	74	...	...	38	36	...	...	74	...	59	15	...	16	33	25	74	74	74
2. " " 2nd "	155	1	102	45	7	78	77	...	51	70	1	42	32	3	...	35	35	35
3. " Girls 1st "	117	3	19	66	29	...	38	79	...	37	80	53	19	28	18	79	46	79
4. " " 2nd "	81	13	38	28	2	55	13	13	68	13	...	13	...	...	...	...	...	...
5. " Preparatory ...	234	234	...	...	...	234	...	...	...	...	...	...	...	...	...	...	...	...
6. " Auxiliary ...	109	16	32	53	8	46	63	...	54	30	...	33	30	...	...	...	...	...
7. Hillside ...	37	10	11	11	5	18	8	11	4	4	11	8	8	...	10	30	30	30
8. Clifton Terrace...	35	6	11	11	7	21	8	6	16	1	6	8	2	3	1	11	11	11
9. Stoke ...	85	26	22	27	10	42	22	21	12	22	11	13	17	8	7	6	6	6
10. Richmond—Boys ...	67	17	8	27	15	22	22	23	18	24	3	9	13	5	19	33	21	21
11. " Girls ...	84	19	17	41	7	16	26	42	12	17	24	24	19	8	...	20	8	20
12. Appleby ...	48	13	12	12	11	25	9	14	12	3	8	9	0	7	...	42	30	42
13. Ranzau... ..	85	24	16	28	17	40	25	20	12	15	18	12	31	2	2	14	14	14
14. Hope ... ..	51	16	11	18	6	25	10	16	10	20	6	10	14	2	...	20	20	33
15. River Terrace ...	49	13	10	21	5	22	13	4	11	15	2	11	5	1	...	16	7	26
16. Spring Grove, Boys ...	70	24	7	21	18	22	10	29	25	16	15	17	15	7	16	10	...	10
17. " Girls ...	81	24	14	17	26	28	21	32	17	19	22	7	32	21	...	31	16	31
18. Wakefield, Lower ...	89	15	19	35	20	46	16	27	27	18	8	16	9	4	...	21	21	21
19. " Upper ...	33	13	4	12	4	11	11	11	11	7	7	6	6	...	...	27	27	27
20. Foxhill ... ..	20	6	5	5	4	12	9	5	2	7	...	2	3	2	...	12	4	12
21. Waimea West Village...	73	24	24	18	7	47	13	13	31	12	3	11	8	...	5	13	13	13
22. " North Division	56	17	12	11	16	31	10	15	20	11	9	12	20	...	7	13	13	13
23. Moutere, Upper ...	83	14	36	23	10	47	13	23	27	14	4	24	6	5	...	18	18	18
24. " Lower ... ..	48	12	8	14	14	16	21	11	9	5	7	11	5	...	...	23	23	23
25. Motueka, 1st Division...	62	...	13	25	24	8	25	29	14	20	10	17	15	15	6	13	11	11
26. " 2nd Division	52	22	20	9	1	52	...	...	...	...	...	...	...	...	15	45	45	45
27. Pangatotara ... ..	51	7	16	16	12	24	14	13	17	10	5	13	5	...	...	...	...	...
28. Riwaka... ..	65	12	14	24	15	43	13	9	12	18	9	21	17	...	10	26	13	13
29. Takaka ... ..	57	12	14	24	7	38	15	4	19	12	2	22	5	5	...	10	10	10
30. Motupipi ... ..	43	10	7	13	7	19	15	9	8	8	8	...	12	1	...	...	...	14
31. Collingwood ... ..	42	9	10	11	12	28	10	6	2	16	4	3	5	4	3	9	5	10
32. Long Plain ... ..	20	14	2	4	...	11	9	...	6	3	...	3	...	...	...	12	12	12
	2256	649	534	708	365	1129	568	559	527	522	298	430	375	164	162	649	527	669

Printed under the authority of the Provincial Government, Nelson, by NATION & LITTLE, Wainuiomata.

ABSTRACT OF THE ACCOUNTS OF THE CENTRAL BOARD OF EDUCATION, from July 1st, 1866, to June 30th, 1867.

Dr.	£	s.	d.		Cr.
To balance permanent endowment account	802	10	10	By salaries	£ 4373 17 4
Balance of general account	105	19	4	Repairs of buildings and committee allowances	540 10 6
Proportion of sales of provincial lands	121	14	2	Purchase of sites, and cost of new buildings	703 14 0
Rents and interests on investments	327	15	6	Rent of school-houses	40 0 0
Sales of books &c.	7	10	0	Books, maps, &c.	366 7 6
Provincial grant expended	5045	0	0	Expenses of Central Board, (including printing and carriage of books)	23 2 0
				Balance to credit of permanent endowment account	345 18 0
				Balance to credit of general account	17 0 6
	£	6410	9 10		£ 6410 9 10

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Examined and found correct,

H. D. JACKSON, *Provincial Auditor.*

DONALD SINCLAIR, *Chairman,*  
ROBERT BURN,  
I. M. HILL.