

FURTHER PAPERS

RELATIVE TO

NATIVE SCHOOLS.

*(In Continuation of Papers presented 3rd September, 1867.)*

---

PRESENTED TO BOTH HOUSES OF THE GENERAL ASSEMBLY, BY COMMAND OF  
HIS EXCELLENCY.

---

WELLINGTON.

—  
1868.



## FURTHER PAPERS RELATIVE TO NATIVE SCHOOLS.

### No. 1.

Copy of a Letter from the Right Rev. Bishop POMPALLIER to the Hon. J. C. RICHMOND.

SIR,—

Auckland, 24th December, 1867.

The cause of truth and justice, of religion in the pastoral authority, and of Christian education itself, oblige me to communicate to your wisdom and impartiality the enclosed documents.

It is only lately that I have received the intelligence of a misrepresentation or falsehood in the report of Mr. Rolleston, Under Secretary, Native Department, on the Native school of Rangiaohia, 14th January, 1867.

This is the wording of a passage in that report: "I (Mr. Rolleston) was informed that the school (of Rangiaohia) had been for the past year (1866) dependent upon Father Vinay, none of the grant given by the Government having been handed over to him."

Now I owe to truth and justice, and to my pastoral respectability and probity for religion and education's sake, and to your competent authority, to state that the money due to the Rev. Father Vinay in 1866 has been remitted to him, by the Bishop having paid with it at Auckland, according to his orders in correspondence, the bills mentioned in the first Enclosure, which shows evidently the falsehood of the report of Mr. Rolleston. I cannot but regret that such misrepresentation has taken place.

Allow me also, Sir, to avail of the present circumstance to send to you the second Enclosure, composed of my letter of 17th December to Hugh McIlhone, Esq., manager of St. Mary's College, and of his answer to me of the 20th of the same month. The former letter, not contradicted by the second one, refutes the falsehood also of the report of Mr. H. Taylor. If my own individuality would be only attacked by the two above false reports, I would not have perhaps taken the trouble to write such disgusting discussion; but my respect and devotedness towards the public edification, and even towards the civil and competent authority in your honorable person and in the Colonial Government, impose upon me the duty of justifying myself against official false accusations and misrepresentations.

How such falsehood took place it might be a mystery for many, but it is not quite so for your servant, who is a Bishop of thirty years of episcopacy and experience in New Zealand.

The third letter here enclosed, under the date of 25th May, 1864, may give some light on these matters. In finishing, I would renew the same request to you, Sir, as that made in this same letter of 25th May, if it could be possible to comply with it; it would serve civilization by favouring good union in the members of society.

To the Hon. Mr. Richmond, Native Minister,  
Auckland.

I have, &c.,

† J. BST. FRB. POMPALLIER,  
Roman Catholic Bishop of Auckland.

### Enclosure 1 in No. 1.

ACCOUNT of the ROMAN CATHOLIC BISHOP'S Native Colleges Administration with Rangiaohia Native College up to the time of the Visit of Mr. Rolleston, 14th January, 1867.

1866.	£ s. d.	1866.	£ s. d.
Mar. 30. The first quarter money from the Native Department, at Wellington	15 0 0	Apr. 20. Paid by the Bishop to Mr. Connolly, servant of Rev. Father Vinay	5 0 0
July 31. The second quarter ditto	20 0 0	June 28. Bill of Mr. Mahoney, paid by the Bishop for Rev. Father Vinay	23 18 3
Sept. 30. The third quarter ditto	20 0 0	Aug. 9. Ditto of Mr. Jones for ditto	1 4 5
Dec. 31. This fourth quarter was not yet received from the Native Department at the time of the visit of Mr. Rolleston, 14th January, 1867.	£55 0 0	„ Ditto of Mr. Londergan for ditto	12 1 0
		Nov. 1. Ditto of Mr. Minetti	14 0 0
		£56 3 8	
		Deduct Father Vinay's credit	55 0 0
		Balance due by him to Bishop's administration on the 14th January, 1867	£1 3 8

### Enclosure 2 in No. 1.

The Right Rev. Bishop POMPALLIER to Mr. McILHONE.

St. Ann's, Mount St. Mary's, Auckland,  
17th December, 1867.

DEAR MR. McILHONE,—

I am just to prepare a letter for the Hon. the Native Minister, in which one of my tasks is to prove the truth of my report to Mr. Rolleston against the contradiction at least apparent made in the report of Mr. Taylor about St. Mary's College, North Shore.

I stated in mine to Mr. Rolleston that the rents of the estate in trust of 373 acres were partly employed for the benefit of the college and partly for the liquidation of its debts. Now, I find in the accounts of the tenants that for more than one year, only £10 have been received by my administration for the liquidation or diminution of the debt of the college, and £81 in the account given by yourself for your administration towards the same college. The truth of my report then to Mr. Rolleston is quite real.

## FURTHER PAPERS RELATIVE

But you had to pay £50 to Mr. McMullen for his farming labours, especially, I suppose, on the diocesan glebe of twenty acres round the college, and it remains then £21 that must have been used for the benefit in one manner or another of the inmates of the college. Now your statement to Mr. Taylor, or his statement (supposed) from your own conversation with him, is, that no portion of the rents of the glebe in trust of 373 acres are applied to the pupils.

If you said so to him, it would have been a great omission or incompleteness of exposition, or a real distraction on your part on account perhaps of a sudden and too short oral visit of Mr. Taylor, for it is evident that besides £50 paid to the farming labourer, Mr. McMullen, it remains the £21 of the rents of the glebe of 373 acres that you have employed of course for the good of the college.

But at all events it is quite untrue to say that the rents have been employed to reimburse myself with the money advanced to the college administration, for that money advanced is to be returned not to my individuality but to my diocesan treasury, which is very poor, for co-operating in the support of the clergy in this country of depression.

Now by stating that the rents were employed to reimburse myself with money which I have advanced it would induce one to think that I am a rude speculator, obliging severely to return to me a loan, which by its very name of loan, shows a paternal devotedness on the part of the Bishop towards the pupils inmates of St. Mary's College, and inspires gratitude on the part of the Educational Institution and of the Government with the public, instead of causing critical remarks on the part of the Inspector Mr. Taylor, in his sophistical report seeming to be grounded on your conversation with him; a report which unfortunately has opened a vast field of disgusting controversy, and could draw the curses of Heaven upon many persons, who were ashamed of their own work, by the only fact that they did sign their articles in the newspapers with fictitious names. Moreover besides the above errors pointed out in this letter about the report of Mr. Taylor, supposed grounded on your conversation with him, there is a great omission of exposition: it is twenty acres of land round the College employed really for the food of the pupils and inmates of it, consisting, viz.:—in potatoes and vegetables of various kinds, poultry, eggs, and from the cattle, milk and butter.

Now all these resources in supplies came by cultivation from the glebe of twenty acres through the work of a labourer paid at the rate of £50 for one year with the money coming from the rents of the glebe of 373 acres. Therefore again it would not be true to say that no portion of the rents of the glebe in trust, has been applied to the pupils or inmates of the College of St. Mary, North Shore; for, if with the money of the rents supplies are got from the market through merchants, is it not the same as to get them from cultivation through a labourer paid for that purpose? Is it not in both cases to apply to the pupils a portion of the rents?

But all these reflections may escape the attention of an upright manager when suddenly surprised by a short and oral visit of inspection, and even by the accident of misrepresentations and mistakes on the part of the Inspector himself, who in such cases makes an exposition of misrepresentation or falsehood, and judges wrongly. May God who judges the justice of men settle everything right!

As soon as you can, after mature reflections on your part, I will be thankful to you for your usual straightforwardness and christian manner of writing to me. I want your reply not indeed for the columns of some newspaper, which contains articles contrary to good education, often, by the only fact that they are contrary to the respect due to the teachers of pupils, to pastoral authorities and religion, to politeness and christian humility. But your reply will enable me to make a clear exposition of our affairs of Native education and college to our lawful and competent superiors in the Native department, and in the Colonial Government, to which I have to make applications for the benefit of our educational institutions.

May the blessing of God be upon you and your family, and upon the dear pupils of St. Mary's College not excepting of course the Reverend and dear Father O'Brien, whose spiritual labours are so valuable.

With great affection and gratitude,  
My dear Mr. McIlhone,

Your most devoted Bishop,

To Hugh McIlhone, Esq., Manager of St. Mary's  
College, North Shore, Auckland.

† J. Bst. FRS. POMPALLIER,  
Bishop of Auckland.

## Enclosure 3 in No. 1.

Mr. McILHONE, to the Right Rev. Bishop POMPALLIER.

MY LORD,—

St. Mary's College, 20th December, 1867.

In compliance with your Lordship's letter of the 17th instant, I have much pleasure indeed in forwarding the following as an explanation or rather a contradiction of a portion of Mr. Taylor's report in connection with the rent of the glebe belonging to this institution. It is stated in Mr. Taylor's report to the Government that the rents are not applied to the maintenance of the school! That report seems to have been made and grounded on a conversation between myself and the gentleman in question.

What I did say to Mr. Taylor as far as I can recollect was "that the proceeds of the glebe were not applied to the *maintenance* of the children" (meaning food and clothing) but that was far from affirming that none of it was applied to the institution; for instance, servants have to be paid, books and school apparatus have to be provided, school buildings have to be kept in repair, all of which I consider quite different from food and clothing.

I understood Mr. Taylor to ask me if the rent was applied for the support of the pupils, to which I replied in the negative, and if he took my answer as affirming that none of the rent was applied in any way to the benefit of the institution, then he has put a construction on my statement which is contrary to fact and for which he alone is responsible.

My Lord, it would be much more satisfactory if Inspectors were not permitted to ask any information on such subjects except by letter. When Inspectors ground their reports on conversations, such unpleasant consequences must be expected.

How could I my Lord have intended to convey such an idea to Mr. Taylor, when accounts between your Lordship's administration and myself (as manager of this College) clearly show that I have received from the rent of the glebe the sum of £81 12s and that I have paid the said money to Mr. McMullen and his wife for their services to this institution? Such a thing, my Lord, is perfectly ridiculous, and I do hope that your Lordship will insist on the Government making Mr. Taylor explain why he put such a construction on my statement. And, my Lord, Mr. Taylor's report if not contradicted would lead persons to suppose that your Lordship was personally benefited by this institution, and that your administration really took the rents of the glebe and applied it other than the purposes for which it was originally intended.

Mr. Taylor did not consider it his duty to make himself acquainted with the fact that not only does your Lordship evince the greatest zeal and solicitude for the welfare of this institution, but that you have personally endowed it with twenty acres of valuable land on which the College stands, and which is of more real benefit to the institution than all the grant of Sir George Grey, it produces more in the way of potatoes and vegetables of every description than would overbalance the capitation money received annually from the Colonial Government. If your Lordship did not so liberally endow the College in this way, all the reports of Messrs. Taylor and Rolleston would go very little way indeed in bringing the benefits of education to the Native and half-caste inhabitants of New Zealand.

It is very much to be regretted, my Lord, that the officers of the Government have always shown an inclination to undervalue and put difficulties in the way of Christian education. It is to be hoped that the system of inspection in future will be so conducted as that misrepresentations and (too often) prejudiced statements from inexperienced Inspectors will not be relied on. In the mother country Inspectors are not permitted to ask any questions of teachers when inspecting schools, their only duty being that of testing the progress and general efficiency of the school, hence no such misrepresentation of facts as those of Messrs. Taylor and Rolleston ever come before the notice of the Government.

Inspections such as those which have been recently made and reported upon by those two gentlemen if acted, on by the Government could materially injure institutions which are an acknowledged benefit to society, inasmuch as children educated at those establishments have always given satisfaction, and shown that they have been trained in a Christianlike manner, and surely the spirit of darkness must have great power over those Inspectors who by their prejudiced reports endeavour to destroy, or at least depreciate, the great works of education and civilization which are aimed at in these very useful and salutary institutions.

In conclusion, my Lord, I hope it will appear quite clear to your Lordship and the Government that there has been a misconstruction of facts with reference to the application of the rents arising from the College glebe. At all events, I have endeavoured to show that Mr. Taylor attributed a meaning to my statement which I never intended to convey, therefore I will deem it a great favour if your Lordship will lay this letter before the proper authorities who, doubtless, are more or less anxious to have a clear explanation of the case.

Humbly requesting your Lordship's holy blessing on myself and all the inmates of this College.  
I have, &c.,  
Right Rev. Dr. Pompallier, Lord Bishop of Auckland,  
Auckland. HUGH McILHONE,  
Manager.

#### Enclosure 4 in No. 1.

The Right Reverend Bishop POMPALLIER to Mr. Fox.

SIR,—

Auckland, 25th May, 1864.

Trusting in your knowledge, experience, and impartiality, and in those of the Colonial Government, and of His Excellency the Governor, I beg respectfully to lay before you and them the following statement and request:

It is well known that freedom of Christian religions or communions, and equal civil protection towards them, are principles generally admitted in society at large for the sake of its peace and the union of its members.

In this Colony of New Zealand the Roman Catholic youth is very numerous, and it is well known also, by experienced and unprejudiced minds, that the instruction, and specially the education and direction of scholars, are intimately connected with the creed, the doctrine, and training of the religion to which they belong. It is well known, for instance, that every Protestant communion or denomination will, habitually, find fault with the Roman Catholics if some of them would be civilly authorized to interfere by visits or inspections with the schools and pupils of the Protestants.

Now if freedom of Christian religions, equality of civil protection and impartiality, would plead in their favour and make consider the above interference as a kind of religious oppression on the part of the Roman Catholics, how could the same principles approve of the interference of the Protestants on matters of education and schooling towards the Roman Catholic youth, specially when a notorious experience has showed everywhere that often religious ill-feelings influence so much the legal visitors and Inspectors in their visits and public reports as to injure not only the esteem and confidence due to the establishments of education, but also to endanger the existence of those most useful institutions to religion and society.

These reflections and others of the kind induced the impartiality and wisdom of the Colonial Government for the passing of the Education Act, about six years ago, to comply with the request of a special Inspector taken amongst the Catholic and faithful subjects of the Queen for visiting the schools of the Roman Catholic white youth, and for reporting on them. These measures may indeed serve very efficaciously both obedience and cordiality, and the subjects towards their temporal rulers, whosoever they may be.

The above facts and reflections induce me then, Sir, to request with confidence from the Ministry

of the Government, and from His Excellency the Governor, through your impartiality and benevolence, the application or extension of the above measure to my Diocesan Colleges and Schools for Natives, half-castes, white orphans, and other destitute white children. This favour or act of a just impartiality towards the civil and religious instruction and education would inspire with gratitude the Roman Catholic Bishop and flock of the Diocese of Auckland, which is composed of very numerous immigrants either for the Colony or in the army.

In finishing, I beg again to state that if I have taken with confidence the liberty to make the above request, it is not only because the nature of it speaks for itself, but also because I have received encouragements for making it, from very wise persons high situated in this Colony, and the best wishers for the success of its work of civilization and social welfare.

If my frank and humble request is kindly complied with, I could, if the Government please, propose a good member of my flock who would, with great loyalty and faithfulness towards the temporal authorities, discharge the duties of Inspector or visitor of the Roman Catholic Schools and Colleges of both sexes for the Natives, half-castes, white orphans, and other destitute white children.

May God direct and protect all your undertakings for the prosperity of the Colony!

I have, &c.,

† J. Bst. FRS. POMPALLIER,

Roman Catholic Bishop of Auckland.

To the Hon. Mr. W. Fox, Colonial Secretary.

## No. 2.

COPY of a Letter from MR. ROLLESTON to the Hon. J. C. RICHMOND.

SIR,—

Native Secretary's Office, Wellington, 15th February, 1868.

Understanding from you that Bishop Pompallier has been promised that his letter of 24th December, 1867, upon the subject of certain statements in my reports affecting the administration of the Catholic schools at Rangiaohia, and St. Mary's, will be published by way of defence, I trust I may be permitted to make a few remarks which may have similar publicity.

I do not propose to advert to the personal question affecting my own integrity and the accuracy of my reports at any length.

I am willing to believe that the Bishop's words have stronger meaning than he himself intended them to convey. I would only observe what appears to have escaped his notice, that the statement as to the school at Rangiaohia having been dependent upon Father Vinay, and that no proportion of the Government grant had been handed over to him, was not my own, but Father Vinay's statement; that I wrote it down in his presence and that of the Resident Magistrate of the district—that he repeated the assertion once or twice, and further, that Father Vinay requested me to make no use of the statement, as it would complicate his relations with his superior officer. My reply was to the effect, that I should not be justified in withholding a fact of such importance.

Mr. McIlhone's letter would require no comment were it not that it is an enclosure to that of Bishop Pompallier, and as such may be presumed to receive a certain amount of approval from His Lordship, who speaks in his letter of 17th December, of the "usual straightforwardness and Christian manner of Mr. McIlhone's writing to him."

My position, however, in relation to the Government and the schools receiving aid from the public funds, makes it incumbent on me to call the attention of the Government to this letter and another letter of which I enclose a copy, and which appeared in the columns of the *Southern Cross*, and which, as its authorship has never been denied, may fairly be presumed to be written by Mr. McIlhone, whose signature it bears.

That letter states that my report is "a tissue of falsehoods founded on bigotry and ignorance of what an orphan school ought to be expected to know."

I am quite content that the question of my veracity should be left to be determined on the documents; as also that of Mr. McIlhone's Christian manner of writing, and his general fitness for the important position of manager of an orphan institution.

I would submit, however, for consideration, the anomalous position in which the Inspector, as the servant of the State, would be placed if those whose work he is called upon to examine and report on are permitted to make statements of the character made by Mr. McIlhone, without the dismissal either of the Inspector or of the schoolmaster who accuses him of falsehood and incompetence.

I have nothing further to say on this point.

The particular question relating to myself as Inspector, or to the individual schools to which the present correspondence refers, is, I conceive, of minor importance compared with the general principle involved in the proposal of the Bishop, that an Inspector of the Roman Catholic persuasion should be appointed to inspect Roman Catholic schools in the Colony. As the Government has thought fit to place me in a very responsible position in respect of the Native schools in the Colony, and as I conceive that the office of Inspector is one on which the success of an educational system must very much depend, I think the present is not an unfitting occasion to state what I conceive to be the leading features and principles of the system embodied in the Native Schools Act of last session, and which should be kept in view in the working of the Act.

I think it the more necessary to form a clear notion of the principles which guided the Legislature in the passing of an Act of this kind, as it is not difficult to foresee how modification in its details may from time to time be attempted from motives of temporary expediency, which would seriously infringe, if not entirely mar the general scope and principle of the Act.

The proposal of Bishop Pompallier suggests an illustration of my meaning, to which I will advert hereafter.

It may be objected that the present Act is of a temporary character and of partial application, and that it cannot be taken as a definite expression of any principle which would hereafter in any way bind the Legislature, or stereotype its opinion on the general question of education. I cannot so regard it.

The principal features are—

1. The ignoring of sectarianism as a basis on which to construct an educational system.
2. The promotion of local interest, and the securing as much local management as is at present desirable.
3. Payment according to practical results, to be tested and ascertained by active inspection.
4. Which is really the only special part of the Act, the making the knowledge of the English language an indispensable requisite in all Native schools in receipt of Government aid.

With regard to the first point I would observe that instead of the plan hitherto adopted of entrusting the management of Native schools to religious bodies, it would seem in accordance with the Act, to be the duty of the State to recognize it as its distinct duty to take the matter of education into its own hands, and not to place itself in a position secondary to sectarian views and authority. At the same time the State does not preclude or even deny assistance to the efforts of religious bodies, so far as they subserve the general object in view. In dealing with these bodies it declines to assist them as propagators of any peculiar dogma or form of faith. As representing the whole community it refuses to make itself sectarian, and in administering funds which are the product of the taxation of all its members, it calls upon any bodies of men who claim its assistance to meet it on common ground as members of the same civil body.

It appears to me beside the purpose to discuss the question of whether dogmatic teaching is necessary to the inculcation of Christianity; whether it be so or not, it is a matter of which the State is incapable of taking cognizance and which it must let alone.

My own opinion is that there is a Christianity of which the world is becoming gradually more sensible, independent of sectarianism, that every form of sectarianism sooner or later degenerates into superstition, and tends to the enslavement of the mind and conscience, and that the State would do wrong in perpetuating or fostering in any way divisions and animosities which, whatever purpose they may serve, are in themselves essentially unchristian and opposed to the progress of real religion.

It is true that in England a vast structure has been erected upon a sectarian basis, but though the results have been great, it is found after the lapse of a quarter of a century, when it is too late entirely to remodel the system, that it does not meet the requirements of the masses of population, and that, in terms of Earl Russell's recent resolutions in the House of Lords,—“The diffusion of knowledge ought not to be hindered by religious differences.”

It is these religious differences which drive the State, though confessedly Christian, to deal with education apparently only in its secular aspect. I say apparently, because it is impossible that Christianity, interwoven as it is with our laws, literature, and institutions, can be excluded from any system of teaching, and it must proportionately exercise its influence on those under education.

On the general principle of making provision for secular teaching which all alike require, the Act prescribes a general machinery for any locality which wishes to avail itself of public funds; it invites local energy and interest by proportioning the subsidies given to the amount of local effort, and as land is more plentiful than money with the Native race, it puts a premium upon land endowments for the future by accepting land as an equivalent for cash contributions in certain cases.

Such endowments must of course be general and not in connection with any religious body.

Taking warning from the numerous instances throughout the Colony where buildings erected with public funds are lying idle or only available for public purposes on sufferance of private religious bodies, and from some cases where a confusion of ecclesiastical and educational trusts has tended to the prejudice of the interests of education, the Legislature has declined on the principle I have referred to above, to sanction any expenditure of public funds for buildings or improvements on sites over which the public has no control.

On the third point, viz., the payment according to results to be tested by inspection, I would quote the following words from Mr. Lowe's recent speech before the University at Edinburgh:—“A fourth principle was, that it was the duty of the State, above all things, to test and ascertain the nature of the education that was given. It was not right to leave to the persons who gave the instruction the power of testing their own work; but the instruction should be given by one set of persons, and the value of that instruction should be tested by the examination of another set. A fifth also which might be taken for granted was, that when the State gave aid for schools, it ought not to give it merely to schools for being in existence, as having on their books a certain number of scholars, or having a certain attendance; but it ought to be given in exchange for a certain amount of efficiency; that the State ought to decide as to the efficiency of the results of the education given, and then pay in proportion to these results.” And again—“The first sacrifice that the advocates and the friends of the present system would be called upon to make was that they would give up denominational inspection. He thought the State would have to confine itself altogether to the secular part of education, and to give up what it had at present—a sort of joint partnership in the inspectors with the different religious bodies. He thought also that the present schools might be made as efficient as possible for the education of all classes of Her Majesty's subjects, and that therefore the State ought not for the future to make grants of public money for the assistance of schools when built or maintained, unless they have a conscience clause—unless persons of all denominations are admitted without having anything done that would violate or infringe their opinions.” On the question of payment according to results, I think the Act is not so stringent as it might be. The war and consequent disorganization of the schools has rendered any very high standard of efficiency unattainable.

The above quotations leave nothing to be added on the subject of inspection. The appointment of a Roman Catholic Inspector for Roman Catholic schools, even if it were possible, as the law stands, would be a step backwards, which would, I submit, be most wrong and mischievous, and irreconcilable with the principle of the Act. I have written at this length at the risk of being thought troublesome, because I believe the subject to be one of immense future importance to the Colony, and because the experience of the old country shows how the admission of a wrong principle at first will inevitably lead to serious complications hereafter.

I think too that the Colony cannot too soon begin deliberately to adopt the principles upon which

it will eventually frame one liberal and comprehensive scheme of education in the place of the diverse systems at present obtaining in the several Provinces.

I have, &c.,

W. ROLLESTON,

Inspector of Native Schools.

Enclosure in No. 2.

EXTRACT from the DAILY SOUTHERN CROSS.

To the Editor of the *Daily Southern Cross*.

SIR,—

In your leading article of yesterday you comment at very great length on the report of Mr. Rolleston on Native schools. As far as the report concerns this place, in my estimation it is not worth the paper on which it is written. It is a tissue of falsehoods, founded on bigotry and ignorance of what an orphan school ought to be expected to know. As a contradiction of that report, I beg to submit the report of Henry Taylor, Esq., Inspector of Schools for the Province of Auckland, who, to say the least of him, knows well what to expect from an orphan institution. I beg also to enclose the reports of Mr. Haselden, late relieving officer, who frequently visited here on the part of the Provincial Government, and I ask any impartial reader, after comparing these reports with that of Mr. Rolleston, to judge how far he has been guided by truth, or even common sense. The fact is, he came here one day in December last in the very worst of tempers, he having had to submit to a dose of mud-larking before landing at Shoal Bay. The boys were all engaged at work in the garden, and consequently not decked out to come before a Southern swell. He did not remain ten minutes in the place—a very short time, indeed, to test the intelligence of over fifty boys. Moreover, I happen to know something of Mr. Rolleston, and am able to state that his position hitherto could not qualify him to be an Inspector of Schools. Hence his incompetency to judge of the requirements of a school, either Native or European.

Dear Sir, there are two points in your remarks on which I beg to say a few words.

1st. You say that the schools are “liberally endowed from the Native funds.” I am sorry to state that the contrary is the fact, the General Government only contributing the sum of £10 per annum; and I am sure if you had to feed, clothe, and educate a Maori for that sum, you would not give our Wellington legislators such credit for liberality.

2nd. You wish it to be remembered that the visit of Mr. Rolleston to the school was contemporaneous with the writing of an address by the pupils to the Right Rev. Bishop Pompallier. Let me inform your readers that a period of over six months elapsed between these two events, and in all probability the boys whose names are to the address never came before such an individual as the Under Secretary for Native Affairs.

Sir, I beg to be excused for trespassing so much on your valuable space, and the only apology I will offer for asking you to publish the enclosed reports is, that I know your impartial columns are always open to give insertion to both sides of any important public subject.

I am, &c.,

H. McILONE,

Manager.

October 22, 1867.

No. 3.

EXTRACT from the REPORT of R. O. STEWART, Esq., R.M., Raglan.

THERE are at present three Maori schools in this neighbourhood, two of which, Aotea and Karakariki, I have lately visited, and the third, that at Kawhia, I have never seen. It is conducted by a Maori, who seems to be a superior young man, but it is impossible that he can teach the English language, or impart any very refined notions to his scholars, as the school, owing to the state of the country, is not visited by any European. It would be a pity, however, to reduce such an establishment, forming as it does an oasis to some extent amid surrounding heathenism, and a rallying point in the midst of disaffection for Christian and loyal Natives. The school at Aotea is taught by a European, who conducts the business of the school chiefly in the English language, and had some score or more children under tuition, some of whom could read and do simple multiplication. I understood that they were all related to the chief of the place, who is a kind of monitor, being besides a Government assessor, and I also learned that he would not sanction the attendance of any children of a hostile tribe. The reason of this is that the people who take care of the children belong to the local tribe, and they would look upon their care of children of another tribe as a degradation or sign of slavery, and indeed the children would not be taken care of. It is best for all in authority at Maori schools to be Europeans, so far do tribal jealousies and distinctions interfere with the exercise of Christian and social duties. The parents of some of the children at Aotea school are with the disaffected Natives, and these children are left with the aforesaid chief to be fed, clothed, and educated by the Government. The other school, that at Karakariki, is not in the Raglan district, and I visited it in company with the missionary who has the oversight of it. It is taught by a young Maori woman, the chief's daughter, one of the few of her race who understand English to any extent. About a dozen children are at this school, and they may be said to be of the family of the chief and schoolmistress. Here, as at Aotea school, no stranger children would be received on the same terms as the chief's near relations are. So the missionary assured me. The children read with fluency both in English and Maori, and the house and the whole settlement are conducted in a most orderly and exemplary way. The chief and several of his family are in receipt of salaries from the Government and the missionaries. At Whaingaroa there is no school for Maoris, nor has there been any worth notice for the past ten or twelve years, although during all that time there have been both a missionary and a magistrate stationed there.



During the past year, however, schools have been in operation in different parts of that European settlement, and I have frequently urged upon the Maoris to send their children, venturing to promise that the Government would pay the school fees. None, however, have been sent, although the schools were conveniently situate, and others might have been undertaken by the same teachers if the Maoris had shown any desire to have their children educated. I do not consider that Natives will put themselves about to have their children educated; most certainly they will not consent to send and pay also. As they have hitherto been accustomed to have them fed, lodged, clothed, and schooled free of charge to themselves, they will now be slow to perceive that education is better, more valuable, or more necessary to their children now than it has been when the Government and the missionaries earnestly solicited them to part with their children, and when they believed themselves to be under no obligation, but rather to be granting a favour by their thus patronizing the benevolent desires of the school promoters. In fact, when I look around me and see the apathy of my neighbour settlers who neglect to send their children to schools, either because they have not the money to pay, do not choose to pay it, or else have other employment for their untaught offspring, I cannot wonder at or blame the simple Natives for lack of a due appreciation of the benefits of a liberal education. It is a pity that the subdivision of affairs in the Colony should render it necessary for two separate Governments to provide two separate schemes of education—one for Maoris, and another for Europeans. I believe it would be better, and far more efficient as well as economical, were one scheme provided for the education of the children of both races. I do not think that any Government scheme should pander to the pride of race assumed by some ignorant colonists who are not equal, in manners, birth, wealth, intelligence, or gentlemanly feeling, to the majority of the Maori race. But compulsion or some other method must be had recourse to, to get both European and Maori children into school, for if they are allowed to grow up as at present and hitherto, no good to the State can come of them in after life. Perhaps if the Maoris had individualized Crown Grants their lands would be accessible to taxation for providing schools and teachers; but I do not think that Maoris, or, as a rule, that Europeans would agree to tax themselves for educational purposes. The tax must, therefore, not be simply permissive but compulsory, and laid on by the Legislature of the Province or Colony either on purpose, or else the expenses must be paid out of the revenue, whether raised from lands, stamps, customs, incomes, or any other source. Local authorities will not, I believe, carry out the necessary steps to have a good education provided in their several localities, and even if they would the education so produced, would be a piece of patchwork, and be destitute of the uniformity and stability which ought to be the characteristic of a national system of education.

---

No. 4.

Copy of a REPORT by Mr. EYTON on the Nazareth Institution, Three Kings Institution, and St. Stephen's School.

SIR,—

Auckland, 25th May, 1868.

I have the honor to forward herewith reports on the Nazareth Institution, Three Kings Institution, and St. Stephen's School.

With respect to the fourth establishment (St. Mary's College) which you instructed me to visit, I beg to inform you that I attended there on 20th May, and was refused admission by Mrs. McIlhone, wife of the manager, on the ground that the Rev. Father Macdonald, Vicar-General, had given orders that no Inspector should be admitted unless with his sanction, and producing a letter to that effect. As the rev. gentleman had been apprized of my appointment, and had acknowledged your letter informing him thereof, but made no allusion in his reply to the existence of these instructions to the Principal of St. Mary's, it appears to me that he must have somewhat mistaken his position with respect to the Government inspection of this school, and that he cannot be aware of the provision in clause twenty of the Native Schools Act, that the Inspector "shall have power to enter, inspect, and examine all schools receiving aid under the provisions of this Act." Whether this provision was or was not known to Father Macdonald makes little difference, except as regards the opinion which will be entertained of his courtesy. The practical result appears to be, that unless the school is thrown open at all times to the visits of a duly appointed Inspector, there is no other course to be followed but the withdrawal of the Government grant. I have had no communication with Father Macdonald on this matter.

It will be seen by the accompanying reports that none of the schools which I visited are in a flourishing financial condition, and that it is improbable that any one of them will continue in existence without an increased grant from the Government. I do not consider that good reason exists for increasing the allowance to schools of a denominational character; on the contrary, I should say that the fact of their being under the control of any one sect was at all times a sufficient reason against such increase, inasmuch as the religious character of the schools must act as a bar to their general use by Natives who may be under the guidance of a minister of a different persuasion to the school authorities. It is nevertheless highly desirable that Native education should be provided for in some manner; and unless the Government can see their way to doing this by a method less costly and more efficient than the present, it may be advisable as a provisional arrangement to keep some of these schools in existence until such time as an institution can be established having for its sole object the secular education of the Natives. There does not, however, appear to be any insurmountable difficulty to the immediate establishment of such a school. It does not seem very probable that the district school project will ever be adopted to any great extent by the Natives, as it calls for too much action and trouble on their part; consequently, of the sum annually appropriated for Native education but a small proportion will be applied to schools of this kind. Bearing this in mind, and also taking into consideration the unsatisfactory condition of the present schools in this neighbourhood, it appears to me that a favourable opportunity is now offered for the Government to step in and create, without doing any one an injustice, a Maori school, independent of all religious bodies, where the object of those who framed the Native Schools Act may be better attained than under the former system. In order to do this, a permissive clause would have to be added to the Act.

I observe that in the 15th clause of the Act provision is made for the issue of certain regulations by the Colonial Secretary as to the proficiency to be required in order to entitle children to a grant from the Government. It seems highly desirable that this provision should be acted upon, and that some authoritative standard and system should be established for the guidance of masters and inspectors. It is probable that in the course of a few years the great desirability of establishing one system of State education for the Colony will be generally felt, and that it will then be found desirable to appoint a commission to deal with this whole subject, including the education of the Natives. In the meanwhile I would earnestly impress on the Government the great waste of labor and money which result from the want of a system in that branch of popular education of which the Colony has already undertaken the responsibility.

As a small instance, I may mention that it is from lack of any recognized standard that in the annexed reports I have preferred using letters of the alphabet to words for denoting the proficiency of different scholars. I did not feel that it would be just either to master or pupils to say that a backwardness, which would be regarded in a European as proof of want of diligence, and on account of which the withdrawal of a grant might be recommended, should be assumed to prove the same in the case of Natives, who, before they can make any advance, have to acquire a knowledge of English—one of the most difficult of languages—and, moreover, to a certain extent, to gain a habit of abstract thought and expression, not to mention the many prejudices—such as that against industrial pursuits—and habits ingrained from babyhood, which have to be overcome before a pupil can in any way realize our European notions of a civilized being.

I would therefore suggest that a graduated standard should be drawn up and issued by the Government, to which reference could be made by Inspectors when framing their reports. I think three gradations might be conveniently made, and that the divisions between these should be marked not according to the children's age, as in the English State-system, but according to length of attendance at school. Supposing a preliminary year were allowed in every case for the acquisition of a smattering of English, the school would thus be divided into four classes. I would then recommend that a scale of amounts to be granted, coinciding with the divisions into classes, be drawn up, the highest amount being given to the first class, and the Inspector alone having the power of raising or degrading children from one class to another. By this means, in addition to the advantages of methodic arrangement, a further stimulus would be given to those responsible for the education of the children in schools aided by the Government to discharge their duties, not in the slovenly perfunctory manner noticed in some cases by Mr. Rolleston, but zealously and to the best of their ability, in order that by the advance of the pupils the grant in aid might be increased.

I would further suggest that a yearly visit from an Inspector is quite insufficient. It is true that it is enough for the words of the Act, but it certainly does not comply with the spirit of it. A formal visit once a year cannot possibly give the Inspector that intimate acquaintance with the condition of every school, and personal knowledge of the teachers, which is necessary to ensure success. The education of Natives is without doubt a special branch, at all events in the earlier stages; and masters necessarily require to be more closely watched than if they were merely giving instruction according to the ordinary routine.

There is one remark made by Sister Marie Joseph in reply to a question from me, to which I feel bound to call the attention of the Government, as opening up a very grave consideration with regard to the education of Maori girls, and the responsibility which attaches to those who undertake to raise the Natives to a civilized condition. Sister Marie Joseph informed me that unless the manager could in some way provide for the girls on leaving school, in the majority of cases they became bad characters, and that in consequence of this the managers usually endeavored to get the girls married from the school. I feel that I should be going beyond my province were I to enlarge upon this subject, but it appears plain that in the event of establishing a Maori school either the Government must shirk a portion of their responsibility with respect to Native education, or else—if they once undertake it—they cannot morally consider that that responsibility is at an end when a girl has been so far educated as at once to quicken her sense of wrong, and to make her desire to live amongst and after the manner of Europeans, but not so far as to give her the strength of principle or dread of public opinion necessary for withstanding temptation when placed beyond control, and in difficulties as to the means of leading the civilized or semi-civilized life for which she has acquired a taste.

In conclusion, I would beg respectfully to state this matter of Maori education is not one which can be dealt with in an off-hand manner, and that a mere inspection and report will have little effect in advancing it. Those who keep the schools must learn to feel that the eye of the Government is constantly upon them, and that there is a systematic arrangement by which their work will be judged, and not by any caprice on the part of individuals, a state of things which can only be brought about by continual attention and care on the part of those at the head of affairs. But unless this care is bestowed I feel sure that in a very short time the Maori education scheme will be numbered with the fossil projects for benefiting the Natives.

I have, &c.,

ROBT. H. EYTON,  
Inspector of Native Schools.

#### Enclosure 1 in No. 4.

REPORT ON NAZARETH INSTITUTION (Roman Catholic) Freeman's Bay.

*Visited 19th May, 1868.*

THERE are at present ten children in this institution for whom aid is received from the General Government, and of these four are half-castes. The school is under the management of Sister Marie Joseph assisted by another English teacher and by a Native overlooker. The premises were clean and

all the arrangements for the comfort of the pupils appeared good and methodical. The school hours are from 9 a.m. to 12.15 and from 1.30 to 5.30, the afternoon hours being devoted to industrial pursuits. I examined the children in the usual branches with the following result:—

	A.	B.	C.	D.
Reading	0	2	2	6
Writing	0	3	3	4
Spelling	0	1	4	5
Arithmetic	0	0	0	10

One child knew some little of geography, and the rest were able to explain, some in English and some in Maori, terms such as 'continent,' 'river,' &c. Of history nothing was known.

It will be seen by the above that none of these children have as yet made any great progress; I do not think that this should be looked upon as the result of a faulty system of education, and for this reason in the place of using the ordinary terms "good" "indifferent" "bad" &c., I have employed letters to denote the different stages of advancement. It would be clearly unjust to impute blame for the backwardness of the pupils, where the eldest child has only been in the school two years and the five youngest have not been there six months. Arithmetic was the only branch in which I consider that the progress of the children was unsatisfactory, and I observe that Mr. Rolleston finds the same fault in his published report. On looking through the copy books I found several misspellings in the copies set by the teacher for the children. This certainly does not look well for the accuracy of the instruction given. I was shown some specimens of needlework which had been done by the children, which were most tasteful, and appeared to be well executed. The contribution paid by the General Government for each child in this institution is £10 per annum, the expenses being about £15.

I understand from the lady in charge of this school that it is in contemplation to abandon it, in consequence of a heavy debt which has been incurred by the Roman Catholic body, though whether the debt arose from the expenditure upon this school, or from other sources I did not clearly understand. Should this school be given up, Sister Marie Joseph informs me that she will endeavour to establish a day school for both sexes in some district more thickly inhabited by Natives, probably near Whangarei. She was anxious to learn whether if this plan was carried out, the Government would make some advance for the expenses of removal, and the erection of a suitable building for the new school. It does not appear to me that such an advance is strictly permissible by the Act, except so far as the personal expenses of the teacher are concerned, to meet which a grant might be made under clause nineteen. I am of opinion that unless there is some probability of a regular district school being established under the provisions of the Act of last session in the locality to which Sister Marie Joseph proposes to remove, the establishment of a school according to her plan would be beneficial to the Natives, and therefore that any assistance which the Government may be disposed to give will be well bestowed.

ROBT. H. EYTON,  
Inspector of Native Schools.

Auckland, 25th May, 1868.

### Enclosure 2 in No. 4.

#### REPORT on the THREE KINGS INSTITUTION (Wesleyan.)

*Visited 21st May, 1868.*

THIS institution is about to be closed in consequence of a heavy debt, and the impossibility of raising sufficient funds to meet current expenses. A number of the children who were receiving Government aid were struck off shortly after Mr. Rolleston's visit in December, 1866, and Mr. Arthur informs me that this together, with a recent reduction of £5 a head in the Provincial capitation allowance, has had the effect of closing the institution. Mr. Arthur, who has charge of the school, stated that he was sending away the children as quickly as he could, and that he was himself about to leave in five weeks from the date of my visit. There are now at this school only four pupils receiving assistance from the General Government; the eldest has been at school six years, the youngest only three months. I examined these four with the following result:—

	A.	B.	C.	D.
Reading	0	1	2	1
Writing	0	1	2	1
Spelling	0	1	1	2
Arithmetic	0	0	1	3

It is scarcely possible to judge of the efficiency of a school system from so small a number of children, the change about to be made has moreover necessarily caused much irregularity, and but little work has been done of late. I apprehend however, that as the institution is in a moribund state—as far at least as the education of Natives is concerned—it becomes of small importance to the Government to learn precisely what have been its faults and shortcomings with respect to education since the last visit of an Inspector.

I went over the premises, and have no fault whatever to find with the arrangements; the beds were all sheeted and clean, each child having a separate bed; the children were tidy, and had a change of linen provided for them once a week, they bathe not less than three times a week; the kitchen, offices, dining-hall, school room, &c., were all clean and orderly. The institution has been under the sole charge of Mr. Arthur with respect to instruction, and a great deal of his time was also taken up with the general management. I am of opinion that Mr. Arthur has had more on his hands than it was possible for one person however zealous to do thoroughly, and that the unsatisfactory state of education, and the discomfort and want of method noticed by Mr. Rolleston—but which seemed to have been almost removed at the time of Mr. H. Taylor's visit—may have been attributable to this.

ROBT. H. EYTON,  
Inspector of Native Schools.

Auckland, May 25th, 1868.

## FURTHER PAPERS RELATIVE

## Enclosure 3 in No. 4.

REPORT ON ST. STEPHEN'S SCHOOL, (Church of England.)

*Visited 22nd May, 1868.*

SINCE this school was visited by Mr. Rolleston, in December, 1866, considerable alterations have been made in the nature of the establishment, and it is now little more than a boarding-house for a number of Maoris and half-castes. There are at present five associates, viz., three printers, one tailor, and one carpenter living in the building, all of whom are under 20 years old. One married couple (Native) also live here, the man being manager of the institution under the Rev. Mr. Burrows. For none of these is any aid now received from the General Government.

There are six children at present receiving aid under the Native Schools Act, at the rate of £25 each per annum, but as it is impossible to keep a schoolmaster they are sent to the parish school of St. Mary's, where they are taught with the white children by Mr. Hewson. I visited the school and examined these children with the following result:—

	A.	B.	C.	D.
Reading	1	3	2	0
Writing	0	5	1	0
Spelling	1	0	2	3
Arithmetic	0	1	3	2

Mr. Hewson has lately begun to instruct these pupils in geography and history.

There is a small room provided at St. Stephen's for each child, except in one instance where two sleep in the same room. Those rooms which I saw were clean and healthy, and the arrangements seemed all that was necessary. I was showed over the premises and found everything exceedingly clean and tidy.

The buildings at St. Stephen's are at present in charge of the Rev. Mr. Burrows, who has taken them over since Mr. Chapman left some months ago, but this is merely a temporary arrangement, Mr. Burrows informs me that a project exists for remodelling the school in some important respects, and that a correspondence is now going on with the Government with the object of making this "a special boy school," whatever that term may mean. As I have not seen a copy of the correspondence I am unable to form any opinion on the plan proposed, but I cannot see that this school has a better title than any other in this district to be specially favoured, and I consider that even the grant of £25 a year, while the other schools only receive £10, must be regarded in that light.

Until recently the trustees have derived about £50 per annum from the school property, but not more than £20 can now be realized. Attempts have been made to get some little payment from the parents of the children at school, but without success.

Mr. Burrows requested me to mention that Charles and Sarah Brown, children of Richard Brown, a settler, who was killed at Taranaki during the war, are now merely on the list of ordinary pupils, although they were specially placed in the institution by the Government. Sarah Brown is at present under the care of Mrs. Chapman, and that lady is willing to keep and instruct her, if the Government will continue the same grant to her as to the other children at St. Stephen's.

I have, &c.,

Auckland, 25th May, 1868.

ROBT. H. EYTON,

Inspector of Native Schools.

## No. 5.

Copy of a Letter from I. N. WATT, Esq., to the Hon. the NATIVE MINISTER.

SIR,—

Dunedin, 11th June, 1868.

Referring to Mr. Halse's letter of the 6th March, 1868, and to my letter of 21st March, 1868, I have the honor to inform you that I did not receive any reply to the latter until subsequent to the Natives starting upon their annual mutton-bird catching expedition, and that I was removed to Dunedin, prior to their return, in explanation of my not visiting Ruapuke to confer with Mr. Wohlers and to certify to the fulfilment of the contract for the building of the schoolhouse and master's house there. I would also respectfully submit, that it would be advisable that the question raised by the Natives as to whether they (that is the Natives in Foveaux Straits) are entitled, exclusive of the other sellers of Stewart's Island, to the income to be derived from the £2,000 to be invested for educational purposes, should be settled; for as I stated in my letter to Mr. Rolleston, accompanying that already quoted, they think the income to be derived from this should free them from the one-fourth contribution required toward the school fees; and I may add that I am convinced that even were they willing to pay the fees required, that in most cases their poverty would not admit of it, as the reserves of land made for them have not hitherto yielded them any revenue, nor will they until they shall have been surveyed and some title be obtained under which they may be let.

On my arrival in Dunedin I saw Mr. Hislop, the Inspector of Schools, who informed that he could not then help me to obtain a master as he was in want of masters himself; but on the 6th instant I received a letter from him, introducing to me a Mr. Henri—in which he says, "Mr. Henri has recently arrived with his wife and child from Auckland, where his wife was a teacher under the Board of Education in that Province. He appears to be a gentleman well fitted for a teacher, and you will be able to judge for yourself whether he is not likely, along with his wife, to suit very well for Ruapuke."

Mr. Henri is a Huguenot, and speaks English well, with but little French accent, and his wife (formerly Miss Drabble) is an Englishwoman. I have informed him as to what will be the nature of his duties and of the remuneration he is likely to receive, he is anxious to go, and I think he is likely to suit; but I do not think it advisable to appoint him trusting to the Natives paying any portion of the school fees. He is out of employment and is anxious to receive an answer as soon as possible, and

in the event of his being appointed he would require to be forwarded from here, which would, I estimate, cost about £16 or £17.

Some furniture also would be required for the masters house and also for the schoolhouse, the books, I understand, can be forwarded from Wellington. If it should be considered advisable to appoint him, I would beg to be apprised of it by telegram.

The Hon. the Native Minister, Wellington.

I have, &c.,  
I. NEWTON WATT.

### No. 6.

Telegram from H. HALSE, Esq., to I. N. WATT, Esq.

Wellington, 2nd July, 1868.

Mr. Henri may be engaged. It should be understood that the duration of the engagement must depend in the first place on his success as a teacher. A sum not exceeding fifty pounds will be allowed for passage money and furniture. Books will be sent by first opportunity.

H. HALSE,  
Assistant Under Secretary.

### No. 7.

Copy of a Letter from ALEX. MACKAY, Esq., to the UNDER SECRETARY, Native Department.

SIR,—

Bluff, Southland, 22nd June, 1868.

I have the honor to inform you that, at a meeting held at Ruapuke on the 18th instant, the undermentioned persons were duly elected as a committee of management for the school there, viz.:—John Topi Patuki, Ihaia Waitiri, Harry West (half-caste), Walter Joss (half-caste), Tioti te Rauparaha, and Rev. Mr. Wohlers. The Rev. Mr. Wohlers was elected as chairman. The following resolution was also proposed and carried:—"That the General Government be respectfully informed that the Natives of Ruapuke are of opinion that the proportion of the school fees required by the Act to be provided by the Native inhabitants should be charged against and defrayed out of the amount due to them as their fair share of the interest or any other profit accruing or likely to accrue from the third instalment of the Stewart's Island purchase money, as this amount was set apart specially to provide a fund for educational purposes. But in consideration of the limited amount likely to be available for a master's salary, either from this fund or from the share of the Government subsidy to which they may be entitled, and foreseeing that this may probably be the means of preventing a suitable person from undertaking the office, the Natives of Ruapuke will endeavour by a contribution raised amongst themselves, independent of the one-fourth to be borne by the endowment fund, to make up the amount of fees if possible to £5 per annum for each scholar in regular attendance; but at the same time they would beg to represent to the Government the difficulties they have to contend with in an island like Ruapuke to acquire even sufficient money for the common necessities of life."

They also requested me to represent to the Government on their behalf that as the whole of the expense of erecting the schoolroom and master's residence had been defrayed out of moneys to which they were entitled, and in addition to this they had set apart ten acres of land as a school site, whether they would not be fairly entitled, in accordance with the Act, to expect that a portion of the amount so expended would be refunded to them; and if the Government were of opinion that they were entitled to consideration in the matter, they would suggest that the proportion payable to them from this source might be handed over to their chairman to be placed in the bank, to aid them in defraying the first expenses of the school.

With reference to the proportion of the fees to be provided by the Native inhabitants for the maintenance of the schools, it will be seen by the foregoing resolution that the Natives are under the impression that this amount should be borne by the third instalment of the Stewart's Island purchase money; they urge that this money was withheld from them against their will in the first place, under the plea that it was to be made available for educational purposes. If, therefore, they are not to be benefited by that arrangement, now that the time has arrived to appreciate its advantages, they assert it would have been better that the money should have been shared amongst them at the time; and if this course had been pursued, they would be better able to understand why they are now called on to subscribe money for school purposes.

From the present temper of the Natives, I am fully convinced that nothing satisfactory can be done towards procuring the necessary funds for carrying on the school, as far as they are concerned, until they are first assured that money will be forthcoming from the aforesaid source. On that being definitely understood, I have every hope that they will render such assistance as lays in their power to promote the success of the school.

As it is very important that the school should be opened with as little delay as possible, I would beg to recommend, as the Natives have been led to believe that they would not be called on to provide any portion of the cost, that the Government, in consideration of the Stewart's Island money being still unproductive, and likely to be so for some time to come, would guarantee the payment of the one-fourth payable by the Native inhabitants, in addition to the three-fourths payable under the Act, for two years certain, or until such time as their own fund is in a position to bear the expenditure.

There is another very important matter that requires immediate attention, and that is, that the necessary school furniture should be provided as soon as possible. The schoolroom at present is entirely bare of accommodation, and if a master were to arrive at once, there is not the least convenience for carrying on the work of the school. A supply of books, slates, and other school requisites, are also required for immediate use. I also recommended in my report of February last, that a few fixtures should be made in the master's house, in the shape of a cupboard, dresser, &c.; it would be as well also to have a few shelves made at the same time. At present there is not the least accommodation in the house saving the bare walls, everything will have to be placed on the floor; the occupant who-

ever he may be will not be in a position either to help himself in the matter, as there is no suitable timber about the place for the purpose. It would not have added very much to the cost, if some little addition had been made to the interior comforts of the house while the contractors were on the spot. It seems a pity when building the house, that the fact of it being in an out-of-the-way locality like Ruapuke has been lost sight of, and that a few conveniences had not been added as an inducement for a person to take more kindly to the place.

I understood that Mr. Watt proposed writing for instructions respecting the necessary school furniture, but I am not aware whether he took action in the matter or no. At present the whole affair is at a standstill and as far as I can ascertain, the contractors have no instructions to put the work in hand.

If it is found necessary that a carpenter should go over to the island to fit up the necessary school furniture, I would beg to recommend that he should be authorized to make the few improvements suggested by me in the master's house while there.

I had hoped to have been able to report, ere this, that the Native children in the neighbourhood of Riverton were receiving school education, but, unfortunately, Mr. Cameron, master of the local school there, with whom I had made arrangements for teaching the children, subject to the approval of the Government, has been dismissed for misconduct by the local committee, affairs are therefore in *statu quo* there.

There seems to be some fatality attending the establishment of schools for the Natives throughout the Southern Provinces, what with the indifference displayed by themselves and the opposition of the local committees to admit Native children to the district schools, the whole of my efforts in that direction have been entirely fruitless; and from the present aspect of affairs, it would seem almost hopeless to expect that a more satisfactory result can be anticipated for some time to come.

I called on Mr. Hislop, the Inspector of Schools at Dunedin, to ascertain if he could recommend a master for the Ruapuke school. He informed me that he knew of two competent persons wanting employment in that line, and recommended one of them, a Mr. Henri, for the office. Mr. Henri is a married man, and from all I can learn appears to be a very suitable person for the situation; he has since called on Mr. Watt at Mr. Hislop's recommendation, to leave his own and his wife's testimonials. Mrs. Henri is also a competent person, and has been accustomed to teaching.

The only uncertainty at present appears to be respecting the master's salary; if the Government will guarantee the full amount of fees agreed on, viz., £4 per annum for each scholar, for say at least two years from the commencement of the school, such amount to be calculated in accordance with clause 15 of the Act, I have little doubt but that the Ruapuke school can be opened immediately.

Trusting that the foregoing proposition may receive the favourable concurrence of the Government.

I have, &c.,

ALEXANDER MACKAY.

The Under Secretary, Native Department, Wellington.

Native Commissioner.

## No. 8.

Copy of a Letter from Mr. A. MACKAY to the UNDER SECRETARY, Native Department.

SIR,—

Wellington, 4th July, 1868.

In compliance with the instructions contained in your telegram of the 23rd June, requesting me to visit the Native school at Kaiapoi on my return to Canterbury, I have the honor to inform you that, on arriving there, I called on Mr. Rolleston as suggested, but he was too busily engaged in attending to Council matters to accompany me, I therefore proceeded to Kaiapoi alone. On visiting the school on the 1st instant, I found there were fifteen children in regular attendance, twelve girls and three boys; two of these, however, happened to be absent, on the occasion of my visit, from sickness. The whole of the scholars have been suffering more or less of late from measles and whooping cough, which has somewhat retarded their progress.

The children are taught to read and write English; the whole of the number present, with the exception of the two younger ones, read very freely; their writing is also of a very fair character, and the copy books clean and free from blots; in arithmetic they are not quite so proficient as in the other two branches. They appear to be very orderly and obedient, and presented a very cleanly appearance, as did also the whole of the school premises; great attention is paid to the personal and domestic cleanliness of the scholars by their teacher, Miss Taylor; the whole of the domestic work on the premises is done by the children; they are also required to wash and make their own clothes. In the internal arrangements everything is very satisfactory; the school buildings comprise a schoolroom, dining-room, two dormitories, teacher's apartments, kitchen, and scullery; the apartment used as a schoolroom is a very well lighted and ventilated room, sufficiently commodious to accommodate double the number of scholars now in attendance. I have much pleasure in reporting that, on the whole, this school may be considered to be in a very satisfactory condition, and that a very fair amount of progress has been attained by the pupils, considering the short time the school has been established, and the difficulties that have to be overcome in the first place in teaching children an entirely new language, and in making them subservient to rules of order and obedience—qualities they are totally unacquainted with on first entering the school. It would be very satisfactory if there were more schools in other portions of the Middle Island in the same state of advancement, and under the management of equally painstaking teachers as Miss Taylor. Unfortunately for the success of the scheme the Natives evince very little interest in the matter; they seem to be entirely imbued with the idea that the Government ought to provide schools for them free of cost in fulfilment of promises made to them in former years.

The Rev. Mr. Stack complains very much of the want of co-operation on the part of the Natives, and of the difficulty he has to induce them to contribute their proportion of the school fees. I am afraid this will be found to be the chief difficulty to contend with everywhere, and even if success is met with in the first place in establishing the schools, the guardians and teachers, however diligent and pains-

taking in the cause, will in the end become tired of a work, the remuneration for which is based on such a very precarious foundation, viz., on the regular attendance of the children, and the punctual payment by the parents of their proportion of the fees.

As both the local committees of Waimatamate and Arowhenua declined to admit Native children to the local schools, I have written recently to the masters of each of these places, asking them if they would undertake to teach the Native children at these settlements, after their usual school hours were over. I have not received an answer as yet, and I am afraid from what little I have learnt personally that they do not favour the project. I also wrote to the committee at the Bluff, asking if they would have any objection to admit Native children to the local school. I have not received a definite answer as yet, but I am inclined to think from personal conversation with several members of the committee that no objection will be raised by them.

I am fully convinced from the little interest the Natives are likely to take in the matter, after the first novelty is worn off, that however anxious the Government may be to bring education within their reach, without someone can be found near each of the settlements, who will take an interest in the schools after they are established, and make it his duty to continually urge upon the Natives the necessity of sending their children regularly, that little success can be hoped for. Two of the districts are fortunately provided in that way, viz., Kaiapoi and Ruapuke, the one has Mr. Stack, and the other Mr. Wohlers, to promote the welfare of each school.

There are four places in the Province of Otago, viz., Moeraki, Waikouaiti, Otakou Heads, and the Taieri, in which admission to the local schools is quite out of the question for the Native children, the distance from the settlements being too great to admit of their attending. At Moeraki the difficulty will most likely be overcome by the establishment of a side school near the Maori settlement. At Waikouaiti, however, a special arrangement will have to be made to bring education within reach of the children there by establishing a school if possible at the settlement, as the local school is at too great a distance; there is also a tidal creek to cross between the settlement and the town of Hawkesbury, which in itself is a very great obstacle to little children going to and fro daily. At Otakou Heads the case is the same as far as regards distance, as also at the Taieri. There are also several places in Canterbury, one especially, where a large number of children are located, at which special arrangements will have to be made if schools are to be established in their neighbourhood. When at Canterbury the other day, His Honor the Superintendent informed me that it was his intention to place the whole subject of education for the Natives resident in this Province under the management of the local boards, as he considered it was a duty the Province owed to the Natives. If that measure is carried out it will in all probability prove the most satisfactory mode of furthering the object in view, as far as the Natives of Canterbury are concerned. In Otago, the able co-operation of Mr. Hislop, the Inspector of Schools, can always be relied on, as far as it is possible for him to assist, in furthering the establishment of schools for the Natives in that Province. I cannot point at present to any one in Southland who would be likely to assist in promoting the work there.

The Under Secretary,  
Native Department, Wellington.

I have, &c.,  
ALEXANDER MACKAY,  
Native Commissioner.

---

### No. 9.

Copy of a Letter from Mr. ROBERT H. EYTON to the Hon. J. C. RICHMOND.

SIR,—

Auckland, 2nd June, 1868.

Referring to my former letter to you, in which I stated that I had been refused admittance at St. Mary's College, I have the honor now to inform you that on the 1st instant I again visited this school, and was admitted without demur. Accordingly, I beg to enclose my report of the condition of the school.

The Hon. J. C. Richmond, Wellington.

I have, &c.,  
ROBT. H. EYTON,  
Inspector of Native Schools.

---

### Enclosure in No. 9.

Copy of a REPORT on St. Mary's College, North Shore (Roman Catholic), visited 1st June, 1868.

THIS institution is under the management of Mr. McIlhone, who holds a second-class certificate (not third class, as stated by Mr. Rolleston); Mrs. McIlhone acts as matron. Like the other schools which I visited, St. Mary's College is much embarrassed by debt; and the withdrawal by the Provincial Government of a considerable portion of the subsidy formerly paid has had the effect of diminishing to a great extent the utility of the school. Until lately an assistant-teacher was kept, and his salary provided for by the Provincial Government. This assistance is now withdrawn, and the consequence is that Mr. McIlhone, who has to attend to the school-farm as well as to the education of the children, has more work upon his hands than he can perform in an efficient manner. The secular instruction of the children has in consequence suffered considerably; and Mr. McIlhone informed me that on an average there had not been more than an hour per diem devoted to those branches of education for which the General Government grant is given, during the present quarter; in the meantime, however, the farm work is still continued, and yields a considerable sum. I understand that it is intended to get assistance in teaching next quarter, and that the usual hours of instruction (three per diem) will then be resumed. Without entering into the question whether this neglect of the school was rendered unavoidable by pecuniary difficulties, it appears to me that one hour per diem is quite insufficient, and that unless assistance is obtained, and more attention bestowed upon the objects contemplated by the

Native Schools Act, and for which alone the Government grant is given, it would scarcely be justifiable to continue the subsidy to this school, as the grant would in effect be little more than a part payment of the boys' wages for working on the farm. If, however, an additional teacher is obtained, and the hours so increased as to render the instruction of more practical value, I consider that this school has an equal claim with the others which I visited, to the General Government aid.

On the occasion of my inspection there were only five boys present for whom a payment was made by the General Government (£10 per annum). There are however seventeen pupils upon the roll, but the claim upon the Government will of course only be made for the average attendance during the quarter. The five who were present I examined, with the following result:—

			A.	B.	C.	D.
Reading	...	...	0	0	3	2
Writing	...	...	0	1	0	4
Spelling	...	...	0	0	1	4
Arithmetic	...	...	0	0	1	4

The eldest of these children had only been at school about eighteen months, and the youngest not more than three months.

The premises were clean, and the bedroom well aired and healthy. The beds are all sheeted, and the sheets changed once a fortnight. The children were not tidy, but as I arrived during play hours I am not prepared to find any fault on this head. The children's underclothing is changed once a week, and three meals are provided for them daily.

ROBT. H. EYTON,  
Inspector of Native Schools.