

1874.

NEW ZEALAND.

---

# NATIVE SCHOOLS.

(REPORTS OF INSPECTING OFFICERS.)

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*Presented to both Houses of the General Assembly by command of His Excellency.*

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## No. 1.

Mr. H. T. KEMP, Civil Commissioner, Auckland, to the UNDER SECRETARY, Native Department.

SIR,— Civil Commissioner's Office, Auckland, 20th November, 1873.  
I have the honor to report that, during my recent tour to the Bay of Islands District, I had an opportunity (without warning) of visiting the Waiomio School, and have pleasure in reporting that, for the short time it has been in operation, a favourable impression has been made as to its progress,—the average daily attendance being about 35, more pupils being expected.

A mixed committee is also being formed, into whose hands will be intrusted the management of the endowments; and when surveyed, tenders, as directed, will be invited for building the schoolhouse. In the meantime the classes meet in the chief Marsh Brown's dwelling-house.

Mr. Lorrigan is assisted by his daughter, who has been educated in one of the convent schools, and is, for so young a person, proficient in her mode of teaching. I am further happy to report that not one word of Maori is spoken in this school.

I have also the satisfaction to report that schools are being organized, with promise of endowments, at Wangaroa and Te Ngaere, in the north, and at Orakei and Mahurangi; while, at the same time, I regret to say that the school at Waimate has, from whatever cause, ceased almost to exist, and is now, I believe, virtually abandoned.

The Under Secretary, Native Department, Wellington.

I have, &c.,  
H. T. KEMP.

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No. 2.

Mr W. B. WHITE, Native Agent, Mangonui, to the UNDER SECRETARY, Native Department.  
SIR,— Native Agent's Office, Mangonui, 14th January, 1874.

I have the honor to report that I visited the schools at Pukepoto and Ahipara when breaking up for the holidays. Through the kindness of the Rev. J. Matthews and friends, an entertainment was given at Pukepoto to the children, who seemed to enjoy themselves very much. In the distribution of prizes, I examined the various classes, and found that great progress had been made; indeed, I feel surprised at the progress of the children each time I visit the school. I was so much interested as to pass the greater part of the day there. Mr. J. Masters, of Ahipara, had been so overworked as to be quite ill; and as I had examined the scholars a few weeks before, they were dismissed on the same day without the cake and pudding supplied to the other school. I feel much gratified at the successful promise of these children; their clean and healthy appearance, the regular habits engendered, and their obedient and discreet conduct, give them quite a home-school appearance.

I have, &c.,  
W. B. WHITE,  
Native Agent.

The Under Secretary, Native Department, Wellington.  
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## No. 3.

Mr. S. VON STURMER, R.M., Hokianga, to the UNDER SECRETARY, Native Department.

SIR,—

Resident Magistrate's Office, Hokianga, 20th December, 1873.

I have the honor, for the information of the Hon. the Native Minister, to inform you that, during the last few days, I have visited the three Native Schools in operation in this district.

At Waima, though the day was showery, I found 50 pupils in school, of whom 3 were Europeans. The progress made in English and writing was most satisfactory. The children appeared neat and clean, and to pay great attention to their teacher (Mr. Moore). The average attendance of this school for the quarter will exceed 60 pupils.

At Waitapu the attendance, owing to its being the last day of holding school prior to the Christmas holidays, was very small; but the proficiency of the pupils in geography, English (writing, reading, and speaking), and arithmetic was most striking,—in fact, far in advance of anything I had reason to expect. The average attendance of scholars during the past quarter was about 30.

At Whirinaki I found school being conducted by Mr. Phillips, the teacher, in Mr. George Leef's house, 34 pupils being in attendance. The progress made by the children is most satisfactory, considering the short time the school has been in operation.

The new schoolhouse lately completed at Waima is a commodious and handsome building, capable of accommodating about 100 pupils.

The schoolhouse and teacher's residence is in course of erection at Whirinaki, and tenders have been accepted for the erection of similar buildings at Pakia and Rakau Para, the difficulty of getting sawn timber in this district being the cause of the delay in the erection of these buildings.

The Committee of the Waitapu School have desired me to inform you that, if possible, they would be glad if Mr. Watkin's successor should be a married man.

I have, &c.,

SPENCER VON STURMER,  
Resident Magistrate.

The Under Secretary, Native Office, Wellington.

## No. 4.

Mr. S. VON STURMER, R.M., Hokianga, to the UNDER SECRETARY, Native Department.

SIR,—

Resident Magistrate's Office, Hokianga, 8th June, 1874.

I have the honor to forward herewith, for the information of the Government, report on the state of the Native Schools at present in operation in this district:—

*Waima School.*—The average attendance at this school, during the past nine months, has been 47; the largest attendance 55, the smallest 31; the number of pupils on the roll being 59, of whom 5 are Europeans, 4 are half-castes, and 50 Natives. The general conduct of the pupils, as I am informed by the master, is good. I have visited this school several times during the past twelve months, and have on every occasion found that the school has been properly conducted, that the children were neat and clean in their appearance, and the school building clean and tidy. In May last I examined the children in reading, writing, spelling, arithmetic, and geography, in all of which I found they had made good progress. The maps supplied to this school seem to have been turned to good account, as the children had but little difficulty in pointing out to me the position of the various countries, &c., which I asked them to do; this was both in the map of the World and in the map of New Zealand.

The success which has attended this school since its commencement is in a great measure owing to the steady and faithful discharge of his duties by the teacher (Mr. Moore), to whom great credit is due.

*Waitapu School.*—This school not being so easy of access as the last named, I have not visited it as often as the Waima School, but still have done so several times during the past year. On every occasion I have found the school properly conducted, and the children neat and clean in their persons. There are 38 names on the roll, of whom 6 are half-castes, and 32 Natives; the largest attendance being 38, the smallest 15, and the general average 28. The conduct and health of the pupils are described by the master as being good. I examined the children in May last, in the same branches of education as at the Waima School. I found, as at Waima, that they had made great progress, more particularly in reading English, which very many of them did in a most distinct and correct manner. Mr. and Mrs. Hill, the teachers at this school, seem to be most anxious to discharge their duties in an efficient manner, and are deservedly very popular with the parents of the pupils and the children themselves.

*Whirinaki School.*—This school has been in operation since the 1st of October last, and considering the circumstances of the teacher, having no proper school building—Mr. George Leef's house being used as a school—and no school books or material of any sort, except a few books and slates procured in Hokianga by the master at his own expense, the progress of the children has been good. During the past few weeks, owing to the causes named above, the school has not

been as regularly attended as I could have wished; but as the new school building will be fit to be occupied in a few days, I expect to see a better attendance than hitherto. The number of children on the roll is 41, of whom 2 are Europeans, 1 half-caste, and 38 Natives; the largest attendance being 40, the smallest 31, and the general average 35.

There has been a great delay in the erection of the school buildings at this place, owing to the difficulty of procuring sawn timber in the district, a portion of the timber required having to be brought by vessel from Kaipara.

The progress of the schools in this district during the last twelve months is, on the whole, satisfactory, and the progress made by the children good; but the school fees due from the Natives have not been as regularly paid as they should be. This refers more particularly to the Waitapu School. There are also fees due from the Whirinaki School; but as there has been no proper schoolroom or supply of books, I think this is in a great measure excusable.

Two new school buildings are now in course of erection at Pakia and Rakau Para, and will be finished very shortly, and I anticipate an average attendance of 40 pupils at each school.

The establishment of a school at Whangape, and another at Waihoa, would, I think, complete the school requirements for this district. It is, I think, difficult to overrate the value of these schools to the Maori people. The children are obtaining a knowledge, not only of the English language, but of English manners and usages, which they carry to their homes, thus conducing to the advancement of both the old and young; and it is not too much to suppose that should these schools continue in operation over the country, as at present, that a few years will see a large section of the Maori people, to whom the English language and ideas would not be, as they now are, a sealed book.

If a small sum were allowed annually to each school, to be distributed in prizes, it would, I think, have a good effect, and might be the means of inducing a more regular attendance than at present.

The present made by the Government to the Waitapu and Waima Schools, of cricket bats, &c., last October, has been a great source of amusement to the children, and been much appreciated.

I have, &c.,

SPENCER VON STURMER,  
Resident Magistrate.

The Under Secretary, Native Department, Wellington.

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### No. 5.

Mr. R. J. O'SULLIVAN, Inspector of Provincial Schools, Auckland, to the Hon. the NATIVE MINISTER.

SIR,—

Auckland, 20th June, 1874.

I have the honor to inform you that, in accordance with your desire, I visited the Native Schools at Karakariki (Waipa), and at Taupiri, and at St. Stephen's, Auckland. I now beg to enclose my reports upon the same for your information. In the absence of specific instructions, I confined my inquiries principally to matters affecting the teaching in the schools. I have ventured to make some suggestions as to the teaching of English in Native Schools, which I hope will meet with your approval.

I have, &c.,

The Hon. the Native Minister, Wellington.

RICHARD J. O'SULLIVAN.

*Taupiri (Waikato)*, 5th May, 1874.—On list, boys and girls, 24. Present—girls, 16. Eight of the pupils, I was told, had gone home to their parents. Maps, &c., in the school—Europe, Africa, Asia. Ball-frame and reading cards. No map of the World or of New Zealand. No black-board. No desks. The school is held in the church. The knowledge of the pupils was very slight indeed. Nearly all of them, I was informed, had been but a very short time at school. The girls are not taught sewing. Some picture reading cards in the school are found very useful. The want of a black-board, of desks, and of the maps of the World and New Zealand, seriously impair the efficiency of the school. The teacher, Miss Heta, speaks English well, and has an excellent manner. Of her other attainments I had no opportunity of judging.

*Karakariki Native School*, 4th May.—On roll: boys, 33; girls, 18=51. Present—boys, 28; girls, 10=38. I was informed that 8 girls and 5 boys were sick, and had gone home. Maps, &c., in the school—Europe, New Zealand, Africa, Asia, Palestine. A very small black-board. No map of the World, picture wall cards, or ball-frame.

This school is situated on the left bank of the Waipa, about nine miles from Newcastle. The schoolroom, 30 feet x 18 feet—large enough to accommodate about 70 pupils—is unlined, and appears out of repair. The school furniture can scarcely be called adequate. There are two teachers,—Mary Barton, principal teacher or manager; and Wm. Osborne, assistant teacher. They are both Natives. I consider the pupils' knowledge of arithmetic very satisfactory, so far as it went. Their writing was, on the whole, very fair; their knowledge of geography, or rather of the maps they had studied, fair. A few of them could read English fairly; a few

tolerably; the rest indifferently. Not more than one or two showed any intelligent apprehension of the meaning of what they read. I was informed that the greater portion of the clothes worn by the pupils was made by the girls attending the school.

To teach English at all effectually to Maori children must, considering the circumstances by which they are surrounded, be very difficult. I shall elsewhere offer some suggestions on this point.

As regards this school, I would remark that the reading books in use—the old series of Irish National School Books—are too hard. Books of a much simpler kind, and illustrated, should be substituted. Picture reading cards should be supplied, and diagrams of various kinds. A map of the World is required. I would recommend that of the hemispheres, published by Nelson. A black-board and easel, and a ball-frame for teaching arithmetic, are also required.

NOTE.—I consider it very doubtful whether the teachers of this school know enough of English themselves to be able to teach the language to their pupils.

*St. Stephen's Native School, Auckland, 3rd June, 1874.*—On roll, 30 boys; present, 29. Maps, &c.: supply of maps sufficient. Desks, 40 feet. Two black-boards. No picture reading cards. Schoolroom, 42 feet x 15 feet—large enough to accommodate about 80 pupils. One master, Mr. Davis.

I am of opinion that this school is conducted in a very efficient manner on the whole. The writing of the pupils is good. Their knowledge of arithmetic, and of the maps, satisfactory. Many of them copy with great accuracy from books, and some write very fairly from dictation. Most of them read as well as can be expected; and some have a pretty fair apprehension of the meaning of what they read. Several attempt to write letters in English, and a few succeed tolerably well. Here, as elsewhere, the reading books in use are too hard. Simpler books, profusely illustrated, should replace them. The map of the world in the school is not suited for the pupils. The maps of the hemispheres published by Nelson would be much better. Picture reading cards, and diagrams of various kinds, are required. Suitable pictures should, I consider, be supplied liberally to all the Native Schools. They very much facilitate the acquisition of English words by the children. When the teacher does not know Maori, they act as interpreters between him and his pupils.

I am informed that it was at one time a rule here that the pupils should, after school hours, speak English only, and that this rule has been recently relaxed. I think it undesirable to enforce any rule likely to give Native children a distaste for English; but they should be encouraged to speak the language at all times, and it would be well if they could be got to look upon the speaking of it as a something to bring them credit and honour. It may not be inappropriate that I should here state my opinion that the teaching of English in Native Schools must be comparatively ineffectual, and its results transitory, unless means are taken to give the pupils a taste for reading. This will not be accomplished by endeavouring to force on them useful and instructive works, of which they will read little and understand less, but by inducing them to read books in which they are likely to take an interest, and which they can assimilate.

I am informed by those competent to give an opinion on the subject, that the Natives take great interest in stories of travel and adventure, such as "Robinson Crusoe," and others of a like nature. Beginning with such books as these, and gradually led on to those of a higher character, they may at length be made to feel how much they are gaining by giving up a language with no literature for one with a literature so rich and varied. I would suggest that a small sum be applied, with the consent of the managers, to the purpose of procuring a few books of the kind indicated for this school. I should be happy to assist in selecting the books.

I examined the dormitories, and I saw the pupils at dinner. I consider that all the arrangements are as good as could reasonably be expected.

It is due to the master that I should state that he seemed to me to be competent, painstaking, and zealous.

## No. 6.

Mr. H. W. BRABANT, R.M., Opotiki, to the UNDER SECRETARY, Native Department.

SIR,—

Opotiki, 2nd February, 1874.

I have the honor to acknowledge the receipt of your letter dated Tauranga, November 24th last, requesting me to undertake the half-yearly inspection of the Native Schools in the Bay of Plenty and Lake Districts.

I conclude that the inspection should take place at the end of each half year, but owing to the press of other duty, I was unable to inspect the schools at a distance from Opotiki in December. I have however done so last month, and now take leave to transmit herewith my report, and to request you to lay the same before the Hon. the Native Minister.

I have, &c.,

The Under Secretary, Native Department,  
Wellington.

HERBERT W. BRABANT, R.M.

SIR,—

Opotiki, 2nd February, 1874.

I have the honor to submit the following report on Native Schools in the Bay of Plenty and Lake Districts:—

1. *Whakatane School*: Teachers, Mr. and Mrs. Stewart.—I inspected this school on December 16th last. The number of scholars present was 45. The school had been opened about five months, but many of the children had been previously taught by the wife of the chief Wepiha Apanui. The first class consisted of 15 scholars. The reading of about half of them (from an elementary book) was good, of the rest indifferent; their writing in copy-books and from dictation, good. In arithmetic, three of them were able to work sums in practice, and appeared to be well grounded in the other rules; the rest acquitted themselves but indifferently. In the lower classes about ten read easy sentences very fairly, and were able to work the simple rules of arithmetic; the rest were mere beginners. The whole school had been taught the outlines of geography from maps. Mrs. Stewart had also taught the children some English songs and glees, which they appeared to take great pleasure in singing. I believe that this might be advantageously extended to other schools, as tending to make the school agreeable to the children themselves. The discipline was not so good in this school as in others which I visited, but this is to be accounted for, I believe, by the fact of the teacher having had a very large school to manage alone (at first there were as many as 100 on the books), Mrs. Stewart having only lately joined him.

2. *Ohawa School*: Teacher, Mr. Avent.—This school was inspected on December 17th, when there were 13 scholars present. The first class consisted of 4 scholars. Their reading, in "Nelson's Third Book," was very good, the pronunciation only being somewhat defective. Their writing in copy-books and from dictation, their spelling and arithmetic, up to reduction, were also very good. The junior scholars were able to read well in simpler books ("Step by Step"), and had all been taught writing and the first rules of arithmetic. The school not having yet been supplied with maps, they have been taught but little geography. They have been taught singing, of which they appear fond, and in which they succeed better than might be supposed. They have little or no knowledge of colloquial English. The discipline was very good, and altogether this school impressed me very favourably, every scholar appearing to have been carefully taught, and to know thoroughly what he had learnt.

3. *Omarumutu School*: Teachers, Mr. and Mrs. Clarke.—This school was inspected on December 19th, when the number of scholars present was 26. It was only opened on August 13th last, and as none of the Whakatohea children had previously had any schooling, and as Mrs. Clarke had but just joined her husband, I scarcely expected to be able to report much progress. In the first class of boys, 12 were present. The reading, in Nelson's "Step by Step," of about half was good; of the rest, indifferent. Their writing, on slate, and arithmetic (first four simple rules) were good. In the first class of girls, 9 were present. The reading of three of them ("Step by Step") was good; of the rest, bad. The junior classes were commencing to learn to read. Some of the scholars had a fair knowledge of the map of New Zealand; and the girls had been taught sewing by Mrs. Clarke. The discipline was fair.

4. *Matata School*: Mr. and Mrs. Creeke.—I inspected this school on January 20th, in company with Te Wikiriwhi, the Native Chairman of the School Committee. The number of children present was 23. The first class comprised 8 pupils; they read but indifferently; their writing in copy-books was fair, and their dictation good. The junior classes read but indifferently. In arithmetic the scholars acquitted themselves better, 2 being in practice, 7 in compound multiplication, and the rest in the simple rules, all being able to work well as far as they had learnt. Their knowledge of geography was slight; of colloquial English, none. The girls had been taught sewing by Mrs. Creeke. The discipline was fair. The teacher complained of having been unable to obtain suitable books, which may account to some extent for the indifferent reading of most of his pupils.

5. *Maketu School*: Teachers, Mr. and Mrs. Rudman.—I inspected this school on January 21st, in company with the Rev. Ihaia Ahu, the Chairman of Committee. The number of scholars present was 20.

The first class consisted of the two daughters of the Chairman. I examined them in advanced reading of prose and poetry, writing from dictation, grammar, and arithmetic as far as the rule of three. They appear to have had a really good education, and are able to converse in English on common subjects. I think that the elder of these young women (Kataraina) might be advantageously employed as an assistant teacher at one of the larger village schools.

The second class consisted of 7 children; the reading, from "Phillips' Series, No. 2," and spelling of three were good (especially of one boy, a son of Ihaia's); of the rest, bad. Their writing on slates was good, and the simple arithmetic of some of them fair. The third class of 11 appeared to be mere beginners. Some of the girls had been taught sewing and fancy work by Mrs. Rudman. The discipline was good.

With the exception of the Rev. Ihaia Ahu's children, and two or three more, who, I conclude, owe their advancement to the former master, the pupils in this school show but little progress. This is attributed by the master to the apathy shown by the late School Committee; and he hopes that under the new Committee, with Ihaia as Chairman, the children will attend with regularity, and make good progress.

6. *Rotoiti School*: Teacher, Major Wood.—I proceeded on January 22nd to inspect this school. Te Hareti, one of the School Committee, accompanied me. The number of scholars

present was 8, mostly young men. They read well from "Nelson's Sequel," translated what they read into Maori, and answered questions on the lesson in English. Their writing, and arithmetic up to reduction, were good. In the second class, a few read fairly from "Step by Step;" the rest indifferently. The translating words into Maori and spelling of some of them were fair. Neither dictation nor geography have been taught.

The teacher appears to have taken great pains with his pupils, especially to make them understand what they learn. He complains, however, that the children attend so irregularly that they make but little progress. He appears to be much respected by the Native population. I learned from Te Hareti that there are not enough children living in the immediate vicinity to make up a large school. I tried, however, to impress upon him the necessity of those who did attend doing so regularly.

Major Wood complains of the building having been so badly constructed as to need repairs already, and of his want (which is evident) of desks, forms, &c. I should recommend that some school furniture (desks, forms, and black-board) be made for him by the contractor for the erection of the Tarawera School.

7. *Tarawera (Te Wairoa) School*: Teacher, Mr. Cowan.—I visited this school on January 23rd for the purpose of inspecting it, but found it not in operation. I saw Mr. Cowan, who explained that Mr. H. T. Clarke, Native Under Secretary, had, on his late visit to the school, authorized the extension of the holidays to the end of January. I had seen the chief Te Kupa at Matata on my road, and understood from him that the school was open, so that I was ignorant until I actually arrived at the temporary school building that it was not so. I am unable to give the number of scholars attending the school, as the master has furnished no quarterly return, nor has he kept any register of attendance. I have, of course, instructed him to do so in future. I conversed with the Chairman and members of the School Committee, and, judging from their report, and from the number of children I saw at the settlement, I should suppose the school to be well situated, and likely to prove a success. Some timber was lying on the site for the new school building.

8. *Ohinemutu School*: Teacher, Mr. Tait.—I only learnt on passing through Maketu that a school had been opened at Ohinemutu by Mr. Tait, formerly teacher at the first named place. I visited it on January 24th, and found the school in operation in a very ruinous building. There were 22 scholars present. The first class, consisting of 6 boys, who had been taught at other schools, was examined in easy reading, translating into Maori, spelling, and tables, and showed considerable knowledge. The rest of the school were mere beginners. The school, I was informed, had only been opened seven days, so that much progress in learning could not be expected. The discipline and order shown, however, compare favourably with any school visited by me.

9. *Whareroa School (Tauranga)*: Teachers, Mr. and Mrs. Oldfield.—I inspected this school on January 26th, when the number of scholars present was 9. The first class consisted of 5 pupils. Their reading, from "Nelson's Junior Reader," was good, as also their writing and dictation. In arithmetic, three of them worked sums in compound multiplication, reduction, and rule of three. The other two were not so proficient. The junior scholars read indifferently well from the "Irish National Sequel." The whole school were perfect in the multiplication table, and had been taught some geography from the maps. They had little or no knowledge of colloquial English. Mrs. Oldfield I did not see, but I believe she was absent on leave.

I understand that the Government intend erecting a small building for the accommodation of children who may wish to attend the school from a distance, and the chief Hori Ngatai is confident that this will give fresh life to the school, the attendance at which, it appears, has been for some time steadily falling off.

10. *Opotiki School*: Teacher, Mr Wyatt.—This school was established in 1872 for a mixed school of Europeans and Maoris, and though chiefly used by Europeans now, is open to any Native children who will attend. During the last quarter, I regret to say that only one Native child attended—a boy of about eleven years old; he has learnt to speak English, and is as far advanced as most of the European children of his age. His case shows the rapidity with which Native children sent to a European school will learn the language. I am glad to be able to report that, besides him, one Native boy and five girls are now attending the school. The European scholars number 98.

This concludes the list of schools under my inspection, ten in number, and at which nearly 300 children have been taught during the last quarter.

The masters, generally, I believe to be efficient and painstaking, and anxious to do their duty under great discouragements. Most of them complain of receiving little assistance from the School Committee or chiefs, and of the irregular attendance. They have also in some cases had a difficulty in obtaining books. This latter want will in future be attended to by me.

I may add that I have not only inspected the several schools, but have endeavoured in each case to see as many of the Committee and chiefs as possible, and to urge on them the advisability of supporting to the best of their power the Government scheme of education.

I append hereto a tabular statement, showing the number of scholars and the average attendance at each school.

I have, &c.,

HERBERT W. BRABANT,  
Inspector of Native Schools.

The Hon. the Native Minister.

RETURN of ATTENDANCE at NATIVE SCHOOLS in the BAY of PLENTY and LAKE DISTRICTS, for the Quarter ended 31st December, 1873.

Name of School.	Names of Teachers.	Hours of Attendance.	Number on Books.	Average Attendance.
Whakatane ... ..	Mr. and Mrs. Stewart ... ..	9 a.m. to 1½ p.m.,	76	33
Ohiwa ... ..	Mr. Avent ... ..	10 to 12 a.m. 2 to 4 p.m.	17	15
Omarumutu ... ..	Mr. and Mrs. Clarke ... ..	do.	51	28
Matata ... ..	Mr. and Mrs. Creeke ... ..	do.	25	16
Maketu ... ..	Mr. and Mrs. Rudman ... ..	do.	29	18
Rotoiti ... ..	Major Wood ... ..	do.	29	13
Tarawera ... ..	Mr. Cowan ... ..	...	...	25
Ohinemutu ... ..	Mr. Tait ... ..	do.	...	...
Whareroa ... ..	Mr. and Mrs. Oldfield ... ..	do.	15	14
Opotiki ... ..	Mr. Wyatt ... ..	10 to 12 a.m., 1 to 3 p.m.	1	1

*Note.*—The average of the Tarawera School is estimated, no books having been kept. The Ohinemutu School was not open last quarter.

Compiled from returns furnished by the teachers.

HERBERT W. BRABANT,  
Inspector of Native Schools.

No. 7.

Mr. H. W. BRABANT, R.M., Opotiki, to the Hon. the NATIVE MINISTER.

SIR,—

Opotiki, 27th June, 1874.

I have the honor to submit the following report of my half-yearly inspection of the Native Schools in the Bay of Plenty and Lake Districts:—

*Matata School:* Teachers, Mr. and Mrs. Creeke.—The number of children on the books of this school is 40. When I visited it on May 29th, in company with Te Wikiriwhi, the Chairman of the School Committee, 27 were present, of whom 13 were boys and 14 girls. The first class consisted of 7 pupils. Their reading and spelling, from the "Irish National Third Book," were good, and, although the pronunciation was somewhat defective, they appeared to have some appreciation of the meaning of what they read. They wrote well from dictation, and the arithmetic of this class was very good, one being in bills of parcels, one in reduction, and the rest in compound multiplication and division. They also answered remarkably well when cross-questioned in the multiplication, shillings, and pence tables. The second class (7 pupils) read indifferently from the "Irish National Second Sequel" (a book beyond their capacity), and well from "Nelson's Sequel." Their spelling, translating into Maori, and writing were good, and their arithmetic fair. The third class (5 pupils) read pretty well from "Step by Step," were able to work the simple rules of arithmetic, and wrote well. The fourth class were beginners. In geography, the whole school had a fair knowledge of the maps of Europe and of New Zealand. They had also all learned the vocabularies in "Lessons in the English Language." The girls had been taught needlework by Mrs. Creeke. The discipline was good, and the pupils clean and neat in their persons. There are a greater number of children attending this school than there were last half year. Their improvement is decided, and generally the state of this school may be said to be progressive and satisfactory.

*Whareroa School (Tauranga):* Teacher, Major Wood.—The number on the roll is 38, though but 15 were present at my inspection of this school on June 2nd. The reading and spelling of the first class (5 in number), from "Nelson's Junior Reader, Part II," were good; but they had little appreciation of the meaning of what they read, and no colloquial English. Their writing from dictation was good; of two of them remarkably so. In arithmetic, two of them were said to be able to do addition and subtraction of fractions; but in this they failed. They all, however, worked the compound rules well. They answered questions on the map of New Zealand, and on the meaning of geographical terms, well. Second class (7 pupils): Their reading, from the "Irish National Sequel," and spelling, were good; but, as in the first class, they had no appreciation of the meaning, and no colloquial English. Their arithmetic (simple rules) was fair. This school was hardly in working order, it having only been open a day or two under the new teacher after a month's cessation of duties. I saw Hori Ngatai, the Chairman of the School Committee. He considered that he had a grievance in the removal of the former master, who had given the Natives great satisfaction. While I concurred with the chief in praising Mr. Oldfield's abilities as a teacher, I explained that he had not been removed by the Government, but had himself resigned his post. This, it appears, had not previously been explained to Hori Ngatai.

*Ohinemutu School*: Teachers, Mr. and Mrs. Tait.—This school, which I reported to you in January last to have just been opened in a temporary building, I again visited on 4th June. There are 54 children on the roll, of whom 23 were present at the inspection. They are of course mere beginners, one or two only having had any previous schooling. I examined them in easy reading, spelling, the multiplication table, &c., and found that they had made considerable progress since my last visit. The discipline and order, as would be expected by those who know Mr. Tait's abilities as a teacher, were better than in any other school under my inspection. When the school was opened in the present temporary building (an old *raupo* church), the resident Natives promised to repair it. I regret, however, to say that they have not done so, and I fear that this neglect will greatly retard the progress of the school, as, not only is it necessary to close the school in bad weather, but it is probable that sitting in such a ruinous building during the winter months will injure the health of both teachers and pupils. Nothing has yet been done in the matter of erecting a permanent schoolhouse, the question of the site not being yet settled. Most of the School Committees were absent from Ohinemutu at the time of my visit, but I saw Temuka Te Amohau, and urged on him the necessity of more energy in school matters. I learned from Mr. Hamlin, Resident Magistrate, that he has been in communication with the School Committee about the site for a permanent school building, and that he hoped very soon to bring the matter to a satisfactory issue.

*Te Wairoa School (Tarawera Lake)*: Teacher, Mr. Cowan.—I had intended to visit this school, but on my way from Tauranga to Ohinemutu I met Mr. Cowan, who informed me that he was going away on sick leave, and that the school was closed. I did not, therefore, consider it necessary to proceed to Te Wairoa. I learned from Mr. Cowan that the new school building has been completed, with the exception of the interior fittings.

*Rotoiti School*: Teacher, Mr. Davis.—From Ohinemutu I proceeded to Rotoiti, on 4th June. I found that the new teacher lately sent up from Wellington had commenced residence. The Natives of Te Taheke and Morea, whose children are taught at this school, were, however, all absent, some attending a meeting at Maketu on the subject of selling land to the Government, and others at their remote cultivations. At the last-named settlement I only saw three Natives, and at the former not a single one. As there were no children, I was unable to inspect the school on this occasion. No blame can, of course, attach to the teacher, who appeared much annoyed at having no pupils, especially as, from his ignorance of the language, he was unable to communicate with the Natives on the subject. I explained to him that such incidents were unavoidable among the semi-nomadic Natives of New Zealand.

Subsequently, when I was at Maketu, I saw Te Waata, the Chairman of the Rotoiti School Committee. He informed me that the children would attend school again immediately on his return to Te Taheke, which would be in a few days.

*Maketu School*: Teachers, Mr. and Mrs. Rudman.—I arrived at Maketu on June 5th, and on the following day visited the school. 15 children were present out of 28 on the books. I found the Rev. Ihaia Te Ahu's two daughters, to whom I referred in my last report on this school, still attending, and that they had made considerable progress since then. They read very well from an English history, and answered readily grammatical and critical questions thereon; they also displayed a good knowledge of arithmetic up to the rule of three, and of geography. The other scholars were divided into two classes. The first (8 in number) read but indifferently from "Phillip's Second Book;" their spelling and translating into Maori were also indifferent; their writing from dictation was better; while their arithmetic (simple rules) was good. They also had a good knowledge of the addition and multiplication tables.

The second class could read a little from an elementary book. Some of the girls had been taught plain and fancy needlework by Mrs. Rudman. I fear that there is some falling off in the numbers attending this school; the teachers complain, moreover, that most of the pupils attend very irregularly, and thus prevent their progressing. The Rev. Ihaia Te Ahu, to whom I spoke on the subject, attributes this to the apathy of the other members of the School Committee, of which he is Chairman.

*Whakatane School*: Teachers, Mr. and Mrs. Stewart.—This school, which I inspected on June 8th, is a very large one, having no less than 88 scholars on the roll. There were only 52 present on that day, some of the most advanced I believe being absent in consequence of the death of a young woman who formerly attended the school. I examined the first class (numbering 11) in reading from "Nelson's No. 4," in spelling, translating, and writing from dictation (easy); the second class (8 in number) in reading from "Phillips' Second Book," in spelling and translating; and the third class (13 children), in reading from "Nelson's Third Book," spelling and translating the words into Maori. The fourth class were children learning their letters. The whole of the pupils acquitted themselves but indifferently well in these studies. In arithmetic, however, they appeared to have been well taught; the first class being able to work all the rules up to "practice," and the junior classes the simple rules. The whole school had a good knowledge of the map of New Zealand, and one boy repeated a piece of poetry, in English, very fairly. The children sang "God save the Queen" before dismissal.

The discipline was not so good, nor were the pupils so neat in their persons, as at some schools; this, and also their slow progress, is due, in my opinion, to the numbers attending the school being too large for the school building, or for the capacity of one teacher; and yet it would probably give offence to the Natives were any excluded. Mrs. Stewart has been incapacitated by ill health from teaching in the school during a part of the last half-year. An



addition is now being made to the teachers' quarters, and, when completed, one of the rooms will be available as a class-room.

I propose shortly to submit for your approval an application from a young Native for an appointment as pupil teacher at this school.

*Ohiwa School*: Teacher, Mr. Avent.—There are 25 children on the books of this school for the last quarter; some of these, however, have only attended for a short time. There were 12 present, all boys, on the date of my visit. These were divided into three classes. I examined the first class in reading and spelling, from the "Irish National Second Book;" and the second class in reading and spelling, from the "Irish National First Book." They all read very well, I may say better than at any of the schools under my inspection; there was also a marked improvement, since my last visit, in their pronunciation, and in their appreciation of the meaning of the English words.

The first and second classes wrote from dictation; the spelling of the words being very good, while the writing of some of them was not so good. They also answered questions from "Mason's Geography of New Zealand," well. The first class, and part of the second, were nearly perfect in the addition, multiplication, shillings, and pence tables, in notation and the Roman numerals, weights and measures, &c. The boys worked well the various rules of arithmetic, as far as they had severally learnt, the most advanced being in "practice." There was a third class, of three small boys, learning their letters. The discipline was good. Mr. Avent's heart appears to be in his work, and the way in which he has taught the Arawa children at Ohiwa is very creditable to him. At the same time it must be remarked, in justice to other teachers, that he has not laboured under the disadvantages some of them have; he has never had more children than he could manage, and, from his living in the Native pa, has been able to secure the regular attendance of his pupils.

*Omarumutu School*: Teachers, Mr. and Mrs. Clarke.—When I visited this school on June 22nd, there were present 19 scholars, out of 32 on the roll. They were divided into three classes, one of boys, one of girls, and a junior one of both sexes. The boys' class read and spelt fairly from "Mavor's Spelling Book" (words of two syllables), and answered questions from the vocabularies of "Lessons in English" indifferently. Their writing in copy-books and from dictation was good; they also worked sums—some in the simple, and some in the compound rules of arithmetic—well, as regards those rules they had lately been taught, but appeared to have forgotten in a measure the previous ones.

The girls' class read and spelt indifferently well from "Mavor's Spelling Book," wrote well in copy-books and on slate, worked the simple rules of arithmetic well, and answered questions in the Maori vocabularies indifferently. Both boys and girls had a fair knowledge of the map of New Zealand, and answered pretty well when cross-questioned from the multiplication and pence tables. I noticed that the writing of the pupils at this school was remarkably good. The junior class were mere beginners. The girls had been taught sewing by Mrs. Clarke. The discipline was good, and the children clean and neat.

*Opotiki "Mixed School"*: Teachers, Mr Wyatt and two assistants.—You are aware that shortly after this school was established under the provincial system, for the children of both Europeans and Natives, the latter ceased to attend. During the last half year, however, several Native children have been sent to the school, and I think it probable that others will follow. The present teacher is a gentleman of long experience in tuition both in England and the colony, and appears to give satisfaction to both Europeans and Natives. There are now 77 European and 9 Native children on the books. When I visited the school on the 24th instant, seven Natives were present—two boys and five girls. One boy, who has attended the school since its commencement, has learned to speak English, and is now as far advanced as most of the white children of his own age (12 years). I examined him in reading from "Nelson's No. 4 Royal Reader," in writing from dictation, in arithmetic up to rule of three and bills of parcels, and in geography, in all of which he acquitted himself creditably. The others read from "Willie's First English Book," and were able to do some simple arithmetic, to say part of the multiplication table, and to write fairly. The girls had been taught needlework. Fair progress had been made, considering the short time that these children have attended school. I have no doubt that Native children attending this school will learn English in a very short time, and progress much more rapidly than in the schools purely Maori. It is to be regretted that there are but few children among Hira Te Popo's hapu of the Whakatohea, who are the only Natives living near to this school.

This completes the list of schools in operation, ten in number, which have been placed by you under my inspection.

*Te Kaha*.—The Whanau-a-Apanui and the Whanau-a-te-Hutu have collected £50 towards the erection of a schoolhouse at Te Kaha, which has been supplemented by you with the usual grant from the Native school fund. I regret that the rise in the price of timber and of labour has prevented my erecting this building, the estimated sum having been found insufficient. I trust that before my next report this school may be in operation.

The schools I have had the honor to report to you on are generally in a satisfactory and progressive state. The Natives, as a rule, continue to take a lively interest in them, and the attendance is well kept up. The Maori-English school-books lately printed by the Government have come into use, and are of the greatest assistance to the teachers.

I append hereto a tabular return showing, in respect to each school, the number present at my visits, the number on the books, and the average attendance during the period since these schools were placed under my inspection. In reference to this return, it is perhaps necessary to point out that my last inspection was made during bad weather in the winter, and that the wet season must necessarily affect the attendance.

I have, &c.,

HERBERT W. BRABANT, R.M.,

District Inspector of Native Schools.

The Hon. the Native Minister, Wellington.

RETURN showing the ATTENDANCE at the NATIVE SCHOOLS in the BAY OF PLENTY and LAKE DISTRICTS.

Name of School.	Number Present when visited by Inspector.		Number on the Books.			Average Daily Attendance.		
	December, 1873.	June, 1874.	December, 1873.	March, 1874.	June, 1874.	December, 1873.	March, 1874.	June, 1874.
Opotiki... ..	1	7	1	9	9	1	7	Returns not yet to hand.
Omarumutu ... ..	26	19	63	40	32	47	21	
Ohiwa ... ..	13	12	25	28	25	14	18	
Whakatane ... ..	45	52	73	83	88	33	51	
Matata ... ..	23	27	25	32	40	16	17	
Maketu ... ..	20	15	29	57	28	18	38	
Whareroa (Tauranga)... ..	9	15	15	35	38	14	15	
Rotoiti ... ..	18	None	29	37	37	13	26	
Te Wairoa* ... ..	...	...	...	30	30	20	20	
Ohinemutu ... ..	22	23	Not open	49	54	Not open	34	
Totals ... ..	177	170	260	400	381	176	247	

No. 8.

Captain PORTER, Chairman Tologa Bay School Committee, to the RESIDENT MAGISTRATE, Gisborne.

SIR,—

Gisborne, 12th June, 1874.

I have the honor to inform you that I have inspected the Tologa Bay School, and found the progress of the school very satisfactory.

The system of tuition used in the Tologa Bay and Waipu Schools appears superior to others in the district, as the children are cleanly, and attentive to their lessons, and show evidence of marked progress in their studies.

I have, &c.,

T. W. PORTER,

Dr. Nesbitt, R.M., Gisborne.

Chairman Tologa Bay School Committee.

No. 9.

Mr. ALEX. MACKAY to the UNDER SECRETARY, Native Department.

SIR,—

Native Reserves Office, Nelson, 1st July, 1874.

I have the honor to submit herewith, for the information of the Hon. the Native Minister, a report on the result of my visits to the several Native Schools in the South Island, made in compliance with the instructions contained in your letter (No. 75) of 2nd February, 1874.

There are four purely Native Schools in operation in the South—one at Riverton, established in 1868; one at Ruapuke, in the same year; one at Otago Heads, opened in 1869; and one at Kaiapoi, in 1863. Besides these, there are three District schools at present receiving aid from the Government.

At the northern end of the Island three schools have been built during the past year—one at Arahura, on the West Coast; one at Wakapuaka, to the north of Nelson; and one at the Wairau, in Marlborough. The latter is the only one yet in operation. The opening of the others is delayed for want of masters.

\* Te Wairoa School was not in operation at the date of either of my inspections. The school has been open, but is closed, I understand, owing to the illness of the teacher. No returns have been forwarded to me from this school. The attendance is filled in from a verbal statement made to me by the teacher, and the numbers are only approximate.

*Riverton.*—The Riverton School was first opened at the latter end of 1868, under a Mr. Wardrop, the then teacher of the local school, who was ultimately succeeded by Mr. Ireland, the present master, on the 18th April, 1870. The school has been conducted from the first on the "half time" system, the nominal time devoted to instruction being from 1 p.m. to 3 p.m. This plan, combined with the irregular attendance of the children, has operated very unfavourably, and should be superseded by making the hours of instruction the same as in the local schools. There are a sufficient number of half-caste and Native children living at and near the settlement to warrant the step being taken, and I would beg to recommend that a master be permanently appointed with that view, at a minimum salary of £100 per annum. The present master, Mr. Ireland, would be willing to undertake the duty for the above-mentioned sum, if the Government deem it advisable to approve the recommendation.

The school was inspected on the 18th March. There are 21 children now on the roll, 15 of whom were present on the occasion. The attainments of the pupils may be summed up as follows, viz.:—Reading: Two could read lessons of three and four syllables well, and seven fairly; three could read monosyllables; and three were learning the alphabet. Spelling: Two could spell very well, and ten imperfectly. Arithmetic: Two were good in the advanced rules, and ten were fair in simple addition; the others were learning figures. Writing: Nine submitted very fair writing on slates, and three were forming letters: there were no copy-books in use in the school. Geography: Two could answer questions in elementary geography; the others had not been taught.

A want of proper system and order is manifest in the school. The discipline is lax in the extreme, owing to the timidity of the master in enforcing it, fearing lest the children might desert. Some allowance is certainly due on those grounds, as the master has had a very difficult task to perform to keep the school together, owing to the indifference of the parents on the one hand, and the uncertain attendance of the children on the other; the irregular attendance being further increased by the system alluded to, as by the time the school is open in the afternoon the children have got dispersed all over the place, and both the parents and master are ignorant of their whereabouts, the former supposing that they are attending school, and the latter that the absent ones have been kept at home. Remonstrance is frequently made by the master, on the true state of affairs becoming known; but the parents have so little control over their children, that any rebuke from them is of no avail. I regret, however, that I am compelled to report that the Riverton School is in a very inefficient state, and very far in its present condition from bringing about the reformation in the social habits of the Natives which the Government desire to effect, as the unmethodical style of instruction alluded to confirms the Natives in their irregular and unsystematic habits.

A new Committee has been elected by the Natives, who will, it is to be hoped, display more energy in the cause of education than the former one. I took advantage of the occasion to impress on all concerned that although the Government is anxious to use every means at command to encourage and promote the education of the Maori children, without assistance is rendered by the Natives themselves to further the cause, little benefit can be expected from the attempt, as many difficulties are met with in teaching their children, without having to encounter the apathy and indifference of parents. It was highly necessary, therefore, if the Natives were alive to their own interests, that they should secure the advantages to be gained, not only by the children themselves, but indirectly by the whole community, by facilitating the efforts of the Government in that direction, for it must be obvious to every one who has given consideration to the subject that education must prove a powerful means of civilization, and tend efficiently to make good British subjects of all who are brought under its influence.

I also took the opportunity of pointing out to the Committee that all complaints of the parents should be heard by them, and that really all matters pertaining to the efficiency of the school rested in their hands. It was also part of their duty to see that all the children who can attend do attend, and that, in furtherance of the plan, a system of checks should be instituted to rectify the present irregular attendance of the children; to which end the parents should be directed to make a point of notifying to the master on every occasion that a child was kept at home by sickness or other reasonable cause, and that the absence of such notice should be sufficient proof that the child was absent without leave, whereupon punishment should follow.

With regard to the vacations, it was proposed that the December and June holidays should be limited to a week's duration each, and that the principal holidays should be appointed at the mutton-bird season, towards the end of April, when the majority of the children are absent with their parents on the annual bird-catching expeditions, otherwise a serious interruption would be caused in the attendance, and the master's time during these periods entirely wasted.

The building in which the school is held is not very well adapted for the purpose. The main part was originally built for a church, at the joint expense of the Government and the Natives, the former paying the cost of erection (£120), and the latter the cost of the material. An addition of 22 x 12 with a porch 8 x 9 has since been added by the Government, at a cost of £119, inclusive of a chimney, and it is in this portion that the children are taught. The room is very confined, and when fully attended leaves little space to move about. There is a great want also of interior accommodation, and the school is badly supplied with books and other requisites.

The greatest number of pupils on the books since the school opened is 34, and the least number is 9. The average daily attendance for the year ended 30th June, 1873, was 19, viz., 12 males and 7 females. The amount of payment hitherto has been at the rate of £4 per annum for each average pupil in attendance, of which the Government contributed three-fourths, and the parents one-fourth. This system has been altered since the 1st January last, and the full amount is now paid by the Government. The present arrangement is far more satisfactory for the masters, as they had considerable difficulty under the former system in collecting the proportion payable by the parents, and it is only just, all things considered, that they should be relieved of the annoyance; for, as a rule the disagreements and difficulties to be encountered in connection with the process of teaching Native children is quite sufficient to contend with, without being continually perplexed about the monetary part. The imposition of a fee might have a wholesome effect (although experience goes to prove to the contrary) in giving the parents more pride in educating their children; but in cases where it is resorted to, I would strongly recommend that the Government should undertake the collection of it. In any case the system need not be reverted to in the South, as the schools in the neighbourhood of Foveaux Strait possess the advantage of a fund accruing from the endowment of 2,000 acres set apart in terms of the Stewart's Island purchase for educational purposes. The land has been let for 21 years, from the 1st July, 1874, at a rental of £100 per annum, and the sum of £425, collected from the tenant (Mr Kingswell) for the occupation of the land to the 30th ultimo, under the terms of payment formerly arranged, of which, and other circumstances concerning the disposition of the land, my letter of the 2nd April last will have fully informed you. With regard to the other schools now in operation, or which may ultimately be brought into operation in the southern provinces, the Natives look to the fulfilment of the promises formerly made by the Government concerning schools, as a means for providing for the education of their children.

The general health of the pupils attending the Riverton School is reported to be good, only five deaths having occurred amongst them during a period of four years, and those were caused chiefly by an epidemic that prevailed at the settlement towards the end of last year.

At the general apportionment of the reserve, of which I have already acquainted you, an acre of land was set apart for the church and school, and requires fencing in, to which purpose a portion of the £425 adverted to above might be fairly devoted.

*Bluff.*—At the Bluff, Campbelltown, there are 7 children attending the local school, for whom the parents have hitherto paid the fees, which range from 4s. to 6s. per quarter, according to the various stages of proficiency attained by the scholars. Besides the number attending school, there are 13 others who will shortly be old enough to attend; but the limited means of the parents preclude the possibility of their being sent without aid from the Government; and on the occasion of my visit there, they were induced to request me to represent their case for favourable consideration. I informed them that the Government had consented, as far back as August, 1868, to pay the same proportion for the attendance of their children at the local school as had been agreed on in the case of purely Native Schools in other places; but they pleaded entire ignorance of the arrangement. The District Committee, however, were perfectly aware of it, and had expressed their concurrence; but there the matter appeared to have ended, as no demand has been made for payment, although the children have been in regular attendance since the arrangement was effected.

With reference to the request made by these people, I would beg to recommend that a fair proportion of the sum accruing from the school endowment in Southland should be devoted to the education of their children, as they are fully as much entitled to participate in the income as other residents in the South. The total amount might be fairly apportioned between the existing schools at Riverton and Ruapuke, for the education of the children of half-castes and Natives residing at the Bluff, and as a subsidy for the education of the Native and half-caste children residing at the Neck, Stewart's Island, whenever a school is established there by the Education Board.

*Ruapuke.*—The Ruapuke School was opened in July, 1868, under Mr. and Mrs. Henri; and during the first quarter there were 51 children on the roll, and 42 in regular attendance. Since then, a diminution of the population of the island has taken place through deaths and the removal of a number of the half-caste families to Stewart's Island. The average daily attendance during the year ended the 30th June, 1873, was 22, viz., 12 males and 10 females. The school and master's house stand upon a block of ten acres, given by the Natives, in 1867, for educational purposes, and originally cost £320. To this a further sum of £100 was subsequently contributed by the Government to enlarge the master's house.

The school seems to have fallen into disfavour of late. The true cause is believed to be attributable to the desire on the part of some of the Natives—but principally on that of Teone Topi Patuki, who has engendered a feeling of discontent in the minds of others—to upset the dedication of the £2,000 set apart in terms of the Stewart's Island purchase for educational purposes, in order that they may obtain the money to fritter away on some fruitless purpose of their own. Topi, who has never been distinguished by an abnegation of self, feels that, under the present arrangement, he only receives a proportionate share of the benefit accruing from the money, in common with others; but if by any means he could sacrifice the school, and so obtain a refund of the original sum, his share as principal man of the tribe would be much greater. This will probably be found to be the true cause of discontent.

The inclemency of the weather and the uncertainty of being able to return from the island within a reasonable time, prevented me visiting the school. I consequently wrote to the Rev. Mr. Wohlers, requesting him to furnish a full report of its progress from the commencement, for the information of the Government, and forwarded him a series of questions, with a view to elucidate a clear account of the proceedings to enable an impartial opinion to be formed of the result of his efforts to promote the education of the Natives on the island; and I have much pleasure in appending his account (Appendix A) of the present condition of the school, together with a return (Appendix C) showing the progress made in education by the pupils who have attended since the commencement, which entirely dispels any feeling that might otherwise have existed respecting the inefficiency of the school. But even supposing the condition of affairs had been as bad as they wished to represent, if Topi and others had possessed a spark of gratitude towards one who has lived amongst them for the last thirty years, devoting the best years of his life for the sole purpose of promoting their religious and social welfare, they would have been the last to lend themselves to a course which, if effectuated, would lead to his forced retirement.

*Otago Heads.*—The Otago Heads School was formally opened in the month of March, 1869, a Mr. Oldfield, who conducted it for about two months and then resigned, and was succeeded, after a lapse of four months, by Mr. Henry Leask, who continued in this position till the end of 1871, when he was succeeded by the present master, Mr. Walker, on the 1st January, 1872. The school and master's house stand on land set apart by the Natives as a church reserve. Part of the building now used for school purposes was built at the expense of the Natives, and has since been enlarged by the Government, who also contributed £286 for the master's house. The school building is not particularly well adapted for the purpose, the plan having been badly devised; it has the disadvantage also of being stuck up on tall piles on the spur of a hill, which tends to make it excessively cold in the winter. The room is only warmed by a fireplace at one end of it, which is so inconveniently placed as to be almost useless, and should be superseded by a stove, to be placed in the centre of the room to enable the children to have ready access to warm themselves; and, as a means of adding to the warmth, the open space under the building should be boarded up. The master informed me that the discomfort experienced in the school was made an excuse by the parents to keep the children at home on cold wet days—a practice that causes a great waste of time. Some alterations are also required in the house to make it comfortable, viz., the formation of a passage through to the kitchen; the rooms to be re-papered, and the outer walls of the building painted, and a verandah built in front. The kitchen chimney requires pulling down and rebuilding, owing to it being too small to be of any service, besides being given to smoke to such an extent that it cannot be used excepting at great inconvenience; this necessitates all the cooking being done in the sitting-room. The skilling at the back should be carried the whole length of the building, so as to secure the additional advantage of an extra room. A few loads of stones and sand about the house are much wanted, as the place becomes a perfect puddle in wet weather. The piece of land apportioned for the school requires fencing in with a substantial outer fence, for the use of the master, and a smaller plot divided off with a paling fence for a garden. It is very desirable that this work should be put in hand as early as possible, especially the improvements required to be made to the house and school, to promote the comfort of all concerned. In the interior of the school an under shelf is needed to all the desks for the convenience of putting away books &c. in use; and a cupboard is necessary to keep the school requisites in. Two reflecting lamps are also wanted for the night school, and receptacles for ink-wells on the top of the desks.

The school was inspected on the 28th April. The number of pupils on the roll is 25, viz., 19 males and 6 females. Of these, 14 were present on the occasion, and 11 were absent with their parents on a visit to some of the northern settlements. The love of wandering about, inherent in the Maori, militates very much against the progress of the children, and in this instance was the means of preventing 6 of the best scholars being present, much to the annoyance of the master, who naturally would have preferred the school to make as good a display as possible.

The school is conducted as closely as possible on the system of education in use in the province, and the hours of instruction are from 9 a.m. till noon, and from 1 p.m. till 3 p.m. The master has every requisite qualification for his office, and is devoted and indefatigable in his endeavours to improve the minds of his pupils.

The children, considering the short time they have been under the present master, have made remarkable progress in reading, writing, arithmetic, and knowledge of the English language. Almost all are acquainted with the first four rules of arithmetic, and some can do all the compound rules. One of the pupils in the first class had advanced as far as practice, and another to simple proportion.

Notwithstanding that the progress of the Natives in learning the English language is necessarily slow, all the pupils can read and pronounce very fairly, besides having a good knowledge of the etymology and syntax of grammar. Their spelling was also good, the children in the first and second classes especially so. Their knowledge in this branch was not restricted to easy words, but extended to words of several syllables, and to words of the same sound, with their meanings.

The children in the first and second classes displayed a good knowledge of physical geography and English history, their answers being apt and correct, especially those in the first class. Nearly all the pupils presented very creditable specimens of writing, both on slates and

in copy-books, and some were especially good. Some neat specimens of mapping were also exhibited by some of the pupils. Music and singing are also amongst the branches of education taught the children. The children appeared to be docile and generally obedient. Their attendance is not quite so regular as could be wished, but there are many causes which operate against it—the distance that some have to travel, and the heedlessness in some instances manifested by the parents. The average daily attendance for the year ended 30th June, 1873, was 17, viz., 12 males and 5 females.

The girls are taught sewing by Mrs. Walker, who receives a salary of £20 per annum for the duty. Five of the girls exhibited specimens of sewing and fancy work, all well and neatly done. They can all do plain sewing, and some make their own clothing.

The progress attained by the pupils in all stages of proficiency in the school reflects the highest credit upon their teachers, and shows what might be effected in other places, if the Natives would only co-operate, and equally good teachers were forthcoming.

The Natives of Molyneux are desirous that a school should be established there for their children, but the number is too few to warrant the expense being incurred. At present there are only 12 children—8 boys and 4 girls—at the settlement. I attach a letter (Appendix B) from Hori Kerei Taiaroa on the subject.

*Taieri.*—My protracted stay in Southland prevented me visiting the Native settlement at Taieri, and I was consequently obliged to depute the duty to Mr. Watt to visit the schools there receiving aid from the Government, which he subsequently did on the 28th May.

There are two schools in the district receiving aid from the Government for the education of the Native and half-caste children—one at Taieri Ferry, and the other at Taieri Beach. It would seem, however, from Mr. Watt's report, that the attendance of the children is most irregular. Of the 7 pupils on the books at Taieri Ferry School, only 4 were present. Three out of the number could read fairly in the Fourth and Third "Royal Reader," and the "Second Scottish National Series," and the other one read indifferently in the "Fourth Royal Reader;" but none of them appeared to have much knowledge of what they read. In arithmetic they only could do the first three simple rules; and of geography, they knew next to nothing. The parents when questioned concerning the irregular attendance of the children, attributed it to their being required at home, and to illness which has been prevalent amongst them.

The aggregate number of Native and half-caste children at the Taieri by the last census is 50, viz., 27 males and 23 females; of these, 17 only appear to have attended school. There was a much better attendance a few years ago, when the majority of the parents lived at one place. Two schools were in operation for a short time to the north of Dunedin, one at Brinn's Point, and the other at Tipitipi, Waikouaiti. The latter was kept by a Miss Robinson; there was a fair attendance, and the school was gaining in importance, when the teacher had to resign her situation to proceed to England, and since then matters have relapsed into their former condition. The Natives at this settlement are extremely anxious to have a school there. The present number of children is 16—7 males and 9 females; and besides these, there are a number of half-caste children at Brinn's Point who would also attend. A site has been given for the purpose by the Provincial Government, comprising two quarter-acre sections, Nos. 12 and 13, Block VII., in a township contiguous to the Native reserve. The probable cost of a suitable building, including master's house, would be £250; and I would beg to recommend that their request be acceded to, for, independent of their right to consideration in the matter, the Natives at this settlement deserve special encouragement as well for their creditable condition as a community.

*Purakaunui.*—A European school has been recently opened at Purakaunui, under an efficient master, to which the Native and half-caste children obtain admission. Only 4 children and 2 adults attend at present, the distance from the settlement being too great to admit of young children doing so, besides having a tidal flat to cross.

I visited the school on the way to the Native settlement, but only found one out of the 4 children present. The attainments of the scholars, from information furnished by the master, appears to be as follows:—In reading, 2 could read fairly in the "Fourth Book, Royal Reader," 1 in the Third, and 1 in the First. In arithmetic, 1 could do compound addition, and 1 simple addition; the others had not been taught. In writing, 2 could write very creditably in copy-books, and 1 on a slate. One of the scholars, David Mamaru, appears to have a talent for drawing; some very creditable specimens done by him were exhibited by the master, and I afterwards saw some at the Native settlement equally as good.

At Moeraki, Waimate, and Arowhenua, the children have been prevented from attending the local schools, owing to the opposition evinced by some of the principal men to the payment by the parents of any part of the fees, on the ground that they were promised schools for their children free of charge. Another idea also prevails, that if they consent to the children attending school, it will prejudice their claim on the Government for compensation for non-fulfilment of these promises. The same feeling also prevails amongst the Natives residing at Banks Peninsula. Independent of these causes, the want on the part of the parents of a due appreciation of the benefits of education, has operated unfavourably against the establishment of schools. They see illiterate persons amongst the Europeans amass wealth and prosper, and argue from thence the inutility of learning. They are not slow to notice also the apathy shown by Europeans who neglect to send their children to schools within reach of their homes, either because they cannot afford to do so, or else have other employment for them.

*Kaiapoi*.—At Kaiapoi, the new building recently erected there in place of the school premises destroyed by fire in 1870, was opened on the 2nd September, 1872. The original building was erected in 1863, but from the want of sufficient funds, was not opened until April, 1866. The Natives gave twenty acres as a site, and suitable buildings were erected, at a cost of £750, including the fencing in of the land. This amount was obtained from grants made by the General and Provincial Governments, and by contributions from the Natives. The present building and master's house were erected by the Government, at a cost of £350, and are well adapted for the purpose. The land around the buildings requires fencing to protect them from cattle and horses, which might be done at a moderate cost.

The school was inspected on the 13th May, when 18 pupils were present—11 males and 7 females. The master, Mr. Reeves, was formerly in the army; and the order, regularity, and discipline which he has succeeded in establishing amongst the scholars in so short a time is highly creditable, as no one can understand, excepting those who have tried, the countless difficulties and trials which a master has to contend with in subjugating a number of untutored children to discipline and order. For the convenience of teaching, the scholars are divided into five classes. In the first class, comprising 5, they could all read very well, and their pronunciation was fair; 3 could write very well in copy-books and on slates, and 2 very fairly; in arithmetic, 2 could do simple multiplication, 1 multiplication by three figures, and 2 simple division. Second class, consisting of 2, could read and pronounce very fairly, and their writing was very neat; in arithmetic, 1 could do subtraction, and the other multiplication. Third class, 4 in number, could read very well; 3 could write very well in copy-books, and 1 fairly on a slate; in arithmetic, 3 were doing simple multiplication, and 1 multiplication by 2 figures. Fourth class, containing 3, read very fairly; 2 wrote well in copy-books, and 1 creditably on a slate. Fifth class, 4 in number, all young beginners, reading and writing letters.

The pupils in the first four classes answered questions accurately in elementary geography, and pointed out places correctly on the map. They have also a good knowledge of the first chapter of Bowden's Manual of New Zealand Geography.

The female pupils are not taught sewing as yet; and as this is a most necessary acquirement for them, I would beg to recommend that Mrs. Reeves be appointed to teach them, at a salary of £20 per annum.

After morning school was over, the scholars were drilled, and went through the exercise very creditably. It would be very advantageous if this system of training were generally adopted in the schools, for, in addition to the immediate purpose, it would be a most valuable aid in moral education, in promoting habits of obedience and order.

The school is well supplied with books and other requisites, but a cupboard is very much needed to keep things in. A set of cricketing materials and other playthings, to encourage outdoor sports, should be supplied to all the schools.

The average daily attendance for the year ended 30th June, 1873, was 17—8 males and 9 females. The hours of instruction are from 9 a.m. till noon, and from 1 p.m. to 2 p.m. The health of the pupils is reported to be good, only one death having occurred since the school opened.

In conclusion, I would beg to observe that the school is methodically and intelligently conducted, and the results for the short time it has been opened are very satisfactory. This and the one at Otago Heads are the only institutions of the kind that can be pronounced at present to be in a satisfactory and progressive state.

*Wairau*.—A school was erected at the Wairau, in Marlborough, during the past year, at a cost of £150, and a master appointed at a salary of £120 per annum, but owing to the insufficient accommodation a further expenditure of £210 has been necessitated to enlarge the premises. The school was opened on the 4th March last with 13 pupils, and more are expected shortly.

At Waikawa, in Queen Charlotte Sound, there are 46 children, ranging from 1 to 15 years of age, for whom a similar provision is necessary; and at the Pelorus there are 23 children of various ages growing up without education; some of these, however, may eventually attend the Wairau School.

*Wakapuaka and Arahura*.—A school has been erected at Wakapuaka, during the past year, at a cost of £163; and one at Arahura, in Westland, at £169. The cost of both these buildings has been defrayed out of the Native Reserve Fund. Neither are yet in operation, for the want of masters.

I append returns for the information of whoever may be subsequently employed to inspect the schools, showing the result of the several examinations, and the progress made by each pupil in the several branches of education, to enable a comparison to be made on a future occasion, and to give a general idea of the educational status of each of the schools visited. More cannot be done at present until some authoritative standard and system is established for the guidance of masters and inspectors, as a mere annual inspection and report as to the number of scholars who can read and write well or indifferently, as the case may be, without record being kept of individual acquirements, must necessarily be barren of results. It would be more satisfactory also to the masters to have their worked gauged by a systematic arrangement, instead of by the present plan; and in furtherance of this view, I beg to submit for the consideration of the Government that a simple and uniform system of standards on a more modified plan, to meet the requirements of the case, than the one lately adopted by the Board of Education at Wellington,

might be introduced with advantage, and for that purpose that a graduated standard should be drawn up, of three or more gradations, the divisions to be arranged according to the length of attendance at school, a sufficient time being allowed for the acquisition of a knowledge of English before a scholar is expected to pass the first one. It would be advisable also, as a means of infusing a spirit of emulation amongst the pupils, that a system of marks and rewards should be made a part of the plan; and as energy and perseverance are the two essential elements of success in life, the highest reward should be given for diligence and punctuality of attendance, in preference to mere proficiency, as the power of applying steadily day after day to one occupation is the hardest lesson of all to learn.

I append a general return of the schools in the South Island.

The Under Secretary, Native Department,  
Wellington.

I have, &c.,

ALEXANDER MACKAY,  
Commissioner.

### Enclosure 1 in No. 9.

#### APPENDIX A.

#### RUAPUKE SCHOOL.

THIS school was opened under Mr. Henri, in July, 1868, and continued under his charge until October, 1869. The Rev. J. T. H. Wohlers took charge of it in October, 1869, assisted by his wife and daughter—Mrs. Wohlers teaching needlework, and Miss Wohlers singing. The hours of instruction are five hours daily, viz., from 9 to 12 in the morning, and the two hours before dusk in the evening. The small children do not attend the evening school, and adults seldom attend in the morning. There are five school-days in the week, Saturday being a holiday. The greatest number of pupils on the roll since the school was opened was in 1870, when there were 22 males and 21 females: total, 43. The greatest attendance was in April, 1870: Males, 20; females, 18: total, 38. The least attendance was in 1869: Males, 3; females, 5: total, 8. The average number attending regularly is about 12 males and 12 females: total, 24. Of all the pupils that have been on the books since the opening of the school, there may be reckoned about 25 males and 31 females (total, 56) as regular attendants, and 30 males and 9 females (total, 39) as non-regular. Also, the regular attendants are sometimes away from the island for weeks.

The number of pupils on the books since the opening of the school is as follows:—

	Males.	Females.	Total.
Maori .. .. .	25	15	40
Half-castes and Mixed blood .. ..	30	25	55
Totals .. .. .	55	40	95

The reason that there are more males than females on the books is that sometimes young men from other places come to Ruapuke to attend the school for a time. A few who attended only for a few days have not been reckoned. The greatest age of any pupil is 40 years. The few pupils of advanced ages have, when children or still young, been taught in the Mission School, and are therefore still desirous of improving their understanding. The least age is about 4 years. The appearance of the children is lively, and they are of middling intellect. The pupils are not unhealthy, but they are not so healthy as European children, and they are also a little thinner than the latter. They are not so easy to keep in order as it would be with a like number of European children. The Maori parents let their children do as they like at home, and do not correct them. These children, not being used to exert their thinking powers, soon get tired, and then their attention flags. Some of the young men who have gained experience in working with Europeans as sailors and boatmen, or in other occupations, generally have the good sense to behave well in school, and to be attentive; but the grown-up girls give a great deal of trouble. They are inattentive, and given to talking, and one cannot chastise them like children.

The attendance is regular when the pupils are at home on the island. The young men cannot attend regularly, because their occupation often carries them away for lengthened periods. Children also are often away from the island with their parents visiting, and Native visits are often very long. They all wear European clothes. The young grown-up persons wash themselves and dress for school of their own accord. The parents also try to send their children clean and tidy, but boys will sometimes tear and soil their clothes.

The parents, who when children themselves, attended the Mission School, and got used to school discipline and a little English reading, manifest great interest in the progress of their children, but such parents as have not had that advantage themselves, are rather indifferent.

The female pupils are taught needlework and the making and mending of their own clothes.

The Committee do not interest themselves much in the progress of the school. The members of it belong mostly to the old class, who cannot appreciate instruction. The Committee consist of John Topi (chairman), Isaiah Waitiri, George Te Rauparaha, and the Rev. J. T. H. Wohlers (secretary).

The rate of payment per quarter is £1 for each average attendant. This is directly paid by the Government. The portion contributed by the Natives goes in an indirect way to the



Government. It arises out of the £2,000 education fund invested for Native Schools in the South, and the Ruapuke Natives consider that their share of the interest or rent from same is a fair proportion of payment on their part.

The school is well supplied with books, slates, and other necessaries for the present. The buildings are still in a good state of preservation, except a leak in the roof of the teacher's house. In order to keep them in good repair, it would be well to give them soon a coat of fresh paint, put fresh putty round the window panes, and fresh lime in the brick joints outside on the chimneys where the weather is eating it away.

The daily average attendance for each month since the opening of the school cannot be strictly given, for during the first master's (Mr. Henri's) time, from July, 1868, to September, 1869, both inclusive, no statistics were kept. While Rev. J. T. H. Wohlers has been master, from October, 1869, to March, 1874, inclusive, 54 months, the average has been: Males, 11 females, 12: total, 23.

The children are taught reading in English (and the language is explained to them as they read), writing, arithmetic, geography, singing, and plain needlework.

Since the opening of the school, about 25 males and 20 females, total 45, have learnt to read plain English, though they have to stop now and then before a new word, which they must spell and learn its meaning. Several others have learnt to read a little, but have often to stop before new and hard words.

In writing, the same number as above write good and middling copies, either set them or out of printed books.

In spelling, the pupils find it very hard work to fix the correct spelling of long and hard English words in their memories, the syllables of their own native language being so very simple and those of the English so very hard. In spelling, it is impossible for them to come up to English-speaking children.

In geography, about 30 males and 20 females, since the opening of the school, have learnt the continents, the position of New Zealand on the globe, the largest rivers and capes, the provinces, chief towns, and harbours in New Zealand; the colonies, rivers, and chief towns in Australia; the groups of the South Sea Islands; other large islands; the countries and capitals in Europe, &c.

In singing, the pupils sing the English hymns and tunes with clear good voices.

In the progress made in speaking and pronouncing English, the grown-up half-caste pupils, who have learnt a little English when children from their fathers, and have afterwards worked with Europeans, speak and pronounce English tolerably well; but the Maori children, who have not had that advantage, of course cannot pronounce the English words like English-speaking children, and, in speaking, are at a loss to find the words and to put them in their proper places, though they may know them and understand their meaning when reading them in a book.

In arithmetic, about 30 males and 20 females, total 50, have learned the first four rules. Some few are also able to do simple, and even compound, proportion; but most of these had received instruction before, either in the Mission School or otherwise.

As a sample of progress, it is right to mention here that the best behaved and most attentive pupil, and one who has decidedly made the greatest progress in all the branches taught in the school, is a Maori girl, now about twelve or thirteen years old, named Rachel Rori, the daughter of Haora Piharo, at Kaikoura. This girl came to Ruapuke four years ago, when she knew not one letter or word of English: now she reads English fluently. She is also clever at reading handwriting. When now and then she comes to a new word, she quietly asks what it means, and when told quickly comprehends, and remembers its signification. She attends regularly when in the island, but she is sometimes obliged, being a nursery girl, to be absent with her employers. If prizes were given, she deserves one.

The deaths among the pupils since the school was opened are: Males, 2; females, 5: total, 7. Besides, one male and one female left school through ill health, and died at last, though a good while afterwards. Some others, who left the school and the island in good health, have died afterwards, but should not be reckoned as deaths among the pupils.

The number of withdrawals since the opening of the school is difficult to state, because there are several young men who serve as sailors, boatmen, oyster-fishers, &c., who are often absent for a whole quarter and more, and then come again, when opportunity favours, to improve themselves.

The following will be near the number of withdrawals:—Males, 40; females, 25: total, 65. The causes are,—getting married, when domestic affairs cause them to withdraw; leaving the island, which is the case with almost all the half-castes. The male half-castes are very clever in sailing their small vessels and boats in a boisterous sea, and about rocky coasts. They are ambitious to own small vessels, and as Ruapuke has no safe harbour, and Stewart's Island has a number, their occupation compels them to remove their families (and they have the most children) to Stewart's Island. This is the chief cause that is depopulating Ruapuke and emptying the school. None have withdrawn from the school through whim or idleness.

There is no sickness prevailing amongst the children, but they are not strong, and are pre-disposed to consumption, which generally develops itself when they arrive at the age of maturity. The apparent cause is want of care in rearing them. The children do what they like at home; their parents have no control over them. Sometimes they are too hotly clothed, at other times

too scantily. Sometimes they get overheated, and then will sit in the coldest draught. In running about they often miss their meals. These causes, in the end, tell on their health. They are not a hardening, they are a wasting of nature.

The difficulties to be overcome in the management of a Native school are great. It is as if a teacher in London collected a number of children running wild in the streets, who had never been under restraint; who possessed only a small vocabulary of their own rude language, and on being taken to school he, the teacher, at once commenced to teach them the Greek language. Of course their progress would naturally be slow. The Native schools, however, do a great deal of good; the fruit thereof will be seen mostly in the next generation. The pupils now learn some discipline, and get a glimpse, even if it be a faint one, of English literature; and when they grow up and become parents themselves, they will know how to appreciate schooling for their children, and will bring them up in a more rational and civilized manner.

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### Enclosure 2 in No. 9.

#### APPENDIX B.

Translation.

To MR. McLEAN,—

Otago, 2nd January, 1874.

Sir, salutations. I have visited the people living at Murihiku (the southernmost part of the Middle Island), and have seen the schools and other institutions, and have been much gratified at seeing the thorough manner in which the schools are conducted by the teachers in those districts.

Friend, this is a word of mine to you. The people of Maranaki are distressed because the Government have not established a school among them for their children.

I now apply to the Government to consider the application of the people of that settlement, and to establish a school for their children. It would answer to send them to the English schools, but they are so far from the Maori settlement that the children would have to walk a great distance. It would be well for the school to be erected on their land, for they have already written respecting the land, offering to give one acre for school purposes. Do you take this into your consideration, and let me have a reply.

From your friend,

HORI KEREI TAIAROA.

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### Enclosure 3 in No. 9.

#### APPENDIX C.

#### RIVERTON SCHOOL.

SUMMARY of the various Branches of Education taught in the School, and the Classification of the Scholars.

*1st Class*—4 Scholars.—Reading (words of 3 syllables); arithmetic (compound rules); writing (copies on slates); geography (elementary questions); spelling (words of 3 syllables).

*2nd Class*—5 Scholars.—Reading (words of 3 syllables); arithmetic (simple addition); writing (copies on slates); spelling (words of 3 syllables).

*3rd Class*—5 Scholars.—Reading (words of 2 syllables); writing (short words on slates); arithmetic (simple addition); spelling (words of 2 syllables).

*4th Class*—3 Scholars.—Reading (words of 1 syllable), arithmetic (simple addition); writing (lessons on slates); spelling (words of 1 syllable).

*5th Class*—4 Scholars.—Learning alphabet, and reading words of 1 syllable; all young beginners.

School inspected 18th March, 1874. Master, Mr. Ireland.

Number of children present, 15—7 males, 8 females. Number on roll, 21—12 males, 9 females. Average daily attendance for year ended 30th June, 1873, 19—12 males, 7 females.

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### Enclosure 4 in No. 9.

#### APPENDIX D.

#### OTAGO HEADS SCHOOL.

SUMMARY of the various Branches of Education taught in the School, and the Classification of the Scholars.

*1st Class*—8 Scholars.—Reading (progressive lessons); spelling (words of 3 and 4 syllables, words of same sound, derivation of words); mental arithmetic; arithmetical tables; grammar (etymology and syntax); physical geography; English history; writing; arithmetic (compound addition, subtraction, multiplication, division). In this class one boy had advanced as far as practice, and one girl to simple proportion. Six were absent at inspection.

*2nd Class*—4 Scholars.—Reading (6th book, “Scotch National”); spelling (words of 3 syllables, words of same sound, derivation of words); mental arithmetic; arithmetical tables; grammar (etymology and syntax); arithmetic (simple division); physical geography; English history; writing.

In the 2nd class one pupil had advanced in arithmetic as far as compound division, and the others to simple division.

The pupils in the 1st and 2nd classes are learning music.

*3rd Class*—5 Scholars.—Reading (5th book, “Scotch National”); spelling (words of 2 and 3 syllables; arithmetical tables; arithmetic (simple multiplication and division); writing.

*4th Class*—4 Scholars.—Reading (words of 2 syllables, 4th book); spelling (ditto); arithmetical subtraction; arithmetical tables; writing.

*5th Class*—4 Scholars.—Reading (1st book); spelling (words of 1 syllable).

*Maps*.—Some very creditable specimens were produced by six of the pupils.

*Sewing*.—Five girls exhibited specimens of sewing and fancy work, all well and neatly done.

All the above girls can do plain sewing, and some make their own clothing.

Total pupils on the roll, 25—19 males, 6 females; present at inspection, 14—9 males, 5 females; absent, 11—10 males, 1 female.

School inspected 28th April, 1874. Master, Mr. Walker; mistress, Mrs. Walker. Average daily attendance for the year ending 30th January, 1873, 17—12 males, 5 females.

Pupils absent from first class, 6; from second class, 1; from third class, 1; from fourth class, 1; from fifth class, 2.

### Enclosure 5 in No. 9.

#### APPENDIX E.

#### KAIAPOI SCHOOL.

SUMMARY of the various Branches of Education taught in the School, and the Classification of the Scholars.

*1st Class*—5 scholars.—Reading (Third Book, Irish National Series); writing (copy-books and slates); arithmetic (multiplication and division).

*2nd Class*—2 scholars.—Reading (Second Book, Irish); writing (copy-books and slates); arithmetic (subtraction and multiplication).

*3rd Class*.—4 scholars.—Reading (Second Book, Irish); writing (copy-books and slates); arithmetic (multiplication).

*4th Class*—4 scholars.—Reading (First Book); writing (copy-books and slates); arithmetic (addition).

*5th Class*—4 scholars.—Reading (letters); writing (letters); arithmetic (nil).

School inspected 13th May, 1874. Master, Mr. Reeves.

Number of scholars on the roll, 18—11 males, 7 females; number present, 18—11 males, 7 females.

Average daily attendance for the period ended 30th June, 1873, 17—8 males, 9 females.

### Enclosure 6 in No. 9.

#### APPENDIX F.

#### RETURN of Native Schools in the South Island for 1874.

Name of the School.	Province or District where situated.	Average Attendance for the Year ended 30th June, 1873.	Name of Master.	Amount of Salary or Allowance.	Remarks.
Riverton ...	Otago ...	19	Mr. Ireland ...	£ s. d. 80 0 0	The building used for school purposes was erected at the joint expense of the Government and the Natives; the former contributed £239 towards the cost.
Ruapuke ...	Ruapuke ...	22	Rev. Mr. Wohlers	80 0 0	A sum of £420 has been expended by the Government on the school and Master's house. This amount was expended out of a sum that accrued by way of interest on the £2,000 part purchase money of Stewart's Island, appropriated to educational purposes, before the money was invested in land.
Otago Heads	Otago ...	17	Mr. Walker ... Mrs. Walker ...	130 0 0 20 0 0	The capitation allowance paid to the Teachers of the Riverton and Ruapuke Schools has also been paid from the same source. The school was built at the joint expense of the Government and the Natives, and £236 was contributed by the former for the Master's house.

APPENDIX F.—*continued.*

Name of the School.	Province or District where situated.	Average Attendance for the Year ended 30th June, 1873.	Name of Master.	Amount of Salary or Allowance.	Remarks.
Kaiapoi ...	Canterbury ...	17	Mr. Reeves ...	£ s. d. 120 0 0	The original school premises were burnt down in 1870, and new buildings have now been erected by the Government, at a cost of £350.
Wairau ...	Marlborough	...	Mr. J. Curling ...	120 0 0	The original building was erected at a cost of £150, of which the Government contributed £50, and the balance was charged against the Nelson Native Reserve Fund. A fresh expenditure of £210 has been incurred recently to enlarge the premises; the amount to be born equally by the Government and the Native Reserve Fund. The Master's salary is also paid proportionately in the same manner. The school was only opened in March last.
Wakapuaka	Nelson ...	...	...	...	The opening of this school is delayed for want of a Master. The building was erected at the expense of the Native Reserve Fund, and cost £163. The children at the settlement number 20.
Arahura ...	Westland ...	...	...	...	The opening of this school is delayed for the same reason. The cost of erection, including furniture and fittings, amounted to £169. The expense was borne by the Greymouth Native Reserve Fund. There are 27 children in the district, about 20 of whom will probably attend. The Natives have consented to pay £150 per annum out of the fund for a Master.

## No. 10.

## REPORT of NATIVE SCHOOL, KAIAPOI, for Quarter ending 30th June, 1874.

SIR,—

Kaiapoi, 8th July, 1874.

I have the honor to report that I inspected this school several times during the past quarter, and always found the work proceeding satisfactorily.

On the 29th of June, I examined the school in the following subjects :—

1. *Reading*.—In the first class 6 were present. They all acquitted themselves well in the Third Lesson Book of the Irish Series. They understood the text, and spelt well. In the second class there were 9 children, who all read fairly Book II. of the Irish Series. The spelling in this class was also very fair. In the third class, 8 read easily the First Book of the Irish Series.
2. *Writing*.—Throughout the school the writing was good, both on slates and paper.
3. *Arithmetic*.—Only two or three had advanced beyond simple multiplication. About half were doing addition and subtraction, and about the same proportion knew the multiplication table and weights and measures, but were not ready when cross-examined in them.
4. *Geography*.—The children possessed a fair knowledge of this subject.
5. *Singing*.—Has greatly improved during this quarter.
6. *Drilling*.—Mr. Reeves' attention to drill has a very marked effect upon the order and discipline of the school; and I only wish he had more and older boys to benefit by his instruction.

It is very satisfactory to be able to state that the attendance of the Native children has been so regular throughout the past year. It is a proof that in districts where the migratory habits of the Maori are restrained, day schools are as suitable for them as for Europeans.

The Hon. Native Minister, Wellington.

I have, &amp;c.,

JAMES W. STACK.

## No. 11.

R. W. WOOD, Esq., to the UNDER SECRETARY, Native Department.

SIR,—

Native Office, Wanganui, 10th July, 1874.

I have the honor, in accordance with instructions received, to report upon the matter of Native Schools under my supervision.

Two sites for Native Schools have been set apart by the Wanganui tribes: one of 137 acres, at Parikino, 25 miles up the river; and another of two acres at Iruharama, one of the largest river settlements, situate 60 miles from the town.

A schoolhouse, at a cost of about £170, has been erected on each site, capable of accommodating a teacher and his wife and sixty children. The school at Iruharama was opened on

1st September last, with an attendance of 60 children, male and female, under the supervision of Mr. Scott, the teacher, at a salary of £100 per annum.

The attendance up to 30th June last has been very good, there being on the rolls on that date 37 boys and 17 girls, the average attendance for last quarter being 35½. School fees, at the rate of 1s. per month for each scholar, have been duly paid, and accounted for by a regularly appointed Committee, chosen by the votes of the majority of the male inhabitants of the Iruharama Native School district, in terms of the Act. A portion of the cost of the building, viz., £51, has been paid by the Natives, and a further contribution of £9 is forthcoming; over and above which, the whole of the timber was conveyed by the Maoris in canoes from town, over rapids and against a strong current, to the site, sixty miles from Wanganui, at their own charge, with the exception of a few rations supplied by the Government.

The schoolhouse has since been painted, and a substantial fence is being erected around the school grounds. The progress made by the scholars has been most marked, in reading, writing, and arithmetic, in the English language, and a beginning has been made in acquiring some knowledge of geography and maps.

So far, this school has been a success, and the Iruharama Natives intend next Christmas to give the children a feast, to which the scholars attending the school lower down will be invited, and a great gathering is expected; and preparations are already being made in providing food for the coming event, whereby I trust a great impetus will be given to the matter of education amongst the Wanganui people.

The schoolhouse at Parikino has just been completed, and in compliance with the wishes of the Natives, it will be opened on the 1st of October next, time being required for location of the children in the immediate neighbourhood of the school, it being the intention of all the lower river settlements to take advantage of this institution as an educational establishment for their children.

The greater portion of this endowment (137 acres) will be let by the trustees, and the rent handed over to the Committee as a contribution on the part of the Natives towards payment of salary of teacher.

These institutions are conducted upon the village school system, the children attending as day scholars, and so far have met with the approval of the Natives here, but not till after considerable delay, the failure of boarding schools here and elsewhere, from a variety of causes, in days gone by (the industrial school system, and the death of several children far removed from their homes, being among them), having rendered Native Schools extremely unpopular at Wanganui.

Now, however, the Wanganui Natives are awaking to the necessity of educating their children, and I am hopeful that in future every advantage will be taken by them of the seminaries established for the diffusion of knowledge amongst them. Eventually I expect to start a school at Utapu, a populous neighbourhood some ninety miles up the Wanganui River, when the educational wants of the river tribes will be amply provided for. The Maori children make apt scholars, and, under tuition, soon acquire a fair knowledge of the English language, and it would be advisable hereafter to select a few of the most proficient ones for instruction in the higher branches of learning at a college or grammar school, so that they could qualify themselves for positions of standing and influence amongst their own people, and for other scenes of usefulness, professional or otherwise.

I have, &c.,

RICHARD W. WOON, R.M.

The Under Secretary, Native Department,  
Wellington.

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## No. 12.

JAMES BOOTH, Esq., to the UNDER SECRETARY, Native Department.

SIR,—

Wanganui, 11th July, 1874.

I have much pleasure in reporting on the satisfactory progress made by the children at Matatera Native School during the past twelve months. Several are now able to read easy lessons, and also to write them out correctly; moreover, they understand the meaning of the lessons they have been taught to read. As nothing but English is taught or spoken in the school, the progress they have made in speaking the English language is very perceptible. The most marked progress, however, is in writing; two or three of the boys and one girl write well. In geography, also, the progress is satisfactory, considering the time (thirteen months) they have been at work.

Mr. Lewis complains of the irregular attendance of some of his pupils. This is, in a great measure, the fault of the parents, as any excitement such as a *tangi*, or a visit from an East Coast chief to the district, will withdraw most of the people away from their villages sometimes for days or weeks at a time. When the parents are at home the children are only too pleased to attend. At a meeting I held at Matatera two or three days ago some of the parents of children who have to come about three miles to school over a very bad road, agreed to cultivate land at Matatera, so that the children will not be kept from school through bad weather.

Some of the parents also are not very well off just now, and the children suffer for want of proper clothing. One or two boys had very little more than a shirt by way of clothing.

I showed them at the meeting the great importance of keeping their children more constantly at school, and I believe they (the parents) will in future take a greater interest in the school than they have hitherto done.

I have, &c.,

JAMES BOOTH, R.M.

The Under Secretary, Native Department, Wellington.

### No. 13.

The RESIDENT MAGISTRATE, Hamilton, to the UNDER SECRETARY, Native Department.

SIR,—

Resident Magistrate's Office, Hamilton, 7th July, 1874.

I have the honor to acknowledge the receipt of your letter of the 22nd ultimo, in reference to the school at Taupiri, and have the honor to state, for the information of the Native Minister, that I have had frequent opportunity of seeing the school at Taupiri during the last six months; also, on yesterday, the 6th instant.

There is at present an average attendance of 13 children. There are 4 others who have been regular attendants at school for some time, but were sent away by the Rev. Heta Tarawhiti to try and get some supplies of food from their parents and friends; their return to the school depends, I believe, on the supplies of food obtained by them.

On my occasional visits at Taupiri, I have invariably found the children clean and neatly dressed, and orderly in their manner in school. Their attainments are limited, the elder children (4) only being able to read, the others reading and spelling words of one and two syllables. Several of them wrote very well; in fact, all were more advanced in writing than I expected; and in figures and ciphering some progress had been made.

The children generally appeared to be kept well under control by Miss Mary Heta Tarawhiti who evidently takes great interest in their progress. She has also instructed them in singing and music, and I was much surprised at their efficiency. On the whole, the school is well conducted, and I think, progressive, and but for the uncertainty of their supplies of food, would make much better progress. While I was there half a ton of flour arrived, which had been purchased by the Rev. Heta Tarawhiti for the school.

I have, &c.,

W. N. SEARANCKE.

The Under Secretary, Native Department,  
Wellington.

### No. 14.

Mr. S. LOCKE, Resident Magistrate, to the UNDER SECRETARY, Native Department.

SIR,—

Napier, 13th July, 1874.

I have the honor to forward the following report of the Omaha and Pakowhai Native Schools, in this province, established under the provisions of "The Native Schools Acts, 1867-71."

The Pakowhai School was opened on the 9th January, and the Omaha School on the 15th August, 1872.

Both schools are good, substantial buildings, each consisting of a large, well-ventilated school-room, four rooms for teachers, and play-ground and garden attached.

The average attendance at the Pakowhai School for the past year has been—10 girls and 14 boys (Maoris), and 7 Europeans.

At Omaha, the average attendance has been 14 girls and 15 boys.

Mr. Bissell has been teacher of the Pakowhai School from the commencement. He has proved himself to be most efficient and painstaking. His salary at present is £150 a year—two-thirds of which amount is paid by Government, and the remaining one-third by the Natives.

Mr. Bower, the teacher of the Omaha School, only commenced in November last, on the same salary as Mr. Bissell. Mrs. Bower deserves great credit for the interest she takes in teaching the girls sewing, knitting, and the general requirements of housework. This is an important point (which has been somewhat overlooked), if permanent improvement is to be attained.

The teachers of the Omaha and Pakowhai schools speak very highly of the usefulness of the small school book written by Mr. Colenso, called "Willie's First English Book."

As far as means would allow, all English games, such as cricket, football, &c., have been encouraged.

The Committee of the Pakowhai School has now a clear balance of £90 12s. 11d.; and the Omaha School Committee has £193 13s. 1d.

The survey of the block of land at Ohaoko, Patea, of about 60,000 acres (mentioned in a former report), as given by Renata Kawepo and others as an endowment for the Omaha School, is now completed, and will be leased by tender or auction without delay.

Of the success of the endeavour to teach the rising generation of Maoris the English language, as far as this district is concerned, there can be no doubt. Some of the youths have so far progressed, that it is time to consider whether a further step should not be taken in apprenticing a few of the more advanced to some useful trades.

I have, &c.,

S. LOCKE.

The Under Secretary, Native Department, Wellington.

STATEMENT Showing LIST of NATIVE SCHOOLS, Number of Children receiving Education, with Cost of Expenditure thereon, 1873-74.

Province and District.	Schools.	Attending Schools.		Salaries.		Capitation Allowance.		Erection of School Buildings.		School Books, Furniture, and all Incidental Expenses.		Total Expenditure.	
		Boys.	Girls.	£	s. d.	£	s. d.	£	s. d.	£	s. d.	£	s. d.
AUCKLAND—	Mangonui ...	Pukepoto ...	27	10	119	3 4	...	65	0 0	20	18 0	205	1 4
		Awanui ...	9	11	90	0 0	...	...	15	0 8	105	0 8	
		Ahipara ...	34	20	87	10 0	...	...	21	10 9	109	0 9	
		Parengarenga ...	15	16	56	19 9	...	...	2	2 0	59	1 9	
		Kaitaia ...	11	11	40	0 0	...	...	8	8 0	48	8 0	
		Peria ...	28	14	43	18 7	...	...	16	8 8	60	7 3	
	Bay of Islands ...	Waimate ...	15	3	72	0 0	...	...	2	11 0	74	11 0	
		Oromahoe ...	20	5	76	13 4	...	...	...	...	76	13 4	
		Mangakahia ...	30	5	118	6 8	...	...	...	...	118	6 8	
		Kawakawa ...	35	15	75	0 0	...	...	1	17 0	76	17 0	
		Kaikohe ...	...	...	...	...	...	13	16 8	...	13	16 8	
	Hokianga ...	Waitapu ...	42	12	144	13 4	...	15	6 0	...	159	19 4	
		Waipa ...	50	11	88	0 0	...	120	0 0	21	17 0	229	17 0
		Whirinaki ...	20	14	75	0 0	...	100	0 0	...	175	0 0	
	Kaipara ...	Otamatea ...	34	16	114	3 11	...	...	8	18 3	123	2 2	
		Waikato ...	5	5	50	0 0	...	...	...	...	50	0 0	
	Bay of Plenty...	Maketu ...	8	11	177	12 0	...	23	1 0	22	18 11	223	11 11
		Whareroa ...	21	4	116	13 4	...	43	16 6	19	0 10	179	10 8
		Matata ...	14	8	5	9 11	...	...	120	0 0	125	9 11	
		Rototiti... ..	6	4	108	6 8	...	...	11	2 7	119	9 3	
		Tarawera ...	17	8	128	9 10	...	160	0 0	15	7 11	303	17 9
		Opotiki ...	7	2	29	0 0	...	...	13	10 0	42	10 0	
		Omaramutu ...	12	9	102	5 2	...	...	16	4 6	118	9 8	
Ohiwa ...		12	4	40	0 0	...	...	14	12 0	54	12 0		
Whakatane ...		36	27	141	18 10	...	...	58	15 0	200	13 10		
Ohinemutu ...		28	12	50	0 0	...	...	1	19 8	51	19 8		
Uawa ...		50	...	120	0 0	...	6	10 0	4	18 4	131	8 4	
Whakato ...		10	...	100	0 0	...	50	11 4	18	16 9	169	8 1	
Gisborne ...		45	...	111	19 11	...	95	19 0	26	0 10	233	19 9	
Waipua ...	58	29	41	13 4	...	207	10 0	61	11 7	310	14 11		
Tokomaru ...	17	15	166	10 1	...	46	0 0	19	6 3	231	16 4		
Aku-aku ...	18	6	30	13 6	...	177	10 0	42	16 6	251	0 0		
Kawakawa ...	...	...	...	...	...	177	10 0	25	16 6	203	6 6		
HAWKE'S BAY—	Napier ...	Pakowhai ...	28	20	104	1 6	...	...	23	16 1	127	17 7	
		Omahu ...	15	14	86	11 9	...	38	12 2	26	3 9	151	7 8
WELLINGTON—	Whanganui ...	Matatera ...	7	...	180	0 0	...	73	13 2	15	8 2	269	1 4
		Iruharama ...	36	7	83	6 8	...	121	4 4	24	13 11	229	4 11
		Parakino ...	...	...	...	...	197	0 8	...	...	197	0 8	
MARLBOROUGH—	Blenheim ...	Wairau ...	23	7	90	0 0	...	50	0 0	60	19 5	200	19 5
CANTERBURY ...	Kaipoi ...	10	8	162	10 0	...	42	11 0	28	5 2	233	6 2	
OTAGO ...	Otago Heads ...	22	7	245	11 8	...	6	0 0	8	12 0	260	3 8	
AUCKLAND—	Auckland ...	St. Stephen's ...	29	...	...	466	3 2	...	4	11 0	470	14 2	
		St. Mary's ...	...	2	...	26	5 0	...	...	...	26	5 0	
		College & Grammar School ...	1	...	...	15	0 0	...	...	...	15	0 0	
	Waikato ...	Aotea ...	4	7	...	113	2 2	...	...	...	113	2 2	
		Karakariki ...	31	13	...	451	14 6	20	0 0	...	471	14 6	
		Taupiri ...	17	...	...	68	17 9	...	5	1 7	73	19 4	
	Thames Auckland ...	Parawai ...	6	...	...	139	12 0	...	...	...	139	12 0	
		Rev. T. Chapman ...	...	1	...	37	10 0	...	...	...	37	10 0	
		George Brown ..	1	...	...	25	0 0	...	...	...	25	0 0	
		Rev. H. H. Lawry ...	2	...	...	24	19 0	...	...	...	24	19 0	
HAWKE'S BAY—	Napier ...	St. Joseph Providence ...	...	23	...	427	13 8	...	...	427	13 8		
TARANAKI—	Waitara ...	C. Lawrence ...	1	...	...	7	3 0	...	...	7	3 0		
WELLINGTON—	Wellington ...	St. Joseph Providence ...	...	23	...	123	16 9	24	0 0	2	17 0	150	13 9
Carried forward ...	...	967	439	3,674	3 1	1,926	17 0	1,875	11 10	812	17 7	8,289	9 6

STATEMENT showing LIST of NATIVE SCHOOLS—*continued.*

Province and District.	Schools.	Attending Schools.		Salaries.			Capitation Allowance.			Erection of School Buildings.			School Books, Furniture, and all Incidental Expenses.			Total Expenditure.		
		Boys.	Girls.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
	Brought forward ... ..	967	439	3,674	3	1	1,926	17	0	1,875	11	10	812	17	7	8,289	9	6
<b>WELLINGTON—</b>																		
	Te Aro ... ..	2	...	...	...	...	107	0	0	...	...	...	...	...	...	107	0	0
	Hill Street ... ..	5	...	...	...	...	256	16	3	...	...	...	14	11	11	271	8	2
	A. Boughton ... ..	4	...	...	...	...	100	0	0	...	...	...	...	...	...	100	0	0
<b>OTAGO ... ..</b>																		
	Tipitipi ... ..	...	...	...	...	...	...	...	...	...	...	...	1	16	6	1	16	6
	Brinn's Point ... ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Flints Bush ... ..	3	3	...	...	...	5	9	3	...	...	...	...	...	...	5	9	3
	East Taieri Ferry ... ..	4	3	...	...	...	27	12	5	...	...	...	...	...	...	27	12	5
	Taiari ... ..	3	4	...	...	...	14	19	1	...	...	...	1	9	6	16	8	7
	Taiari Beach ... ..	2	1	...	...	...	14	16	7	...	...	...	...	...	...	14	16	7
	Riverton ... ..	12	5	...	...	...	81	0	4	...	...	...	2	11	6	83	11	10
	Ruapuke ... ..	11	15	...	...	...	111	11	5	...	...	...	2	12	0	114	3	5
	Purakaunui ... ..	4	...	...	...	...	28	3	9	...	...	...	...	...	...	28	3	9
	Inspector of Schools ... ..	...	...	200	0	0	...	...	...	...	...	...	10	10	0	210	10	0
	Miscellaneous Expenses ... ..	...	...	128	17	11	...	...	...	...	...	...	132	10	7	261	8	6
	<b>Totals ... ..</b>	<b>1,017</b>	<b>470</b>	<b>4,003</b>	<b>1</b>	<b>0</b>	<b>2,674</b>	<b>6</b>	<b>1</b>	<b>1,875</b>	<b>11</b>	<b>10</b>	<b>978</b>	<b>19</b>	<b>7</b>	<b>9,531</b>	<b>18</b>	<b>6</b>

By Authority: GEORGE DIBSBURY, Government Printer, Wellington.—1874.

Price 1s.]