

1876.

NEW ZEALAND.

## NATIVE SCHOOLS.

(REPORTS OF INSPECTING OFFICERS.)

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

## No. 1.

Mr. W. B. WHITE, R.M., Mangonui, to the UNDER SECRETARY, Native Department.

SIR,—

Resident Magistrate's Office, Mangonui, 5th January, 1876.

I have the honor to report that the Peria School broke up for the holidays on the 21st December. I attended and examined the children, and was much pleased to note the improvement they had made during the year. The first class, consisting of 3 boys and 2 girls, read fluently, wrote very well, were in the compound sums in arithmetic, and could name the principal countries, their capitals, rivers, mountains, seas, straits, &c. The second and other classes also excelled in writing, and read well, and were quite as well advanced as children of an English school of same ages. The appearance of the children was neat and healthy, and Mr. and Mrs. Capper deserve much credit for the general conduct of the school. The grounds, consisting of eight acres, five of which were given by the Natives and three purchased, have been laid down to grasses, and immediately about the teacher's house a new paling fence encloses the front garden. There is also a small cultivation at one end of the allotment, near the stream.

The Kaitaia School broke up without my being informed of the time, but the last time I visited it the children were improving; but no effort had been made by the Natives to fulfil their promise of improving the teacher's house: indeed, he is living in the private residence and only half-finished house of Mr. Hare Rewiti, and if this school is to continue there must be a house built for the teacher, and I fear the Natives will not do anything in the matter. The Awanui is also doing well, but for the same reason I did not know of the breaking up.

Pukepoto, with its indefatigable and energetic teacher, is quite an established school, and I notice great advancement in the progress at each visit. This school also broke up without my being informed.

Ahipara School has been closed since 21st October, 1875, Major Wood leaving for Rotoiti. I have been expecting a teacher from Wellington, as well as instructions for building a teacher's house (see my letter 27th October, 1875). The school was closed so early in the quarter that no return was made.

Parengarenga School has been closed for a long time. A Mr. Holmes applied for the post of teacher, and I directed him to proceed at once to Parengarenga (*vide* my letter of 20th October, 1875, No. 72, reporting circumstance); but I have heard nothing of him since. The place is unfortunately so far away, and so difficult to approach, that there is great difficulty in getting any one to take the place; the Natives are also more fastidious than judicious: altogether it is a difficult place to deal with. We require an elderly, quiet, humble-minded man for such a place—in fact, a man whose experience of life has taught him to be satisfied with little as long as he can be usefully employed. It is a pity that the school should be closed, but there is no doubt in my mind that a great mistake was made by Hemi Taitimu, the Assessor, in building the church and school together, to enable his party to have the church built near his own place at a less cost to themselves; and the school is too far away from the children. I pointed this out at the time as my opinion, but I was overruled by all parties. It has been proposed to return the Government share of the expenses, so that a building might be put up at the “Kao;” but I doubt if this will be done.

If some elderly person such as above referred to, with few wants, could be found, I would recommend his appointment to this school.

I have, &amp;c.,

W. B. WHITE,

Resident Magistrate.

The Under Secretary, Native Department, Wellington.

1—G. 2.

## No. 2.

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

SIR,— Resident Magistrate's Office, Hokianga, 27th December, 1875.

I have the honor to inform you that I inspected the whole of the schools in this district during the present month; the total number of pupils on the school rolls being 239, consisting of 112 girls and 127 boys, with an average attendance of 174. The progress made by the children in all the schools is most satisfactory, being more particularly observable in those at Waima, Waitapu, and Pakia. The latter, though opened only a little more than a year since, bids fair to rival in advancement the Waima School, which is undoubtedly the most flourishing in the district: this is exceedingly gratifying, as it has now been in existence some years, and shows that the Natives are not, as is too often the case, becoming careless of the advantages to be derived from these institutions.

The Native subscriptions towards the support of the teachers are regularly paid, thereby proving in the most substantial manner that the parents fully appreciate the value of education.

At Waitapu the attendance is comparatively small, which is owing to a number of the Natives having removed with their families to Whangape; but the children who do attend are rapidly acquiring a thorough knowledge of English. At Rakau Para and Whirinaki the attendance is good, and the children are making progress, through the latter school has lately been under a cloud owing to the difficulty of procuring an efficient teacher. It is now in charge of Mr. Phillips, and in future will, I trust, make steady progress.

I, with other gentlemen, propose about the end of January to give the whole of the school children a treat, and publicly examine them and award to the best pupils of each school the prizes given by Government, the result of which I will communicate to you.

I enclose eight copybooks showing the best writing (male and female) in each of the schools, which I brought away on the occasion of my last visit. I also enclose the quarterly school returns.

I have, &c.,

SPENCER VON STURMER,

Resident Magistrate.

The Under Secretary, Native Department, Wellington.

## No. 3.

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

SIR,— Resident Magistrate's Office, Hokianga, 6th March, 1876.

I have the honor to inform you that the proposed assembly of children attending the Native schools in this district, to which I referred in my report of 29th December last, took place at Herd's Point on 1st instant; and advantage was taken of the opportunity of examining the pupils in order to ascertain the relative merits of each school, the examiners being Messrs. John Webster, William Webster, Alfred Cooke Yarborough, J.P., and myself.

The first boy and girl in the three classes in each school received prizes, Enclosure No. 1 embracing the names of the successful competitors.

The examiners then decided to take the most advanced in each school, dividing them into three classes, as follows:—Those who have attended school for three years and under, for two years and under, and for one year and under; when, after a careful and protracted examination, the prizes were awarded to the following pupils:—

1st Class.—Boys, Kereama Tawhai, Waima School; girls, Frances Rirewhero, Waima School.

2nd Class.—Boys, Hemi Papakura, Pakia School; girls, Betsy Boyce, Waitapu School.

3rd Class.—Boys, Aporo Kuku, Rakau Para School; girls, Sarah Kaeo, Rakau Para School.

Enclosures Nos. 2, 3, and 4 contain the subjects upon which the children were examined, and the number of marks obtained by each pupil. In a former report I had occasion to bring under your notice the name of Kereama Tawhai, a boy eleven years of age (grandson of the late chief Mohi Tawhai), and it now gives me great pleasure to say that his diligence and ability have placed him as best scholar in the Native schools here, he having succeeded in getting 302 marks out of a possible 350.

In each of the classes the competition was very keen in most of the subjects, and the manner in which the many difficult questions propounded to the children were answered reflects the highest credit upon the teachers. The order maintained by the several schools under disadvantageous circumstances, through want of room, was especially gratifying to the examiners, and I have no hesitation in saying it would be very difficult to collect the same number of children attending European schools whose personal appearance and behaviour could excel that of the Native children assembled at Herd's Point on Wednesday last.

The girls attending each of the schools competed for sewing, the judges being Mrs. Von Sturmer and Mrs. Fraser, who awarded the prize, £1, to Ahaneta, Whirinaki School. A prize of £1 10s. was also awarded to the Whirinaki pupils for their singing, their performance far exceeding those of the other schools.

The examination, which commenced at 9 a.m. and finished at 2 p.m., was witnessed by a large number of Europeans who are interested in the welfare of the Native schools, and it was gene-

rally admitted that the progress made by the whole of the pupils was in the highest degree creditable to the masters and children.

The distribution of prizes took place after the children had had a supply of plum cakes and other edibles, to which they did full justice. The *dux* of the schools on receiving his prize, a very handsome writing-desk, was loudly cheered by the boys who were not so fortunate as himself, and, when the prizes had been distributed to the successful competitors, three ringing cheers were given each for His Excellency the Governor, Sir Donald McLean, and the examiners.

The day was unfortunately very wet, and the children were consequently debarred from engaging in out-door sports; but, Professor Jacobs being in the district, he at the cost of a few friends gave an entertainment of ventriloquism and magic, at which 108 of the children were present, and enjoyed it immensely. At the close of the performance each pupil received a supply of sweetmeats; and so ended the first gathering of the pupils from various Native schools, after having a very pleasant day.

Such a meeting as we had must be productive of the most beneficial results, as the prospect of similar reunions annually will prove an incentive to both teachers and taught to obtain for their respective schools the highest honors.

I have, &c.,

SPENCER VON STURMER,  
Resident Magistrate.

The Hon. the Native Minister, Wellington.

#### No. 4.

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

SIR,—

Resident Magistrate's Office, Hokianga, 28th April, 1876.

I have the honor herewith to report that during the past twelve months I have repeatedly inspected the five Native schools in operation in this district, and feel great pleasure in stating that I have on every occasion found them to be working in a most satisfactory manner.

After having existed for upwards of three years, it is extremely gratifying, as will be shown by the quarterly returns, to find that the attendance of pupils has not fallen off, and that the Natives have not in any way become careless or indifferent to the advantages to be derived from the education of their children in the English language.

The number of children actually attending these schools during the quarter ending the 31st of March last was,—Boys, 133; girls, 107—giving an average of 48 for each school; and the amount of school fees paid to me by the school committees during the year ending the 31st of March has reached the very respectable sum of £96 9s. 2d.

I have no complaints to make of any of the teachers, who have been, and I believe are, doing their duty in a most efficient manner, the progress made by the pupils of all these schools being highly satisfactory.

One great advantage which is more particularly noticed by strangers is the improvement in the personal appearance of the children at the various settlements, they being at all times well clad and tidy, the habits of cleanliness which are most rigidly enforced being the cause of this most pleasing change.

At Waitapu, owing to the very isolated position of the school, the attendance is not large, averaging about 17, and I see but little prospect of an increase in the number, though at the same time I believe it is not likely to fall off. Mrs. Hill, the schoolmistress, I am sorry to say, has been very ill during the past four months, which has in a measure prevented the girls making that progress with their sewing which I could have wished; but in every other respect the children under the management of Mr. Hill have made a considerable advance.

The committee have suffered a severe loss in the death of the late Wiremu Tana Papahia, who took an active interest in this school, and who, as long as health permitted him, was a zealous and painstaking committeeman.

Singing is taught in the whole of the schools, of which the children are exceedingly fond, and for which they show great aptitude. The Maori-English school books, as supplied by Government, are now getting into use, and it is surprising to see the ease and correctness with which many of the more advanced pupils translate a sentence into English from the Maori language.

Except in this instance, no Maori is allowed to be spoken in school, and at some of the schools where European children attend English is the language of play-hours also, and to hear the children, while playing cricket, rounders, or croquet, of which latter game they are very fond, making use of the ordinary terms of English school children, is in itself a proof of the great advance they are making in the knowledge of our language.

The Natives of Lower Waihou—a Rarawa settlement on the north bank of the river, the residence of the Assessor Re Te Tai Papahai—seeing the benefits to be derived from these schools, have lately placed in my hands the sum of £50 as their subscription towards the erection of the same. The average attendance at this school, when opened, will, I believe, be not less than 40. Circumstances like the above go far to show that the Natives are fully alive to the advantages to be derived from a European education, and I feel convinced that no Act of the Legislature affecting the Maori people has been more beneficial to them, or will have done more

permanent and lasting good amongst them, than the Native Schools Act of 1867, and Amendment Act of 1871.

The Under Secretary, Native Department,  
Wellington.

I have, &c.,  
SPENCER VON STURMER,  
Resident Magistrate.

---

No. 5.

Mr. H. W. BRABANT, R.M., Opotiki, to the UNDER SECRETARY, Native Department.  
SIR,— Resident Magistrate's Office, Opotiki, 10th July, 1875.

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

1. *Te Kaha School*.—I visited this school on June 11th. The number on the books was 54, of whom 29 were present. This school had only been open about three months, but the children examined by me seemed to have made fully as much progress as could have been expected in so short a time. The teacher, Mr. Duffus, whom I had not previously seen, impressed me very favourably; he appeared also to be on excellent terms with the resident Natives, and to be earnest and painstaking, and I doubt not that the school will be a success under his management.

2. *Omarumutu School*.—When I visited this school 14 children were present, out of 22 on the list. I examined them in reading, writing from dictation, translating into Maori, arithmetic, &c., and found some progress made since my last visit.

3. *Opotiki Mixed School*.—I regret to have to report that only one Native child has been attending this school during the last quarter. Two of those who formerly attended are dead, and two others have left the neighbourhood. The number of Europeans on the books is 105; average attendance, 84.

4. *Ohiwa School*.—On my visit to this school I found 10 present, out of 18 on the books. The teacher continues to conduct the school with ability and perseverance. Some of his best scholars, however, have left for Rotorua, while others have been absent from various causes during the past few months, so that progress was not so apparent as on previous occasions. All children at the Onekawa Pa attend the school, but owing to a number of the parents returning to Rotorua the attendance must necessarily fall off. I hope some of Te Waru's children from Waitotahi will attend as the summer advances. There are two European children taught at this school.

5. *Whakatane School*.—This continues to be the largest school under my inspection. There are 63 children on the books, of whom 40 attended on the day of my inspection (June 18). I examined them in the usual branches of education, when some of them showed some improvement, especially in arithmetic. There are two or three European children attending besides the teacher's own, while a good many of the *soi-disant* Natives are half-castes.

6. *Matata School*.—There are 27 children now on the roll of this school, but when I visited it on 24th June they were nearly all absent from sickness. Those who were present (8) I examined, and found had made marked progress, especially in colloquial English. The master and mistress are very painstaking, and appear very anxious for the advancement of the children under their charge.

7. *Maketu School*.—Only seven children were present when I visited this school on 25th June. This was owing partly, I believe, to sickness. The attendance has also been irregular during the past quarter from the same cause. To this probably may be attributed the small progress made.

8. *Whareroa School, Tauranga*.—I visited this district on 28th June, when 15 were present, out of 22 on the roll. The anticipation expressed by me in my last report as to the effect of the new teacher I found realized, as the children, whom I examined in reading English and Maori, translating, writing from dictation, arithmetic, geography, &c., have made marked progress in the several branches of learning. I regret to find that the teacher (Mr. Latrobe) has resigned his appointment, as his ability as a teacher would have made him valuable to the Tauranga Natives and to the Government.

The schools in the Lake district were not visited by me on this occasion, two of them, Ohinemutu and Rotoiti, being still without masters, and I was unable to ascertain when I was prepared to start whether that at Te Wairoa was in operation or not. It was reported not to be so, although I subsequently ascertained that it was.

This report I have not made so full as on previous occasions, because only four months have elapsed since I had the honor to report on these schools for your information, when I entered minutely into the particulars of my several examinations, and because during that period the rate of attendance at all the schools has been exceptionally low on account of the sickness which has been prevalent throughout the Bay of Plenty (measles, mumps, &c.): indeed from this cause little progress could be expected.

The Hon. the Native Minister, Wellington.

I have, &c.,  
HERBERT W. BRABANT,  
District Inspector Native Schools.

## No. 6.

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

SIR,—

Resident Magistrate's Office, Opotiki, 1st January, 1876.

I have the honor to submit the following as my half-yearly report on the Native schools in the Bay of Plenty and Lake districts. The schools will be each mentioned in the order in which they were visited by me, commencing at the eastern end of the district:—

1. *Te Kaha School*.—This is a new school opened on the 26th April, 1875, and when I visited Te Kaha in October last I examined the children, and found that they had already made considerable progress in elementary education. I was unable to make a formal half-yearly inspection this month on account of the teacher suddenly resigning on account of illness. A new master will, I hope, commence residence in a few weeks.

2. *Omarumutu School*.—I visited this school on the 3rd December, when I found only 9 children present out of 28 on the books. Five of these boys read fairly from an easy book, did easy dictation, knew a little geography, tables, and weights and measures. They had made considerable progress in arithmetic, and wrote well. They were also able to say the Ten Commandments by rote.

There has not been as much progress made at this school as I should like to see. I attribute this to the irregular attendance and to the apathy of the parents, which I have been unable to overcome.

3. *Whakatane School*.—This is the largest school under my inspection, and consists of 69 children, of whom 61 attended when I inspected it on 13th December. The first class, consisting of 15 boys and girls, most of them as old as fifteen years or over, were examined in reading, repeating poetry, writing, English dictation and translating it into Maori, geography of England and New Zealand, tables, and weights and measures.

This class had made perceptible improvement since my last inspection, but the younger children in the school did not show as much progress as they ought. The arithmetic of the whole school was creditable to a varying degree. I found that singing had been taught, but not needle-work, the sewing mistress stating that the Natives themselves would not help by providing materials.

4. *Matata School*.—There are at present 29 children on the books of this school. I found 26 there when I visited it on 14th December. I examined the senior pupils, 6, in reading English and Maori, spelling, English dictation and translating into Maori, repeating poetry, general tables, elementary grammar, geography, and arithmetic, in which they showed very marked improvement, especially in colloquial English, and in appreciation of the meaning of their English studies. Nine other children had made some progress in reading English and Maori from easy books, and the 11 others were little children who were commencing. The elder children had been taught to say the Church Catechism, and the girls sewing and ladies' fancy work. The teachers at this school have always appeared to me to take great pains with the instruction of the children committed to their charge; but notwithstanding my knowledge of this, I was surprised at the progress made lately at this school, which should be seen by any one who doubts the ability of Native children to learn if carefully taught. I believe the attendance has been much more regular lately, which has to be attributed in a measure to the return to the district of Te Whikiriwhi, the chairman of the School Committee. This chief accompanied me at my inspection, and evidently takes great interest in the subject of education. He informed me that he had heard great satisfaction expressed by the Natives at the reports on Maori schools being printed in the *Waka Maori*, and that he hoped the practice would be continued.

5. *Maketu School*.—I visited this school on 15th December. There were 24 children present out of 37 on the roll. The four senior children were examined in reading, spelling, and dictation, and translation of English into Maori, in which they appeared to have made a little progress since my last visit. Their geography and arithmetic I cannot say so much for, but, with the exception of these four children, no progress whatever has been made. The teacher attributes this to irregular attendance, which no doubt he has to contend with in common with others: still I was not satisfied that more could not have been done with energy and perseverance by a man whose heart was in his work. The girls had been taught sewing.

6. *Whareroa School (Tauranga)*.—There are 29 children receiving education at the Whareroa School,—the number that attended on the occasion of my visit on 17th December being 21, of whom 4 were Europeans. The 1st class (5 grown-up boys and girls) I examined in reading English from an advanced book, dictation, translating into Maori, and arithmetic; the 2nd class (9) in reading and spelling; and the 3rd class (7), reading and writing on slates. This was my first visit to this school since it was taken charge of by the new teacher, who seemed to be energetic and to know his business. The pupils had made progress since last inspection. The writing of the children at this school I noticed as being remarkably good.

7. *Te Wairoa School, Tarawera Lake*.—I was at this school on 20th December, when 20 children attended. This I found, however, they did only on this particular occasion, as, although there are about 40 children on the books, the attendance, in consequence of a misunderstanding between the resident Natives and the teacher, had dwindled down to *nil*. I nevertheless examined the children, and found that 10 of them, forming the 1st class, had made some progress in easy reading, writing from dictation, translating, &c. I endeavoured to arrange a better understand-

ing between the teacher and the Natives, but, as this matter will be reported on separately, it is unnecessary further to allude to it here.

8. *Ohinemutu School*.—This school has not been re-opened since the last teacher resigned, nor can I recommend its re-establishment for the present, because the building formerly used, ruinous enough then, has since become quite useless, and further, there are no quarters for a teacher. I held a meeting of the resident Natives, urging on them the criminality of their neglecting the education of their children. I succeeded in getting a promise from them to subscribe £50 towards a building, and when this is in hand I propose to recommend for your favourable consideration their application for a school-house. About half this sum has already been promised, and the subscription list was very kindly taken charge of by Messrs. Mitchell and Young, Government Land Purchase Agents, at present at Ohinemutu, who, as you are aware, feel great interest in the education of the Natives. They have promised to communicate with me when the amount is in hand, which they expect will be very shortly. The Natives have already set apart a site for a school, which has been approved of by Mr. Hamlin, R.M.

9. *Rotoiti School*.—When I was at Rotoiti on 21st December, I found that Major Wood, formerly teacher here, but who had been removed to the North, had now, at the special request of Te Wata and his tribe, returned to this school. This I believe to be a wise step, as I find that the success of Native schools so much depends on the cordiality or otherwise which exists between the teacher and the parents of the children.

As Major Wood has only been here a few days, his school could not be expected to be in working order, but some of the children had already commenced attendance, and I found that, although the school had been shut for some time, the pupils had not forgotten all they had learnt.

10. *Ohiwa School*.—I inspected Ohiwa School on 23rd December. There were 10 present (2 Europeans), out of 15 on the roll. The school never was a large one, and as most of the original pupils have left for Rotorua, and their places been supplied by young children, the progress is not so apparent as it would have been. Two of the original pupils were examined in reading, spelling, arithmetic, dictation, translating English into Maori, tables, geography, &c., when they showed improvement. The other children had made some advancement in easy reading.

The Natives here have a project, not yet quite matured, for removing the master and school to Ruhirua, on Rotorua Lake, which I see no reason to oppose, as it would most probably considerably increase the number under instruction.

This concludes the list of schools at present under my inspection, which, notwithstanding the many drawbacks, I am happy to be able to report in a progressive state.

I have, &c.,

HERBERT W. BRABANT,  
District Inspector, Native Schools.

The Hon. the Native Minister, Wellington.

#### No. 7.

Mr. J. H. CAMPBELL, R.M., Waiapu, to the UNDER SECRETARY, Native Department.

SIR,—

Waiapu, 28th November, 1875.

I have the honor to report that Mr. and Mrs. Green, teachers for the Waiapu School, arrived here on the 21st instant, and the school is to open on Monday next.

I have returned from an examination of the Akuaku School, which was highly satisfactory. The progress made by the scholars and their general proficiency in reading, writing, and geography, is really surprising. There were 40 present, the proper complement being between 50 and 60. I was much pleased at hearing them all repeat the Creed, Lord's Prayer, and Ten Commandments in English, almost as distinctly as we could; and in geography there was no part of the continents of Europe, Asia, Africa, or America, that they were not able to point out, naming at the same time the Kings, Emperors, Presidents, &c., of the various countries.

A feast is to take place on the 16th proximo, at the closing for the Christmas holidays, to which the parents, and one or two Europeans, with myself, are contributing. It would, I think, be very judicious and encouraging to the children if a small amount, say £5, were allowed by the Hon. Native Minister to be expended in small prizes to a few of the most deserving scholars.

I would take this opportunity of again recommending that a few bats and balls or something of the kind be allowed for this school and Akuaku, to entice the children to regular attendance.

I have, &c.,

The Under Secretary, Native Department, Wellington.

J. H. CAMPBELL.

#### No. 8.

Mr. J. A. WILSON, Gisborne, to the UNDER SECRETARY, Native Department.

SIR,—

Land Purchase Office, Gisborne, 21st September, 1875.

I have the honor to report during the past month I have visited all the schools in my district, namely the schools at Tokomaru, Tologa, and Whakato. All the schools were visited by

me during school hours, and in each school I examined the children present in reading, writing, and arithmetic.

In all the schools I found the scholars had made fair progress in the branches above named. Each schoolroom was clean and orderly in its arrangement. At each school the attendance was small, and appeared to be diminishing. At each school I recommended the master to teach geography in class from the map; that the map of New Zealand would be especially interesting to the children; and, judging from my own experience as a teacher, I was of opinion that teaching that branch of knowledge would tend to make the school attractive.

In regard to all the schools, I would suggest the introduction of games and amusements, as cricket, football, dancing, &c. I think these would give the children spirit and zest (especially if the master took part and showed an interest); they would make the schools more attractive and popular, and would help to wean the children from the kainga and their shyness and unformed habits of life.

Having submitted these prefatory remarks, I would respectfully note a few observations on each school.

*Whakato*.—Only three children were present when I visited this school. The average attendance during the current quarter had not been much more. The master complained of want of interest on the part of the parents, and that the committee did nothing. The attendance had fallen off more than 50 per cent. within the last twelve months. I think that this school requires a suitable cooking-place and sleeping accommodation for the children to make it as successful as it ought to be. The Natives are not devoid of interest. They assure me they will do what they can to make the school succeed. In proof of this, they state they collected £14 10s. some time ago as a contribution towards the erection of a building to accommodate the children, and handed it to Mr. Skipworth, who acted at the time as secretary to the committee. I have seen Mr. Skipworth on the matter. He admits having received £9 10s.; and he is ready to pay the same to the Chairman of the School Committee. It is only fair to the Natives in this district to state that, some years ago, they set aside a block of land as an endowment for the education of their children; that this endowment is now yielding a handsome income (I am informed the income is £400 per annum); but that the Native children in the district do not appear to be considered by the Trustees, nor do they receive any advantage from the endowment.

I am of opinion that the Natives are discouraged at the apparent issue of this very creditable effort on their part, and that the Government schools in the district are, to a certain extent, suffering from a consequent reaction in the minds of the Natives.

*Tologa*.—Seven children were present when I visited this school. The average attendance during the current quarter had been about 4 per diem. The attendance at this school would probably be considerably increased if the children from the pa on the south side of the river were able to attend, and if the children at Waiawa and other distant kaingas could receive accommodation at the school during the week. The principal Natives who live on the south side of the river have promised faithfully, should a house of accommodation be built, to send their own children to school, and to use their influence with other parents. There are about 60 children on the south side of the river, and but 20 on the north side, that is to say the side where the school-house is situated. I think that the erection of a suitable building to contain cooking-room and sleeping accommodation for, say, 20 or 25 scholars, would tend to increase the attendance, and render the school more effective.

*Tokomaru*.—A dozen children were present when I visited this school. The attendance at this school is better than at either of the schools previously visited by me. This I attribute to the fact that the school-house at Tokomaru is conveniently situated in the midst of a considerable population. I do not think that any house of accommodation is required here; but a place to cook in and have a fire in cold weather would be desirable. The girls in this school are very proficient in needlework, having been taught by Mrs. Warner, who has evidently bestowed much pains upon this part of their education. This school only requires something to make it more popular and attractive, when it should do very well. The master seems to think that presents of food would answer the purpose: probably they might, but I am of opinion that prizes, the introduction of games by the masters in play hours, and an attractive style of instruction in school would be the more legitimate and permanent way to attain the object sought.

I have, &c.,

The Under Secretary, Native Department, Wellington.

J. A. WILSON.

## No. 9.

Mr. WOOD to the Hon. the NATIVE MINISTER.

SIR,—

Native Office, Whanganui, 12th June, 1876.

I have the honor to report, for your information, as to the present state and progress made, in the matter of education, amongst the Maoris of the Upper Whanganui District. Since my last report on this subject, circumstances have arisen which have operated prejudicially in respect of the progress of the schools; and none more so than the agitation about the administration of the Maori lands, which is now the main question with the Natives here, and affects the children as well. With regard to the Iruharama School, several of the parents o

children who formerly attended that institution have moved off with them to the Murimotu country, to cultivate and settle; to be followed by others: and the attendance at Parikino School was much affected by the sittings of the Land Court held here recently, the parents of many of the children having drawn them away to attend the Court, where their claims to land were being adjudicated upon. I feel bound to refer to this matter, as it affords an explanation for the fluctuating attendance of scholars at the up-river schools, as shown by the returns. Everything has been done to render these schools popular amongst the Natives, a most liberal support having been afforded by the Government, and no effort has been wanting on my part, and that of the teachers and some of the chiefs, to secure a proper attendance of the Native children, so that they might partake of the benefits to be derived from systematic instruction at the village schools of the district.

The great fault lies with the parents themselves, who do not compel (as they should) their children to attend school regularly and continually; and from an objection on their part to pay the fees, which are merely nominal, viz. one shilling a month! The fact is that, owing to their improvidence in many ways, they find it inconvenient to pay their dues regularly, as the quarters come round; and, as a consequence, the fees have to stand over in many cases for future collection. After much trouble, I have succeeded in getting in most of the outstanding fees to end of last year, and expect to obtain the balance at a future date, along with the other moneys as they become due. The attendance at the Jerusalem School has further been affected by a change in the appointment of teacher to that establishment; Mr. Scott, the former master, having been succeeded last January by Mr. Donaldson, under whose efficient control and management the school has revived, and the attendance augmented. I hope that under his experienced supervision this school will now progress satisfactorily. It is important that it should do so, as the locality is a populous one and very central, and, if the Natives only sufficiently appreciated the value of this institution, a large and continuous attendance of children would be secured to this school.

The Parikino School is not so favourably situated, as the small settlements on the lower part of the river are much scattered, and but few reside in the locality. I think some change will be required in the management of this school, viz. in a somewhat modified boarding-school system, so as to secure the proper maintenance and supervision of the children coming from the distant pas, complaints having reached me of the want of attention of the resident Natives in these respects. However, this is a matter for future consideration, as I have called a meeting of the tribes to be held shortly in the neighbourhood, with the view to discussing the whole question, and obtaining a better and enlarged attendance at this school, the majority of the children having hitherto held aloof, much to my annoyance. Every encouragement has been held out to the parents to send their children to this school, and, last Christmas, Hakaria, the chief of the settlement where the site is, gave a most liberal entertainment to the parents and children, including the Jerusalem scholars and their relatives and friends; and prizes were distributed according to your request; and a fresh impetus seemed to have been given to the support of this Institution by the Natives, which so far has proved barren of results. I fully reported on this gathering at the time, which account would form a proper appendage to this report.

The teacher, Mr. Nickless, is most efficient and painstaking, and has ever shown more than ordinary interest in the success of this school, and naturally he feels rather discouraged with the Natives, for their negligence and supineness in the all-important matter of obtaining a good education for their children. However, notwithstanding sundry misgivings, I am not without hope that, sooner or later, the Natives will duly prize the matter of educating their offspring, and that some day valuable aid will be afforded by them towards the support and improvement of the educational establishments started by the New Zealand Government in their midst, and which have hitherto been so highly fostered by the department under your immediate supervision and control.

The Jerusalem School building has lately undergone certain alterations and improvements, at a cost of some £70, whereby sufficient accommodation has been afforded for the teacher and his family; and I would recommend like improvements being executed at Parikino School building next spring, as the teacher there and his wife are much put about for the want of sufficient house room for their family.

The children of both teachers attend these schools, which is a matter of advantage to the Maori pupils, who, from frequent intercourse and conversation with the European children, are enabled to pick up English much more readily than they otherwise would.

I am happy to say that both Messrs. Donaldson and Nickless are very much liked by the Natives, and that they do good service amongst them in attending to their many wants, both religious, moral, and physical. Good service has been done by them in dispensing medicine amongst the sick, and in some instances life has been saved through their instrumentality; and for this service they are entitled to some consideration at your hands, particularly as their salaries are but small. An additional allowance to the school teachers, on account of these important and valuable services, would be money well spent: far more so than paying £75 per annum to a Native medical officer in town, whose advice many of the Maoris now decline to accept.

During my late up-river circuit, I held an inspection of the two schools in my district, the result of which I have the honor to lay before you.



At Parikino, on the 6th instant, I found only 9 children in attendance, 7 boys and 2 girls, out of 24 on the roll. This was most disheartening to the teacher, and spoilt the examination. He complained bitterly of the irregularity of the attendance, notwithstanding the efforts that had been made to secure an improvement in this respect; and he informed me that since the late sittings of the Land Court at Whanganui, to which many of the parents and children went, the attendance at school had been worse than ever, and it was doubtful whether some of the absent scholars ever came back again, as the parents talked of moving off to Murimotu.

I first examined Walter Williams, son of the late John Williams, a celebrated Whanganui chief, whose distinguished services during the late war are well known to the Government and the colony at large, in whose service he lost his life in repelling the Hau-Hau invasion on this river in 1865, and was gratified to find that he was making good use of his opportunities, and hope hereafter to see him take up a position of influence amongst his tribe. He read fluently, from Phillips's 4th Reading Book, an account of the ascent of Mount Egmont in 1840, by Dr. Dieffenbach; understood well the meaning thereof, and spelt words correctly. He also recited "The Burial of Sir John Moore," and gave a good explanation of the story therein recounted, besides repeating and explaining the piece entitled "The British Navy." His class-mate, Alick Korako, was not present, to the great disappointment of his father, Hakaria, whose authority and control he seems disposed to set at naught. The whole school was then examined in geography, first on map of the world, of which they evinced a good knowledge, describing the divisions thereof into land and water, and naming the continents, oceans, seas, islands, &c. They pointed out the Suez and San Francisco routes, giving the lands, islands, and seas passed on each ocean route; further, particularizing the British possessions upon or contiguous thereto. The Suez Canal was likewise referred to, and its position and uses described.

Of the New Zealand map they showed a good knowledge, and seem to make ready progress in this important branch of their studies; in proof of which I attach maps of New Zealand and Palestine, executed by W. Williams and Alick Korako, the former coloured, which do these lads much credit. I also examined them in arithmetic and tables, and those boys who had attended at all regularly acquitted themselves very creditably when questioned on these subjects. The juniors did sums to long division, and senior class to practice and simple interest. Specimens of writing were then exhibited, which I enclose: on the whole they are good exhibitions of calligraphy. The girls and younger boys read fairly out of the 1st Book; spelling pretty well, and showing some knowledge of the meaning. Pronunciation improving. Further recitations were then given by two of the boys, W. Fox and Tuka, and by the two girls, which were, on the whole, well rendered.

The two girls then exhibited specimens of needlework, with trimmings of crochet lace, which were very neatly done. They had also been instructed in knitting; and initiated into sundry household matters, such as the making and baking of bread, ironing, &c.

One of the little girls had been boarding in the establishment, and she showed marked improvement in her appearance, dress, and manners, and has picked up a good deal of English. Walter Williams has commenced to learn grammar, and has made a creditable beginning. The singing was improved, and a subscription has been started to purchase a harmonium, and when procured it will be a great acquisition to the school. The teacher has likewise given instructions in drill, which will be of some advantage to the children, in improving their gait, &c.

On the 6th of June, I held an examination of the children attending the Iruharama School, of whom 28 boys and 6 girls were present. Opened proceedings by repeating the Lord's Prayer in English, and singing a hymn, which had a most pleasing effect. I then examined the 1st, 2nd, and 3rd classes out of "Willie's First English Book," 2nd, 3rd, and 4th *Koreros*, translating Maori sentences into English, and English into Maori; explaining meaning and spelling words. Great pains had evidently been taken by the teacher in getting them on in the reading of this useful book, and the progress made was most satisfactory.

First class then read a chapter or two out of Royal Reader No. 4, page 122. Reading, spelling, and meaning of same by some, very good, others fair, rest indifferent.

First class was then examined in geography: book used, Phillips's Colonial Series. With map of New Zealand they seemed well acquainted, and were submitted to a thorough examination by Mr. Donaldson, who must have taken great trouble to teach them, as they evinced a good knowledge of the country, including both islands; pointing out the provinces, capitals, rivers, lakes, mountains, capes, bays and bights, friths, harbours, straits, and islands.

The juniors were then questioned by the monitor, Pio Hemoata, from the illustrated alphabet, pointing out on the map the countries inhabited by the different races thereon portrayed. Mr. Donaldson adopts this method of initiating the juveniles into some acquaintance with geography, and of the customs and habits of the various people of the world, and of the animals and products of foreign lands. It was quite amusing to see the interest taken by the little ones in this branch of their education, and they vied with one another in answering the questions given. In figures fair progress was made, some of the elder ones having got as far as compound multiplication and reduction. A commencement has also been made in doing sums by dictation, a very good method, which will prove useful to the pupils in after life. The powers of the children in addition and subtraction were severely tested by means of the ball frame, and much quickness and aptitude shown by them in ready reckoning. Specimens of needlework by the girls were then exhibited, and the sewing was exceedingly good.

The singing of all the children was much improved, a number of hymns and songs having been well rendered. A goodly number of the parents were present, and they took great interest in the proceedings.

I started a subscription for a harmonium, and over £9 was subscribed on the spot, which sum will shortly be further augmented; and I trust that in a few months a couple of those instruments will be secured, as music and singing will help to make the schools attractive.

Before concluding this report, I desire to record my appreciation of the efficient manner in which the school teachers have carried out their arduous duties; and beg to recommend them to your favourable consideration.

Sir D. McLean, K.C.M.G., &c., Wellington.

I have, &c.,  
RICHARD W. WOON,  
Resident Magistrate.

---

No. 10.

The Rev. J. W. STACK, Christchurch, to the UNDER SECRETARY, Native Department.

SIR,—

Christchurch, 27th May, 1876.

I have the honor to enclose the report of my inspection of the Native schools in Nelson and Canterbury for the year ending June, 1876. The number of the Native and half-caste children in the South Island, under 15 years, may be roughly set down at 900; allowing for those who are too young to attend school, there must be about 500 children who ought to be under instruction. The return attached to my report shows that 209 were present at the several inspections held by me. Adding the occasional attendants and those who may be receiving instruction privately, the number being educated may be set down at 250, or half the number who ought to be at school. If this result does not seem satisfactory, it must be borne in mind that the education of the Native children is being carried on against the determined opposition of a large portion of the adult population.

Every facility has been given to the Native parents to educate their children. Not only have schools been provided for them by the Government, but they have been relieved of the cost of maintaining them. All the Maoris require to do is to send their children, but this a great many refuse to do, and if it were not for the interest taken in the matter by the local Government officers, and such influential Natives as Kerei Taiaroa, Irai Tihau, and Te Rore, the number of Native children receiving instruction would be exceedingly small. It is hardly possible for those who have not experienced the senseless opposition offered by many of the Natives to the attempts made to educate their children to understand how people usually so intelligent can refuse to avail themselves of those institutions which can alone restore their race to a position of influence in the State. The absence of schools supplies the Maoris with a good cry that they are neglected; when they are provided with them they either do not send their children, or, if they do, they seem at pains to hinder their advancement in learning. Only in a few solitary instances do the parents render hearty assistance to the teacher and encourage him in his arduous work. It is hopeless to expect any improvement as long as the Maoris believe that by letting their children grow up in ignorance they are strengthening their claims to compensation for their lands. The only effectual remedy would be to make education compulsory. It would be very easy to enforce such a law in this island, and as long as the education is free no hardship would be inflicted on the Natives. Why should the State allow these Maori children to grow up in ignorance and vice under the very walls of the schools, provided at such cost to rescue them from such evils, but which their parents, to gratify a silly whim, will not allow them to enter?

Under all the circumstances, I think it is a matter for congratulation that the attendance at the schools is larger by 64 this year than last, and, although this increase is chiefly owing to the opening of three new schools, it is satisfactory as giving evidence that, instead of losing, we have, on the whole, gained ground.

I am glad to report that at most of the schools visited by me a decided advance was noticeable in the attainments of the children.

Hitherto I have adopted the course customary with inspectors, and visited the schools without notice, but I am now so thoroughly convinced of the necessity of creating a greater interest in the work of the schools, that in future I purpose inviting all the parents, and as many English friends as I can induce to be present, to come and witness the examination. I should be glad if the Government could see fit to give me authority to expend from £1 to £2 for prizes at each school; and a list of the prize-takers might, with advantage, be published in the *Waka Maori*.

The Hon. the Native Minister, Wellington.

I have, &c.,  
JAMES W. STACK,  
Inspector.

---

Enclosure 1 in No. 10.

*Kaiapoi Native School*: Master, Mr. H. J. Reeves.—This school has been regularly visited by me during the year, and the work being done examined, but the annual inspection did not

take place. At the date fixed for it several of the children were ill, and I put off the inspection till after the Christmas holidays; hoping that all would have recovered by that time; but, contrary to my expectations, the fever broke out again with renewed virulence and carried off no less than 5 out of the 22 Native children in attendance. I then thought it necessary to close the school for a time, and to induce the parents and friends of the surviving children to take them away for a change of air. With the consent of the Hon. the Minister for Native Affairs, Mr. Reeves was sent to Wairewa, where he has opened a school in a temporary building. At the close of the December quarter there were 21 Native children in the school, 13 boys and 8 girls. At the close of the March quarter there were 10 boys and 7 girls on the books. Up to the time of the fever breaking out the children were making good progress, and I anticipated being able to report a marked improvement on last year's work: it is a very great disappointment to me to have to report instead the breaking up the school. I am not without hope, however, of being able to reopen it in the spring.

*Wairewa*: Master, Mr. H. J. Reeves.—I visited this school a fortnight after it was opened, and felt very much pleased with the commencement made. There are now 16 children in attendance, including three of the old pupils from Kaiapoi. Great praise is due to Eli and Tamati Tikao for the pains they have taken to overcome the opposition of the other Maoris to the opening of the school. The difficulty for some time past was to know where to erect a school-room. The proposal to erect one on an unused road was objected to by his Honor the Superintendent: the site he offered to purchase was objected to by the Maoris, because it was too far off from where the children lived. At length a site was fixed upon near the church, and pegged off, but the Maoris refused to give it for more than twenty-one years. Whilst negotiations are pending respecting this site I thought it best to make an effort to secure a temporary building, and applied for the use of the Runanga house, but as that could not be lent Eli proposed that a dilapidated old building, once used as a church, should be repaired, and volunteered to superintend the work himself. Several others then followed his example, and volunteered their services, and in a few days they had the building roofed in, the walls replastered, and a chimney erected at one end. Eli's enthusiastic support however provoked the jealousy of several of the Wairewa chiefs, who thought he was taking too much upon himself, and refused to send their children. Eli was determined not to be foiled, and immediately went off to Taumutu, a village twenty miles away, and brought five scholars. I am glad to say that his most strenuous opponent is now Chairman of the School Committee, and sends three of his own children to the school, and I expect shortly to have a good school there.

*Wairau School*: First opened 4th March, 1874. Master, Captain John Curling.—Inspected 27th April, 1876. Highest number on book, 12; present, 12. Register carefully kept.

Reading: First Class.—Number in class, 4; book, Third Reading Book. The reading in this class was very good, all the words being distinctly pronounced, and the meaning of the text understood. The spelling of this class was good.

2nd Class.—Number in class, 3; book, Second Reading Book. All read fairly, and understood the meaning of what they read. The pronunciation of these classes showed careful teaching.

3rd Class.—Number in class, 3; book, First, easy words one syllable. Two, fair; one, imperfect; two, learning alphabet.

Dictation: Five wrote easy sentences from dictation; both the writing and spelling were good.

Arithmetic: Four doing compound rules fairly. The cyphering books in which the work is occasionally entered were neat and well kept. One, simple division, fairly; three, simple multiplication, fairly; three, simple addition, imperfect.

Tables, Weights and Measures.—Six, well; three, imperfect.

Geography: Five had a fair knowledge of the geography of New Zealand and of the map of the world.

Writing, Copybooks: Five, good; five, fair. Writing on Slates: Six, good.

Drill: Boys seemed proficient at drill, and their bearing and behaviour indicated good discipline.

School Hours.—10 a.m. to 12 morning, 1 to 2 p.m. afternoon. Children expected to attend to prepare lessons half-an hour before school.

The schoolroom was clean, airy, well lighted, and well furnished with all necessary appliances for teaching. It is to be regretted that the accommodation for the master is so small as to necessitate his storing part of his effects in the schoolroom, which detracts from its otherwise neat appearance. The approaches to the building are not kept quite so clean as they might be, and there is a poultry yard much too near the entrance of the schoolroom.

The children were all clean and well dressed. Their behaviour was excellent. There was a marked improvement in their reading, dictation, and geography.

Mr. Curling told me that, but for the support given by Te Rore, the chief of the village in which the school is situated, it would long since have been deserted, as no other Maori takes any interest in it, and many are opposed to it, having adopted the views that prevail among the South Island Natives that in making use of the schools they are prejudicing their claims to further compensation for their land.

*Wakapuaka*: First opened 1874. Inspected, 1st May, 1876. Master, Mr. E. Jennings.—Highest number on the books, 11. Present at inspection, 11. Register carefully kept.

Reading: 1st Class.—Number in class, 9. Book, No. 1, Irish series. One, very well; three, fairly; five, imperfectly. Spelling: Two, good; seven, fair.

Dictation: One, good; eight, fair.

Arithmetic: A., D., M.: Two, good; four, fair; one, imperfect. Comp. A. and M.: One good; one, fair. Mental arithmetic and tables: All did fairly.

Writing: All writing in copybooks; books clean and carefully written. The writing on slates was very good.

Geography: New Zealand and Map of World. Two, good; five, fair; four, imperfect.

Drill: All the boys were proficient.

I was accompanied to Wakapuaka by Mr. Commissioner Mackay, who takes a warm interest in the welfare of this school. I found the schoolroom clean, and the children clean and tidy. The discipline of the school seemed good, and fair progress had been made since my last inspection in all the subjects taught, and Mr. Jennings deserves great credit for the manner in which he has discharged his duties. I was glad to find that the schoolroom is about to be lined, as the building stands in rather an exposed situation, and, as long as it is unlined, must be very cold. The day was unfortunately so wet that the Natives were prevented being present during the examination, as were also the Bishop of Nelson and the Rev. Mr. Grace, who had kindly promised to be there. I was sorry to miss the opportunity of addressing the parents, who need to be constantly reminded of their duties towards their children.

*Motueka Church of England Board's School*: Inspected, 3rd May, 1876. Master, Mr. J. Baker.—Highest number on books, 10. Present at inspection, 6 girls, 3 boys: total 9. Schoolroom clean and neatly furnished. Reading books and maps wanted.

Reading: 1st Class.—Number in class, 3. Book, "Third Reading Book" (one copy for the class). Two, fair; one, imperfect. All understood the meaning of the text, and could speak most of the words in the reading lesson.

2nd Class.—Number in class, 4. Book, "Spelling Book for Maori Children," published in 1852 (a more suitable book ought to be provided). Two, fair; two, imperfect.

3rd Class.—Two, easy words of one syllable.

Dictation: Two wrote easy words well; rest made no attempt.

Arithmetic: Compound multiplication and division: One, good; one, fair. Simple multiplication: Three, imperfect. Addition: One, fair. All knew multiplication tables well; six money tables and weights.

Writing: Copybooks clean and fairly written. One, good; four, fair.

Music: Just commencing to learn by notes.

Geography: No map of New Zealand. Two could point out the continents in map of the world; rest seemed to know very little about it.

Recitation: Three of the girls recited pieces of poetry; one a piece of twenty-three verses remarkably well.

Sewing: The plain sewing and fancy work were beautifully executed, and reflected very great credit on Mrs. Baker, who must have bestowed much pains in teaching the girls. Mr. and Mrs. Baker seem very zealous in the discharge of their duties, and merit greater encouragement than they receive from both parents and children.

*Motueka*: Report on the Motueka Church of England Native School.—At the request of the Bishop of Nelson, I visited and inspected this school on the 3rd May, 1876. The school was formerly carried on in a building known as the College, but for various reasons it was found impossible to continue it there, and it was accordingly moved to premises situated nearer to where the Maoris live. A house was secured by the Bishop for the master, and adjoining it a room, 20ft. by 14ft., was built as a schoolroom and dining-room, the dormitory being above it. There is a fireplace in the schoolroom, but, as the building is unlined, it must be very cold in winter. The kitchen opens into the schoolroom and connects it with the master's apartments. I did not see the children at their meals, and could not judge of the quality of their food, but from their appearance I have no hesitation in saying that they were in the habit of faring very well. I found nine children at the school, one less than their full number,—six boys and three girls. They were all clean and well clad. The boys go home at night, the girls only sleeping on the premises. The attendance is very small, owing to a deep-rooted prejudice of old standing existing in the minds of the Maoris against the school, and so successfully have the parents instilled their opinions into the minds of their children that when they do attend many of them seemed determined not to learn. Anything more discouraging that the work of teaching the Motueka School can hardly be conceived; for, while the parents are ready enough to complain of want of progress made by the children, they encourage them to neglect their lessons and will not permit them to be punished for neglecting them. Both parents and children (with one or two exceptions) seem bent on thwarting, in every way they can, the object for which the school is established. (A full account of the origin of this ill feeling towards the school will be found at page 291 of Blue Book on Native Affairs, South Island, Vol. II.) It is highly probable that the Maoris have been told that the reserves would lapse unless the provisions of the trust were carried out, and that they hope to effect this by keeping back their children, forgetting that if they did lapse they would not come into their possession, but revert to the Crown.

The industrial training is limited to the girls, who do the cooking and home work, and the making and mending of clothes. This domestic training is of the highest importance for the future well-being of the Native race, and we can only regret that so few are receiving the benefit of it.

The boys positively refuse to do anything whatever. One, who was made to chop up some firewood for the schoolroom fire, was immediately removed by his father, who complained that his boy was made to work when the great revenues of the endowment were sufficient to pay for any labour required. Mr. Baker seemed to hope little from the boys, whose one thought whilst in school was how to get out again.

The school is supported out of the revenues derived from certain lands in the Motueka district. These lands yield a gross rental of £344 5s., but the amount is insufficient to meet the cost of maintaining even the small number of pupils now attending the school, who cannot be boarded and clothed, so Mr. Baker finds, for less than 9s. a week each. I am inclined to think that if the number of children were increased, the expenditure per head would be lessened. There is at present an annual deficit of £113 5s., which has to be met by the Bishop of Nelson.

The charges on the revenues of the endowment are as follow:—

	£	s.	d.
Master's salary .. .. .	190	0	0
Collector and Bailiff, fees, at 10 per cent. .. .. .	34	0	0
Board and clothing of ten children, at 9s. per week .. .. .	234	0	0
	<hr/>		
	£458	0	0

The Bishop is desirous to obtain an annual grant from the Government sufficient in amount to cover the difference between the receipts and expenditure. Such a grant might be made for five years, on the understanding that after 1881 (when it is estimated the income from the estate will exceed £700), the money shall be repaid to the Treasury by yearly instalments of not less than £100.

*Arahura Native School, Westland*: Master, Mr. S. Fittall.—Ascertaining from Mr. Commissioner Mackay that the number of Native children attending this school was very small, and finding that he inspected it in November last, I thought it unnecessary to proceed there at present; but, in order to complete my report, I requested him to give me some information about the school, which he kindly did. The memorandum he furnished me with I append. The recommendation contained in it, that the present Native school should be transferred to the Board of Education, is worthy of favourable consideration. If there is no fear of the school being removed to a situation more convenient for the English children, and less convenient for the Maori, I think it would be a great advantage to the Native children if the character of the school were changed, for, as I have elsewhere remarked, the Maori children make more rapid and certain progress in the English schools than in those set apart exclusively for themselves. But if there is any danger of the school being moved to such a distance as to interfere with the attendance of the Native children, I do not think the mere question of expenditure ought to have any weight in favour of the change. It is of the utmost importance that the future owners of such valuable estates as exist on the West Coast should receive the best education that can be given them by the administrators of their property. The cost of keeping up this school can be little more than the cost of keeping one, or at most two, boys at a boarding school, and is after all a very slight charge on the revenues of the Trust Estate.

---

### Enclosure 2 in No. 10.

MEMORANDUM.—Mr. ALEXANDER MACKAY to the Rev. Mr. STACK.

I TOOK the opportunity, while at Arahura in November last, to ascertain the condition of the Native school there. On my visit on the 17th November I found that there were 9 pupils on the roll, 7 boys and 2 girls, only 6 of whom were present. The children in attendance were clean and intelligent, and had been carefully taught the subjects they had been instructed in. The schoolroom also was in excellent order, and well supplied with school requisites. Of the pupils present, three could spell words of two and three syllables very well, two fairly, and one was learning the alphabet. Two could read fairly in the Second Reading Book (Phillips's Colonial Series,) one fairly in the Third Book, and two moderately well in the First Reading Book. Three could write very well in copybooks, and two fairly on slates. In arithmetic, two did sums in compound division correctly, and one in common division; the others were only beginners. Three had a very fair knowledge of New Zealand geography. The others had not commenced.

The master, Mr. Fittall, complained very much of the small attendance, and the difficulty he had in getting the children to attend regularly. There are 6 children old enough to attend living at Hokitika, about four miles distant from the school, but the parents cannot be prevailed upon to send them, as they are afraid to do so in case any of them might be taken ill and die away from home.

At the time the school was established there were 20 children living at Arahura and in the neighbourhood, and there were others at Bruce Bay who were expected to attend. For the latter it was proposed to provide accommodation and maintenance at Arahura, if the parents would consent to send them. Some dissatisfaction prevails amongst the Natives of Westland in regard to educational matters, owing to their having to pay the rate levied on householders under clause 14 of "The Westland Education Ordinance, 1874," besides a capitation rate of 10s. for every child between the ages of 5 and 14 years, as well as having to contribute to the salary of the master

of their own school. The Act limits the capitation rate to four children, and exempts children residing more than three miles from any school established under the Act, as well as children attending any school not so established, on the production of a certificate signed by the teacher that any such child has attended any such school for three months prior to the levying of the rate. It has occurred to me to suggest, owing to the difficulties that appear to influence the attendance of the Native children at this school, as well as the paucity of pupils, that it would be advisable, provided the Central Board of Education for Westland was agreeable to the proposition, to let the school premises and hand over the management to the Board, in preference to maintaining a separate establishment and paying a high salary to a master for teaching the few children who at present attend.

There are a good many European children in the locality, a few of whom attend the Native school, and more would do so if the school was under the control of the Board. As matters are at present, a European school cannot be erected because the Board is precluded under its by-laws (section 30) from establishing a school under the Act within five miles of an existing school. This of course would be of secondary importance as far as the education of the Native children is concerned, had the Arahura school been likely to succeed as a separate establishment; but as that is very questionable, if the present condition of affairs is indicative of the future, the most prudent course to follow, as far as the expenditure is concerned, would be to hand over the school to the Board, and let the Native children attend with the Europeans. Judging from the result of a conversation I had with the Secretary on the subject, it might be possible to make arrangements with the Board to take over the Native school as suggested.

8th May, 1876.

A. MACKAY.

### Enclosure 3 in No. 10.

RETURN showing the NUMBER of NATIVE CHILDREN ATTENDING SCHOOL in the SOUTH ISLAND in 1875 and 1876. (The numbers do not include all on the roll, but only those present in each school when the inspection was made.)

Present in 1875.	Boys.	Girls.	Total.	Present in 1876.	Boys.	Girls.	Total.
Whakapuaka, Nelson..	9	2	11	.. ..	9	2	11
Wairau, Marlborough..	7	5	12	.. ..	7	5	12
Arahura, Westland ..	6	2	8	.. ..	4	2	6
Bluff, Southland ..	3	4	7	.. ..	3	4	7
Riverton „ ..	8	12	20	.. ..	6	8	14
Ruapuke „ ..	7	9	16	.. ..	9	9	18
Taieri, Otago. . . .	3	2	5	.. ..	4	5	9
Otago Heads, Otago ..	11	7	18	.. ..	12	17	29
O.H. Night School, Otago	10	..	10	.. ..	8	..	8
Purakaunui ..	6	2	8	.. ..	6	2	8
Kaiapoi ..	13	8	21	.. ..	13	8	21
Motueka (This school was not inspected last year, but the number stood thus at the time of my visit to Nelson).	3	6	9	.. ..	3	6	9
				Stewart's Island ..	12	13	25
				Wairewa ..	8	8	16
				Waikouaiti ..	8	8	16
	86	59	145		112	97	209

			1875.		1876.		Increase in 1876.
Total attendance—Boys ..	..	..	86	..	112	..	26
„ „ Girls ..	..	..	59	..	97	..	38
Grand Total ..	..	..	145		209		64

### No. 11.

Mr. R. J. O'SULLIVAN to the UNDER SECRETARY, Native Department, Wellington.

SIR,—

Board of Education, Auckland, 24th June, 1876.

I have the honor to enclose my reports on the following Native Schools:—St. Stephen's (Auckland), Otamatea, Taumarere, Waiomio, Oromohoe, Pukepoto, Awanui, Kaitaia; and to transmit (sent separately) a copy of the regulations referred to in the postscript to my reports.

I have, &c.,

The Under Secretary, Native Department.  
Wellington.

RICHARD J. O'SULLIVAN.

*St. Stephen's School: Auckland, 7th April, 1876.*—On roll: 19 boys. Present, 18. Maps, &c.: Hemispheres, Europe, Asia, Africa, America, World, New Zealand, Palestine, &c. Desks, sufficient. Writing, fair; reading, fair; apprehension of the meaning of words, fair; arithmetic, fair; copying from books on slate, very good; spelling, fair; geography, fair; composition, very fair.

I consider that the school is conducted in a satisfactory manner. A few Europeans attend as day scholars, which is beneficial to the Native pupils. The school-room has been improved since my last visit. A map of the Pacific, one of the British Isles (showing the counties), and another black-board are required. Some time since the Hon. the Native Minister made a grant of £10 to purchase entertaining English books for the pupils of this school, with a view to give them a taste for reading. The master informs me that the books have been read with avidity over and over again, and that the pupils are very desirous of a fresh supply.

The domestic arrangements of the establishment are fully as good as can be fairly expected. Teacher, 1: Mr. Davis.

*Otamatea School: 26th April, 1876.*—On roll: Boys, 30; girls, 20=50. Present, 29. Maps, &c.: Hemispheres, Europe, New Zealand, Australia, Africa, Asia; Royal Wall-cards, black-board, ball-frame. Three desks each 12 feet long, and three each 10 feet=66 feet. Writing, fair; reading, very fair; apprehension of the meaning of words, fair; arithmetic, fair; copying from books on slate, fair; geography, fair; composition, fair, so far as it went—requires to be more generally taught. Object teaching, practised. Needlework is taught, I learned, on two days each week, but difficulties sometimes arise from the girls not bringing materials. Some of them, I was informed, can cut out and make their own clothes. I was also informed that they get lessons in starching and cooking. Many of the pupils show a great taste for music, which the master endeavours to develop.

I am of opinion that the school is conducted in a satisfactory manner. The master has evidently considerable natural aptitude for teaching. He appears to grasp every means within his reach of improving his methods. He adopts the plan of teaching but small portions at a time, and teaching these thoroughly: this is the true plan to adopt in Native schools, and indeed in all schools.

The desks are too high. Two more desks and forms are required.

Teachers, 2: Mr. and Mrs. Haszard.

Note.—The small number in attendance is accounted for by many of the pupils having gone to a *tangi*.

*Taumarere (Kawakawa) School: 17th May, 1876.*—On roll: Boys, 4; girls, 13=17. Present, 13. Maps, &c.: Maps, desks, and ball-frame required. Some of the children at this school are Europeans. There are twelve Native girls, boarders, paid for by the Government. Writing, fair; reading, fair; arithmetic, middling; copying from books on slate, fair; composition, requires to be more practised. The want of maps has precluded any knowledge of geography being imparted.

The pupils appear to be carefully taught, and to make fair progress, when allowance is made for the want of apparatus and furniture. The boarders are taught to make their own dresses, to cook, and perform other household duties. The dormitory is very neat, but too small, and the ventilation requires to be looked to. The mistress of the school, Mrs. Tautari, has promised that an improvement shall take place in these matters.

*Waiomio School: 18th May, 1876.*—On roll: Boys, 18; girls, 10=28. Present: Boys, 10; girls, 4=14. Maps, &c.: World (physical), New Zealand, Mechanical Charts; no black-board or ball-frame; 12 desks, each 7 feet long. Writing, fair; reading, fair; apprehension of the meaning of words, fair; arithmetic, fair; geography, knowledge of, slight; composition, not hitherto sufficiently attended to. Recitation, practised. Needle-work taught twice a week: some of the girls, I was informed, can make up their own dresses, but cannot yet cut out. Singing is practised; neatness, fair.

I consider that the school is on the whole very fairly conducted. The master shows a natural aptitude for teaching. The attendance is, from various causes, by no means regular. Some of the pupils, whose names appear on the roll, have left the district. Many of the pupils come from a distance, and lodge in the neighbourhood of the school. Some improvement in the manner these children are lodged and fed seems to be required.

The map of the world in use is unsuitable. Nelson's Hemispheres should, I think, be supplied, as well as a map of the British Isles, showing the counties, and a black-board and ball-frame. A bell to summon the pupils is also much required. The master tells me that he has been for some time anxious to organize a fife and drum band, but that the Natives are unable to contribute the requisite funds.

A school-house 30 feet x 20 feet, and a dwelling-house of four rooms for the master, have been erected, and appear to be well built.

Teachers, 2: Mr. and Mrs. Lorrigan.

*Oromohoe (Bay of Islands) School: 19th May, 1876.*—On roll: Boys, 19; girls, 5=24. Present, 13. Maps, &c.: Hemispheres, Europe, England, Ireland, New Zealand, Oceania, 3 black-boards; 8 desks, each 10 feet long. Writing, fair; reading, fair; arithmetic, middling; copying from books on slate, fair; geography, fair; composition (English), should be more practised; apprehension of the meaning of words, fair. The pupils should be trained to explain in English.

The school is conducted with great zeal, and, on the whole, in a very satisfactory manner. I would recommend an extension of the school time, now three and a-half hours daily, and the construction of a time-table. The pupils attending the school seem of a superior stamp. The school is held in a large building erected originally, I believe, for Native meetings. The side walls are but five feet high, and the lighting is, consequently, very bad. This seriously interferes with the efficient carrying on of the school. Easels for the black-boards, a ball-frame, reading-cards, and pictures of animals, &c., are required.

*Pukepoto School*: 31st May, 1876.—On roll: Boys, ; girls, : Present: Boys, ; girls, . Maps, &c.: Well supplied. (The arrangement of the desks should be altered in the manner I pointed out to the teacher.) Writing, fair; reading fair; apprehension of the meaning of words, tolerable; arithmetic, good; copying from books on slate, fair; spelling, very fair; geography, very fair; composition, tolerable. No sewing taught.

This school is conducted with great zeal, and on the whole very efficiently. Perhaps the master attempts too much. If his teaching were more concentrated and methodical, he would accomplish more with less labour. There is too much friction. The school-house is a very fair building, but requires to be painted. The site, which abuts on a high road, should be fenced. It is very desirable that sewing should be taught in the school.

Teachers, 2: Head master, Mr. Masters, and a pupil teacher.

*Awanui School*: 1st June, 1876.—On roll: Boys, 10; girls, 13=23. Of these 13 are European children. Present: 20, of whom 7 were Natives. Maps, &c.: World on Mercator's projection, New Zealand; one black-board; no ball-frame. Writing, fair; reading, fair; apprehension of the meaning of words, fair; arithmetic, tolerable; copying from books on slate, fair; spelling, middling. The above applies to two of the Native pupils, who have made very fair progress. The others present, whose attendance had been irregular, were mere beginners. The teacher informed me that there were forty Native children in the district who might attend. Inability to pay the school fee was given as the reason for their non-attendance. The master seems to have taken considerable pains with his pupils; he appears most anxious to acquaint himself with the best methods of teaching. The school is held in a Native church, which is in a ruinous state and unfit for school purposes. Access to the building is rendered very difficult by the badness of the roads immediately around it.

One master, Mr. Mathews.

*Kaitaia School*: 2nd June, 1876.—On roll: Boys, 20; girls, 12=32. Present, 27. Maps, &c.: World (Mercator's), New Zealand, Australia, England, small map of North and South Islands New Zealand; two black-boards, ball-frame, Royal Wall-cards; fixed desks along side walls—the worst possible arrangement. Writing, fair; reading, good; apprehension of the meaning of words, fair; arithmetic, fair; copying on slate from books, good; spelling, fair; composition, fair; geography, knowledge of, as yet slight; recitation, practised to some extent; sewing, taught.

I look on this school as a very promising one. The master adopts the true method of teaching. He seeks that but little shall be done at a time, and that little done thoroughly. Thus by each step the pupil gains increased power. The school requires nine movable desks, each 8 feet long; also pictures of animals, &c., diagrams, and Nelson's Hemispheres. The school-house (newly erected) is 30 x 20 feet, with porch. It appears to have been built very cheaply, the cost being, as I was informed, £70; it would be the better for being lined. The master lives with his wife and family in a house at some distance from the school, the property of the Native chief. He lives there on sufferance, and receives notice to quit at intervals. Apart from this unsatisfactory state of things, the house is such as no teacher should be expected to live in. It is small, inconvenient, and wretchedly uncomfortable, admitting the wind and rain freely.

Two teachers, Mr. and Mrs. Dunne.

POSTSCRIPT.—Many of the Native schools I have visited are doing good work, but I agree with the statement made last year by Archdeacon Clarke in his report, which I quote from memory, that they are deficient in method, organization, and drill. It may be difficult, and in some respects impossible, to apply the exact method and organization of European schools to Maori schools. I am inclined to think that the difficulties have been exaggerated. I append a copy of the regulations of the Auckland Board of Education, in which minute instructions as to methods of teaching, organization, and discipline are given. I have left a copy of these regulations at each of the Native schools I have visited. I would suggest that the teachers should be instructed to observe the regulations so far as they find it possible to do so. I have before now expressed my opinion that it is desirable that the pupils of these schools should be supplied with interesting English books, in order to extend and fix their knowledge of the language, and give them a taste for English literature. I now desire to say that I feel that, if these Native schools are to do all the good they are capable of doing, they must be made to lead to something: some future beyond them, to which they will be the threshold, must be devised.

20th June, 1876.

R. J. O'S.