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1897.

KUPU O ROTO O TE KUPU TOHUTOHU MO NGA KURA MAORI.

HE mea panui kia mohio ai nga Komiti o nga kura Maori, me era atu tangata e whai tikanga ana ki te mahi ako i te iwi Maori, ki te whakahaere i aua kura.

I.—WHAKATUUNGA KURA HOU.

(1.) Mehemea ka tuku etahi tangata Maori kotahi tekau maha ake ranei e noho ana i te kainga kotahi, i tetahi pitihana ki te Minita mo nga Kura, kia whakaturia he kura Maori, a mehemea ka whakaae ratou, etahi ranei o ratou ki te tuku i tetahi whenua kia kaua e iti iho i te toru nga eka e pai ana hei tuunga kura, me te whakaae ano hoki ki te tuku i etahi moni, taonga ranei e whakaaro ana te Minita e tika ana kia utua hei utu mo nga whare-kura, tera ka ahei te Kawanatanga ki te whakatu i tetahi kura ki taua wahi: Mehemea ia (1) kahore he kura Maori e tutata ana ki taua wahi; (2) a ka ki hoki tetahi Kaitirotiro i nga Kura Maori he wahi pai te whenua kua whakaaetia hei tuunga kura; (3) ka whakatuturutia taua tuunga kura e nga Maori ki te Kawanatanga; (4) a mehemea ka marama te ki o nga Maori ki te Kawanatanga tera ka mau tonu te tokomahatanga o nga tamariki e haere ana ki te kura ki te toru tekau.

(2.) Kia rite pai nga korero tuatahi, hei reira ka whakaturia e te Kawanatanga he whare-kura me tetahi whare ano hoki mo te kai-whakaako kia rite ki ta ratou e mohio ai e tika ana kia hanga ki reira. Mehemea ka whai moni tera ka taiepatia te whenua katoa ki te taiepa tika, me te taiepa ano hoki i tetahi wahi e whakaarohia ana e rite ana mo taua tu mahi ki te taiepa pai hei kaari. Ma te kai-whakaako e ngaki tonu i taua wahi kia pai, a me whai

tonu hoki ia kia puta ake te pai o taua kaari kia waiho ai hoki hei tauira mo nga kaari o te kainga.

(3.) I etahi tikanga e mohiotia ana e tika ana kia pera, ka ahei te Kawanatanga ki te hanga i tetahi whare-kura iti me etahi ruuma hoki i roto i taua whare hei nohoanga mo te kai-whakaako, mehemea ia ka marama te ki tera ka mau tonu te tokomahatanga o nga tamariki e haere ana ki te kura ki te rua tekau.

(4.) I nga meatanga e kore ai e taea te tino whakarite nga tikanga kua kiia i mua ake nei, ka ahei kia tonoa kia hanga e nga Maori he whare-kura me tetahi whare nohoanga mo te kai-whakaako mo tetahi wa poto.

(5.) Tera ka taea te tuku atu e te Kawanatanga etahi moni hei apiti i nga utu mo nga kai-whakaako o nga kura iti e whakaturia ana e nga Maori. A i nga meatanga pera ka whai mana nga whakaritenga i roto o tenei kupu tohutohu ki runga ki nga whare-kura, nga kai-whakaako, me nga utu mo nga kai-whakaako.

II.—KAI-WHAKAAKO.

(1.) Ka whiriwhiria etahi tangata to-tika hei kai-whakaako mo nga kura. Ka taea te whakatu he wahine hei kai-whakaako mo te Kura Maori, engari ko te tu whakahaere a te Kawanatanga he whakatu i te tangata kua marenatia ki te wahine, a ki te hiahiatia kia pera, ka ahei kia tu tona wahine hei kai-whakaako i raro iho i a ia.

(2.) Me ako nga tamariki Maori ki te korero pukapuka Ingirihi, ki te tuhituhi Ingirihi, me te korero hoki i te reo Ingirihi. Me ako ano hoki ratou e a ratou kai-whakaako ki te mahi whika (*arithmetic*) me te tikanga ano hoki o nga whenua o te ao (*geography*) me nga ritenga whakahaere i te ora mo te tangata, me te ata whakaako i a ratou ki nga mea pai e tupu ai ratou hei tangata to-tika.

(3.) Ehara i te mea ko te ako anake i nga tamariki Maori i roto i te kura te mahi ma te kai-whakaako. Engari ke, e whakaarohia ana ma te atawhai, me te ngahau, me te whakaaro tika o nga kai-whakaako kia pai haere ai nga Maori e noho tutata ana ki a ratou.

(4.) Ka taea te whakatu kai-whakaako, ahakoa kahore ratou i mohio ki te reo Maori i te wa e whakaturia ai ratou; otiia he mea pai ano kia akona ratou ki te korero i te reo Maori kia ahei ai ratou te korero atu ki nga Maori kua pakeke. Me korero Ingirihi tonu te kai-whakaako i a ia e whakaako ana i nga tamariki mohio. Engari e pai ana kia korero Maori atu te kai-whakaako ki nga tamariki kuare ki te reo Ingirihi kia marama ai te whakaatu atu ki a ratou i nga tikanga o nga kupu Ingirihi. Otira me whai tonu te kai-whakaako ki te ako i nga tamariki ki te reo Ingirihi kia taea ai te whakarere te reo Maori.

V.—SCHOLARSHIPS.

(1.) Ka ahei kia tukua he *scholarships* ki nga tamariki tino mohio o nga tamariki Maori kua puta tika nei ratou i nga tuunga matauranga (*standards*) o te Kura Maori, e ahei ai ratou te haere ki tetahi kura ke atu i te kura kainga, ako ai ratou. Ki te kitea e pai ana kia whakaritea he tikanga mo etahi o nga tamariki, e tika nei kia riro he *scholarships* i a ratou, hei tuku atu i a ratou kia whakakona ratou ki te mahi paamu Pakeha, ki etahi atu mahi a ringa a te tangata ranei, ka penatia te tikanga, e kore e tukua ki tetahi kura ke atu.

VI.—PIIHI KAKAHU HEI TUITUINGA.

(1.) Ka ahei ano te Tari Whakahaere Kura ki te whakamana i te wahine kai-whakaako tuitui, ki te tonu i etahi piihi kakahu ara, he *calico, print, wincey, flannel*, me te *dungaree* hoki, me etahi *needles, thimbles, scissors, &c.* Ko enei mea me hanga e nga kotiro hei kakahu i nga wa e whakakona ana ratou ki te tuitui. Kia oti te hanga me hoko ki nga Maori, mo te moni tonu i runga i te utu i utua mo nga piihi kakahu i te hokonga mai.

VII.—TUKUNGA NUPEPA WHAKA-AHUA KI NGI KURA.

(1.) Ka taea e te Tari Whakahaere Kura te tuku atu ki nga kura Maori nga nupepa *Illustrated London News*, te *Graphic* ranei. Me tapahi me tuitui hoki nga nupepa ina tae atu ki te kura. Kia kotahi marama e takoto ai nga

nupepa i te kura hei tirohanga ma nga tamariki, hei reira ka tuku atu ai ki te Tiamana o te Komiti, hei tirotirohanga ma nga Maori o taua takiwa. Me matua whakahoki mai e te Tiamana katahi ka puta hou atu etahi. A te paunga o te tau e tirotirohia ai aua nupepa e pai ana kia hoatu noa atu ki te tangata Maori e hiahia ana ki aua nupepa, ki te kore e puta he tono mo aua nupepa, hei reira ka tau te tikanga mo aua nupepa ki te kai-whakaako.

Ki te whakaaturia mai e te Kai-tiroiro Kura kahore e tino whai tikanga ana aua nupepa ki nga Maori o tetahi kainga hei reira ka whakamutua te tuku atu o aua nupepa ki te kainga pera.

X.—NGA REHITA ME NGA RITANA KURA.

(1.) Me tuhi te tokomahatanga o nga tamariki o ia kura o ia kura, e tae atu ana ki te kura, *i ia* ata, *i ia* awatea, me tuhi i te wa tonu i whakaritea i roto i te *time-table*, i roto i te rehita i whakaritea e te Tari Whakahaere Kura.

(4.) Me whai "*log-book*" te kai whakaako, a me tuhi ki roto ki taua pukapuka nga mea katoa e tika ana kia whakaaturia atu ki te Kai-tiroiro Kura. Ko nga whiunga tamariki katoa me tuhi ki roto ki taua pukapuka. Me takoto marama ki roto ki taua "*log-book*" i ia tirotirohanga nga korero katoa o nga mea i whakahaerea ki te kura i muri mai i to mua atu tirotirohanga.

XI.—TIKANGA MO TE WHARE-KURA.

(1.) Ko te whare-kura hei whare-kura anake, kua rawa te kai-whakaako e tuku i te whare-kura mo etahi atu mahi pehea ranei, heoi kau te tuku e whakaaetia, ko enei kua korerotia i raro iho nei.

(2.) Mehemea ka hiahia nga tangata o te takiwa kia karakia ratou i roto i te whare-kura me puta ta ratou tono ki te Minita mo nga Kura, mana e whakaae. Mehemea ka whakaaetia e te Minita kia tu te karakia i roto i te whare-kura, me whakapai tonu te whare a te mutunga o te karakia kia tika ai te mahi kura a te aonga ake o te ra, ma nga tangata e karakia ana e utu te whakapainga.

(3.) Ka tika kia whakaturia te whare-kura hei kainga pooti mema mo te Whare Runanga ki te hiahia te Kai-whakahaere Pooti kia pera.

XIII.—NGA RA E KORE AI HE KURA.

(1.) Koia enei i raro iho nei nga ra e kore ai e puare nga kura Maori katoa : ara nga Hatarei me nga Ratapu katoa, te Kuru Paraire, te Mane i muri iho o te ra o te Aranga, te 24 o nga ra o Mei, te 9 o nga o Nowema, te ra i panuitia ai te takiwa e tu ai tetahi kura hei Porowini, te ra e whakaritea ana hei ra whakakite i nga hua o te whenua i te takiwa e tata ana ki tetahi kura, tetahi ra e panuitia nuitia ana hei ra noa mo te katoa, nga ra e rima timata atu i te Mane whakamutunga o Hune, me nga wiki e ono timata atu i te tuatoru o nga Mane o Tihema. I era atu ra katoa i roto i te tau me puare tonu te kura, me te tae ano o nga kai-whakaako ki te whakahaere i ta ratou mahi whakaako : engari ia e kore e meatia kia tae atu nga tamariki ki te kura a te ra e pootitia ai te Komiti ki te tupono taua ra ki te Paraire i mua mai i te tua-toru o nga Mane i roto i te marama o Tihema. Mehemea ka pangia te kai-whakaako e te mate, ma te kai-whakaako wahine, te wahine whakaako ranei i nga tamariki ki te tuitui, e whakakapi i tana tuunga i te mea ka ahei ia ki te pera.

(2.) Me tuhi tonu te kai-whakaako i nga kupu whakamarama ki roto ki te "*log-book*" mehemea ia ka kore nga tikanga kua korerotia i runga ake nei, me tuhi i mua mai i muri mai ranei i te hapanga pera, me te whakaatu ano hoki i te tino take i kore ai.

(3.) Ka taea te whakaae kia ngaro atu te kai-whakaako i tana kura i etahi wa; engari ma te Tari Whakahaere Kura anake tenei e whakaae.

XIV.—NGA HAORA E MAHI AI TE KURA.

(1.) Kia wha nga tino haora e mahi ai te kura i te ra, ara : timata atu i te 10 tae atu ki te 12, timata atu i te 1 tae atu ki te 3. Kaua e "*whakamutua te kura*" i roto i nga haora akoranga o te ata, o te awatea ranei.

(2.) Mehemea e tu ana tetahi kai-whakaako kura hei Rangatira Poutapeta, i mua mai i te whakapuaretanga o te kura me ata takai e ia te meera e tika ana kia tukua atu i roto i nga haora e akona ana nga tamariki; a mehemea he “*telephone*” kei taua poutapeta ana, me whakarite e ia he tikanga e tae ai tetahi tangata o tana whare ki te whakarite i te mahi *telephone* i roto i nga haora e mahi ai te kura.

XV.—KOMITI O NGA KURA.

(1.) I ia tau i ia tau i roto i ia takiwa me pooti kia tu nga tangata toko-rima hei Komiti i tetahi huihuinga o nga matua me nga kai-tiaki o nga tamariki o te takiwa, he mea pai me Maori me hawhe-kaihe ranei nga tangata mo te Komiti; otiia i nga takiwa kahore nei he Maori mohio ki ta te Pakeha tikanga whakahaere i nga mahi mo te kura, ka taea te whakatu tetahi atu mema hei Pakeha, engari e kore te mema Pakeha e uru wawe ki te mahi o te Komiti kia whakaaetia ra ano tona tuunga e te Minita mo nga Kura, katahi ka tika.

(2.) I runga I nga ritenga e mau ake nei, me nga rereketanga kua whakaritea, me tu te pootitanga ki te whare-kura a te Paraire i te wiki wkakamutunga o ia tau kura o ia tau kura, a me timata te mahi a te Komiti hou a te 1 o nga ra o Hanuere. A ko te panui me tuhi ki te reo Ingirihi me te reo Maori, a ma te kai-whakaako e whakapiri ki te tatau o te whare-kura kia kotahi-tekau-ma-wha nga ra i mua mai o te ra e tu ai te pooti. Ma te Kai-titiro o nga Kura Maori e whakatu he Kai-whakahaere Pooti. Me whakaingoa ia tangata e pootitia ana, me tautoko e tetahi atu tona whakaingoatanga, a ko te ahua o te pootitanga me mahi i runga i te tikanga tuhi i te ingoa o nga tangata e pootitia ana ki te piihi pepa. Ma te Kai-whakahaere e ki kowai ma nga tangata tika ki te pooti, a ki te rite nga pooti mo te hunga tokorua maha atu ranei, mana e whakatau i runga i tana pooti. Ka ahei te Minita, ki te whakaaro ia e tika ana kia pera, ki te whakarite i tetahi atu ra tuunga mo te pooti mo te Komiti.

mo tetahi kura, ke atu i te ra i whakaritea i mua ake nei, a ki te peratia te tikanga me timata te mahi a taua Komiti hou a te 1 o nga ra o te marama i muri mai i taua pootitanga. Ki te mea ka nukuhia he pootitanga i te mea kaore i tae atu nga kai-pooti i te ra i whakaritea, ka ahei te Minita ki te whakatu i tetahi atu ra pooti. A i te mea e kore e pai kia whakararuraru te mahi o te kura, ka turia aua pootitanga i nukuhia ra a te Hatarei.

Ki te mate tetahi o nga mema o te Komiti, ki te whakamutu ranei ia i a ia i roto i te tau i tu ai ia hei mema, ka ahei ma era atu mema e whakatu i tetahi tangata hei whakakapi i tona tuunga, me whakaatu atu hoki ki te Tari.

(3.) A te otinga tonutanga o te pootitanga me whakatu nga mema o te Komiti i tetahi o ratou hei Tiamana. Hei reira ka tuhituhia e te Kai-whakahaere Pooti nga ingoa o nga mema o te Komiti hou ki te "*log-book*" o te kura, me tuku atu hoki e ia o ratou ingoa ki te Minita mo nga Kura. Ka whai mana tonu taua Komiti a tae noa ki te wa e tu ai nga kai-riiwhi i a ratou.

(4.) Kia kua e iti iho i te wha nga huihuinga o te Komiti i roto i te tau, ara, i nga ra timatanga o nga marama o Hanuere, o Aperira, o Hurae, o Oketopa; otiia ka ahei te Tiamana ki te karanga kia tu tetahi atu huihuinga o te Komiti hei whakahaere i tetahi mea e tika ana kia mahia hohorotia.

(5.) Me tuhituhi te whakawhaititanga o nga mahi o ia huihuinga o te Komiti ki te "*log-book*" o te kura, a me haina e te Tiamana ki tona ingoa. E pai ana ma tetahi o nga mema o te Komiti, ma te kai-whakaako ranei aua korero e tuhituhi, a, e pai ana te tuhi ki te reo Maori ki te reo Ingirihi ranei.

(6.) Ko te tino mahi ma te Komiti, he tiaki tonu kia mau tonu ai te tokomaha o nga tamariki e haere ana ki te kura.

(7.) Mehemea ka ki te kai-whakaako e turi tonu ana tetahi o nga tamariki, ka ki ranei ia e kore e pai kia noho

tonu taua tamaiti tane, kotiro ranei ki te kura, ka tika kia whai kupu atu te Komiti ki nga matua o te tamaiti pera kia tangohia atu ia i te kura. Mehemea e kore nga matua e whakaae ka ahei te Komiti ki te pei atu i taua tamaiti, mehemea ia ka whakaaetia e te Tari Whakahaere Kura kia peia.

(8.) Ma te Komiti e whakarite he wahie mo te kura, ma ratou hoki e whakarite te whakapainga o te whare-kura i nga ahiahi katoa, ma ratou ano hoki e whakarite kia kotahi horoinga o te whare-kura i roto i te marama.

(9.) Mehemea ka kite te Komiti i te he e pa ana ki te whakahaerenga o te kura, ka ahei ratou te tuku atu i ta ratou kupu whakaatu i taua mea ki te Tari Whakahaere Kura. Engari kua te Komiti e wakararuraru i te kai-whakaako. Ko te kai-whakaako hoki te kai-tiaki o te whare-kura, o te whare nohoanga, me nga whenua o te kura, a kei te Tari Whakahaere Kura anake hoki te tikanga mona me tana whakahaere i te kura.

XVI.—ITI NGA HAERETANGA O NGA TAMARIKI KI TE KURA.

(1.) Mehemea i runga i tetahi take pehea ranei ohore ana te iti haere o nga tamariki o te kura, a mehemea ranei e kore nga tamariki e hoki mai i muri iho i nga ra kura kore, me whakaatu tonu mai tena e te kai-whakaako.

XVII.—KA AHEI KIA TUKUA ATU NGA KURA MAORI KI RARO I TE MANA O TE POARI WHAKAHAERE I TE MAHI WHAKAAKO.

(1.) A te wa tonu e whakaaturia ai e te Kai-tiroiro Kura, i runga i te mohiotanga o nga tamariki katoa o tetahi takiwa kura Maori ki te reo Ingirihi, e ahei ana kia akona ratou ki nga tuunga matauranga (*standards of education*) hei reira ka ahei kia tukua atu taua kura Maori ki raro i te mana o te Poari whakahaere i te mahi whakaako o te takiwa e tu ana taua kura.

XVIII. — WHAKAURUNGA O NGA TAMARIKI PAKEHA KI
ROTO KI NGA KURA MAORI.

(1.) E pai ana kia haere he tamariki Pakeha ki te kura Maori mehemea ka puta te hiahia o nga matua o aua tamariki kia pera. Engari me mahara tonu te kai-whakaako ina peratia, ko te tino take i whakaturia ai tana kura, he whakaako i nga tamariki Maori. A kua rawa ia e whakaae ki tetahi mea e raruraru ai te tino mahi o taua kura.

(2.) I nga kura e tae atu ai nga tamariki Pakeha me nga tamariki Maori ki te kura, me tuhi nga taenga atu o aua tamariki ki tetahi pukapuka ke atu i te pukapuka rarangi ingoa o nga tamariki o te kura.

(3.) Mehemea ka rite nga tau o nga tamariki a te kai-whakaako ki nga tau o nga tamariki mo te kura, ka ahei ano kia haere ratou ki te kura, engari ia ka tau nga ritenga whakahaere o te kura ki runga ki a ratou pena me era atu tamariki. E kore rawa nga tamariki iti a te kai-whakaako e tukua kia tomo atu ki te whare-kura i roto i nga haora e tu ana te kura, ki te kore e ata whakaaetia e te Tari Whakahaere Kura.

XX.—KAI-TIROTIRO KURA.

(1.) Kia kotahi haerenga o te Kai-tirotiro Kura ki ia kura Maori i roto i te tau kotahi ki te uiui i te mohiotanga o nga tamariki (*examination*) me te whakaatu hoki ki te Tari Whakahaere Kura. Kua e iti iho i nga wiki e wha te tukunga atu o te whakaaturanga o te haerenga penei o te Kai-tirotiro Kura ki te uiui i te mohiotanga o nga tamariki. E pai ana kia haere whakaatu kore atu ki te whakatika haere i te mahi o te kura ki te tirotiro ranei i te kura, i tana wa e pai ai.

XXI.—KAI-WHAKAHAERE I NGA KURA O TE TAKIWA.

(1.) Ka taea e te Minita te whakatu i tetahi tangata hei Kai-whakahaere Takiwa, a mana e whakahaere i nga kura o taua Takiwa. Me haere ia ki te titiro i ia kura i ia kura a nga wa pai e watea ana ia. Hei aua taenga

atu ona, me tuhi ia i te tokomahatanga o nga tamariki e haere ana ki te kura. Ka tika ano hoki ia te whakaatu ki te Kai-tiritiro Kura i nga mea e whakaaro ai ia e tika ana kia whakaaturia atu ki a ia.

(2.) Me whakaatu atu te ingoa o te Kai-whakahaere i nga Kura o te Takiwa ki te Komiti me te kai-whakaako o ia kura o ia kura i roto i taua takiwa.

(5.) Ka ahei kia whakaturia e Te Minita etahi tangata whenua hei tangata haere kia kite i te kura, ko te mahi ma ratou he whakaatu atu ki te Tari Whakahaere Kura i etahi tikanga e pa ana ki te kura ki nga kura ranei o to ratou takiwa. Ko te tino mahi ma aua tangata kia maha o ratou haerenga whakaatu kore atu ki nga kura, he titiro i nga rehita, he tatau i te tokomahatanga o nga tamariki i te kura i o ratou taenga atu, me te tuhi hoki i te ritenga o aua mea ki te "*log-book.*"

XXII.—KA AHEI NGA KAI-WHAKAAKO KI TE WHAKATU KURA AHIAHI.

(1.) Ka ahei te kai-whakaako o te kura Maori ki te whakatu kura ahiahi mo nga pakeke. Mehemea ka whakaaturia e te Kai-tiroiro Kura ki te Tari e tika ana te mahi whakahaere o taua kura—me tuhi e te kai-whakaako nga haerenga o nga tangata ki tetahi pukapuka ke atu i te pukapuka rarangi ingoa o nga tamariki, a ka apitiria atu taua pukapuka ki te pukapuka rarangi ingoa o nga tamariki e tae tonu atu ana ki te kura, hei whakanui ake i te tokomahatanga o nga akonga—kei te maha hoki o nga akonga tetahi tikanga o nga utu mo te kai-whakaako. E ahei ana te kai-whakaako ki te tango utu i aua akonga o te kura ahiahi.

XXIII.—WHAKAMARAMATANGA.

(1.) I roto i enei kupu tohutohu, ko nga tangata anake o te iwi Maori me nga hawhe-kaihe e noho ana i runga i nga ritenga Maori nga mea e kiia kiia he Maori ratou.

Na

Tari mo nga Kura,

Minita mo nga Kura.

Poneke.

KUPU APITI.

TE MAKARINI SCHOLARSHIPS.

HEI whakamaharatanga mo Ta Tanara Makarini kua mate nei, kua whakaritea e tana tamaiti e R. D. Douglas McLean, Esq., etahi moni, whakatu *scholarships* mo nga tamariki tane o te iwi Maori. E tu ana i etahi wa e panuitia ana i roto i te *Gazette* me te *Kahiti* he uiuinga matauranga i raro i nga tikanga kua whakatakotoria e nga Kaitiaki o aua moni, e tukua atu ana te kape o te panuitanga ki nga Kai-whakaako o nga kura Maori. He penei nga tikanga, ara—

I. E toru nga *scholarships* e meatia ana kia tukua i ia tau i ia tau ki nga tamariki toko-toru i puta ake to ratou matauranga i to etahi, e £35 e puta ana i te tau ki ia tamaiti, a e rua hoki tau e puta atu ana, ka mutu. Kotahi o aua *scholarship* ka kiia ko te *senior scholarship*, e tuwhera ana ki nga tamariki Maori katoa, he tane nei ratou e iti iho ana o ratou tau i te tekau ma ono i te ra whakamutunga o te marama i mua atu o te ra i whakaritea mo te uiuinga matauranga; ko era atu *scholarship* e rua he *junior scholarship*, kotahi o aua *scholarships* e tuwhera ana ki nga tamariki Maori katoa he tane nei ratou, e iti iho ana o ratou tau i te tekau ma rima i te ra whakamutunga o te marama i mua atu o te ra i whakaritea mo te uiuinga matauranga, ara ki nga tamariki kahore ano kia tae ki Te Aute, ki Tipene ranei kura ai, a e whakaarohia ana hoki e te Kaitirotiro Kura Maori i hono tonu to ratou haere ki te kura i roto i nga marama tekau ma rua i mua atu o te uiuinga matauranga. Ko te rua o nga *scholarships* nei e tuwhera ana ki nga tamariki tane i pena ano te pai o ta ratou hono tonu te haere atu ki tetahi kura i roto i te tau i mua atu o te uiuinga matauranga.

II. Ka uiuia te matauranga o nga tamariki e whakataetae ana mo te *senior scholarship* i runga i nga putake ka whakahuatia i raro iho nei: ara, te Korero Pukapuka, me

te marama ano hoki ki nga tikanga o nga kupu e korerotia ana; te tuhituhi pukapuka me te whakahua i nga reta e oti ai nga kupu (*spelling*). Ingirihi, he whakamaori i nga kupu Ingirihi, me te whakapakeha i nga kupu Maori; te mahi whika; nga korero o Niu Tireni; nga ritenga whakahaere; te ora mo te tangata; te mohiotanga ki te Paipera; me nga korero o nga whenua o te ao (*geography*). Ko te nui o te matauranga i runga i ia putake e meingatia ana kia taea e nga tamariki, koia tenei, ara:—

(a.) Te Korero Pukapuka: Ka tonoa ki nga tamariki kia korerotia tikatia e ratou tetahi kupu i roto i tetahi pukapuka pakeke kia kua e nui ake te pakeke i te “*Longman’s Fourth Reader*.” Ka meingatia hoki kia tuhituhia e ratou te whakamaramatanga o etahi o nga kupu ka korerotia e ratou, a me kimi e ratou he kupu hei rite ki nga tikanga o aua kupu ka korerotia na e ratou.

(b.) Te Tuhituhi: Me tuhi tika nga tamariki i tetahi korero (*prose or poetry* ranei) o roto i tetahi pukapuka Pakeha kua tetahi kupu kia kotahi e he te tuhituhi. Me tuhi hoki e ratou tetahi korero o roto i te “*Longman’s Third Reader*,” o roto ranei i tetahi atu pukapuka e rite ana ki tera te pakeke ka korerotia a-wahatia atu ki a ratou; a kia pai kia marama hoki te tuhituhi.

(c.) Ingirihi: Ka whakaritea tetahi korero i roto i te “*Health for the Maori*,” hei whakamaori ma nga tamariki; a ka meingatia hoki kia whakamaoritia e ratou etahi rarangi ngawari o tetahi *poetry*, a ka meingatia hoki kia whakapakehatia e ratou tetahi korero i roto i “*Te Pukapuka Kura Maori*.”

(d.) Te Mahi Whika: *The elementary rules and reduction; vulgar fractions and decimals; proportion, practice, and interest; extraction of the square root, and very easy general problems.*

(e.) Nga Korero Onamata (*history*); me nga Ritenga Whakahaere i te Ora mo te Tangata (*Laws of Health*): Ka uiuia te matauranga o nga tamariki ki enei pukapuka o te Paipera, ara; Kenehi, Te Rongo Pai a Ruka, me Nga Mahi a nga Apotoro.

Mo nga korero o Niu Tireni, ko te pukapuka iti a *Miss Bourke* te pukapuka.

Mo nga ritenga whakahaere i te ora mo te tangata. Ko "Te Ora mo te Maori" te pukapuka.

(f.) Nga Korero o nga Whenua o te Ao (*geography*): Ka meingatia kia mahia te mapi o Niu Tireni me te mapi o te Ao. Ka pataia ki nga tamariki to ratou matauranga ki nga ahua o nga whenua me etahi patai ngawari i nga tikanga o *general political geography*, engari e tino meingatia ana kia mohiotia nuitia nga korero o te ahua o nga whenua i Niu Tireni (*New Zealand Geography*).

III. Ka uiuia te matauranga o nga tamariki e whakataetae ana mo nga *junior scholarships* i runga i nga putake i whakaritea hei mahinga mo *Standard IV.* i roto i te Kupu Tohutohu mo nga Kura Maori, 1897, engari ia ka pakeke ake nga patai i nga patai o nga uiuinga matauranga.

Ka peneitia te tikanga whakatau maaka mo ia take, ara: Mo—

(a.) Te Korero Pukapuka	...	...	150
(b.) Te Tuhituhi	...	...	150
(c.) Te Ingirihi	...	...	200
(d.) Te Mahi Whika	...	...	200
(e.) Nga Korero o Namata, me nga Ritenga Whakahaere i te Ora mo te Tangata	...	...	150
(f.) Nga Korero o nga Whenua o te Ao	...	...	150
			1,000

E kore e uiuia te matauranga o nga tamariki e whakataetae ana mo nga *junior scholarships* ki nga Korero o Namata, engari ka uiuia to ratou matauranga ki te Ritenga Whakahaere i te Ora mo te Tangata. E rima tekau nga maaka e whakaritea mo tena mahi.

IV. Ka meingatia kia haere nga tamariki i puta nei to ratou matauranga i etahi i te uiuinga ki te Karete Maori i Te Aute, Haaki Pei. Ka utua atu te moni mo te *scholarship* ki te Tino Kai-whakaako o taua Karete, a ka tangohia e ia nga moni e £20 i te tau hei utu mo te kai,

mo te mahi whakaako, me te nohoanga, ko te toenga o aua moni ka utua atu ki te akonga i nga wa e tika ai te pera, hei hoko kakahu, hei moni mo tana pakete, hei utu hoki i ona haererenga. A mo nga tamariki kei waho atu nei i nga rohe o te Takiwa Porowinitanga o Haaki Pei o ratou nei kainga, ka whakaritea etahi moni apiti atu ki ena hei utu i o ratou haerenga atu i, hokinga mai hoki ki te Karete i nga ra o te raumati kahore nei e kura ana te Karete.

V. A te paunga o nga ra o te tau tuatahi ka meingatia kia uiuia ano te matauranga o nga tamariki e whai *scholarship* ana ki enei take korero, ara. *Arithmetic and elementary mensuration; advanced composition; the geography of Australasia and the United States; and in some one of Macmillan's series of Science Primers.*

VI. A te paunga o nga ra o te tau tuarua ka uiuia te matauranga o nga akonga ki enei take korero, ara: *Algebra, to simple equations inclusive; Euclid, Book I.; composition; translation from Maori, prose or poetry, or original essay-writing on familiar subjects; the rudiments of English grammar, including easy parsing and the analysis of simple sentences; the whole of the geography of the previous course and map-drawing; also the political history of New Zealand, and that part of the history of England that has a direct bearing on New Zealand affairs; and the outlines of human physiology.*

VII. Ka ahei nga Kai-tiaki o nga moni ki te whakahore i te *scholarship* mehemea e kore te tamaiti whai *scholarship* e haere tonu ki te Karete; ki te tae ranei ki nga Kai-tiaki te kupu o te tino Kai-whakaako o te Karete, kahore i pai te noho me te mahi kura a taua tamaiti; ki te ki ranei te Kai-titiro kahore i pai te mahi a taua tamaiti i te uiuinga matauranga i te tau tuatahi.

TE MAKARINI SCHOLARSHIPS.

(Te ahua o te pukapuka e meingatia ana kia tuhia e te tamaiti e mea ana kia uiuia tana matauranga mo Te Makarini Scholarship, kia tukua hoki i roto i te meera ki te Kai-tiroiro i nga kura Maori, i Poneke i mua atu o te ra i whakaritea i roto i te panuitanga mo te uiuinga matauranga.)

Ki te Kai-tiroiro i nga Kura Maori,
Tari o nga Kura, Poneke.

KA whakaatu nei ahau i taku whakaaro ki te haere tinana atu ki te uiuinga matauranga ka turia a te
Taku tino ingoa ko . Te poutapeta e tutata ana ki
Toku kainga, ko . Ka tae aku tau ki te tau
marama a te ra whakamutanga o te marama o mua
atu o te ra mo te uiuinga matauranga. I roto i nga marama
tekau-ma-rua kua taha ake nei i tae ahau ki tetahi kura
Maori (nga kura Maori ranei) i

Ingoa _____

He mea tuhi i te _____ o nga ra o _____, 189 .

He ki tuturu tenei naku e tika tonu ana nga kupu i runga
ake nei ki taku mohio.

Kai-whakaako o te Kura Maori i _____ kua whakahuatia
i runga ake nei.

THE MOUNTAIN... (The name of the mountain is...)

... (The mountain is...)

Ingo

... (The mountain is...)

... (The mountain is...)

New Zealand.—Education Department.

THE

NATIVE SCHOOLS CODE,

1897.



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Te Makarini Scholarships.

THE NATIVE SCHOOLS CODE.

THIS code will come into force on the 1st day of January, 1897, and will then supersede all Native-school codes previously issued. Alterations in the code may be made from time to time, and announced by circular addressed to the Native-school teachers.

I.—THE ESTABLISHMENT OF NEW SCHOOLS.

(1.) If at least ten Maoris actually residing in any locality petition the Minister of Education for a Native school, and if they, or any of them, offer to give at least three acres of land suitable for a school-site, and promise, further, to make such contribution, in money or in kind, towards the cost of school-buildings as the Minister may require, the Government may establish a school in that locality: Provided that (1) there is no Native school within a convenient distance; (2) that an Inspector of Native Schools report favourably on the site offered; (3) that the Natives give the Government a proper title to the site; and (4) that they satisfy the Government that the district will keep up an average attendance of thirty at the school.

(2.) When the preliminaries have been satisfactorily settled the Government will provide a schoolhouse and a teacher's residence suited to the wants of the district. If funds are available the whole of the lands will be properly fenced in, and a plot of ground of suitable size will be enclosed with a substantial fence for a garden. The teacher must keep this plot always in good order, and endeavour to make it the model garden of the village. He must also, at his own expense, keep the whole of the school-site and the fences in good condition; but this is not to be taken to imply that he will be required to replace a fence that is actually worn out.

(3.) Under exceptional circumstances the Government may build a small schoolhouse with attached residence, if it is made clear that an average attendance of twenty can probably be secured.

(4.) In cases in which full compliance with the foregoing conditions is for the time impracticable, the Maoris may be asked to put up a temporary schoolhouse and a residence.

(5.) Masters of small schools established by Maoris may receive grants-in-aid from the Government. In such cases the ordinary rules of this code as to the buildings, the teachers, and the salaries will not be fully observed.

II.—TEACHERS.

(1.) Suitable persons will be selected to take charge of the schools. A mistress may have charge of a Native school, but, as a rule, the Government will appoint a married man, whose wife can, if required to do so, act as assistant teacher. All teachers enter the service on probation.

(2.) The Native children must be taught to read and write the English language, and to speak it. Their teachers will also instruct them in the rudiments of arithmetic, of geography, and of the laws of health, and generally will endeavour to give them such culture as may fit them to become good citizens.

(3.) It is not intended that the duties of the teacher shall be confined to the mere school instruction of the Maori children. On the contrary, it is expected that the teachers will, by their diligence, their kindness, and their probity, exercise a beneficial influence on all the Natives living near them. (A circular, dealing more fully with this matter than it can be dealt with in a code of regulations, is sent to all new teachers of Native schools.)

(4.) It is not necessary that teachers should, at the time of their appointment, be acquainted with the Maori tongue; but they may find it desirable to learn enough Maori to enable them to communicate with the adult Natives. In all cases English is to be used by the teacher when he is instructing the senior classes. In the junior classes the Maori language may be used for the purpose of making the children acquainted with the meanings of English words and sentences. The aim of the teacher, however, should be to dispense with the use of Maori in school as soon as possible.

(5.) In all cases teachers will be expected to live in the houses provided for them, unless their residing elsewhere has been sanctioned by the Minister.

III.—CONDUCT OF THE SCHOOL.

(1.) In every Native school there shall be a time-table used. This document is to be hung up in a conspicuous position in the schoolroom, and its directions are to be always strictly followed. The school clock must be kept going as correctly as possible, and every item of school work must be begun and ended exactly at the time indicated in the time-table. If the teacher finds that he cannot work by the table he must alter it, and continue to do so until the precepts of the document and the actual work done are in thorough accord. A record shall be kept in the log-book of every temporary deviation from the course of work prescribed by the time-table. The entry should, if possible, be made before the deviation takes place.

(2.) Teachers will be required to instruct the children in the subjects mentioned in the standards set forth in Section IV. of this code, and the instruction must be made as thorough as possible. Quality rather than quantity is what is required.

IV.—NATIVE SCHOOL STANDARDS OF EDUCATION.

Standard I.

At every school examination the Inspector shall examine according to the following standards, and shall report the names of the pupils that pass and the marks assigned to each pupil:—

Reading.—To read with proper pronunciation and emphasis previously unseen English sentences made up of easy words of one syllable.

Spelling.—To spell easy words of one syllable.

Writing.—To copy on slates easy words written on the black-board, or to transcribe from the Native-school wall-cards; and to form figures neatly.

English.—To know the English of easy Maori words, such as *haere, kino, ono, whare, rangi*; also to know the English names of familiar objects, such as the school furniture, parts of the body, articles of dress; and to be able to name these when taken singly, or in twos and threes (*e.g.*, “one eye,” “two eyes”; “one man,” “two men”; “one child,” “two children,” “three children”); and to translate from Maori accordingly.

Arithmetic.—To be able to add any two numbers, one of which at the least is not greater than nine, while the sum of

the two is not higher than 100, to count up to 100, and to read from the blackboard numbers up to 999; also to work sums in addition consisting of not more than three rows of three figures each.

Sewing.—Girls to thread needles and to hem neatly.

Standard II.

Reading.—To read fluently sentences made up of words of one syllable, and easy words of two syllables; also to be able to give the Maori for words and phrases occurring in the lessons read, or to be able to show in some other way that the meaning of the lessons is thoroughly understood.

Spelling.—To spell the words in the reading lesson.

Writing.—To transcribe neatly from an easy Reader (on slates), and to write neatly in an elementary copy-book.

English.—To translate such Maori words as *ahau, koe, maku, naku, apopo, ki waho, i mua, tena, ena*, into English; to know the Maori for very easy English sentences, such as “He laughs”; “I see you”; and to understand the difference between such words as “horse,” “mare”; “good,” “better,” “best.” Also to know the names of things represented in the wall-pictures, and of the parts of these things: in the case of the picture of a fish, for instance, the children should know the names of the head, the tail, the fins, and the gills.

Arithmetic.—To know the subtraction-tables, and the multiplication-table up to twelve times; to do numeration and notation up to 1,000,000, and to work sums in addition, easy sums in multiplication, and very easy set sums in subtraction and short division; also to work very easy problems in the first four rules mentally.

Geography.—To know the definitions, and to point out the cardinal and the four intermediate points, both on the map and on the horizon; also to know the position of the oceans, the continents, and New Zealand, and to recognise their outlines roughly sketched on the blackboard.

Sewing.—Girls to run, seam, and fell, and to fix a hem.

Standard III.

Reading.—To read fluently the “Native School Reader,” and understand it, and immediately after the reading of a lesson, or

of any part of it, to give in English the meaning of the words and the sentences contained in it; also to read at sight a passage from a book not more difficult than the Second Reader of Longmans' Series.

Spelling.—To write correctly from dictation sentences taken from the "Native School Primer" or Part I. of the "Native School Reader."

Writing.—To write small-hand neatly in a copy-book.

English.—To be able to describe familiar objects or actions. (For example, if the examiner holds up a little piece of pencil, and asks what it is, the pupil should be able to say, "That is a short pencil." If the examiner raises his hand, and asks what he has done, the pupil should reply, "You raised your hand, sir.") To understand clearly the difference between such expressions as "this boy," "that boy," "these boys," "those boys," "some boys," "all boys," "no boys," "many boys," "few boys"; "up," "down," "in," "out," "over," "under," &c.; and to translate into good English very easy Maori sentences, such as *Ma wai tenei pukapuka? Ehara tenei i te tamaiti pai.* Also to correct gross errors in short sentences, such as those in, "Me see you," "He good boy," "We go there yesterday." European children will be expected to reproduce a short story or fable instead of doing the work specified above.

Arithmetic.—Subtraction, long multiplication, short division, long division, compound addition, and compound subtraction; and very easy problems, each involving the use of not more than two of these rules; and, in mental arithmetic, the first four rules and the money-tables.

Geography.—To know the map of New Zealand, and to answer very easy questions on the physical and political geography of the colony. The pupil should be able to answer such questions as these: "Which is the largest of the towns on the Bay of Plenty?" "Why do many of the New Zealand steamers go to Russell, although it is but a very small town?" "Why is the climate of Hokianga warmer than that of Stewart Island?" "Why are the rivers on the east coast of the South Island longer than those on the west coast?"

Sewing.—Girls to stitch, to do herring-boning, to sew on strings, and to be learning to fix all work up to this stage.

Standard IV.

Reading.—To read fluently “Health for the Maori” with proper pronunciation and expression, to comprehend thoroughly the meaning of what is read, and to have a good general knowledge of the contents of the book, also to read at sight from some other school-book, such as “Longmans’ Third Reader,” Series I., II., or III., and to answer questions on the passages read.

Spelling.—To write from dictation a short paragraph from the “Native School Reader,” and to write from dictation moderately difficult words in very common use, such as pursue, until, necessary, possession, separate, accommodate.

Writing.—To write a good plain round-hand in copy-books and in exercise-books.

English.—To speak and to understand English fairly well; to translate, offhand, easy Maori sentences into good English; and to understand clearly the difference between such expressions as “I see,” “I saw,” “I shall see,” “I had seen,” “I may see,” &c. To reproduce in satisfactory English the substance of a short fable or story, or to write a letter on some familiar subject in short but correct sentences. Also, to correct mistakes in spoken or written English. The children of European parents will be expected to do more difficult work of the same general character, but not involving any knowledge of Maori.

Arithmetic.—To know the compound rules and reduction, and to work problems involving the use of these and the more elementary rules. Boys will also be expected to work easy questions in weights and measures, simple rule-of-three, practice, and simple interest.

Geography.—To know the map of the world, and to answer easy questions on political and physical geography. The pupil should be able to answer such questions as these: “Why does the Danube fall into the Black Sea, and not into the North Sea as the Rhine does?” “Why must white people living in India have all hard work done for them by the natives?” “If a ship came to Auckland from the Mauritius, what would her cargo probably be?” “If this vessel sailed from Auckland for England, what would she probably take with her?” “How does the Government of England differ from that of Russia?”

“When the wind is blowing strongly from the south-west it is generally cold: why is this?” “What takes place when a cool current of air meets a much warmer one?” “What is the cause of sunset?” “Where is it midnight when it is noon at Greenwich?”

Sewing.—To fix all work required for Standard III., to make bands and gathers, to do button-holing, to work eyelet-holes, to make loops, to sew on buttons, to darn stockings, and to make some progress in learning to knit stockings.

Standard V.

The pass-subjects for Standard V. of the public schools, together with the grammar for public-school Standard IV., and the needlework for public-school Standard V.

Standard VI.

The pass-subjects for Standard VI. of the public schools, together with the grammar for public-school Standard V., and the needlework for Standard VI.

N.B.—Children may be questioned on any part of the work of a standard below that for which they are being prepared.

Extra Subjects.

All the classes will be examined in singing, drill, and elementary drawing. “Singing” includes some knowledge of musical notation, and credit will be given to teachers that teach calisthenic or gymnastic exercises along with the drill. With respect to drawing, the instruction should, as far as possible, follow the order in which the different parts of the subject are arranged in section 20 of the “Regulations for Inspection of [Public] Schools and Standards of Examination.”

V.—SCHOLARSHIPS.

(1.) To the most proficient of the Maori children who have regularly passed all the Native-school standards scholarships may be given, to enable them to prosecute their studies after leaving the village schools. In suitable cases boys entitled to such scholarships may, if satisfactory arrangements can be made, be apprenticed to learn European farming, or some mechanical trade, instead of being sent to a higher school.

(2.) In no case will children that have not passed Standard IV. be received as Government boarding-school scholars unless they belong to Native settlements too small to support a Native school.

(3.) Pupils that have been sent to boarding-schools by the Government will be required to pass an examination in the following subjects :—

For Boys.

(a.) *Old Work.*—All the work prescribed for the Native-school Standards I., II., III., and IV.

(b.) *Arithmetic.*—Vulgar and decimal fractions ; square root ; the commercial rules, compound interest and partnership ; mensuration of the triangle, the parallelogram, and the trapezium ; and all kinds of very easy problems.

(c.) *History and Science.*—Miss Bourke's "New Zealand History," "Health for the Maori," and any one chapter of Bickerton's "Lessons in Elementary Science."

(d.) *English.*—Translation into English from a Maori book or newspaper.

(e.) *Music, &c.*—Rudiments of singing, drawing (including the rudiments of practical geometry), and drill (including gymnastic exercises).

(f.) The use of the axe, adze, saw, plane, square, chisel, and hammer ; or the rudiments of blacksmiths' work.

For Girls.

(a.) *Old Work.*—All the subjects of the Native-school Standards I., II., III., IV.

(b.) *Arithmetic.*—Weights and measures, rule-of-three, and interest, as in Standard IV. for boys, and, at the final examination, easy sums in vulgar and decimal fractions, and very easy problems involving them.

(c.) *History and Science.*—Miss Bourke's "New Zealand History," and "Health for the Maori."

(d.) *English.*—Translation into English from a Maori book or newspaper.

(e.) *Music, &c.*—Rudiments of singing, drawing, and drill (including gymnastic or calisthenic exercises).

(f.) *Household Duties*.—Cooking, laundry-work, housemaids' work, mending clothes, cutting out and making ordinary articles of dress. The pupils will be examined on the following special matters: Boiling (meat, potatoes, cabbage); frying (chops or steak, fish, eggs); stewing (beef or mutton); roasting (a joint); salting (dry-salting); making bread, also scones and cake; making rice, sago, or tapioca pudding and plum-pudding; use of acid and soda in cooking; making tea and coffee; soda and soap for washing; starch; treatment of persons suffering from typhoid, or from any sudden attack of illness in places where no other help is to be obtained.

4. Two examinations in these subjects must be passed, one at the end of a pupil's first year, and one at the end of the second.

A Government pupil who satisfies the examiner at both of these examinations may receive a certificate to the effect that his or her Native-school education has been satisfactorily completed.

VI.—MATERIAL FOR SEWING.

(1.) The Department may authorise any sewing-mistress to obtain a stock of material, such as calico, prints, wincey, and dungaree, and of implements, such as needles, thimbles, scissors, &c. This material is to be made up into useful articles of dress by the girls at their sewing lessons. The articles so made are to be sold to the Maoris, for cash, at the cost price of the material. Implements will be supplied at the cost of the Department. The sewing-mistress of each school will be required to keep a debtor and creditor account of material received and articles sold. Once a year, on occasion of a visit of the Inspector, this account must be closed, and the value of the balance of material on hand must be carried forward to the next year's account. Implements are not to be entered in the sewing account.

VII.—ILLUSTRATED PAPERS SUPPLIED.

(1.) The Department will be prepared to supply to any Native school the *Illustrated London News* or the *Graphic*. The papers must be cut and stitched as soon as they arrive at the school. They are to be kept at the school for one month for the use of the children. They are then to be handed over to the Chairman of the Committee, in order that the Maoris in the district may

have an opportunity of seeing them. The Chairman will return them before receiving a fresh supply. When these papers have been in use for a full year they may be finally given to such Maoris as may desire to have them, or, if there is no demand for them, the teacher may dispose of them according to his discretion.

If the Inspector reports that the papers are of little use to the Natives of any settlement, the supply to that settlement will be discontinued.

VIII.—CLASSIFICATION OF TEACHERS.

(1.) The teachers of Native schools shall be arranged in five classes—namely, uncertificated teachers, and fourth-class, third-class, second-class, and first-class teachers; and the classes shall be numbered V., IV., III., II., and I. respectively.

(2.) Teachers wishing to be examined may at any time give notice to the Department to that effect. Arrangements will be made for holding the examination within six months after the date of such notice. A classified teacher who fails at an examination, or an unclassified teacher who fails at two successive examinations, will not be allowed to sit for examination again until two full years have passed.

(3.) The subjects of examination, with the marks assigned to each subject, are the following:—

	Marks.
<i>Reading</i> .—To read a passage from an English author with proper emphasis and expression, and to give the meanings of the words and sentences therein contained	200
<i>Writing, Spelling, and Composition</i> .—To write a neat, legible hand, to spell correctly from dictation, and to write a short essay or a letter on a familiar subject	200
<i>Arithmetic</i> .—The simple and the compound rules, and reduction; fractions, vulgar and decimal; practice, percentages, interest, and proportion; also, easy problems founded on these rules	200
<i>Geography</i> .—To know the map of the world and the map of New Zealand, to have a fair general knowledge of political, mathematical, and physical	

	Marks.
geography, and to be able to draw from memory a sketch-map of New Zealand	200
<i>Maori</i> .—To know Williams's "First Lessons in Maori"; to translate a passage from the Maori Bible; and to translate easy English sentences or a short English letter into Maori	400
<i>New Zealand History, &c.</i> —The history of the dis- covery of New Zealand; Maori traditions; in- digenous productions and their uses; Maori customs; physical peculiarities of New Zealand; the history of the New Zealand wars	400
<p>The following works will be used as text-books in this subject: Sir G. Grey's "Polynesian Mythology," Judge Maning's "Old New Zea- land" and "Heke's War in the North," Moss's "School History of New Zealand," "The New Zealand Reader," "Transactions of the New Zea- land Institute," Vol. I., pp. 213-231, 339-424, and the Registrar-General's "Handbook of New Zealand."</p>	
<i>The Art of Teaching</i> .—Questions will be set on the subject generally, and on the practical manage- ment of Maori schools	400
Total	2,000

(4.) In order to pass in any class candidates will have to satisfy the examiner in reading, writing, spelling, composition, and arithmetic. Teachers who have satisfied these requirements as far as reading, writing, composition, spelling, and arithmetic are concerned, by passing some examination recognised by the Department, will receive credit for having so passed, and may be placed in Class IV. or Class III.; but, in order to be placed in the second class, teachers must satisfy the examiner in New Zealand history and in the art of teaching. Candidates for the first class must also show a fair knowledge of Maori.

(5.) Candidates who gain 400 marks will rank as fourth-class teachers. For the third, second, and first classes respectively the marks required will be 600, 800, and 1,000.

(6.) Teachers will be further classified with reference to the

length of time they have been engaged in teaching in Native schools and to the Inspector's reports on their work. A master that has served less than two years will be a "probationer"; one that has served more than two and less than five years, and has had at least one favourable annual report, will be a "junior"; and a master that has served more than five years will be a "senior," provided that his school has received favourable reports during the whole of that time. (Thus, a junior third-class Native-school teacher would be a master that had obtained 600 marks at an examination, and had been a master of a Native school for more than two years and less than five, and received one good annual report.) The public-school service of a teacher who holds a full certificate from the Education Department will be reckoned as service in a Native school, provided that a Board Inspector has reported that the teacher's work has been satisfactory for two or five years, as the case may be.

IX.—SALARIES OF TEACHERS.

(1.) The head teacher of a Native school will, ordinarily, have a free house provided for him, and his salary will be made up as follows:—

(a.) He will receive monthly a fixed salary at the rate of £60 per annum.

(b.) An allowance will be paid him monthly in each quarter on the average attendance of the quarter immediately preceding at the rate of £1 10s. per head per annum.

(c.) An increment at the rate of 6s. 8d. per annum will be paid monthly for every mark in the total of the marks assigned to the children that have passed at the last examination in the preceding calendar year; and marks will be assigned as follows: One mark for each subject in which the child that passes does fairly good work; a half-mark (instead of a whole mark) for each subject in which the child barely satisfies the Inspector; and a mark and a half (instead of one mark) for excellent work in a subject. Two "half-marks" may be taken as contributing towards a pass, but for a child that has more than two half-marks a failure will be recorded. The

marks of a child that has been less than three months at the school at which he passes will not be counted.

For the purposes of this section, every separately-numbered subject in the following list will be reckoned as one subject, and every separately-numbered group of subjects as one subject:—

Standards I. and II.

1. English. 2. Reading, and oral spelling. 3. Writing.
4. Arithmetic. 5. Sewing. 6. For Standard II. only, Geography.

Standards III. and IV.

1. English. 2. Reading. 3. Writing and dictation. 4. Arithmetic, and mental arithmetic. 5. Geography. 6. Sewing.

Standards V. and VI.

1. Composition and grammar. 2. Reading and definition. 3. Spelling, dictation, and writing. 4. Arithmetic. 5. Geography. 6. Needlework.

(2.) In every school with an average attendance of more than fifteen an assistant teacher (ordinarily the teacher's wife) will receive payment as follows:—

The payment for a quarter's work will be made in one sum after the quarter's attendance has been ascertained, and will depend on the average attendance, but so that the number paid for will be ten less than the average attendance.

The payment will be made at the rate of 6s. 3d. per head per quarter for the average attendance reduced by ten, as before explained.

No payment will be made unless the assistant has attended three times a week for an hour each time to teach sewing.

No payment above £3 2s. 6d. will be made unless the assistant has attended for two hours on each of three afternoons a week, half the time being devoted to sewing, and the other half to ordinary school work.

No payment above £4 13s. 9d. will be made unless the assistant has attended every afternoon for two hours.

No payment above £7 16s. 3d. will be made unless the assistant has attended during the whole school time.

No assistant shall receive more than £12 10s. for a quarter's work, but a second assistant, approved of by the Department, may be employed, and in that case the payment appropriate to the attendance shall be divided between the two assistants in such proportion as may be determined by the Department after consultation with the head teacher.

The master's wife may decline to act as an assistant; or she may elect to act only as sewing-mistress, with the title of assistant, leaving the other work to be done by a second assistant; or the Department may direct her so to do.

A master's wife acting only as sewing-mistress will not receive more than £4 13s. 9d. a quarter, and, if she devotes less than six hours a week to the teaching of sewing, she will not receive more than £3 2s. 6d. a quarter.

X.—SCHOOL REGISTERS AND RETURNS.

(1.) The attendance of the scholars in each school shall be registered *every* morning and *every* afternoon, at a time appointed for the purpose and indicated in the time-table, in the register furnished by the Department. The teacher must strictly conform to the instructions printed on the cover of the register.

(2.) The average daily attendance shall be ascertained by dividing the total number of morning and afternoon attendances, taken together, by the total number of times (mornings and afternoons reckoned separately) that the school has been opened during the period for which the computation is made. The school shall be held to be open if any child be present before the first half-hour of the school time has passed.

(3.) The master shall post his quarterly returns within three days after the last school day in each quarter. Any infringement of this rule will be very strictly dealt with. No salary will be paid to any teacher if and so long as his returns are more than one month in arrear. Returns are to be considered as in arrear until they have reached the office in a perfectly correct form. When the staff consists of more than one teacher, a statement of the work done by the assistant, or assistants, during the quarter shall be posted with every return.

(4.) A log-book shall be kept, and an entry shall be made in it whenever anything occurs that ought to be brought under the

Inspector's notice. Any intentional departure from the course laid down in the code should, if possible, be described before it takes place. Attention is particularly directed to XII. (4), XIII. (2), XV. (3) and (5). Every case of corporal punishment is to be recorded. The log-book should, at each inspection, present a concise history of what has taken place at the school since the previous inspection.

The log-book is a confidential document, and therefore, when a master is removed, he should send his log-book to the Department; a new one will be issued to the new teacher.

XI.—THE USE OF THE SCHOOLROOM.

(1.) 'The schoolroom is to be used as a schoolroom only, and the teacher shall not allow it to be put to any other purpose whatsoever, except as hereinafter provided.

(2.) If the people in the district wish religious services to be held in the schoolroom they must make an application to the Minister of Education and obtain his sanction. In cases in which this has been obtained and service has been held in the school the room must always be properly cleaned and set in order for the school work of the following day, at the cost of the persons that have had the use of the school.

(3.) The schoolroom is to be used as a polling-place for the election of a member of the General Assembly, if so required by the Returning Officer.

XII.—TEXT-BOOKS, MATERIAL, ETC.

(1.) The following books will be supplied for the use of teachers :—

Williams's First Lessons in Maori,
Chisholm's Geography,
Blakiston's "The Teacher."

(2.) The following articles for school-cleaning will be supplied to every school :—

Hair brooms,
Galvanised-iron buckets,
Hand scrubbing-brushes,
House flannel,
Dusters.

(3.) Requisitions for a year's supply of books and material are to be carefully prepared in triplicate by the teacher as soon as he receives notice of an approaching visit of the Inspector. The necessary forms are supplied by the Department.

(4.) On receiving notice of an approaching visit of inspection the teacher shall at once make out a list of all repairs required, and enter it in the log-book. It is desirable, too, that rough specifications of all works needing to be done, and estimates of their cost, should be prepared, and entered in the log-book.

(5.) The Inspector is instructed to give the lowest possible mark for any document or record that is not made up to date at the time of his visit.

XIII.—HOLIDAYS.

(1.) The following shall be observed as close holidays in all Native schools: All Saturdays and Sundays, Good Friday, Easter Monday, the 24th May, the 9th November, the anniversary of the founding of the province in which the school is situated, the day of any agricultural or horticultural show in the neighbourhood, any holiday proclaimed by public authority, five days beginning with the last Monday in June, and the six weeks beginning with the third Monday in December. On all other days of the year the schools shall be open, and the teachers shall be present at their duty; but the pupils need not attend school on the day on which the election of Committee is held when that day is the Friday before the third Monday in December. In the case of the master's illness, the mistress, or sewing-mistress, shall, if possible, take his place temporarily.

(2.) It shall be the duty of the master to make a record in the log-book of every instance in which the foregoing rule is transgressed before or immediately after the breach of the rule takes place, stating in full the reason for it.

(3.) Under certain circumstances leave of absence may be granted, but this can be obtained only with the direct sanction of the Education Department; and every application for leave should be accompanied by an explicit statement of an adequate reason.

XIV.—SCHOOL-HOURS.

(1.) The net time devoted to school work shall be four hours daily—viz., from 10 to 12 and from 1 to 3. There are to be no “intervals” either at morning or afternoon school.

(2.) If the schoolmaster is also Postmaster he must make up before school time any mails that have to be despatched during school time; and if his post-office is a telephone-station he must make arrangements by which some member of his household will attend to the telephone in school time. [This rule has been made with the concurrence of the Post Office authorities.]

XV.—SCHOOL COMMITTEES.

(1.) In every district there shall be a Committee of five persons. This Committee shall be elected annually at a meeting of the parents and guardians of children in the district. It is desirable that the committee-men be all Maoris or half-castes; but, in districts where there is no Maori sufficiently acquainted with European customs to carry on the business satisfactorily, an extra member, a European, may be elected, provided that no European shall act as a member of the Committee until his election has been ratified by the Minister of Education.

(2.) Except as hereinafter provided, the election shall take place in the schoolhouse on Friday in the last week of each school year, and the new Committee shall take office on the 1st of January. Notice in English and in Maori shall be posted on the schoolhouse door by the teacher fourteen days before the day of election. The Inspector of Native Schools shall appoint a Returning Officer. Each candidate shall be proposed and seconded, and the voting shall be by ballot. The Returning Officer shall decide who are entitled to vote, and, in the case of two or more candidates receiving an equal number of votes, shall decide the election by his casting-vote. The Minister may, if he see fit, direct that the election of any particular School Committee take place on some day other than that hereinbefore prescribed, and in such case the new Committee shall take office on the first day of the month next following the election. If in any case the election be deferred through the non-attendance of the electors at the time appointed, the Minister may appoint another day for it. In order to interfere

with the work of the school as little as possible, deferred elections will be held on Saturday.

Should a member of the Committee die or resign during his year of office the remaining members shall appoint a successor, and report to the Department.

(3.) As soon as the election is over the members of Committee present shall proceed to elect a Chairman from amongst their number. The Returning Officer shall then enter the names of the new Committee in the log-book, and shall forward to the Minister the names of the members. The Committee shall hold office until their successors are appointed.

(4.) The Committee should hold at least four meetings during the year—viz., at the beginning of each of the months of January, April, July, and October; but the Chairman may at any time call a special meeting for the purpose of dealing with any matter that may need immediate attention.

(5.) A concise statement of the business transacted at each meeting of the Committee shall be entered in the log-book, and signed by the Chairman. This statement may be drawn up by a member of the Committee, or by the schoolmaster, and may be in Maori or in English.

(6.) The principal duty of the Committee is to see that a proper average attendance is maintained at the school.

(7.) On the complaint of the teacher that any pupil is unmanageable, or that it is undesirable that he or she should remain at the school any longer, the parents may be requested by the Committee to remove such pupil from the school. Should the parents refuse to do this, the Committee may dismiss the pupil, provided that such dismissal be sanctioned by the Department.

(8.) It is the duty of the Committee to see that there is a proper supply of firewood for the use of the school, and to arrange matters so that the schoolroom may be cleaned every night, and scrubbed out at least once a month.

(9.) The Committee may, should occasion arise, forward to the Department any complaint they may have to make with regard to the school. It is no part of the duty of the Committee to interfere with the teacher personally in any way. That officer has the sole charge of the schoolhouse, the residence, and

the grounds, and is responsible to the Department alone for the general management of the school.

XVI.—FALLING-OFF IN THE ATTENDANCE.

(1.) If the attendance at a school should from any cause suddenly decrease considerably, or if after vacation the children should not at once assemble, the teacher should immediately report the fact.

XVII.—NATIVE SCHOOLS MAY BECOME BOARD SCHOOLS.

(1.) As soon as the Inspector shall report that all the children in a Native-school district have made sufficient progress in English to enable them to work for the "standards of education" with advantage, the Native school in that district may be transferred to the Board of the education district in which the school is situated.

XVIII.—EUROPEAN CHILDREN AT NATIVE SCHOOLS.

(1.) Where the parents desire it, there is no objection to the attendance of European children at a Native school. In such cases, however, the teacher must bear in mind that the object for which his school has been established is the instruction of Maori children. He must let nothing interfere injuriously with this his proper work.

(2.) In a mixed school the records of the attendances of Maoris and Europeans are to be kept separate.

(3.) The teacher's children, if of school age, may attend the school, but must in all cases be subject to the same discipline as the other pupils. The younger children of the teacher's family must not be allowed to enter the schoolroom during school hours, unless by special authority of the Department.

XIX.—GRAZING.

(1.) Unless with the express sanction of the Department, teachers must not have horses and cattle, or other stock of any description, running on Maori land, whether on sufferance or in consideration of payment made to Native owners,

XX.—INSPECTION.

(1.) The Inspector will visit every Native school once in the course of each year to examine the school and report upon it. About four weeks' notice of an approaching visit of this kind will be given. Organizing visits, or visits for inspection only, may be paid at any time without notice.

XXI.—DISTRICT SUPERINTENDENT.

(1.) A District Superintendent may be appointed by the Minister to exercise supervision over a group of schools. The District Superintendent will visit each school at his convenience. At his visits he will take note of the attendance at the school. He shall give the Department information concerning matters connected with the schools when he considers it desirable to do so.

(2.) The Committee and teacher of every school will be informed of the name of the Superintendent of the district in which the school is situated.

(3.) The correspondence between any teacher and the Department shall pass through the hands of the District Superintendent.

(4.) If in any district there be no District Superintendent the teachers will be instructed as to the channel through which the correspondence is to be carried on.

(5.) Local visitors, whose general function it shall be to report to the Department any matter connected with the Native school or schools in their district, may be appointed by the Minister. The special function of local visitors shall be to pay unannounced visits to the schools, to examine the registers, count the children present, and enter the result in the log-book.

XXII.—TEACHERS MAY ESTABLISH EVENING CLASSES.

(1.) The teacher of a Native school may establish an evening class for adults. If the Inspector report that such class is efficiently conducted, the attendances at the class—being stated in a separate return made by the teacher—will be added to the ordinary school attendances, so as to increase the average on which the salary of the teacher partly depends. Teachers may receive fees from evening-class pupils.

XXIII.—INTERPRETATION.

(1.) Of persons of mixed race, only those living as Maoris will be reckoned as Maoris in the interpretation of this code.

(Signed)

Education Department,
Wellington,

Minister of Education.

APPENDIX.

TE MAKARINI SCHOLARSHIPS.

IN memory of the late Sir Donald McLean, a fund has been instituted by his son, R. D. Douglas McLean, Esq., M.H.R., for the purpose of establishing scholarships for the benefit of boys of the Native race. Examinations, under regulations made by the trustees of the fund, are held at times announced by advertisement in the *Gazette* and *Kahiti*, copies of which are sent to teachers of Native schools. The regulations are as follows:—

I. Three scholarships of the yearly value of £35, tenable for two years, are usually offered for competition every year. One of these scholarships, to be called the senior scholarship, is open to all Maori boys under sixteen years of age at the end of the month preceding the date of the examination. The other two scholarships are junior scholarships, one of which is open to all Maori boys under fifteen years of age at the end of the month preceding the date of the examination who have attended a Native school or schools other than Te Aute or St. Stephen's, and whose attendance during the previous year is considered by the Inspector of Native Schools to have been satisfactory; the other is open to boys whose attendance at any school during the previous year has been similarly satisfactory.

II. Candidates for the senior scholarship will be examined in the following subjects: Reading, including the comprehension of what has been read; writing, including transcription and spelling; English, translation from Maori, and translation from English into Maori; arithmetic; New Zealand history; the laws of health; Biblical knowledge; and geography. The extent of the requirements in each subject will be as follows:—

(a.) **READING**: Candidates will be asked to read with correct pronunciation and emphasis a passage from an English reading-book not more difficult than “Longmans’ Fourth Reader.” They will also have to explain in writing the meanings of words occurring in the passage read, to give equivalents for phrases in it, and to produce the substance of it in their own words.

(b.) **WRITING**: To transcribe with absolute correctness a piece of prose or of poetry; to write from dictation a passage from “Longmans’ Third Reader” or some other book of equal difficulty; and to write a good legible hand.

(c.) **ENGLISH**: A passage from “Health for the Maori,” and a verse or two of easy poetry, will be set for translation into Maori; and a passage from “Te Pukapuka Kura Maori” will be set for translation into English.

(d.) **ARITHMETIC**: The elementary rules and reduction; vulgar fractions and decimals; proportion, practice, and interest; extraction of the square root, and very easy general problems.

(e.) **HISTORY, AND LAWS OF HEALTH**: Candidates will be examined in the following books of the Bible: Genesis, St. Luke’s Gospel, and the Acts of the Apostles.

For New Zealand history Miss Bourke’s little work will be the text-book.

For health “Health for the Maori” will be used.

(f.) **GEOGRAPHY**: The map of New Zealand and the map of the world. Questions will be set in physical geography as well as easy questions on general political geography; a more extensive knowledge of the New Zealand geography will also be required.

III. Candidates for the junior scholarships will be examined in the subjects specified for Standard IV. in the Native Schools Code, 1897. The questions set will, however, be more difficult than those given at the standard examinations.

Marks will be assigned to each subject as follows:—

(a.) Reading	...	...	...	150
(b.) Writing	...	...	...	150
(c.) English	...	...	...	200
(d.) Arithmetic	...	...	...	200
(e.) History, and the laws of health	...	...	...	150
(f.) Geography	...	...	...	150
				1,000

Junior candidates will not be examined in history, but will be asked question on the laws of health. Fifty marks will be assigned to this work.

IV. Successful candidates will be required to attend the Native College at Te Aute, Hawke's Bay. The amount of the scholarship will be paid over to the principal of the College, who, after deducting £20 per annum for board, tuition, and residence, will pay over the balance to the scholar, as it may be required, for clothing, pocket-money, and travelling-expenses. In the case of scholars whose usual home is outside the Provincial District of Hawke's Bay an additional allowance will be made to cover the cost of conveyance from and to the College at the midsummer vacation.

V. Holders of scholarships will be required to pass an examination at the end of the first year in the following subjects: Arithmetic and elementary mensuration; advanced composition; the geography of Australasia and the United States; and in some one of Macmillan's series of Science Primers.

VI. At the end of the second year scholars will be examined in—algebra, to simple equations inclusive; Euclid, Book I.; composition; translation from Maori, prose, or poetry, or original essay-writing on familiar subjects; the rudiments of English grammar, including easy parsing and the analysis of simple sentences; the whole of the geography of the previous course, and map-drawing; also the political history of New Zealand, and that part of the history of England that has a direct bearing on New Zealand affairs; and the outlines of human physiology.

VII. The trustees shall have power to cancel any scholarship if the holder of it neglect to attend the College regularly, or on

the receipt of a report from the principal to the effect that his conduct and progress have not been satisfactory, or if the Inspector be not satisfied with the result of the scholar's first-year examination.

(Form to be filled up by the candidate and posted to the Inspector of Native Schools, Wellington, not later than the date fixed by the advertisement relating to the examination.)

TE MAKARINI SCHOLARSHIPS.

To the Inspector of Native Schools,
Education Department, Wellington.

I HEREBY give notice of my intention to present myself at the examination that is to be held on . . . My name in full is . . . My postal address is . . . My age on the last day of the month preceding the examination will be . . . years . . . months. During the last twelve months I have attended the Native school [or schools] at . . .

(Usual signature :) _____

Dated this . . . day of . . . , 189 . . .

I hereby certify that, to the best of my knowledge and belief, the above is a true statement, and that A.B. is a Maori in the sense of Section XXIII. of the Native Schools Code, 1897.

Teacher of the _____ Native school, above mentioned.

By Authority: JOHN MACKAY, Government Printer, Wellington.—1897.

[5454-96.]

