

NATIVE SCHOOLS.

REPORTS OF INSPECTORS.

(PRESENTED TO BOTH HOUSES OF THE GENERAL ASSEMBLY PURSUANT TO
ACT 21 & 22 VIC. C. 55.)

AUCKLAND.

1863

NATIVE SCHOOLS.

REPORT OF H. TAYLOR, ESQ., INSPECTOR OF NATIVE SCHOOLS.

INSPECTOR OF NATIVE SCHOOLS TO THE HONORABLE THE NATIVE MINISTER.

Auckland, Native Schools Department,
September, 1862.

SIR,—

In submitting for the information of His Excellency the Governor my Reports on the Native Schools, I am, with regret, compelled to state that no marked success has attended the efforts made by Government to promote education among the Natives. The Schools, as a general remark, have not improved in efficiency, while the attendance in many has considerably decreased, and many Schools which, in past years were in active and efficient operation, are now closed. The present disturbed state of the country, and the hostility and mistrust with which the Natives regard the exertions, of whatever character, made by Government to promote their welfare, have alike combined to frustrate the good which the establishment of Schools was calculated to effect. Many children have either been prevented from entering or rashly withdrawn from our Schools, because the Schools were dependent upon Government for support, or because the Natives fancied the Government had some ulterior object beyond the welfare of their children in establishing Schools; indeed by the more ignorant and disaffected they have been regarded as so many prison-houses for their children. Independent of the causes above stated, the want on the part of the Natives of a due appreciation of the benefits of Education has operated unfavourably against the establishment and success of the Schools. They see illiterate and uneducated men amass wealth and prosper, and argue from thence against the inutility of learning, Such being the feeling, more or less, of the Natives in reference to Education, I shall refrain, until a better spirit guides them, to offer any suggestion, either of a speculative or practical character. Much has been already done for them; money has been almost lavishly expended upon them; men of ability have laboured assiduously amongst them, and after all, to what purpose? We cannot hope to lead, by friendly counsel, men who dispute our authority to dictate in matters of importance paramount to Education.

The following Schools have either wholly or in part suspended operations during the year, mainly owing to the one grand cause which has already frustrated the many benevolent intentions of His Excellency to promote the real welfare of the Natives, viz.:

Otawhao; Kohanga; Taupiri; Pukawa (Lake Taupo); Tauranga (two Schools); Wairarapa; Waipa; Whata-whata; The Grey Institute (Taranaki); Kai-Iwi; St. Mary's, Roman Catholic (North Shore); Waioratané (East Coast); Kawhia; Wangarei. The School at Opotiki on the East Coast also collapses during the year, but from a different cause.

School-buildings were erected at Raglan by the Rev. Mr. Wallace sufficient to accommodate some thirty children; and other necessary appliances for commencing School were provided, but domestic afflictions in Mr. Wallace's family, and subsequently Native disturbances, prevented the opening of this School.

A Native Chief, Manihera, at the request of His Excellency the Governor, gave forty acres of land, closely adjoining the Township of Whanganui, as a site and endowment for a School. The School-house was erected, a Teacher provided; at first the attendance was promising, then gradually declined, and finally fell off altogether. It was considered desirable to close the School.

Two Schools of an undefined character were, for a portion of the year, in existence in the Ahuriri District. They were situate on the Wairoa River, and were under the supervision of the Civil Commissioner of the District. They collapsed however, partly from want of co-operation on the part of the Natives, and partly from insufficiency of support for the Teachers. The attendance in both Schools was but small.

The Schools now in existence are :—

Name of the School.	District where situate.	Average Attendance for Quarter ending June 30th, 1863.	Remarks.
1. St. Stephen's	Auckland ...	16	
2. *Keri Keri	Bay of Islands	72	
3. Three Kings	Auckland ...	32	
4. Turanga... ..	East Coast...	106	
5. Pukawa... ..	Lake Taupo	6	Can scarcely be said to exist
6. *Waima... ..	Hokianga ...	32	
7. Aotea	West Coast...	34	Very inefficient
8. Karakarika	Waipa	16	
9. St. Francis (Boys)	Auckland ...	10	
10. Nazareth Institute (Girls)	Auckland ...	14	
11. Sisters of Mercy Institute	Auckland ...	5	
12. Rangiawhia... ..	Rangiawhia	17	
13. St. Joseph's Providence	Wellington ...	Returns not yet received	Average will not exceed 16
14. *Motueka	Nelson	Ditto	Average will not exceed 10

The Schools marked with an Asterisk were established during the year.

In addition to the Schools above enumerated, which are supported out of the £7,000 annual grant for Native Education, six native Village Schools have been recently established by Mr. Clarke, Civil Commissioner of the Bay of Islands District, and of which number, according to latest report, two were in operation. These Schools do not come under the "Native Schools Act."

Should success attend Mr. Clarke's scheme for educating the Native race by means of Village Schools, other Commissioners who are watching with interest the working of this scheme, will be disposed to adopt it in their Districts. I must confess I have my own misgivings as to its soundness and ultimate success, for theoretically viewed, it is essentially defective; however, I recommended that a fair trial should be given to the scheme, and you were pleased to give it support. Mr. Clarke's scheme, as delineated by himself, is inserted in the appendix.

A large influx of Scholars, about one hundred in number, arrived after the Christmas recess, unexpected and uninvited, at the Waimate Native School. The sight at first somewhat overwhelming to the Manager, was most encouraging, as it gave room for hoping that the Natives were beginning to form some due appreciation of the advantages of education. They had not, however, been long resident at the School when a fire accidentally broke out and reduced to ashes all the School premises. Unfortunately one life was lost, together with stores, clothes, bedding, &c. The School has since been removed from the Waimate to the Kerikeri, and the pupils, now reduced in number to about eighty, occupy a large stone building, formerly used by the Church Mission Society as a store. The Governor in Council directed that the sum of £200 should be placed at the Manager's disposal, to render the building habitable, and provide requisites. As a locale for a School, the Kerikeri has many advantages over the Waimate. I have not as yet furnished a report upon this School, believing that I should be doing a certain amount of injustice to the manager by commenting at too early a date upon his mode of management or the attainments of his pupils. From having visited the School, I am aware of the countless difficulties and trials with which the Manager has to contend in subjugating a rude mass of untutored boys to discipline and order.

The returns for the year ending June 30th, 1863, show an annual average attendance of nearly five hundred Scholars—a number very far short of what should be found in our Schools. The same internal causes which I represented in my last report as having a tendency to diminish the attendance of Native Scholars, still exist. On the education and maintenance of the above number of Scholars the Government has expended in round numbers the sum of £5,000 out of the £7,000 Annual Grant for Native education. After payment of the capitation money to the several religious denominations, there remained a balance at the Treasury—

On the year ending June, 1861,	£2097	6	6
And on the year ending June, 1862,	2423	4	0
Making a Total of	£4520	6	6

which during the last twenty months has been expended by the Governor in Council in the erection, repair, and improvement of School premises. A further sum of nearly £1,000, but not chargeable against the £7,000 Annual Grant, has also been expended in the cause of Native education during the year.

In compliance with Clause 7 of the "Native Schools Act," I applied to the heads of the various religious denominations, and was furnished by them with statements of expenditure (which appear in the Appendix) of the funds placed at their disposal by Government. In reference to the statement

submitted by the Chairman of the Church of England Board of Native Education, I cannot refrain from expressing an opinion that it appears to me somewhat at variance with the tenor and spirit of the "Native Schools Act" that so large a balance should be allowed to remain unemployed from year to year. My impression is that as the Grant is for the year, it would require to be expended within the year. This balance might to my knowledge have been beneficially employed in sustaining languishing Schools, or improving the internal condition of others.

I am again induced to refer to what I have already brought under consideration of the Government, namely, the inadvisability of paying over to a Board the whole amount of capitation money due to the several Schools in connection with the various religious denominations. It would be far more satisfactory to the various Managers of Schools, if the payments from Government were made direct to themselves; they would then be relieved from considerable anxiety, and an amount of forecasting for the future of no very pleasant kind. This alteration which I should wish to see effected, would require an amendment of the "Native Schools Act."

I am disappointed in not being able to furnish reports upon the Schools in the East Coast district. When in Napier on my way to inspect them, I learned that the Schools were closed for the Christmas recess. The nature of my duties, the few opportunities for visiting the district, and subsequently the disturbed state of the country prevented my returning to the East Coast. I have reason to believe that the Schools both at Tauranga and Turanga are well conducted and efficient. The attendance has considerably increased; the returns for the month of August last show a total average attendance of one hundred and nineteen at Turanga alone.

His Lordship the Bishop of Wellington was anxious to re-establish the Native Schools at Whanganui on the School Estate, and also at Te Aute in the Napier district. The Government, I presume, has good reasons for declining to give effect to his Lordship's wishes.

The Roman Catholic Bishop of Wellington was also desirous of obtaining help from Government for the purpose of establishing a new School for boys at Porirua on the School Estate, but the immense outlay requisite, together with the dubious prospect of success, influenced me in advising Government to withhold, for a time, any definite promise of assistance.

I may be allowed, perhaps, without outstepping my duty, to suggest to Government the advisability of coming to some distinct understanding with the various religious denominations in reference to the several School Estates. As the object for which these Estates were originally granted has been, and appears likely to be, considerably frustrated by the contumacy of the Natives, some distinct legislative action will be required. Many of these Estates are now, and others are likely to be of considerable value; I may instance the School Estate at Otaki, Te Aute, Whanganui, St. Stephen's, Three Kings, North Shore. There are other School properties in the Waikato District, which soon must become most valuable. On many of these Estates the Government have already made considerable outlay.

I must except from the charge of inefficiency, which in truthfulness I am compelled to bring against nearly all Native Schools, the Roman Catholic Institution for Native and Half-caste Females in Wellington, under the patronage of Bishop Viard. This School is, without exception, the best-conducted and the best-taught of all the Native Schools I have inspected, and might vie in laudable rivalry with many European Institutions. The Native Teachers of the Karakarika School, on the Waipa (Andrew and Martha Barton) deserve my praise, and the favorable consideration of Government for their exemplary conduct, and for their untiring and really valuable services in the work of Education.

I cannot conclude without expressing my deep regret that the Reports which I now submit speak for the most part unfavorably of many Native Educational Establishments; the fact is as distressing to myself as it must be unsatisfactory to Government.

I have, &c.,

HENRY TAYLOR,

Inspector of Native Schools.

KAWHIA SCHOOL

Inspection, 29th May, 1863.

This is a mixed school, under the supervision of the Rev. H. Schnackenberg; Miss Allen, the teacher, has the general management of the establishment. Mr. Schnackenberg devotes part of his time daily to the instruction, chiefly religious, of the pupils. There is an appearance of domesticity and comfort about the establishment which is gratifying to witness; all the pupils appear to be happy and at home. Much praise is due both to Mr. Schnackenberg and Miss Allen for their devotedness to the children under their charge.

The number of names on the School Roll has somewhat increased during the year; there are now 31 on the Register. 27 scholars were present at inspection: 3 absent (temporarily), looking after a kumera-plantation, 1 sick from influenza. No illness of any consequence in the School during the year. Among the scholars are two male and four female adults, four half-caste boys, and two half-caste girls.

I was somewhat disappointed in not finding on my revisiting this School, the alterations effected, toward which Government had made an advance of £50 during the year, but I was assured by Mr.

Schnackenberg that he had done all in his power to give effect to my suggestions, and that the delay was attributable—1stly to the want of mechanical skill, which is very scarce in the district, and 2ndly to the fact that the Natives, from a wish to monopolize the trade, have prevented the European sawyers from cutting timber. The alterations are now, however, under way, and will be completed in a few weeks. They will give considerable additional accommodation, and by supplying a dining-room, will remove what alone was decidedly objectionable in this Establishment, viz., the rude way in which the pupils were obliged to take their meals. The new dining-room, in close proximity to the manager's house, will also be used as a sewing-room for the girls, and will be well ventilated and lighted. An adjoining room will be set apart as a girl's dormitory. The rooms in this building are floored with boards. In another large comfortable wooden house with verandah, well ventilated, and cleanly kept, thirteen of the pupils sleep, under charge of one of the married monitors and wife; there are five large and comfortable rooms in this building. In a raupo whare with three rooms and a fire place, five boys sleep in bunks raised off the floor, the supply of blanketing seemed rather scant. The four half-caste boys sleep under the manager's roof; the rest of the pupils in the room off the new dining-room. The personal cleanliness of the pupils appears to be well looked after.

The dietary scale is sufficiently liberal, and the quality of the food good. Three meals are allowed each day. Every alternate day pork or mutton is served out for dinner; fish is oftentimes procured. Rice or flour together with potatoes constitutes the daily fare.

The Wesleyan Board of Education with which this School is in connexion is not sufficiently liberal towards the manager, it allows only £7 per head on the average calculation. Were the Government Capitation Grant (£10) placed in full at the managers disposal, he might very advantageously employ the £3 retained by the Board in procuring a sufficient supply of clothing for the pupils; at present the supply is not sufficient.

School is held in the chapel, a large wooden building, well ventilated and lighted; in winter time it must be rather cold. The hours for instruction are as follows:—

Six to half-past seven a.m.—Scriptural instruction.

Half-past nine to twelve, noon.—The girls sew and attend to other domestic work; all the clothes for the Establishment are made by them. The boys are engaged in out-door work of various character, but not heavy or beyond their strength.

Half-past two to half-past five p.m.—English School.

Seven to eight p.m.—Scriptural instruction, singing, prayers.

Many hymns in English were well sung by the scholars.

The pupils are divided into three classes.

CLASS I.

Reading (2nd Book Irish New Series), 3 good, 3 fair.

Spelling.—All failed in dissyllabic words; fair in monosyllables.

Tables (Money and Multiplication), 1 good, 3 fair, 2 failures.

Dictation (an easy sentence in English), 2 fair, 2 indifferent, and 2 failures.

Writing.—1 very good, 3 good, 2 fair.

Arithmetic.—Simple Addition. — 1st sum, 2 correct, 4 failed.

2nd sum, 4 " 2 "

Simple Multiplication.—1st sum, 3 " 1 incorrect.

2nd sum, 4 " 0 "

3rd sum, 3 " 1 "

CLASS II.

Reading (Easy English Narratives), 2 very good, 3 good, 2 fair.

Spelling (Easy Monosyllables), 1 fair, 3 indifferent, 3 failures.

This Class write on slates, and have a slight knowledge of the Multiplication Table.

CLASS III.

Consists of very young children, commencing to read English words and to write on slates.

The School stock consists of 34 sheep and 10 head of cattle, some of which were under seizure for alleged trespass. The stock is depastured on the Mission land. The School Estate consists of about 300 acres, and adjoins the Mission land. The Native donors, if I mistake not, are disposed to revoke their gift.

HENRY TAYLOR,
Inspector of Native Schools.

TAUPIRI SCHOOL. (WAIKATO RIVER.)

Inspected 3rd May, 1863.

There are 37 scholars in this establishment, viz., 5 men, 4 women, 12 boys, and 16 girls. Among them are 3 half caste boys and 1 half-caste girl. Only 23 were present at inspection.

This institution is under the management of Rev. Mr. Ashwell. Mrs. Ashwell, while health permitted, was most indefatigable, and rendered most valuable aid in the school. She undertook the

sole charge of the females. Her own ill-health, as well as that of her family, compelled her to abandon the arduous duties she voluntarily undertook and so ably discharged. The school now sadly lacks her vigilant care. It is confided, in Mr. Ashwell's absence, to a Native teacher, who most conscientiously, but yet inadequately, fulfils the trust reposed in him. This school has considerably fallen both in number and character from what I remember it to have been some four years ago. Its decline is to be attributed mainly to Mrs. Ashwell's failing health, and again to the Natives themselves, who have been led away by the excitement which has prevailed in Waikato for some years past.

The school-buildings have been erected on the Mission Land, on a somewhat extensive, though not well-devised plan; they have been standing for some years, and begin to show signs of decay. The dining-hall, girls' dormitory, and school-room, are all spacious. There are also three raupo whares, a wooden store, and a large building of rude construction used as a cooking-house.

The girls' dormitory is furnished with iron bedsteads, sufficient to allow each girl to sleep separate, but they prefer, and are permitted to sleep two, three, and four in a bed. The bedding was very filthy and the room dirty. In raupo whare No. 1, which was clean and tidy, seven small children sleep, under the charge of a monitor and his wife; the beds were raised off the floor, but the supply of bedding appeared scanty.

In raupo whare No. 2, which is of very limited dimensions, four boys sleep, in beds off the floor; bed-clothes sufficient but not very clean. In another dilapidated whare two men, two boys, and one woman sleep. I was refused admittance into this hut, on the grounds "that it was too dirty for me to see."

For the purpose of examination the pupils were divided into three classes. I found their attainments to be as follows:—

CLASS I.

(Consisting of nine). Reads easy English narratives. Pronunciation for the most part distinct.

Spelling.—Easy words of one or two syllables.—2 only might be classed as good; 3 fair; 4 deficient.

Tables.—Multiplication.—All fair.

" Pence.—Failures, with 2 exceptions.

Writing.—Inferior; style bad; copies careless. Only 3 made a tolerable attempt at writing out the Lord's prayer on their slates.

Arithmetic.—Four questions propounded:—

1st question in addition—Money.—Only 2 right.

2nd " long division.—All failed.

3rd " multiplication by two figures.—Only 2 right.

4th " simple addition.—6 right; 3 wrong.

CLASS II.

(Seven in number). Read words of three letters; repeat multiplication table, as far as 4-times, by rote; 3 forming letters on paper—4 on slates; 3 worked a very simple addition sum.

CLASS III.

(Seven in number, all very young children). All perfect in their letters.

Diet and Clothes.

Three meals per day:—

Breakfast.—Potatoes and pumpkins.

Dinner.—Potatoes, with pork alternate. Day's allowance scanty.

Supper.—Boiled rice or flour, with sugar.

The clothing was clean, but scanty.

One hour before breakfast is devoted to Scriptural and catechetical instruction.

The school hours are from 10 to 12 a.m., from 3 to 4 p.m., and from 7 to 8 p.m.

Little or no attention is devoted to the industrial training of the pupils. Formerly, when Mrs. Ashwell resided on the station, the girls were taught carefully and systematically all sorts of domestic work. The men and boys were employed at times in agricultural pursuits at Hopuhopu, about two miles higher up the river on the opposite bank, where the School Estate is situated; it is a valuable property of some 13,000 acres in extent, but now of no account. The buildings and improvements thereon are fast falling into decay. The whole establishment, both internally and externally, sadly needs the careful attention of an active Superintendent.

HENRY TAYLOR,
Inspector of Native Schools.

KARAKARIKA SCHOOL. (WAIPA RIVER.)

Inspected three different times during the year; the last inspection took place May 2nd, 1863.

This is a mixed School, under the able and judicious management of Andrew Boston and his sister, both Natives, trained under Rev. Mr. Reid at the Three Kings Wesleyan Institute, Auckland. Their joint salary is £45 per annum.

The steady progress made by the pupils is most creditable to their teachers, who are most earnest and zealous in the discharge of their duties. This School is one of the few Native Schools that I can pronounce to be in a satisfactory and progressive state.

The School-house is a large raupo building in good repair. At either end are the dormitories, one for the boys and the other for the girls. The mistress sleeps on the premises. Each dormitory is furnished with bedsteads. The grown lads sleep in the teacher's house, some short distance apart. The School-room has a large fire place, and is well ventilated and lighted.

The pupils partake of their meals in the School-room, and make use of tables, spoons, plates, &c. They have only two meals per day, which consist for the most part of pumpkins or kumeras and potatoes, supplied mainly by the parents. Only two tons of potatoes were grown on the School ground last year. One hundred acres were set apart by the Natives as a School Estate, but they seem averse, indeed, decidedly object to a legal transfer of the land.

The pupils are insufficiently clad, having received since February last through Rev. Mr. Reid only twenty yards of dungaree and twenty-four yards of duck for trowsers. The supply since April, 1862, has been very limited. The parents furnish blankets and some clothes.

Seventeen pupils are entered on the roll, of these nine are boys and eight are girls. Sixteen were present at inspection ; one absent from sickness.

Division of Time.

Half-past six to eight, a.m.—Prayers.

Eight a.m.—Breakfast. After breakfast to two p.m. the classes gather firewood, peel potatoes, and amuse themselves.

Two to six p.m.—School.

Eight p.m.—Bed.

The children now in the School, with one exception, are very young.

CLASS I.

Reading (3rd Book Irish New Series), most creditable, pronunciation good.

Spelling (words of two and three syllables), also creditable.

Arithmetic (Compound Addition and Compound Division), two questions in each Rule solved by one with correctness and despatch.

Tables (Multiplication and Money), all perfect.

Writing.—2 very good, 3 good.

CLASS II.

Reading (latter part of 1st Irish School Book,) very creditable.

Spelling.—Not so good compared with their progress in reading, but satisfactory, taking into account the ages of the pupils and the short period they have been under instruction. The children in this class have not commenced to cipher on slates, but evince great aptness and quickness in mental calculations. They attempt writing on slates. All are young and give promise of great ability.

CLASS III.

In letters and monosyllables. They are all new comers, received during the last month.

The fair amount of progress attained by the pupils of this School, under a persevering and pains-taking teacher, shows what might be effected in other parts of the country if the Natives would only co-operate, and equally energetic and persevering teachers were forthcoming. The Natives are proud, and justly too, of this School. It is the happy and only promising result of the Native educational enterprise I have witnessed. I regret that the Wesleyan Board of Native Education has not given to this School the countenance or monetary support I consider it justly entitled to.

HENRY TAYLOR,

Inspector of Native Schools.

AOTEA SCHOOL.

Inspected 27th April, 1863.

Having visited this School in May 1862, I regret to state that I found no visible improvement either in the internal arrangement of the Institution or educational proficiency of the pupils. The same loose unmethodical way of doing everything is still adhered to, and a want of order and exactness is visible in every quarter of the Establishment. The teaching of the pupils, the general management of the Establishment, as well as of the farm, besides the actual manual labor required on the farm, all alike devolve upon Mr. Skinner, the Manager ; the consequence is that nothing is done efficiently. The Government, during the course of the year, advanced on my recommendation the sum of £75 to this School, which the Wesleyan Board of Education agreed to supplement by a similar amount. I entered into a distinct understanding with the Manager that the money so advanced was to be applied in procuring the necessary appliances for a Boarding School, and in pro-

moting the further comfort of the inmates ; I found, however, on examination of the vouchers submitted, that upwards of £40 had been expended upon the fencing in of the farm ; I had no idea that it should be so applied, otherwise I should have hesitated in recommending the grant. Owing to the many difficulties in procuring mechanical labor in this District, and also to the illness of the Manager, the improvements I expected to have seen perfected on my return were not effected, many of them not even commenced. I cannot but think that the Wesleyan Board of Education acts unjustly towards this School in allowing only £8 13s. 4d. per annum for each child, which allowance is further encroached upon to pay £100 a year to the Manager, so that if there be 35 scholars in average attendance, the capitation money for each scholar does not much exceed £5 16s.—a sum wholly inadequate to feed and clothe a child. I addressed the Chairman of the Wesleyan Board of Education by letter in reference to this School, but regret to add, that up to the present time my remonstrance has been disregarded ; matters continue as they were, almost in *statu quo*. The only improvement noticeable is that the School Room, 23 x 18, has been lined and made warm and comfortable. The Manager plans many alterations and improvements, but has neither time, means, nor money to carry them out.

On the occasion of my last visit the names of 36 pupils were entered on the roll, 31 were present at inspection, 5 were absent attending a Native Hui in the neighbourhood. There are two male and three female adults in the School, the remainder vary in age from 3 to 15. The adults, though in strict justice scarcely deserving to be ranked as scholars, are yet useful in procuring pupils, and are to a certain extent regarded by the Natives as guardians of their children. Either male adult removing could take away with him some 10 or 15 children.

The attendance has increased during the year, owing, I believe, to a somewhat more liberal dietary scale, but I anticipate a speedy decrease in consequence of present Native disturbances, and also a curtailment of the dietary allowance.

Excepting the School House, the other premises occupied by the children are in no respect superior to the Native Whares ; pigs, poultry, and children enjoy like privileges in them. The sleeping accommodation is inferior, the inmates huddle together on an earthen floor. Except for a piece of dry bread, which serves for a dinner, the children feed exactly as they would do in their own whares ; I saw them partake of their breakfast on the morning of my visit ; the meal consisted of potatoes and kumeras, unpleasantly seasoned with high-smelling shark. The supply of clothing is inadequate, some of the children are but partially clad. Personal cleanliness is not sufficiently attended to. One death from fever occurred during the year. Two pupils were dismissed for immoral conduct (Fornication). The Manager informs me that his pupils evince a greater spirit of insubordination than formerly ; much of this I attribute to his own timidity in enforcing discipline, fearing lest the children might leave the School.

In consequence of ravages upon the flock by Maori dogs, Mr. Skinner was obliged to part with the sheep ; the only school stock now on the farm consists of two working bullocks.

Last year four and a half acres were under potatoes, and three and a half under wheat. Both crops were inferior. About 23 acres are partially grassed.

The majority of the boys are too young to do out-door work. The girls bake bread, and do other domestic work in the Manager's family.

School-hours :—7 to 8 a.m., Prayers and Scripture Reading.

10 to 1 p.m., School.

Towards sundown another hour and a half is devoted to Scriptural and Secular Instruction.

15 of the pupils are being taught to read English, of whom 4 may be pronounced good, 5 fair, 6 bad, the remainder are in words of two letters or the Alphabet, spelling very inferior.

Tables and simple mental addition, with four exceptions, also very inferior.

5 write in copy-books, the rest on slates. Slovenliness characterises the writing.

4 are working simple multiplication with two figures.

4 were correct in three sums in easy addition, 6 failed.

This School, on the whole, is in a languid, inefficient state, and, in my opinion, very remote from accomplishing the amount of good or bringing about that reformation in the social habits of the Natives which the Government contemplate by its establishment. The discipline is decidedly lax, a want of system, regularity, and comfort is discernible both in-doors and out-of-doors. The Manager is crippled for want of funds, and powerless for want of help. Institutions so conducted do, I fear, rather injure than promote the cause of education and social improvement among the Natives.

HENRY TAYLOR,

Inspector of Native Schools.

ST. STEPHEN'S SCHOOL.

Inspected 16th April, 1863.

The primary object of this Institution is to prepare young men (Natives) for the Ministry. It has also, within the last twelve months, received as Boarders, one or two more young men, either employed by Government, or apprenticed to some trade. These arrangements are not in accordance

with the terms of the Deed of Trust. The object evidently contemplated by the founders of the School was the education of children, and not young men.

The Institution is at present under the management of Rev. Thomas Chapman.

On Mr. Chapman's register, twenty-one names are entered as inmates of the Institution, besides three infants drawing rations, and for whose maintenance no allowance is made, either by Government or by the Board of Native Education.

Of the twenty-one inmates, there are six married men and women.	12
One widower (a Native Deacon)	1
Two unmarried men, one women, two girls	5
Three half-caste children—viz., one boy, two girls.	3
Total	21

On the roll kept by the recognized and salaried Teacher of the Institution, the names of only nine are entered as class attendants. The married women never present themselves for instruction in the English language. They are taught either by Mrs. Chapman or other ladies of the district, at their private houses. This system is, I fear, too desultory and unsystematic to be effectual. The men, who are either in the Ministry or else candidates for holy orders, receive religious and, if I mistake not, secular instruction also from Bishop Selwyn, Sir Wm. Martin, and Archdeacon Kissling, at their several residences.

Ten pupils were examined by me—viz., five men, five girls—two of whom were only temporary residents. Three of the pupils on the Teachers roll were absent—one (a Native Deacon) was travelling with the Bishop; one absent from sickness; one engaged baking bread. The married women were not in attendance.

The following is the result of the examination :—

MALES.

Reading.—Two can read any English book freely; three can only spell their way through monosyllables.

Spelling.—Two very good; one fair; two failures.

Arithmetic.—One solved questions in Practice promptly and correctly; two were slow in working a sum in Proportion; two fair in Compound Multiplication.

Maori Dictation.—All very fair.

English do. —One very good; one slow; three failures.

Writing.—One can write a good running hand; four write well, and neatly.

Of the five men examined, two have been in the Institution for some years past; one about twelve months; and the remaining two about nine months.

GIRLS (FIVE IN NUMBER).

Two can read and spell English freely, and also make a creditable attempt at English Dictation; they can also work with tolerable correctness questions in the four first simple rules of Arithmetic. The remaining three are in monosyllables and letters.

Internal Arrangement.

In this respect, everything appears to be on a satisfactory footing. The married couples have a room to themselves, with fireplace. The small children sleep under Mr. Chapman's own roof. Appliances for personal and domestic cleanliness provided. Occasional European help is called in to supplement the labour of the Native women in keeping the place strictly clean. The clothing is good, and the supply sufficient. The quality of the food is also good, and the supply liberal. Breakfast consists of bread, tea, and sugar; dinner—potatoes and meat daily (one pound of meat is allowed to every three); supper—same as breakfast. The Scholars are not restricted as to quantity of bread or potatoes. The bread is baked on the establishment. One death occurred during the year. Very little sickness reported.

Buildings.

The main building in which are the Manager's apartments, dining-hall, School-room, kitchen, and several bed-rooms, is built of wood and is in good preservation. The married couples occupy a detached stone building. In January last a considerable portion of this building was destroyed by fire (since rebuilt). The Insurance covered the damages.

Industrial Employment.

The men are engaged in out-door work each day from 9 to 11 a.m. The women set apart Monday and Saturday in each week for washing of clothes and cleaning of house. On these days they receive no instruction.

School Estate.

The property attached to this institution is almost valueless for agricultural purposes, but might be made productive of a considerable annual rental if portion of the Estate was subdivided into building allotments. The Trustees of the property, however, appear averse to such a plan.

Viewing St. Stephen's as a Public Educational Institution I cannot consider it to be on a satisfactory footing. It has no definite character; it is neither a Theological College, a School, nor yet a Boarding-house, though partaking somewhat of the nature of all three. The adults, especially the females, appear wholly independent of the manager's authority.

HENRY TAYLOR,
Inspector of Native Schools.

ST. MARY'S ROMAN CATHOLIC SCHOOL, FOR BOTH SEXES, NORTH SHORE,
AUCKLAND.

Inspected 27th March, 1863.

On the roll, 16. Present at inspection, 13, viz.: 6 males, 7 females. Of the 6 males 4 are adults, and of the 7 females 4 are adults. There are 2 half-castes (males) in the School. The three absent were at Manaia, near the Thames.

Of the sixteen reported as Scholars, and for whom the Government pay about £150 per annum, I am fully justified in stating that only three can conscientiously be regarded as *bond-fide* pupils, and of these three one is so deaf that he is incapable of benefitting by instruction, unless at a great sacrifice of time and after untiring perseverance. But as his attainments are exactly in *statu quo* since last year's inspection, I am satisfied neither time nor pains have been bestowed upon him. In proof of my assertion that thirteen are ineligible representatives of Government money, I may state that they receive little or no Education, and very little in the shape of food or clothes from the managers of the School. In the first place they live in their Native whares at a distance of a mile or more from the College, without any European supervision or any civilising influences whatever being brought to bear upon them. The nominal time devoted to instruction is from twelve to one o'clock each day. The Teacher states, "On my way to the School I call to them or open the door of their whares, and say I am going to the School." In reply to my question "Are they prompt and regular in their attendance?" I received the following answer: "If they are sleeping they will not come, if they are working they will not come, if they are smoking they will not come." It is evident, therefore, no compulsion is used or encouragement held out to induce them to attend School further than the Teacher's uninviting assertion "I am going to the School."

I again enquired of the Teacher, "Is there any regular allowance of food to these Natives residing on the School Estate?" To this question I received an evasive unsatisfactory answer, and only when further pressed I gathered from the Teacher "that but one single bag of rice had been given to them since Christmas last." The supply of clothing is still more precarious and uncertain. I consider myself, therefore, fully justified in concluding that the Natives in this Institution are not sufficiently housed, clothed, fed, or taught, and that their general training and education is thoroughly neglected; in short they lead a truly Maori life under the support of the Government and the tacit sanction of their clerical managers. I cannot but characterise the whole, in reference to the discipline, management and Education, as a "perfect farce," and the sooner it is put a stop to, the better for the interests we are seeking to advance.

Three of the pupils reside at the College, viz.: two half-caste boys, one of them giving promise of much intelligence, and the deaf man above referred to, who, if I mistake not, is rather in the capacity of a servant than a pupil. The two half-castes receive more systematic instruction than the other Native pupils who reside at a distance.

The attainments of the pupils may be summed up as follows:—

Reading.—Three can read an English Lesson-book fairly, and pronounce distinctly; three make feeble attempts at reading English monosyllables; of the remaining seven pupils some know their alphabet.

Spelling.—The spelling is very indifferent.

Arithmetic.—Five fair in Simple Multiplication; five good in Simple Addition.

Writing.—Three write in Copybooks; three submitted very fair samples of writing on Slates; the remainder forming letters on Slates.

I found it almost impossible to conduct the examination of this School so great was the absence of all discipline and order. It fully realised the description of an Irish Hedge School of former times.

There are about 400 acres of land belonging to the Estate, almost all enclosed and for the most part in a natural state. Three acres were under oats, and eight under potatoes last year, but both crops were very poor. Forty acres were being ploughed for grass; the experiment, so far as my knowledge of farming serves me, will prove a failure.

There are belonging to the School Estate ten head of horned cattle, three horses, two yearling colts, one bullock-dray, plough and harrow.

I beg to recall to your memory what took place in reference to this School last year. Mr. Fox, when Colonial Secretary, intimated to Bishop Pompallier "that in conformity with the recommendation of the Inspector, the grant to St. Mary's School, North Shore, would be discontinued at the end of the month." This threat was not carried into execution, his Lordship undertaking to effect a thorough reformation in the Institution with the view to ensure efficiency. A most hopeful beginning was made under the Rev. W. McDonald, but unfortunately his health declining, he was compelled to resign his charge and repair to Australia. Thereupon all further effort was relaxed, and all things reverted to the old and censurable regime, in which state I found it on my last visit of inspection. The occurrence of two deaths among the pupils tended to cast a gloom over the place and alienate the scholars.

At present the Institution is effecting little or no good, and is supported at considerable expense to the Government. As the "Native Schools Act, 1858," requires that every grant of money be paid for Scholars who shall be both boarded and educated at the School, I cannot see how the managers of this School are justified in presenting their claim.

If it be considered impolitic to withdraw all aid from the North Shore School, and by so doing place the Natives there out of the reach of Education, I would suggest that the School should cease to be regarded as a Boarding School, and that if the Natives are anxious for education (and of this fact I have very grave misgivings) a Village Day-school should be established, and a Teacher appointed at a salary not exceeding £70 a year.

HENRY TAYLOR,
Inspector of Native Schools.

ST. MARY'S BOYS' SCHOOL. (FREEMAN'S BAY.)

Inspected 26th March 1863.

There are 13 Native pupils in this establishment, all, with one exception, admitted within the last twelve months. The decrease on the year has been six. Having requested the teacher to call over the roll, and the pupils to respond to their names, I observed that an attendance mark had been given for the day to one who was not present, and on further enquiry I found that this same pupil had not resided on the premises for the last three days, still an attendance mark was affixed to his name, as if he had been actually present; he was reported to be at the school at the North Shore. The explanation offered me in excuse was "that the Freeman's Bay and North Shore schools are considered as forming one institution, and that when a pupil crosses over from one school to another he receives instruction there, and an attendance mark on the Register where his name is entered; however, on crossing over to the North Shore school the following day and enquiring after the lad from the Freeman's Bay school, I was informed that he had never entered the premises. This system of registering must therefore lead to confusion, besides affording grounds for very unpleasant surmisings. There is one adult in this institution, who (I was informed) receives no instructions in reading, writing, or ciphering, or any other branch; on commenting on this strange system of education I was told "that he sometimes reads a little Maori, and conforms to the regulations of the institution. How far managers are justified in claiming from Government £10 per annum for such pupils, deserves consideration.

Attainments.—Subjects of Instructions.

Only one pupil could read an English book, his pronunciation was imperfect and spelling indifferent, he was very slow in working an easy sum in compound multiplication. Six are reading English monosyllables; all failed in the spelling. In tables, they have learned only as far as three times. In very simple addition 4 were fair, 2 imperfect; the remaining 4 pupils are learning the English letters. The writing is of fair character, but the copy-books are soiled. Very little seems to be done in the way of industrial work, no handicraft is taught them; they have cultivated a little indian corn, pumpkins, and melons. Fishing appears to be their chief occupation, they have a boat for the purpose.

Food.

Their food for the most part consists of Potatoes and fish, sometimes they have an allowance of flour and sugar, meat in very limited quantities is given them three times a week.

Clothes.—Bedding.

They have all 2 suits of clothes and shoes; each boy has a separate bed with a fair allowance of bed-clothes.

General Cleanliness and Health.

The pupils presented a cleanly appearance as did also the school room; preparations were evidently made for my visit, the dinner table was laid out with knives, forks, pannikins, and plates, all perfectly new, never having been used before. On enquiring after the old ones, there was no vestige of them; the conclusion which I naturally arrived at was that on ordinary occasions such articles were considered unnecessary, and the present supply were reserved for show days and special occasions. All present appeared in good health, two pupils died of decline within the last six months; they were reported unhealthy on arrival.

School Premises and Land.

Formerly the school-house was erected on the Convent Property, and closely adjoined the girls' school, but during the past year a new school-house has been built upon the site given by Sir George Grey which is distant about four or five hundred yards from the Convent. The premises are at present incomplete, there is only one building 33 by 14 which answers the various purposes of school room, dormitory, kitchen, and dining room. The Bishop proposes building in addition a school room and kitchen. The privacy and retirement of these schools will be considerably encroached in consequence of a large portion of the convent ground having been sold for building purposes. The land is of very inferior quality.

Management, Discipline, and Efficiency.

Rev. J. MacDonald has supervision of the establishment, much assisted by a catechist, who acts as Teacher. The discipline is lax; nothing about the establishment leads one to suppose that the pupils are trained to habits of order, punctuality, or cleanliness. I quitted the school with the impression that a very feeble effort is put forth in their general training and education.

Hours of Instruction.

6 to 7½ p.m.	Religious instruction.
5 to 6 p.m.	Secular instruction.
7½ to 9 p.m.	Secular and religious instruction.

HENRY TAYLOR,
Inspector of Native Schools.

ST. ANN'S GIRLS' SCHOOL. (FREEMAN'S BAY.)

This school is under the supervision of Mother Mary Baptiste, a Sister of the Holy Family.

There are 17 pupils in this establishment, all, with one exception, present at inspection. Among the pupils are six half-castes. The ages of the scholars vary from 8 to 18.

School Premises.

The old school premises have been pulled down, and new and spacious buildings are now in course of erection; they will cost, when complete, upwards of £700, towards which the Government have already contributed £350. They will be finished and ready for occupation in three months' time. For the last two months the pupils have occupied the Bishop's residence, closely adjoining, which is not sufficiently spacious to accommodate with comfort the present number; but as the arrangement is only temporary, I conducted the inspection with less scrutiny than I should have done under ordinary circumstances. A certain allowance must be made in all cases for the want of methodical exactness, which invariably prevails upon a temporary occupation.

Register of Attendance.

The school was inspected in the forenoon of the 26th of March. Upon examination of the school-register I found that, in direct violation of the printed rules for keeping the register, the attendance had been filled in, not only for that day, but also up to the close of the month. I received no satisfactory explanation why the attendance of the pupils should be thus anticipated.

Hours of Instruction.

The hours of instruction—religious and secular—are from half-past 6 a.m. to half-past 7; from 9 to 10; from 5 p.m. to 7; and from 8 to 9 p.m. The intervening hours are set apart for leisure, and for the performance of sundry domestic regulations.

Food.

There are three meals per day:—Breakfast, rice with sugar. Dinner, flour and potatoes boiled together, with a not very liberal allowance of meat three times per week. Supper, same as breakfast. Fish is supplied whenever procurable.

Attainments of the Pupils.

I found upon examination that the answering of the pupils was decidedly inferior to that of last year. It may perhaps be accounted for by the fact that all are new scholars, received within the last twelvemonths, though under previous instruction elsewhere.

1ST CLASS. (Three in number.)

Reading.—1 could read an English lesson book fairly; 2 imperfectly.

Spelling.—(English monosyllables.)—2 imperfect; 1 failure.

Tables.—All three failed.

In the simplest mental addition they had never been practised, and consequently failed.

Arithmetic.—(easy addition).—1 fair; 2 imperfect. The questions were solved slowly and after much manipulation.

Writing.—1 fair; 2 bad.

Geography.—In this subject their knowledge seemed to extend merely to the fact that the world was round.

2ND CLASS. (5 in number.)

Reading and Spelling.—All made a very poor attempt in English monosyllables.

Writing.—1 fair; 4 inferior.

3RD CLASS. (8 in number.)

The pupils in this class are learning their letters; 2 of them write in copy-books, the rest make initiatory attempts on the slate.

On the whole the writing is of an inferior style, and slovenly executed. The copy-books are badly kept. There is a very great scarcity of books and other school apparatus.

Industrial Occupation.

The children are taught to make, wash, and iron their own clothes. They prepare their own meals, which at present are partaken in the open air.

General Remarks.

The pupils seem healthy, happy, and very submissive to order. The teaching is either defective in kind or deficient in quantity.

HENRY TAYLOR,
Inspector of Native Schools.

INSPECTOR'S REPORT ON THE THREE KINGS NATIVE INSTITUTION.

Inspected 11th February, 1863.

This Establishment is under the management of the Rev. Henry Lawry.

There are 39 scholars on the Register, viz,—

Males	23.—4 adults, 19 from five to fourteen years of age.
Females	16.—2 „ 14 from five to sixteen „ „

39

Of the 39 scholars 13 are halfcastes, 7 males, 6 females.

On entering the School-room, I had the Roll called over. Only 19 responded to their names; 20 were absent from School duties, viz,—

- 4 absent on a visit to their relatives.
- 1 sick.
- 2 superintending discharge of domestic duties.
- 2 in Auckland delivering dairy produce.
- 2 looking after sheep.
- 3 fetching water.
- 4 cooking.
- 1 In Manager's house.
- 1 in laundry.

Some of the absentees presented themselves before inspection was concluded. Two women apparently indispensable to the establishment receive no secular instruction.

The course of "Industrial Training" received in this School sadly interferes with the more important portion of their education, as will appear from the above return of absentees, which must not be regarded as exceptional, but as a daily recurring state of things. Neither does the "Industrial Training" itself appear to be systematic, but hap-hazard, according to exigencies. Indeed a want of proper system and order is manifest throughout the establishment. The discipline appears lax, and is admitted by the Manager to be so, on the ground "that were he to attempt to enforce authority, the School would be deserted." I gather from the Manager that a spirit of insubordination has manifested itself for some time past in the School, and he rather dreads to call it into existence by any free exercise of his legitimate authority. He hopes by gentle management and timely concessions eventually to establish himself supreme. He reports a decided improvement in their general behaviour and submission to order since he has been in charge.

In the month of July last the School numbered nearly 60 pupils, but in consequence of the dismissal of three for an offence which the unrestrained intercourse between the sexes in the establishment was sure to bring about, 20 left *en masse*, the plausible excuse for leaving being "sickness and mortality among their parents in their native villages." The present Manager has taken every precaution since he has been in charge to separate the sexes, they now come in contact only in the

School-room. A matron has been recently appointed, and the portion of the buildings occupied by the females has been partitioned off from the rest ; but in spite of every precaution offences will take place in mixed Native Schools.

The pupils, on examination, appear to disadvantage, their intellectual attainments being decidedly below par, but the following causes may be assigned :—

1. The pupils, with the exception of six, have been under instruction only for a period of seven months.

2. The instruction appears to have been of an inferior character, and conveyed by inferior teachers. The present teacher is not equal to the position he fills.

3. The School-hours are too short, being only from nine to twelve each day. I have already shown how even those are intruded upon.

I give the following as the general result of the examination, and would remark that in awarding my judgments I have been somewhat influenced by the facts above stated. In the present case the judgment "good" would be only "fair" under ordinary circumstances.

CLASS I.

Reading.—3 could read easy narratives in English well, 5 imperfectly, 1 failed.

Spelling.—1 very good, 4 fair, 4 failed.

Tables and easy Mental Arithmetic.—2 very good, 1 fair, 5 failed.

Writing.—1 very good, 3 good, 5 fair. The copy-books were all creditably kept.

Arithmetic.—1 very good in the advanced Rules, 2 fair in Compound Addition and Multiplication, 1 good in Simple Multiplication, 1 fair in ditto.

CLASS II.

Reading.—Very little progress has been made by this class in reading English. They attempt Monosyllables simultaneously.

Writing.—Is fair and promises well.

Arithmetic.—In Simple Addition, 4 very good, 5 good, 3 failures. In Simple multiplication, 7 very good, 5 failures.

Tables.—5 very good, 2 fair, 7 failures.

CLASS III.

Tables.—9 attempt English monosyllables and write on slates.

I was favourably impressed with the mental capabilities of these pupils, which seem only to need development, as also with their willingness to learn : but under the present precarious system of instruction, and the dull almost stupefying method of teaching pursued, very little progress can be made. My impression is that the tuition to which they are at present subjected is more calculated to encourage a growing indifference to education than create a desire for intellectual attainments.

General Division of Time.

One hour is set apart night and morning for religious instruction.

Nine to two.—In School.

Two to six.—Outdoor work.

Food, Clothing, and Sleeping Accommodation.

The pupils have three meals per day, the allowance at each is liberal, and the quality good. There is a large dining-hall and table, but I am inclined to think little use is made of either, and that they take their meals generally in true Maori fashion. Four suits of clothes are distributed in the year, consisting of blue serge shirts, dungaree frocks and trowsers, and Scotch twill shirts. The dormitories are capacious, the supply of bedding sufficient. Except in a few cases, each pupil has his own bed.

Cleanliness and Health of the Scholars.

There is not, to my mind, sufficient attention paid to personal and domestic cleanliness. The general health of the scholars is good. One young man fast recovering from low fever still occupies the hospital. One young girl had been an invalid for some months past from cutaneous disease, but is now apparently recovered. The Manager informed me that the Natives have an idea that the locality is not healthy. Many deaths, if I mistake not, have occurred here already.

School Buildings and Land.

The School-buildings on this establishment would accommodate a much larger number of pupils. Those which were first built are rapidly falling into dilapidation. The Manager contemplates putting them into thorough repair before the winter sets in, and has already made a commencement. The more modern buildings require to be re-shingled.

The Estate is large (425 acres), valuable, and apparently remunerative. It carries 340 sheep, 54 horned cattle, 27 of which were raised during the past year. There are 15 milch cows, which supply the School with milk ; the butter is sold to pay the expenses of the establishment. There are 11 acres under potatoes this year, and about 18 tons hay were saved.

The Wesleyan Board of Education allow to this Institution the full Government Grant, viz., £10 per annum for each pupil. This is found insufficient, and has to be supplemented by funds derived from the Estate, but to what extent the Manager could not inform me.

There are five European children in the School, who receive instruction gratis, the parents being employed on the Estate. Two young men who carried arms against the Government at Taranaki are at present inmates of this Institution.

It appears to me that a stricter discipline and more systematic arrangement is essentially needed to improve the general tone of the establishment, while an able teacher is indispensably necessary to raise the character of the School.

HENRY TAYLOR,

Inspector of Schools.

PAPAWAI NATIVE SCHOOL.—WAIRARAPA.

Inspected 2nd December, 1862.

This School is situated in the Wairarapa District, about fifty miles from Wellington. The site was given by the Natives to the Bishop of New Zealand in trust for a Native Boys' School. The Estate consists of 420 acres of not very valuable land, 240 are bush, and 180 open land; a great portion of the Estate is liable to be flooded in winter time. Upwards of 30 acres are securely fenced; about two acres are under potatoes, garden produce, and oats.

The School Buildings were commenced on a grant of £500 made by the Government to the Bishop of Wellington, £250 of which sum was from the "Wairarapa 5-per-cent. Reserve Fund." The buildings and necessary plant exhausted the above grant, it has to be supplemented by the Bishop of Wellington from private resources. The buildings are a weather-boarded kitchen, and School-house, which contains, on the ground floor, a school room, teacher's room, and three small rooms used as store rooms; upstairs, a boys' dormitory, and teacher's bedroom. The kitchen is conveniently arranged, and has a brick fire-place and oven. When rain and heavy gales set in from the S.E. the school-room is oftentimes flooded; a verandah with closed sides is absolutely needed to protect this building in the winter time. The exterior of both buildings stands much in need of paint, with a view to their preservation.

Formerly, 21 Native boys were under education at Papawai, but 7 lately left *en masse*, on the plea that too much out-door labor was required of them. 14, whose ages vary from 7 to 16, are now supported on the Establishment, the majority having been at School nearly two years. The boys are under the supervision of Rev. Mr. Ronaldson, but their educational and general management have been entrusted to Mr. Hall, who, though decidedly defective in teaching capabilities, has succeeded in reconciling the boys to the School, and making them happy and contented; Mrs. Hall acts as Matron to the Establishment; their joint salary is £125 per annum, paid by the Church Missionary Society. They both purpose resigning in the early part of next year.

The following is the result of my examination:—

Reading (English)—5 could read Bible narratives well, 7 fair, 2 read monosyllables; the pronunciation of English was creditable.

Spelling (Monosyllables)—1 good, 3 fair, 4 bad, 2 failures.

Tables.—All failed.

Mental Arithmetic.—6 fair in easy additions, 6 failures.

Arithmetic.—4 could write off thousands with correctness, and in simple addition might be pronounced good; 3 fair; 5 failures, they have gone no further than simple addition.

Writing.—The boys deserve great praise for imitating with marked success a very bad model. Their copy-books were clear, and without the usual amount of blottings.

Singing.—They have learned to sing some Hymns and Psalms in unison; a more able instructor in this branch of their education is also required.

It appears from a diary kept by the teacher that three hours daily are devoted to teaching, sometimes in the forenoon, sometimes in the afternoon; occasionally an hour is devoted to study in the evening. I cannot approve of this oscillating and unmethodical style of instruction, it has a tendency to confirm the Natives in their irregular and unsystematic habits. The teacher's diary also leads me to conclude that the boys spend too much time in field-labor, inappropriately styled "Industrial Training."

Judging from the dietary scale, and also from the provisions which came under my own observation, I should pronounce the fare to be sumptuous; the table is abundantly furnished with good, wholesome food; the boys are pictures of health, and I may also add, happiness. They partake of their meals in an orderly manner, each boy is provided with plate, spoon, knife, and fork. Much credit is due to the Matron for the care she bestows upon their personal cleanliness and domestic comfort; their wardrobe is well looked after, each boy has three suits of good serviceable clothes every year; this, owing to the Matron's careful attention, has been found sufficient. The sleeping arrangements are not the best. The boys sleep on the floor, without any mattress under them, 14 in one room. Each boy has two blankets and one rug. Should any reaction take place in the

Native mind as regards education, and an additional number of pupils be sent to Papawai, the present sleeping accommodation will be found insufficient.

The average cost of each boarder for the year ending December, 1861, was £22 17s. 6d., exclusive of the teacher's salary. The cost for the current year is estimated by the Manager at £15 per head, also exclusive of the teacher's salary. The high price paid for conveyance of goods from Wellington, amounting to nearly £12 per ton greatly increased the cost of maintaining the pupils at this Station. Besides, the inferior quality of the soil, and the high price of agricultural labor prevent the Estate being made productive to any extent. Heretofore it has only produced sufficient potatoes for consumption, besides a few vegetables and a little oatmeal.

The employment of the pupils' labor upon a School Estate in producing supplies, either cereal or vegetable, would, I think, if closely examined into, be found to be more expensive than remunerative; besides, the employment of the child's labor in field-work is most distasteful to the Natives, and affords a very general excuse for withholding their children from School. I feel satisfied the sooner the system is abandoned, the better for the cause of education.

HENRY TAYLOR,
Inspector of Native Schools.

ST. JOSEPH'S PROVIDENCE INSTITUTION, WELLINGTON.

Inspected 27th November, 1862.

There are eighteen girls under education at this Institute, viz.: nine Maoris, seven half-caste, and two Europeans.

The discipline is most perfect. The strictest attention is paid to personal as well as domestic cleanliness. The house throughout is scrupulously clean.

The pronunciation of English by the several pupils is superior to anything I have as yet heard.

Two of the pupils can read any English book with fluency, can spell with correctness words of four or five syllables, as well as words whose pronunciation would be likely to mislead, and can work the more advanced arithmetic with quickness and correctness.

Nine can read easy narratives with fluency and spell very correctly. The remainder can master easy reading lessons and monosyllables.

The copybooks of all were clean and most carefully written. Some very neat needlework, both fancy and plain, was submitted for my inspection.

The dietary scale is liberal; the children look healthy and were reported to be so.

The average cost for the maintenance of each scholar during the past year was £13 15s., being £3 15s. in excess of the Government allowance.

Each pupil is allotted a separate bed room.

The most perfect order and systematized management prevails throughout this Establishment. None but female children are admitted.

The supervision, education, and general management, both of the children and the Establishment, is committed to the Ladies of the Convent.

HENRY TAYLOR,
Inspector of Native Schools.

In the months of May and June, 1862, I inspected the Church of England Native Schools, Pukawa (Lake Taupo), and Kohanga, Waikato, as also the Roman Catholic School at Rangiahia. The Pukawa School I found deficient in many respects, viewing it as an Educational Establishment, and as an Institution supported by Government. Its isolated position, the great difficulty in procuring supplies, and the very limited means placed at the Manager's disposal by the Church of England Board of Native Education, have combined in reducing it to the inefficient state I found it in. On my return to the district early in January, 1863, I was informed that the School was closed, the pupils having left in consequence of a fatal accident, by which, owing to the upsetting of a canoe, four boys were drowned; and also, to quote the Manager's own words, in consequence of scarcity of food.

This School, from some cause or other, has fallen considerably in the estimation of the Natives. It may be that the pupils were overworked in the Manager's desire to forward their industrial training, or that their idea of a school, as a place where their children should be taught to read, write, and speak the English language, has not been realized; or, again, its downfall may be ascribed to the cause assigned by the Manager "Scarcity of food;" all three causes, in my opinion, contributed towards its decline.

There were twenty-two pupils in the School in June, 1862; subsequently, it closed. During the last few months the returns show symptoms of vitality, though its existence at present is only nominal.

The Rev. Mr. Grace is the Manager.

The Church of England School at Kohanga, inspected June 18th, 1862, has declined considerably in numbers and somewhat in efficiency from former years. The want of an able Teacher, and the partial loss of Mr. Maunsell's valuable assistance in the School-room, was apparent. The Native Minister, on my recommendation, was pleased to authorise the appointment of Mr. Ritchie as Teacher. Owing to the disturbed state of the Waikato district I have been prevented from ascertaining the result of his labours. The school is now dispersed.

Thirty-one scholars were in attendance on the date of my visit, since then there has been some slight increase.

I was satisfied with the attainments and the internal management of the pupils. The buildings were in good preservation; the School Estate slightly remunerative. The discipline not over-stringent, but effectual. The health of the children reported to be good. The provisions, both as to quantity and quality, satisfactory.

The Rangawhia Roman Catholic School had been re-established only five weeks previous to my visit in May, 1862. It had been closed for nearly twelve months preceding.

There were fifteen pupils in the School under the superintendence of the Rev. Lawrence Vinay, whose paternal care of the children was to be highly commended.

As many of the pupils were but new comers, much could not be expected from them, but the order, regularity, and discipline which Father Vinay had succeeded in establishing amongst them in so short a time was marvellous. I anticipated much pleasure and satisfaction from a visit to this School, in the hope of witnessing a successful result to educational enterprise auspiciously commenced, but on passing through the district on two subsequent occasions, the opportunity was not afforded me in consequence of the temporary absence of the scholars.

The attendance, from returns last furnished, has increased by two.

HENRY TAYLOR,
Inspector of Native Schools.

APPENDIX.

NATIVE EDUCATION SCHEME, BY GEORGE CLARKE, ESQ., CIVIL COMMISSIONER, BAY OF ISLANDS DISTRICT.

Civil Commissioner's Office,
Waimate, December 20th, 1862.

SIR,—

In submitting the present proposed School organisation of this District for the consideration of the Government, I purpose being as brief as possible.

The subject has, with me, been one of long and anxious solicitude for its adoption. I had the honor of bringing my proposed plan of Education under the notice of Mr. Fox, late Colonial Secretary, soon after I received my appointment; and again under that of Mr. Taylor, the Inspector of Native Schools, in May last, giving him in full my ideas upon this subject. And one principal object in my late visit to Auckland was to confer with the Government in maturing some system upon which School operations might be at once commenced, impressed with the conviction that any comprehensive plan of general education would have their full concurrence and approval when brought before them.

I am aware that there is already in existence a Board of Education in Auckland, but from all I can learn of their system, their efforts are confined to a few central Schools exceedingly limited, leaving the bulk of the population untouched and uneducated. Whether from limited means or the want of a more comprehensive system, thousands of children are left by it to grow up in ignorance, and are becoming more vicious than their heathen forefathers, and for want of this educated training, are adopting the vices of civilization, without being able duly to appreciate and embrace it in its better phases.

With all due respect and deference to the Board of Education, I submit that their system must be, probably for the want of means, in some points defective.

1. It leaves the mass of Native children in total neglect.
2. It has not the sympathy, and therefore cannot have the hearty co-operation of the Natives.
3. It is far too expensive for general adoption.
4. It requires a machinery in the way of Teachers and their Assistants, which the Board has not and cannot have at command.
5. It admits and gives elementary instruction instead of confining itself to the higher branches of Education.

Entertaining with all possible respect, as I do, the labours of the gentlemen forming the present Board, and acknowledging the importance of Central Schools such as they have established, I submit that the healthy existence of these Schools must grow out of those of a more humble nature, such as I venture now to propose to the Government for general adoption, and which I would designate as "Village Day Schools."

The drudgery of teaching children to read and write in their own language, which is now practised in the Central Schools, seems to me as incompatible with their character as teaching the Alphabet would be in an English Grammar School; and the English language, which is so desirable an acquisition, and which justly takes an important place in the Central Schools, would be facilitated greatly by first teaching them to read and write Maori in the Village Day Schools, and it would be advisable to make it a rule that no child should be admitted into the Central School until well grounded in his native tongue—at least he should be able to read and write.

When I say that Central Schools (they being but few in number and far apart) have not the sympathy of the Natives, I mean that they have a great dislike to sending their children, especially while young, to a distance, perhaps amongst tribes once hostile to each other, and where, from distance, in case of sickness they can neither visit nor remove them. But very few under favourable circumstances can be induced to part with their children so young, and if ever the Government could afford to multiply Central Schools so as to embrace a large number of children for Education, it would not remove other objections to them already touched upon, for until Village Day Schools can be formed it would be still making them elementary instead of finishing Schools, and would, I fear, fail for want of competent Teachers and Assistants, who must know more or less of the Native language and customs to be efficient.

The following is an outline of an organisation I beg leave to submit for the consideration of the Government, much on the same principle already laid before the late Colonial Secretary, Mr. Fox, and that made to Mr. Taylor, Inspector of Native Schools, to be designated "District Village Day Schools."

1. The Government grant for Educational purposes, whatever may be its amount, should be divided equally to the Districts in proportion to their population.
2. A Board of Education to be formed in every District, consisting of the Civil Commissioner, the District Magistrates, together with such other gentlemen of the District as may be deemed proper by the Government, to whom the School funds and their appropriation should be entrusted, and by whom accounts of expenditure should be rendered to the Government through the head of the Educational Department.
3. The Board should be empowered to aid Schools already in existence.
4. Empowered to form Village Day Schools in every part of the District, subject to conditions hereafter named.
5. In every Village where not less than ten children can be collected of a proper age to attend School, and a willingness manifested on the part of the Natives to assist in supporting one there, a School shall be formed on the following conditions :—
 - I. The Natives to build a good raupo or weather-board School-house, with two rooms, the Government to supply doors and windows, also a floor.
 - II. Native Teachers to be nominated to the Board by the Villagers for its approval.
 - III. The Government to give the Native Teacher a salary of not less than £10 per annum, and the parents of children to supply not less than two days' work per month for support of Teacher, or an equivalent in food or money.
 - IV. Books, Slates, Pencils, &c., to be supplied by the Government, likewise two garments a year to each child to appear cleanly in at School.

It would be of importance that a Book should be kept in every School in which the names and date of entry of every child should be made, showing also the daily attendance of Scholars, and to be open for inspection to the Board and to visitors. This plan would act as a check upon all parties.

The course of Education in each School : Reading, writing, and Arithmetic.

Days and hours of attendance to be determined upon by Villagers and the Board.

Incompetent Teachers may, with the consent of the Board, be removed and others more efficient voted to fill their place.

The Religious Services of the Village on the Sunday to be attended by both Teachers and pupils.

Mark-book to be examined monthly, or whenever called for by any member of the Board of Visitors.

The whole expense of the School, including the Teacher's salary and the childrens' garments, not to exceed twenty-five shillings a child per annum.

The Doors, Windows, &c., together with a small Table and Forms to form a distinct and separate account.

I am aware that many objections may be raised to this proposed organisation. It may be considered Utopian, and it must be confessed it is not without its difficulties and imperfections; such as that of finding teachers amongst the Natives of the different villages, sufficiently experienced in tuition, and their want of stability and fixedness is another drawback. Nor can I hide from myself the trouble of its first introduction, with the probable mistakes and blunders attendant upon first efforts, to meet which I rely much upon a good supervision and the daily check of the mark-book; and believing that real efficiency can only be expected and obtained by practically setting about the work, I cannot but feel hopeful, if we can only get Teachers to make a commencement; and there is this to

encourage us, that if it succeeds it carries a course of education—difficult as it may be—into the whole mass of the Native population, and, it appears to me, such an education as is suited to the emergencies of the present time and circumstances. But if it only partially succeeds, and paves the way to something better, as no doubt it will, is it not worth a trial? And nothing will tend more to improve their moral and social condition than schools. I repeat here what I have before expressed in former letters to the late Colonial Secretary, Mr. Fox, and to Mr. Taylor, that it is my belief that “schools will give the Government an immense moral influence in the country, such as is not to be attained in any other way.” The present proposed organisation has above all this to recommend it, that it carries with it the sympathy, approbation, and co-operation of the Natives in every part of this District. They think it practicable, and are persuaded it will be beneficial to their children, and they are eager for its adoption without delay. I have not so much as heard an objection raised against the scheme by any Native in the District. The plan obviates every objection and difficulty we have had to contend with in the Native mind, namely, being obliged to send their children when young from home to be educated, it may be, amongst strangers or once hostile tribes. Their jealousies, prejudices, and apprehensions are in a measure removed in the prospect of a home education, and they seem to feel that they are met by the Government with an appreciation and sympathetic spirit which they know how to estimate.

In addition to what has already been advanced, the school organisation now proposed runs no risk of alienation or distrust towards the Government, but will, I think, do more to establish confidence than anything else. Should it prove a failure (which I cannot admit) the attempt cannot fail of being appreciated, and after all it would only be the loss of a few pounds, without endangering the influence and confidence of the Government, as I think the whole blame of failure would be attributed to the Natives themselves.

It would not have been difficult to have sketched out a more elaborate plan of Education, which might on paper have had more to recommend it than the present, but I can suggest nothing so simple, practical, and inexpensive than that I am now imposing upon the attention of the Government.

I have just returned from Hokianga; my object was to lay the plan of Education before the Natives, and it will be gratifying to the Government to learn that it met with universal approbation—with a willing and hearty consent to the conditions. Thus encouraged by the concurrence of the Natives, and with the assurance (in a minute from the Honorable the Native Minister) that the schools should have the support of the Government, I left instructions with Mr. Clendon to make an immediate commencement, wherever a suitable building for school-houses could be obtained. Mr. Williams has also been instructed to bring the subject of Education under the consideration of the Natives of his hundred, which he is doing with the promise of success; so that should the plan meet with the full approbation of the Government, I hope in a few months to have a number of Village Schools established in this District. It is highly gratifying to me, as I am sure it will be to the Government, to know that every gentleman in the Department, and every other gentleman of the District interested in the welfare of the Natives to whom I have mentioned the proposed plan of Education, takes a lively interest in the matter, and they have given me a cheerful co-operation in all that is being done to establish the Schools.

If we succeed with our Village Schools, I should still consider the whole scheme incomplete until higher schools were established, which I would designate “District Central Boarding Schools,” such as are at present in existence at Tauranga, Turanga, and other places. In these schools the aim should be that of giving an English education in its most important branches. There should be at least one such school in every District, which should be supplied with pupils of the most promising boys and girls of the Village Schools, whose general good conduct, with a fair amount of ability, should make them eligible for these higher schools, and from these schools I should hope to see pupils of a higher order trained to supply more efficient Teachers for the Village Day School, and other Native Offices of the District.

As soon as I can learn from the Government (which I hope will be at an early convenience) their final decision, and I hope approbation of the proposed scheme, I will forward a requisition for books, slates, &c., to carry out their wishes, also the probable number of Schools we may be able to establish in the District.

I have, &c.,

GEORGE CLARKE,
Civil Commissioner.

To the Honorable the Native Minister.

EXPENDITURE OF GRANTS UNDER “NATIVE SCHOOLS ACT, 1858.”

ST. ANN'S GIRLS' SCHOOL, FREEMAN'S BAY, 30TH JUNE, 1861, TO 30TH JUNE, 1862.

Average number of the pupils 14.	£140 0 0	Expenditure	£195 15 0
Expenditure for same time . .	195 15 0	Receipts	140 0 0
		Due to expenditure . .	£55 15 0

MARY CECILIA,
Superioress of the Sisters of Mercy.

NATIVE SCHOOLS.

19 E.—No. 9.

ST. MARY'S COLLEGE, FOR BOYS, AT FREEMAN'S BAY, AUCKLAND, FROM JUNE 30TH, 1861, TO 30TH JUNE, 1862.

Average number of pupils...	15 $\frac{1}{4}$		Expenditure	£252 11 0
Income from Government...	£151 8 9		Deduct the Income	151 8 9
			Due for the expenditure...	£101 2 3

For the Director absent,
Bst. F. POMPALIER,
Bishop of Auckland.

ST. MARY'S COLLEGE, AT NORTH SHORE, FROM 30TH JUNE, 1861, TO 30TH JUNE, 1862.

Average number of pupils...	32 $\frac{1}{4}$		Expenditure	£450 17 8
Income from Government...	£322 18 1		Deduct the income	322 18 1
			Due for expenditure ...	£127 19 7

For the first Director absent,
Bst. F. POMPALIER,
Bishop of Auckland.

ST. THOMAS' SCHOOL, PAPAWAI, IN ACCOUNT WITH THE GENERAL GOVERNMENT.

DR.		CR.
1861.		
Oct. 14—To Grant for quarter ending September ...	£39 12 11	By cost of food from July 1st, 1861, to June 30th, 1862... £125 6 5
1862.		
Jan. 9—To Grant for quarter ending December ...	39 16 0	By cost of clothing, ditto 19 13 0
May 2—To Grant for quarter ending March ...	41 9 2	By cost of books, ditto 1 12 6
July 22—To balance... ..	14 14 8	By cost of carriage of goods ... 16 5 10
	£162 17 9	£162 17 9
Average number of Boarders during the year 15		
Average grant per head ...	£9 17 6	Average cost per head £10 17 2

E. & O. E.

WM. RONALDSON.

Papawai, December 13th, 1862.

THE RECEIPTS AND EXPENDITURE FOR ST. JOSEPH'S PROVIDENCE FOR THE YEAR ENDING JUNE 30TH, 1862.

RECEIPTS.		EXPENDITURE.	
Balance	£13 3 7	Food, clothing, furniture, &c., 1st quarter,	£52 18 4
From Government 1st quarter...	20 1 0	Ditto, 2nd quarter	45 1 3
From Government, 2nd quarter	29 15 2	Ditto, 3rd quarter	51 6 6
From Government, 3rd quarter	31 9 6	Ditto, 4th quarter	47 12 4
From Government, 4th quarter	35 14 11		
Rent of house	20 0 0		
From parents of children	16 0 0		
From benefactors for two poor European children	30 0 0		
From His Lordship Bishop Viard	0 14 3		
	£196 18 5		£196 18 5

P. L. J. VIARD,
Bishop of Wellington.

NATIVE SCHOOLS.

RECEIPTS AND EXPENDITURE OF BOARD OF NATIVE EDUCATION, FROM 31ST MARCH, 1859, TO 31ST MARCH, 1862.

Year.	GRANTS FROM GOVERNMENT—			Receipts.	Year.	Name of School.	No. of Scholars, Av. of 3 years.	Average Cost per ann.	Expenditure.	
				£ s. d.				£ s. d.	£ s. d.	£ s. d.
1859	April 29	...	£675 0 0	2,700 0 0	1859—60	1. Kohanga: Ven. Arch. Maunsell	588 0 0	1,687 0 0
—	July 22	...	675 0 0		1860—61	Ditto	...	...	584 17 0
—	October 21	...	675 0 0		1861—22	Ditto	86	6 10 9	514 3 0	
1860	January 24	...	675 0 0							
1860	April 13	...	£300 0 0	2,530 0 0	1859—60	2. St. Stephen's: Ven. Arch. Kissling	405 10 0	1,187 0 0
—	July 26	...	700 0 0		1860—61	Ditto	...	...	410 0 0
—	November 2	...	500 0 0		1861—62	Ditto	27	14 13 1	371 10 0	
—	November 27	...	530 0 0							
1861	March 4	...	365 12 3	1,970 19 10	1859—60	3. Taupiri: Rev. B. Y. Ashwell	587 0 0	1,465 17 0
—	March 5	...	134 7 9		1860—61	Ditto	...	...	537 17 0
—		...			1861—62	Ditto	73	6 13 11	341 0 0	
1861	April 24	...	£500 0 0							
—	August 5	...	407 11 5	825 19 0	1859—60	4. Otawhao: Rev. J. Morgan	360 0 0	86 19 0
—	August 17	...	72 15 0		1860—61	Ditto	...	...	281 14 0
—	November 13	...	436 2 9		1861—62	Ditto	46	6 12 8	184 5 0	
1862	February 22	...	493 1 4							
—	March 26	...	61 9 4	7,200 19 10	1861—62	5. Waimate: Rev. R. Burrows	86 19 0	5,252 15 0
	Carried forward	...	...			Carried forward	...	...	...

NATIVE SCHOOLS.

Year.		Receipts.	Year.	Name of School.	No. of Scholars, Av. of 3 years.	Average Cost per ann.	Expenditure.	£ s. d.
		£ s. d.					£ s. d.	
	Brought forward	7,200 19 10		Brought forward	...	...	...	5,252 15 0
1859	BANK INTEREST ON ACCOUNT CURRENT—		1861—62	6. Taupo: Rev. S. Grace	...	...	97 19 0	97 19 0
—	June 30 ... £0 17 8			7. Maketu: Rev. T. Chapman	...	...	58 0 0	
	December 31 ... 1 14 3	2 11 11	1859—60	Ditto	...	...	6 5 0	
1860	June 30 ... £2 8 2		1860—61	8. Tauranga: Ven. Arch. Brown	...	...	63 0 0	64 5 0
—	December 31 ... 4 6 5	6 14 7	1859—60					
1861	June 30 ... 7 12 11		1859—60	9. Waipū	...	...	222 0 0	63 0 0
—	December 31 ... 10 9 4	18 2 3	1860—61	Ditto	...	...	222 0 0	
	CAPITAL INVESTED FOR FIRE INSURANCE—		1859	10. Small Expenses as by Treasurer's Account	...	...	14 6 6	444 0 0
1861	Interest on £500:		1861	...	...	...	70 17 0	92 13 6
—	August 28 ... 15 0 0		1862	...	...	...	7 0 0	34 7 6
	January 6 ... 10 0 0	25 0 0		11. Insurance of Buildings	...	...	...	1,234 18 9
	BALANCE transferred from old Account	30 10 2		12. Balance in Union Bank	...	...	...
		£7,283 18 9						7,283 18 9

G. A. NEW ZEALAND.

RETURN OF THE SCHOOL EXPENDITURE OF THE CENTRAL SCHOOL AT TAURANGA, FOR THE YEAR
ENDING JUNE 30TH, 1862.

Dr. 1862.				Cr.
June 30—	Proportion of Grant to the Venble. Arch- deacon Brown for Girls' School	£63	0	0
		£63	0	0
	Proportion of Grant to the Rev. C. Baker, for Central School... ..	155	0	0
	Deficiency	38	11	6½
		£193	11	6½
	Grant to Rev. C. Baker for Buildings and Farm	300	0	0
		£300	0	0
	Provisions	£28	4	8
	Soap and Candles	4	5	0
	Bedding	9	18	0
	Clothing	21	3	5
	Supplied from private resources—Meat, 600 lbs.; Rice, Biscuits, Sugar, Stationery, Spades, Knives and Forks, Plates, Tubs, Pails.			
		£63	11	1
	Provisions	94	13	3
	Clothing and Bedding	72	4	4
	Soap and Light	7	9	7
	Utensils	4	14	2
	Stationery and Books	3	16	10
	Freight of Supplies...	10	13	4½
		£193	11	6½
	Implements, and work on the Farm	63	7	0
	Fencing	28	18	10
	Work on School Buildings	43	7	4
	Balance in hand, now being expended	164	6	10
		£300	0	0

W. WAIAPU.

RETURN OF EXPENDITURE OF THE PROPORTION OF THE GOVERNMENT GRANT OF £800
TO NATIVE SCHOOLS IN THE DIOCESE OF WAIAPU ISSUED TO THE CENTRAL SCHOOL AT
TURANGA FROM JUNE, 1861, TO JUNE, 1862.

1862—	Proportion of grant to Tu- ranga from June to De- cember, 1861	£297	5	0
	Proportion of grant from January to June, 1862	284	15	0
		£582	0	0
1862—	Food for school	£323	19	3
	Clothing	123	11	2
	Soap	11	2	8
	Books and stationery . .	7	11	2
	Lamp and oil	4	8	0
	Spades	4	4	6
	Cart	23	0	0
	Harness	4	12	0
	Pump	11	17	3
	Blacksmith's work . . .	25	4	9
	Tinware	3	13	11
	Sundries	4	16	4
	Wages to General Su- perintendent of work	99	10	6
	Fencing	148	0	0
		£795	11	6
1862—	Sawyers' account . . .	£195	4	0
	Carpenter's account. . .	113	0	0
	Nails, &c.,	40	8	0
1862—	Grant for buildings . .	£348	12	0

WILLIAM WAIAPU.

NATIVE SCHOOLS.

23 E.—No. 9.

THE WESLEYAN BOARD OF NATIVE EDUCATION IN ACCOUNT WITH THE GOVERNMENT GRANT.

Dr.	BALANCE SHEET.		Cr.
To balance in hand last year	£45	8 9	
To cash received from the Col. Treasurer, March quarter . . .	£326	13 10	
Ditto June quarter . .	351	11 10	
Ditto Sept. quarter . .	387	18 8	
Ditto Dec. quarter . .	412	1 4	
		1478 5 8	
Extragrant for Aotea School	75	0 0	
	</		

THOMAS BUDDLE,
Chairman of the Board.

