

1875.

NEW ZEALAND.

NATIVE SCHOOLS.

(FURTHER REPORTS OF INSPECTING OFFICERS.)

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

No. 1.

The UNDER SECRETARY, Native Department, to INSPECTING OFFICERS of NATIVE SCHOOLS.
(Circular No. 2.)

SIR,—

Native Office, Wellington, 23rd April, 1875.

It is the wish of the Hon. the Native Minister to furnish the General Assembly each session with the most comprehensive and interesting information that can be given respecting the progress or otherwise of the various schools established under "The Native Schools Act, 1867." I have therefore to request that you will forward to this office, on or before the 30th May proximo, a general report upon them, in order that it may be printed in time for the ensuing session of the Assembly.

I have, &c.,

H. T. CLARKE,
Under Secretary.

No. 2.

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

SIR,—

Resident Magistrate's Office, Mongonui, 22nd May, 1875.

I have the honor to report that the school at Parengarenga is at present closed, in consequence of the determined opposition of the residents to the schoolmaster, Mr. Williamson. On my visit to Parengarenga in March last, I had a meeting with the people, and a thorough investigation into the cause of failure. I found that the minds of the Natives had been seriously influenced against the teacher. Various charges were brought against him, but nothing but a strong prejudice on the part of the parents and children could be clearly established. Under the circumstances I deemed it right to discharge Mr. Williamson and close the school until a new master could be procured. I informed the meeting, there would be serious difficulty in getting another teacher to come to so distant a place, with the example before them of the failure, principally arising from their own prejudices. I was afterwards told by Hemi Taitimu, the Assessor, a chief there, that the people wished to return the amount advanced by Government, £85, towards building the school and church, so that a school might be built at a place called Te Kao. I fear from what has transpired that the people are not sufficiently impressed with the importance of educating their children to make any sacrifice for them in that direction.

At Ahipara, I regret to say, no improvement has taken place in the feeling of the people towards the teacher, Major Wood. At a meeting held some time ago to inquire into the cause, I found that much of the blame rested with the parents. They had been much pampered and indulged by the late Mr. J. Masters. His brother, C. M. Masters, of Pukepoto School, had a rooted impression that the success of neighbouring schools would militate against the interest or existence of his own, and amongst them a series of flying rumours which I could not get at the truth of, but which effectually encouraged the people in indulging in their bad feeling against the teacher. But they promised me to give him a fair trial, which they have not done. I must therefore earnestly recommend Major Wood to be removed from Ahipara to some other school. He is anxious to return to Rotorua. I must impress upon your attention that Major Wood has been in no manner to blame in the matter, but solely the parents. The children, I am given to understand, are anxious to go to school, but are prevented by their parents. It will be seen the average daily attendance during the quarter ended 31st March was 16, at a place where it should have been 60. Under the circumstances I cannot recommend the erection of a teacher's house—much required if a school is to be kept on. I can only hope that a change of masters may effect some improvement.

Pukepoto School.—The daily average attendance is 41·8. Mr. C. M. Masters is a zealous teacher, and has been very successful; but he is, unfortunately, jealous and suspicious, incautious in his remarks to the Natives, and I believe this has operated injuriously to other schools. It is very

gratifying to visit this school and note the progress the children make. It has been long established, and the children are more advanced than in any other of the schools in the district.

Awanui.—This school is also progressing very favourably; the average attendance 14:39, is not so good as I should have hoped, but there is no doubt of the progress made by the children. In both this and the Pukepoto very great proficiency has been made in singing, and it is really a most interesting spectacle to visit the school during the singing lessons.

Kaitaia.—Average daily attendance, 18:22. Considerable progress has been made since the completion of the school-house; it has made the school more popular. I have already reported on the requirements of this place. The teacher and wife are very insufficiently accommodated.

Peria.—I look upon as the best school in the district. The people seem to be more impressed with the advantages offered to their children by education, and are more willing to make the necessary sacrifices towards that end. They contributed very liberally towards the erection of the school premises. Mr. Capper, the teacher, seems to be heart and soul in the subject. The allotment has been fenced and cultivated, and presents quite a pleasing appearance. The daily average attendance is 39, and very considerable progress has been made. With men like Mr. Capper, success is almost certain. This is the only school from which I can obtain the stipulated fees. From Pukepoto I received a promise to pay the £25 annual fee on the receipt of their land revenue, but I have not received a farthing. The other schools have not even promised to pay. I should think little of this if I thought the people would have difficulty in providing the means to educate their children, but I know for a fact that they have ample means, which are mostly spent in debauchery. I begin to fear that these schools will remain a charge on the Government. Notwithstanding that I feel this, I cannot close this report without hoping that the schools should be continued. The very great advantages to the rising generation will amply reward any sacrifice that may be made now by placing their young people in a position of equality with the children of the European settlers in carrying on the business of life.

I have, &c.,

W. B. WHITE,
Resident Magistrate.

The Under Secretary, Native Department.

No. 3.

Mr. VON STURMER, R.M., Hokianga, to the Hon. the NATIVE MINISTER.

SIR,—

Resident Magistrate's Office, Hokianga, 22nd May, 1875.

Enclosed I have the honor to forward a report on the condition of the Native schools now in operation in my district. With the exception of the Waitapu School, the report will, I conceive, be considered most satisfactory.

It will be observed that resident Europeans are so pleased with the manner in which these schools are conducted that they do not hesitate to send their children to attend them.

Owing to the resignation of Mr. and Mrs. Phillips in the beginning of last April, the Whirinaki School has been closed for the past month; but Mr. and Mrs. Holmes having been appointed to succeed them, the school will re-open in a few days.

During the month of February the measles was very prevalent in this district, and the whole of the schools were closed for two or three weeks. Three of the children, attending Rakau Para, Waitapu, and Pakia Schools respectively, died of this complaint; otherwise the health of the school children has been good.

Mr. Hill, the teacher of the Waitapu School, gives as a reason for the falling off in the attendance that at the time the school was compelled to be closed on account of the measles the pupils were dispersed amongst the various settlements, and that it has been difficult to collect them again. This may be in part true, but it must be borne in mind that this school was the first established in Hokianga, and was built at the express desire of the Natives on a piece of ground at least two miles from any settlement, they stating to Colonel Russell that it was their intention to form a new settlement close to the school-house. This, however, they have not done; hence, on the establishment of other schools, the parents sent their children to the nearest and most convenient, as I find at each of them one or two of the pupils who formerly attended at Waitapu. For this reason I do not expect that this school will ever have a very large average attendance, probably not over twenty. I have spoken very seriously on this subject to the members of the committee and Mr. Hill, pointing out to them the necessity of doing their utmost to maintain the character of the school.

At Rakau Para, Mr. Harrison, the teacher, has for the last two months employed as an assistant a Native named Borona Paniana, who has a fair knowledge of English, which he acquired at Kaitaia. As there are upwards of sixty pupils attending this school, I would be glad if the Government would make a small allowance to Paniana as an assistant master. At the schools where a female teacher is employed the girls take lessons in sewing, also assisting in the master's house to bake and attend to other household duties, thus preparing them for a useful future.

The number of children now attending these schools is between two and three hundred, and the amount of ability they display in learning to read, write, and speak the English language would astonish any person not acquainted with the Natives. I have examined the children principally in their knowledge of English, as I consider it to be the most important part of their education; but geography and arithmetic have not been neglected. Each school is supplied with excellent maps, and the children well understand the use of them, and they are well forward in arithmetic; but this, to most persons who have any knowledge of the Natives, will be readily understood, for as a race they have always shown a peculiar aptitude for this branch of education. In every instance the children are well clad and remarkably neat and clean in their persons, thus setting a good example of tidiness to the older people. They are very fond of amusing themselves in the same manner as European children, and the cricket bats, balls, &c., given to them by the Government have seen good service during the past summer, and there are some very fair cricketers amongst them. Whilst on this

subject, I should like to remind the Government that these articles, in the hands of active boys, are liable to a considerable amount of wear and tear, and the occasional renewal of them would be acceptable.

I have, in my report, mentioned the names of some of the pupils who have most distinguished themselves, and would beg to recommend that the Government would give them something in the way of prizes, as I think it would create a spirit of emulation amongst them, and be conducive of much good. The parents of the children would be very proud of anything of the kind, and it would, if possible, tend to make these schools more popular than they already are.

I am glad to say that the Natives have during the year paid up their subscriptions towards the support of the schools with punctuality, showing that they fully appreciate the value of them.

It is proposed to establish two other schools on the banks of the Hokianga River—one at Waihou, a settlement of the Rarawa; and another in the neighbourhood of Utakura, the settlement of the Ngapuhi chief Wiremu Hopihona Te Tahu.

In conclusion, I beg to state that, in examining these schools, I have always made it a practice that my visit should be wholly unexpected.

I have, &c.,

SPENCER VON STURMER,
Resident Magistrate.

The Hon. the Native Minister, Wellington.

REPORT.

Whirinaki School.—Last visited by me in March. On the occasion of my visit I found 41 pupils in attendance, viz., 4 Europeans, 6 half-castes, and 31 Natives, between the ages of 6 and 15 years. I examined them in reading, writing, and spelling, and found the elder pupils had made great progress. The whole of them understood the questions asked them, which, as in all the schools, were in English. The school, owing to the resignation of the teacher, has been closed this month, but will re-open in a few days.

Pakia.—I visited this school on the 11th instant, and found 54 children in school of both sexes, of whom 6 were Europeans, 4 half-castes, and 44 Natives. I carefully examined the children in reading, spelling, and writing English. The children had improved very much since my last visit, and some of the pupils, who had been at the Waitapu school prior to the opening of this one, read and pronounced English as well or better than European children of the same age who were in the class with them. Those children who had only been to school a few months seemed to have great difficulty in pronouncing words of which the letters L and S formed a part, but on the whole they all seem to have tried their best, and are in a fair way of being able to read and speak in a very intelligible manner. The result of my examination I give below. Master W. Seon, the son of the Harbourmaster, has rendered Mr. Woods great assistance as a monitor, and I recommend him to the notice as the Government.

1st Class.—Reading and Spelling: Boys, Hugh Moetara; girls, Emily Wells (half-caste).

2nd Class.—Reading and Spelling: Boys, Heri Tiopira; girls, Martha Te Hemera, and Clara Wells (half-caste).

3rd Class.—Reading and Spelling: Boys, Hohepa Taniora; girls, Ripeka Te Hemera.

Writing: Boys, Hemi Papakura; girls, Jane Boyce (half-caste).

Good Conduct: W. Seon.

Waitapu.—I visited this school on the 13th, and was sorry to find only 12 children in attendance, of whom 2 were half-castes and 10 Natives. On my arrival they were busy with a geography lesson, and I found them all well advanced in reading, arithmetic, and geography. There being so few pupils, the teachers, Mr. and Mrs. Hill, had been able to bestow a greater amount of attention upon them; and this, combined with the fact that the school under notice is the oldest established in the district, accounts for the marked advanced progress of the children. I have found it difficult to name any one from this school for a prize, their proficiency being so evenly balanced. The total number of children upon the attendance roll is 22.

Rakau Para.—I visited this school on the 18th, a wet and windy day, and I found 62 pupils of both sexes in attendance, of whom 4 were European, 5 half-castes, and 53 Natives, the number of children on the school roll being 80. I carefully examined the children, as in the other schools mentioned in my report, and found that they had made great progress since the opening of the school in October last, a few of the pupils who had formerly been at Waitapu being able to read and speak English in a most creditable manner. Below will be found the names of the pupils who have most distinguished themselves:—

1st Class.—Reading and Spelling: Boys, Noa Kuka; girls, Annie Tipene.

2nd Class.—Reading and Spelling: Boys, Te Utai Noe; girls, Hetty Ewa.

3rd Class.—Reading and Spelling: Boys, Hone Makiri; girls, Sophia Tipene.

Writing: Boys, Newa Monaroa; girls, Annie Tipene.

Waima.—Owing to the stormy and wet weather with which we have been visited of late, I was unable to inspect this school until yesterday, the 28th instant. I found 54 pupils in school of both sexes, of whom 5 were Europeans, 3 half-castes, and 46 Natives, the number of names on the school roll being 65. Mr. Moore informed me that the attendance at his school has been very good during the past three months, and that a larger number of children would have been present on the day of my visit had the Waima river not been flooded. It is, however, the intention of the natives to erect a good bridge so that the children may be able to attend at all times. The names of the children who were most proficient are given below. I found that the pupils had made great progress in their knowledge of English, but I think that a vocabulary in English and Maori of simple words in general use is very much wanted; many of the children, who could read, spell, and pronounce English very well, were far from understanding the meaning of the subject they were reading about.

With reference to prizes, I think an expenditure of about £2 per annum on each school would be

ample, and would lead to the best results. When there were only two schools in the district I gave small prizes to the children, but now that the number of the schools has increased I find I cannot afford to do so.

1st Class.—Reading and Spelling : Boys, Piriniki Raniera ; girls, Mibinga Kawau.

2nd Class.—Reading and Spelling : Boys, Turu Pere ; girls, Harota Honitana.

3rd Class.—Reading and Spelling : Boys, Itumara Raniera ; girls, Manga Heta.

Writing : Boys, Piripi Rakena ; Girls, Francis Puruwhero.

Resident Magistrate's Office, Hokianga, 22nd May, 1875.

SPENCER VON STURMER,
Resident Magistrate.

No. 4.

Mr. E. M. WILLIAMS, R.M., Bay of Islands, to the UNDER SECRETARY, Native Department.

SIR,—

Auckland, 2nd June, 1875.

I have the honor to acknowledge your Circular No. 2, 23rd April, 1875, calling upon me to furnish, on or before the 30th of May, a general report upon the Native schools in my district, which circular I have now only received.

I regret not having received this letter before leaving the Bay, in order that I might have forwarded a more detailed account of the progress of these schools, by reference to the masters and school committees, as to numbers and average attendance at each school, which I am now unable to do, being on sick leave of absence from the district. I will however endeavour to furnish as correct a report as circumstances will permit.

There are at the present time four Native schools established in my district—namely, at Mangakahia, Waiomio, Oromahoe, and Waimate.

The school at Mangakahia is conducted by Mr. Ernest Wright, and is progressing favourably. The children are attentive and regular in their attendance, the parents also contributing regularly their quarterly payments, amounting to £7 10s., towards the expenses of the school. The girls are taught sewing by Mrs. Wharepapa, an Englishwoman, who holds the appointment of sewing mistress to the school.

The Waiomio School is under the charge of Mr. Lorigan, who has manifested much zeal in the discharge of his duties, and for some time the children attended with the greatest regularity, but latterly he has complained of a falling off in numbers, some having been removed by their parents to work on the gum fields. The school has hitherto been conducted in Maihi Kawiti's house, and the Natives promise that when the school-house now in the course of erection is completed, a greater regularity of attendance will be enforced, and the numbers largely increased by children from Waikare and the Karetu. The scholars have made good progress in reading, writing, and arithmetic. The parents do not contribute anything towards the expenses of this school, 200 acres of land having been given by the chief, Maihi Kawiti, as an endowment for the same.

At Oromahoe, a very promising school is conducted by Mr. Jameson, Mrs. Jameson acting as sewing mistress. The attendance at this school has from the first been very regular. Both parents and children take great interest in its progress, which has been well kept up by the vigilance of the committee, who meet regularly once a month. The scholars have made considerable advance in reading, writing, geography, and arithmetic, the tuition in all the schools being imparted in the English language. Singing lessons are also occasionally given by the master of this school, whilst every attention is bestowed by the sewing mistress upon the female scholars, in advancing them in the art of plying the needle. A quarterly subscription of £6 is regularly paid by the Natives towards the expenses.

Of the Waimate School, I regret being unable to give a favourable report. For some months past both parents and children have manifested the utmost indifference as to its welfare, and from a once thriving condition it has gradually fallen into a deplorable state: but few children now attend, and those very irregularly. The master of the school, Mr. William King, has been very regular in his attendance, and persevering in his endeavours to keep up the number of his scholars, but has not been sufficiently supported by the school committee, and the apathy manifested by the parents has rendered the children careless about their attendance, shown in some instances, by their openly withdrawing themselves from the school without fear of reproof.

The position of the school in the Native hostelry, situated as it is by the side of a public road, and close to the Court-house, is most unsuitable. It was only intended as a temporary arrangement, and I think, if a more favourable site could be selected and the Natives induced to contribute towards the expenses, they would manifest a greater interest in its welfare. At present they take no part whatever, never having contributed anything towards its support.

A school building and master's house have lately been erected at Te Ngaere, with every prospect of a good school being opened as soon as a master shall be appointed, the Natives having promised a large number of scholars with contributions towards the expenses.

The Under Secretary, Native Office, Wellington.

I have, &c.,

E. M. WILLIAMS, R.M.

No. 5.

Mr. J. J. SYMONDS, R.M., Kaipara, to the Hon. the NATIVE MINISTER.

SIR,—

Onehunga, 29th June, 1875.

In forwarding to you the half-yearly return of the Native School at Otamatea, I have the honor to report that I have just returned from visiting the several Native districts on the Kaipara, and found everything quiet and satisfactory.

As regards the school at Otamatea, I inspected the buildings, and, after conferring with Arama Karaka and the two Paikeas, I ascertained that they were willing to accept £200 for the buildings and 28 acres upon which they are situated.

Arama Karaka also proposed to give 100 acres on the opposite side of the bay as a school endowment. They stated that they would write to me on the subject. When I receive their letter I will forward it to you, with the other papers in my possession relating to this establishment.

I next inspected the school and examined the scholars, and was much pleased with their progress, particularly in English and geography. Mr. Haszard's way of teaching his pupils seems to work admirably, and he deserves much credit for having brought them on so well, both in knowledge and discipline. This establishment deserves to be fostered by the Government.

At Kopuru I found that Mr. Walker has £71 in his possession, being subscriptions from Tirarau and Parore and others for the establishment of a Native school on the Wairoa.

I strongly recommend that this sum may be doubled by the Government, and that steps may be taken to have a suitable school-house erected.

I have, &c.,

JOHN JERMYN SIMONDS, R.M.

The Hon. the Native Minister.

No. 6.

MEMORANDUM of a VISIT by the Hon. the NATIVE MINISTER to the Parawai School, Thames.

On December 14, 1874, the Hon. the Native Minister visited the Parawai School, and was received by Mr. Allom, chairman, and other members of the School Board.

The number of pupils present was about 87, of whom 14 are Native children, averaging 13 and 9 years old. The Native children were examined in reading and spelling, and, considering that some of them have only attended the school for three months, the examination was very satisfactory. They were also asked questions from pictures of natural history, in which they acquitted themselves well. Questions in addition in mental arithmetic were asked, and were well answered. The progress in writing was very marked. The children were clean and tidy, and, according to all appearances, the discipline of the school was well carried out. At the close all the children sang two or three verses of the National Anthem. Sir Donald McLean expressed himself to the teacher as being pleased with the condition and progress of the children.

Subsequently, Mr. Allom asked whether the Government would afford any help to the enlargement of the school, stating that there were many children, both European and Native, whose parents wished them to be admitted into the school, but that the Board, much against their will, could not grant their request, owing to the limited accommodation. He also spoke of the good feeling existing between the Native and European residents at Parawai, which was strengthened by the children of both races mixing one with another.

Sir Donald, in reply, said that he quite recognised the advantages arising from the intermixing of the two races, and that he would see what could be done, conditional on the school reverting to its old status.

Enclosure in No. 6.

MEMORANDUM for Sir DONALD McLEAN, K.C.M.G., *re* the Maori Pupils in above-named School.

Parawai School, Thames, 18th December, 1874.

Name.	Age.	Date of Admission.	Prize-holders (to-day).
Taramana	12	8th October, 1873	English Grammar.
Tupara	14	" " (left)	
Tiaperahama	10	" "	
Atarete Turipona	6	" "	
Tiomita	11	2nd March, 1874	Recitation.
Kihaua	7	1st April "	
Brown	5	" " (left)	
Tahimana	6	20th " "	
Pirimona	6	" "	Arithmetic.
Wiropi Merimana	6	7th July "	
Waina	7	17th Aug. " (left)	
Wira	14	7th Sept. "	
Honi	15	" "	
Mikaera	12	" "	
Tera	11	" "	
Herama	9	2nd Nov. "	

The Hon. Sir Donald McLean, K.C.M.G.,
Defence and Native Minister.

J. COBURN,
Teacher.

No. 7.

Mr. E. W. PUCKEY, Thames, to the Hon. the NATIVE MINISTER.

SIR,—

Native Office, Thames, 1st July, 1875.

I have the honor to report as follows on the progress made by the Native boys attending the Parawai School, which I visited on the 22nd ult. :—

There were present nine boys—three in the third class, one in the second class, and five in the first class.

The boys (Native) in the third and second classes have been under tuition for some years, having attended at the Thames School when it was conducted by Mr. Robertson five years ago, and since then at the present school. They can read and write very fairly, and are remarkably quick at figures; those in the third class did some rather long compound multiplication sums with great readiness and accuracy.

The boys in the first class have attended school for about six months. I heard them read in words of one syllable, and was agreeably surprised at the progress they had made. It is true, their pronunciation had a rather foreign accent; but I have no doubt, with some extra care on the part of master, this defect will be toned down in time.

In order that you may not be surprised at the small attendance of Native children at the school, I should observe that since the measles the attendance of children of both races has only reached about half the average. Another reason is, that the parents of other children who otherwise would attend are preparing land for cultivation at Te Aroha, and, having no one left at their homes near Shortland to look after their children, have taken them with them. This will always prove a difficulty in the way of their regular attendance.

I very much fear that the number of Native children educated at this school will not exceed in any year an average of 15 or 20 at furthest, as, I think, few of them living at a greater distance than two or three miles (let their parents value the advantage of education ever so highly) will attend regularly for any length of time together. I am the more convinced of this, for, to my own knowledge, at a distance barely exceeding three miles from the school there are at least 25 to 30 children, none of whom have ever been to school at all. I have frequently urged upon their parents the importance of education, which they cannot now fail to see for themselves. The usual reply is, "What can we do? There is no one to take care of the children, so that they might live near the school. We cannot come and live there ourselves and neglect our cultivations."

Of the nine children I saw at the school, four are nearly related to Taipari's family; four are grandchildren or near relatives of Te Moananui, who has taken up his abode near town partly in order to have them educated; the other is a half-caste, who has relatives at Parawai.

I have, &c.,

E. W. PUCKEY,
Native Agent.

The Hon. the Native Minister.

No. 8.

Mr. W. HARSANT, R.M., Raglan, to the UNDER SECRETARY, Native Department.

SIR,—

Raglan, 15th May, 1875.

I have the honor to acknowledge the receipt of your letter dated the 23rd of April, requesting a report on the Native schools in this district.

I much regret that my account must be a very gloomy and unsatisfactory one concerning the Kawhia and Aotea schools. At Kawhia, under the guidance of the Rev. C. H. Schnackenberg, the Native teacher, Edward, resides and continues to teach according to his ability; and Raraniha endeavours to impart religious instruction, at the mission station. At Aotea some form of schooling has been kept up by Mihi Tena, also Tiripa, who resides at the mission station there, and by the chief Kewere to Haho.

Mr. Schnackenberg must have had a very vexatious and difficult time of it, seeing that it has not been safe for any European to go to the Kawhia station for years past; and that at Aotea, Waata Taki threatens to burn the station down if Mr. Schnackenberg again visits it.

It must be remembered that these mission stations are situated in the very heart, the very hot-bed of Kingism and Hauhauism, just where everything relating to the Pakeha would be most vehemently opposed, and this circumstance must be taken into account in the consideration of such a disheartening state of things.

It seems a difficult matter to decide what may be for the best. If the Government discontinued its aid, it would be abandoning the field to Kingism and heathenism, a measure which the warmest disciple of Joseph Hume could hardly advocate. On the other hand, however unsatisfactory the present state of things, its retention will secure, so to speak, an ember alight, an established nucleus which can be enlarged or amended for the educational, moral, and industrial improvement of the Native race, exactly where most wanted, and where it would be most advantageous when the Maori is again in his right mind.

In thinking the matter over and over again, I can suggest no better expedient than the one at present adopted, viz., to grant a small sum towards each of these two schools, for Mr. Schnackenberg to do the best he can with.

He knows the localities and these Maoris better, and can utilize the grants better than any one else.

As regards European schools, the Auckland Board of Education has passed a rule to grant £4 for each pupil attending regularly. This may act pretty well in populous districts, but must deprive many of those living widely apart, and where few in number, of scholastic advantages, e.g., in our Waitetuna district the schoolmaster was compelled to leave the school and take to day labour to

support his family, and has not been, and apparently cannot be, replaced. Surely, in a country where a navy can command 7s. a day, the policeman 6s., and the unskilled labourer 5s., it is unreasonable to offer the schoolmaster, who must be a well-informed and respectable man—one who is expected to mould or influence the character of the future New Zealander—a sum of much less than half-a-crown per diem.

I have taken the liberty of recommending the late master of the Waitetuna school for one of the Native schools where a vacancy may occur.

Henry Clarke, Esq., Under Secretary.

I have, &c.,

W. HARSANT, R.M.

No. 9.

Mr. R. W. WOOD, R.M., Whanganui, to the UNDER SECRETARY, Native Department.

SIR,—

Native Office, Whanganui, 7th June, 1875.

I have the honor, in accordance with the request contained in your circular letter of 23rd April, 1875, No. 2, to forward a general report upon the progress or otherwise of the schools established in my district under "The Native Schools Act, 1867."

There are two Native schools in full operation on the Whanganui River—one at Parikino, twenty-five miles from town, and the other at Iruharama, sixty miles distant.

The Iruharama school was opened in September, 1873, with an attendance of 60 children (boys and girls), which has fallen off to 42, the present number on the rolls, viz. 34 boys and 8 girls. This decrease is to be accounted for by several of the elder boys and girls having married and left school, and owing to a number of the children from the neighbouring pas having ceased to attend, without any assignable cause. I am hopeful, however, that soon there will be an augmentation of the numbers attending this school, which should have at least 50 children on its roll of scholars.

The Parikino school was opened on the 19th of October last, with an attendance of 10 children, which has gradually increased to 22—20 boys and 2 girls; and there is every prospect of the number increasing to at least 30. Both these schools have been established under the Act; two acres at Iruharama, and 137 acres at Parikino, having been given by the Natives, as school reserves; and £60 contributed by the Iruharaura Natives towards cost of their school buildings; and £30 by the Parikino people, the balance of £40 being scarcely due.

Districts have been duly proclaimed, and committees chosen, and fees of 1s. per scholar per month are required to be paid by the parents as their share of the cost of teacher's salary.

A balance of £3 4s. of Jerusalem school fees for 1874 remains outstanding, and £5 7s. of last quarter's fees is still due; both these amounts, however, will shortly be forthcoming, as regular accounts are kept, and payment is promised. The Parikino school fees have all been paid, with the exception of a few shillings, to be made up at the end of this quarter.

Last Christmas, a school feast was given by the Iruharama Natives, to which the teacher and children from Parikino were invited, and the whole affair proved a complete success, and passed off with great *éclat*. Next Christmas, Hakaraia, chief of Parikino, gives a return feast, at which the Jerusalem people and their children will attend, and it is looked forward to with great interest. Preparations are already being made by Hakariaa and his people for the occasion, and food is being prepared in anticipation of the event, which promises to be even more successful than the Iruharaura festival of last year.

These interesting reunions of parents and children, connected with the Whanganui schools, at Christmas time, give promise of permanent success to these institutions, with their attendant results, and are worthy of every encouragement. I reported at the time, and at some length, the result of the Iruharama Natives' school gathering, which was in every respect most satisfactory.

On the 27th ultimo, I held an examination of the Parikino school children, of whom 20 were present out of 22 on the rolls. A syllabus, showing amount and kind of education given, and progress made, was furnished to me by the teacher, Mr. Nickless, in due form, and which I enclose as an appendage to this report. As customary, the proceedings commenced with singing and prayers, when the first class came up for examination in reading in the English language, book in use being Philips's Second Lesson Book, Colonial Series. The pronunciation was good, and a general knowledge evinced of the meaning of the words and sentences: spelling excellent. Second class was likewise examined out of same book; they read fairly, and spelt pretty well, and had some knowledge of the meaning. The third class was then questioned in First Reading Book, and fair progress made, considering they had been only four months at school. Spelt words tolerably well, but did not know much about meaning. The fourth class, taught by analytic method, read very well, and had some knowledge of meaning; spelling indifferent. The fifth class, composed of new boys and irregular attendants, then read some of the tablet lessons very fairly, explained meaning of some of the words, but spelt indifferently. The first class then produced specimens of writing (herewith), which were excellent. Second class, writing on slates, which was very good. In arithmetic, great proficiency was shown, first class having reached compound multiplication. In multiplication table, answers were fair; could not, however, bear dodging about much. Money tables perfectly said, and correct answers given in sundry practical matters, as names of parts of the body, days and months, divisions of time into years, months, weeks, days, &c., with their proportionate lengths. Discipline of school was excellent, and in physique good specimens. In geography, the first class was examined upon the map of New Zealand, and pointed out and gave names of provinces, chief towns, capes, rivers, harbours, lakes, mountains, &c., in both islands. In grammar a beginning has been made: numbers and genders given, and nouns, pronouns, and verbs defined. Several pieces were sung—viz., "Christians, Awake," "Shall we Gather at the River," "Happy Land," "The Fairy Ring," Morning and Evening Hymn, &c., &c.: good time was kept, the voices were in tune, and the music was melodious and sweet. Great pains had evidently been taken by Mr. Nickless in teaching them music, and a small harmonium would be a great acquisition to the school, and I would recommend one being supplied, as good use would be made of it.

Much praise is due to the teacher of this school for his efficient and persevering labours in communicating knowledge to the pupils under his charge; and considering the material he has had to work upon, I consider the progress made by his scholars during a period of seven months, the school having been opened in October last, as most satisfactory, and highly creditable to both teacher and scholars.

Specimens of needlework by the girls (plain and fancy sewing) were exhibited by Mrs. Nickless, and a pair of knitted stockings was presented by Remua to her father Hakaraia, who was present, and expressed great satisfaction at the result of the examination, and urged the children to persevere in their good work, and to make every effort to acquire knowledge.

On the 29th May I held an examination at Iruharama, 20 boys and 7 girls being in attendance, out of a total of 42 on the rolls, being the average number of scholars attending the school. Considerable proficiency has been attained by the children, who have been regular in their attendance, and the teacher has evidently spared no pains and trouble in trying to impart as much knowledge as practicable to the children committed to his care; and I feel bound to say that his labours have not been in vain, for the progress made is most marked, and reflects great credit upon both Mr. Scott and his pupils. I took occasion to commend both the teachers for their perseverance in conducting the affairs of the schools committed to their charge in so satisfactory a manner, for they need encouragement in the prosecution of their arduous labours in a community far removed from the society of their own countrymen, and shut out from the advantages derived by living in the towns and European districts.

I commenced the proceedings by examining the first class of boys and girls in reading, giving them Lesson 46 in Second Reader of Philips's Colonial Series. Their pronunciation was fair upon the whole, spelling good, and a general knowledge of the meaning of the words and sentences shown; and considering that the teacher knows but little Maori, and the children had never received any instruction in the English language before, the progress made is most satisfactory. The first class then came up for examination in geography—viz. on map of the world; gave divisions of land, continents, and oceans, pointing them out and naming same; ditto, zones, equator, meridians of longitude, parallels of latitude; second map, New Zealand, gave names of islands and provinces, pointing out and naming chief towns, mountains, lakes, rivers, &c., &c.; third map, Australia, colonies and chief towns named and pointed out, and boundaries given, also rivers, capes, harbours, mountains, &c.; fourth map, Europe, population, boundaries, square miles given, also countries, chief towns, seas, mountains, rivers, lakes, &c., &c., named and pointed out. First class then exhibited copybooks, in which writing was excellent; and, with second class, did sums, for most part correctly, from addition to practice: showed great acuteness in figures. The second class then produced specimens of writing, on slate and copybook, which were very good; also read in Second Reading Book: pronounced words very fairly, and spelt well, and had some knowledge of meaning. In geography, were examined in maps of New Zealand, World, and Europe, in same manner as first class, and answered upon the whole correctly. Third class then read from page 36 of Second Reading Book. Some read pretty well, others indifferently; spelling simple words well. Knew meaning of some of the words; could not make much out of sentences; not to be expected. Were examined as to geography, from Philips's Diagram, and pointed out and described rivers, lakes, islands, mountains, &c.; gave zones. Did sums in addition well, and have made good progress in multiplication table. First and second classes then repeated tables—viz., weights and measures, money tables, arithmetical signs, &c.—and showed marked proficiency. Grammar not yet attempted; instruction to be given when further knowledge obtained of English language.

The girls exhibited specimens of needlework, plain and fancy sewing, which, as far as I could judge, were fair samples of the kind. No knitting, or other fancy work, had been attempted, instruction in needlework having been first given last spring. Something more in these branches of instruction will be done next year.

Before concluding my report, I would mention the fact of Major Kemp having expressed his intention of giving a site for a High School at Putiki, to be largely endowed by himself, where a superior education can be given to both European and Maori children, being natives of New Zealand, the Maori boys to be chiefs' sons, and others who have attained to some proficiency in learning at the village schools. Such an idea of Kemp, if carried out, will be worthy of all praise, and another proof of the good intentions of that loyal chief.

The Ngatiapa and Ngarauru tribes have, I regret to say, failed as yet to secure any education for their children, a fact much to be deplored; for owing to their superior advantages, from being in a settled community, they are possessed of ample means to support schools, under the present system, where such liberal aid is afforded by the Government.

I cannot but think that a little pressure is only needed to secure their at once setting about providing schools for their children, who are growing up in ignorance and vice. Both the Whanganui establishments are well supplied with school apparatus, and afford ample accommodation for the scholars; although the teachers' apartments are far too circumscribed.

No effort has been spared by me to secure support for these two schools, which have now become permanently established; and I trust that next year I shall be able to report further progress being made in the matter of education amongst the Maori youth of Whanganui.

I have, &c.,

RICHARD WATSON WOON, R.M.,
and Chairman of District Committees.

The Under Secretary, Native Department.

Enclosure in No. 9.

Mr. NICKLESS, Teacher, to Mr. R. W. WOON, R.M.

SIR,—

Native School, Parikino, 26th May, 1875.

In presenting the pupils of this school to you for examination, I would draw your notice to the work I have been doing in the school during the time it has been opened. The school which was opened for the first time on the 19th October, 1874, with 10 scholars, has increased gradually to 22, the number at present on the books. The children now attending the school, with the exception of two (Alick Horoko and Walter Williams), had no knowledge of English letters, and only one or two of the elder ones but a slight knowledge of reading and writing their own language. I began by teaching the alphabet, both in printed and script forms, but after a short time I found this but little assistance to me in teaching reading, owing to the varied sounds we have in English. I have since adopted the "analytic or look and say method," and find the children make more rapid improvement than by the old system. They gradually acquire a knowledge of the names of the letters and their script forms, by transcription and class work. With arithmetic I found less difficulty, for most of the children had some knowledge of the names of the English numbers, at least to about 20. I am only at present able to exercise them mechanically. I hope shortly to be able to put the rules they learn in a practical form. I have not attempted much as yet in geography or other subjects, owing to the inability of the children to pronounce the English words, but purpose to do so in a short time.

Trusting the pupils will satisfy you, that the object for which the school was established is being carried out,

I have, &c.,

HENRY W. NICKLESS,

Master.

The Chairman of the Parikino District School Committee.

No. 10.

Mr. NICKLESS, Teacher, to Mr. R. W. WOON, R.M.

SIR,—

Native School, Parikino, 21st June, 1875.

In presenting the first annual report of this school, it must in a great measure be a recapitulation of the quarterly reports already sent in; but I will give, in as short a space as possible, an account of the work carried on here.

I took charge of this school when first opened, upon the 19th October, 1874, with an attendance of 10: this has gradually increased to 27, the number at present upon the books. At first I found great difficulty in procuring a regular attendance; but I have now been enabled to get the parents to consent that a child shall not stay away without my permission, and unless some good reason is assigned, I do not give them leave to be absent, except the weather be very wet. This rule is very seldom broken.

Upon the first opening of the school the hours were from 9 to 12 a.m., and 1 to 3 p.m. This I found did not answer, as the one hour at dinner was too short; so I altered it to 1.30 to 3.30 p.m. The hours for the winter months are as follow:—9.30 to 12 a.m., and 1.30 to 3.30 p.m.

I have great pleasure in reporting that the general deportment of the children has much improved, both with regard to their dress and behaviour. I insist upon the children coming to school well washed and with clean and tidy clothes, and I find that by maintaining a high state of discipline, and making the children understand that the rules I make must be strictly carried out (and my authority being upheld by the parents), they never think of disobeying; and, in consequence, by a firm but mild rule, I have been enabled to conduct the business of the school without in one instance having had to resort to corporal punishment.

I am quite satisfied myself with the progress the children have made, considering it was quite raw material I had to deal with; but with the exception of the elements of reading, writing, and arithmetic, I have attempted little else as yet.

Besides the work connected with the school, I try, as far as I am able, to improve the tone of the Natives generally. When first I came here no regular religious services had been held for some years. I got the Natives together and organized two services for the Sunday: that in the morning in Maori, conducted by the district chief, Hakaraia Korako; and one in the afternoon or evening by myself in English; and having two or three boys who can read very fairly, besides my wife, we get on very well. The Maori service is generally very well attended; the English mostly by the school children, who are beginning to pick up a good many of the responses.

* My wife instructs the girls who attend the school, and also any of the women who come to her, in sewing, knitting, starching, ironing, bread-making, and any other useful domestic work she may think useful.

I have also introduced singing into the school, which has succeeded beyond my expectations, and we should get on much better if we could obtain a small harmonium.†

In conclusion, I am sure the Natives now see the advantage and necessity of educating the rising generation, and I think they will do their best to support the present system of schools.

I have, &c.,

HENRY W. NICKLESS,

Master of above School.

Mr. R. W. Woon, R.M.

* Very satisfactory.

† I would again recommend one being supplied.—R. W. W.

No. 11.

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

SIR,—

Waiapu, 26th May, 1875.

I have the honor to submit the following report on the present state of the Native schools in this district. They are four in number—viz., Kawakawa, Waiapu, Akuaku, and Tokomaru.

1st. The school at Kawakawa, Mr. J. C. Reid teacher, which was opened in the month of October, 1874, showed, for the first two or three months, a very fair attendance of scholars, averaging about 40, being an equal number of boys and girls, which number gradually fell off to 20 during the summer and autumn. The attendance has of late improved, and on my last visit I was satisfied with the progress made by those of the scholars who had attended with any degree of regularity. The teacher complained that the parents appear to exercise no control over their children; consequently, they attend, or not, just as they please. I find this to be very generally the case.

2nd. *The Waiapu School*: Mr. and Mrs. Hay, teachers.—This school was opened in March, 1874, and, like the former, commenced with a very large number of scholars, there being for some months an average attendance of 55, two-thirds boys and one-third girls. This number, however, gradually fell off to little more than one-third, the parents appearing perfectly indifferent. One reason which was given for their non-attendance was the want of food and clothing; these they appeared to expect were to be supplied by the Government. This excuse there was no ground for, as there is no deficiency of food; and, in the present prosperous state of the district, clothing can easily be provided. Food, clothing, and money are always forthcoming on the occasion of any gathering.

3rd. *The Akuaku School*: Mr. and Mrs. Brown, teachers.—This school, which was opened in July, 1874, has since its commencement presented a striking contrast to the former two. There has been a regular attendance of not less than 50 scholars, with an equal number of boys and girls. The progress made on my last two visits was really surprising, considering the short time the school has been open. In writing, reading, arithmetic, and geography, a number of the scholars, both boys and girls, were well advanced. The children are all clean and well dressed. Great credit is due to Mr. and Mrs. Brown for the admirable manner in which their school is conducted. The ultimate success of these schools must depend largely on the character, experience, and method of teaching of the masters.

4th. *The Tokomaru School*: Mr. and Mrs. Warner, teachers.—This school, like those of Kawakawa and Waiapu, has been for some months in a very backward state owing to the irregular attendance. The leading chief of that part of the district, who was one of the first to make the request for a school, and who professed to take, at first, a great interest in it, has been from various causes very much absent from home during the last year. He has lately returned, and the attendance has improved within the last few weeks. There has been a daily average of 40 scholars, and it is to be hoped that a greater interest will be shown for the future, as the parents are brought fully to appreciate the great benefit conferred at so little cost to themselves by the Government.

As an inducement to more regular attendance and a closer attention to study, I would recommend two things. First, that some means of recreation should be provided to induce the scholars to remain during the two hours between morning and afternoon school. Secondly, that a small amount should be placed annually in the hands of the Resident Magistrate, or any other visitor who may be appointed, for the purpose of procuring suitable prizes to be given at each half-yearly examination to the most deserving scholar in the various branches of study. This would create a spirit of emulation, and render the school in every way more attractive. This I represented in a previous report.

Most of the books hitherto supplied I consider too advanced for present use. I append a memorandum by Mr. O'Sullivan, who visited the Tokomaru School since my last visit a few weeks ago; also, a communication which I have just received from Mr. Warner, the subject of which I recommend for approval.

The Under Secretary, Native Department, Wellington.

I have, &c.,

J. H. CAMPBELL, R.M.

Enclosure in No. 11.

Mr. WARNER to Mr. J. H. CAMPBELL, R.M.

SIR,—

School House, Tokomaru, 18th May, 1875.

I have the honor to inform you that Mr. O'Sullivan, School Inspector, of Auckland, came down from Poverty Bay on the 6th inst., for the purpose of examining the scholars. Unfortunately, there were only four boys at school at the time, both boys and girls being occupied in the kumara grounds; there has been better attendance since. The week after his visit there were 152 attendances during the week.

I beg to enclose copy of memorandum left by Mr. O'Sullivan to be forwarded through you to the Government. He expressed his opinion that the books in use are not at all suitable, most of them being too far advanced; also, the writing-desks require lowering, and the top used for writing made much flatter. He also remarked the absence of water-closets, both for ourselves and also for the school; and the necessity of a stove, and some kind of amusement to render the school more attractive. I mentioned that I had suggested a magic-lantern for the school, which he approved of; and I had reason to believe the Government intended sending a swing and horizontal bar, &c., for gymnastic purposes; in fact, it was suggested by Mr. Gill at the time of his visit.

I have seen Ryland, the carpenter, who is willing to do the necessary work provided the materials are supplied, which I have no doubt could be procured at Poverty Bay and landed by one of the coasters.

I trust, Sir, you will give this your earliest consideration, as the winter is approaching, and it is bitterly cold for the children in the school without any means of warming themselves.

J. H. Campbell, Esq., Resident Magistrate,
Waiapu, East Coast.

I have, &c.,
ROBERT WARNER,
Teacher.

MEMORANDUM left by Mr. O'SULLIVAN, Inspector of Schools, on his visit to this School on the 7th May, 1875.

Books required for the use of the school at Tokomaru, East Coast:—

"Royal Readers" (Nelson's), consisting of Primers Nos. 1, 2, 3, 4, 5, 6.

Vere Foster's Copybooks, Nos. 1, 2, 3½, 4, 4½, 5 (not 3).

Chambers's "Introduction to English Composition."

Desks should be made single; should be lowered; and the writing-board made nearly level.

ROBERT WARNER,
Teacher.

No. 12.

Mr. R. J. GILL to the UNDER-SECRETARY, Native Department.

SIR,—

Napier, 7th May, 1875.

I have the honor to report, for the information of the Government, my inspection of the Native schools in Hawke's Bay and East Coast Districts—Pakowhai, Omahu, Te Aute, St. Joseph Providence, Whakato, Gisborne, Tolaga Bay, Tokomaru, Akuaku, and Waiapu.

In no instance was my visit expected by the several school teachers; it may therefore be taken that the conduct and attendance were in their usual daily form when seen by me.

Pakowhai School, Napier.—The school buildings have lately been repaired, at a cost of £31. The schoolroom is large. Attached to it are four rooms for the master's use, with garden and playground for the children. The number of children entered on school register was 21—11 boys and 10 girls. There were present on my visit 11 boys. The attendance during the quarter ending December last averaged 11½ each day. The boys read fairly; had a knowledge of tables, weights, measures, &c.; were advanced in spelling; in arithmetic they acquitted themselves well; had a little knowledge of geography. The small attendance was owing to sickness (measles). I noticed a want of cards of illustration, &c., around the walls of the school. The copybooks I saw were clean, and the writing was of a fair average.

Omahu School.—This school was closed when I called, owing to the resignation of Mr. Bower, the late master. I examined the children's copybooks. The writing of the girls was much above the general average of schools.

The Natives interested in this school, of which Renata Kawepo is the chief, have set aside a block of land named Ohaoko, Patea, containing 26,000 acres, as a reserve for educational purposes. This land has been let by auction for 21 years, at a rental of £750 a year.

Te Aute School.—This institution is possessed of between 7,000 and 8,000 acres of land, and under the management of the Rev. Samuel Williams. The master, Mr. James Reynolds, with his wife, have the general charge of the school. On my visit, 23rd April, there were attending school 27 Native and 4 European boys. The first class consisted of 10 boys: they went through a course of lessons in reading, arithmetic, geography, grammar, and writing from dictation. In arithmetic they did sums in compound proportion, and understood their work. In the second class were 7 Maori boys, and in the third class 10. Each class was overlooked by a monitor. The system of teaching was good throughout. The schoolroom is short of wall maps and general diagrams. I visited the sleeping rooms, dining rooms, kitchen, &c.; order and neatness was alike everywhere.

This school is subsidized from the general school vote to the extent of £20 a year for 10 Native boys.

St. Joseph Providence.—This school receives a capitation allowance from the general school vote of £20 a year for the education, board, and clothing of Maori children (girls only). The school is under the care of the superioress of the Convent. There were present on my visit 19 girls. The first class went through a course of lessons in reading, spelling, geography, grammar, and arithmetic, their knowledge of which was above the general average in boys' schools. The lower classes were also well advanced in the subjects taught them. The age of pupils varied from 10 to 16. They are kept at lessons from half-past 9 till half-past 3, with an interval of two hours in the middle of the day. In addition to these hours spent in the schoolroom, they are employed regularly at needlework, their clothing being all made under tuition; in addition to this they are taught cooking, &c. Several girls have at times left the school to take situations as domestic servants. I visited the several rooms in the building: they are kept in admirable order.

A selection of Johnston's "Illustrations of Natural Philosophy," also diagrams of geographical terms for the walls of the schoolroom, would be of service here.

Gisborne School.—This school has been closed since 31st December. I do not recommend it being again opened. The Natives formerly living at Turanganui have nearly all removed to Wae-rengahika, only two or three families remaining. Before leaving Gisborne, I arranged that the children should attend the Provincial School, the Government paying at the rate of £1 a quarter for each boy so attending.

Whakato School.—This school is but poorly attended. On the day of my visit there were only 5 boys and 3 girls. It is difficult to understand the cause of the falling off of the attendance here. The villages of Muriwai, Pakirikiri, Tapitahi, and Oweta are all within easy distance. The chairman of the school committee, Major Westrupp, has taken much interest in the school's progress. One reason assigned for the children not attending regularly is that the school is too far from their homes, and that if some whares were built near the school-house for them they would attend regularly, and return home only

once a week. As an experiment this might be tried, the Government to contribute say £30, and the Natives a like sum, to build a sleeping and cooking house; the children to be watched over by the master and mistress (Mr. and Mrs. Carrington). There being more than an average Native population in the district, it would be a pity did this school break down for want of some small assistance.

Tologa Bay.—This school is under charge of Mr. and Mrs. Parker. The attendance during the March quarter averaged 5 boys and 7 girls. The number of children on the school register is 21. The attendance at the school has been as high as 60 children. The cause of failure here is perhaps exceptional—the burning, by accident, of the master's house, and the erection of a new school house on the north side of the river. It is intended, I understand, to erect a building adjoining the school house, in which the children from the south side of the river can reside during the week. This, I think, will greatly increase the attendance. The school is well kept, and the master and mistress indefatigable in their duties. I was much pleased at the order and cleanliness of the school.

Tokomaru School.—My inspection here was a disappointment, the average attendance during the March quarter being only 5 boys and 5 girls, the causes urged for the falling off being the want of food, and the great distance the children have to travel from their homes. The chief, Henare Potae, has done much to help the school. Mr. Arthur, a resident in the Bay, also takes an interest in its success: last Christmas he gave prizes and clothing to the children to the amount of £5. One reason why so few children have attended the school since January may be, that most of the Natives, men and women, were attending a sitting of the Native Land Court at Gisborne.

The master complained much of the small attendance, and the difficulty he had in keeping the school together.

Akuaku School.—This school is under the charge of Mr. and Mrs. Brown. The average attendance during March quarter was 31 boys and 29 girls, in all 60. On my visit, 5th April, the attendance was 37 boys and 28 girls. The children are taught reading, arithmetic, geography, grammar, and writing, and the girls sewing, &c. Their general knowledge of what is taught them was much in advance of other schools on the East Coast. The master and mistress are careful and attentive; the schoolroom and all around it clean and in good order. I would recommend here that two of the children, a boy and a girl, be appointed pupil teachers, at a small salary.

Waiapu School.—The average attendance of children at this school for the March quarter was 12 boys and 8 girls; the number would be greater but for the difficulty of the children crossing the river. The master, Mr. Hay, is attentive in his duties. He complained much of the difficulty he had in getting the children to attend regularly.

One great check to the cause of Maori education is, that on every occasion on which the parent finds it necessary to labour, whether in his cultivation or otherwise, the children are supposed to assist. This to some extent is wearing off: still the complaint of irregular attendance is one urged by all schoolmasters. The parents of the children exercise but little general control over them: hence the necessity of finding some amusement of a class different from what they have at home.

I would recommend the putting up at Tologa Bay, Tokomaru, Akuaku, and Waiapu, rope swings and horizontal bars, and also encourage other games, such as football, &c. These games, under care, would soon become more attractive to the boys than the idleness found in their homes.

I have, &c.,

The Under Secretary, Native Department.

RICHARD JOHN GILL.

No. 13.

MR. ALEXANDER MACKAY, Nelson, to the UNDER SECRETARY, Native Department.

SIR,—

Native Reserves Office, Nelson, 8th May, 1875.

I have the honor to acknowledge the receipt of your circular letter No. 2, of the 23rd April, requesting me to furnish a general report on the Native schools, and, in reply, to explain that the inspection of the schools in this island has been conducted by the Rev. J. W. Stack since the date of my last report, who is, consequently, in a better position to furnish the desired information. I have telegraphed to him on the subject, and he has promised, in reply, to furnish his report by the 30th proximo.

I have, &c.,

ALEXANDER MACKAY,

The Under Secretary, Native Department, Wellington.

Commissioner.

No. 14.

Rev. J. W. STACK, Christchurch, to the Hon. the NATIVE MINISTER.

SIR,—

Christchurch, 29th June, 1875.

I have the honor to forward the enclosed report of my inspection of the Native schools at Whakapuaka, Wairau, and Arahura, together with an appendix containing interesting information respecting the establishment of these schools, kindly furnished by Mr. Commissioner Mackay, of Nelson.

I have, &c.,

JAMES W. STACK,

The Hon. the Minister for Native Affairs, Wellington.

Inspector.

Whakapuaka School, Province of Nelson: Master, Mr. Edward Jennings.—School opened for first time, September 2, 1874. Inspected, May 26, 1875. Registers properly kept. No time-table. Highest number on books, 12; present at inspection, 11.

1st Class.—Reading: Book, "Sequel to Step by Step." Number in class, 6. All read fairly and knew the meaning of the text, and could spell any of the words they read.

2nd Class.—Reading: "Step by Step" (easy words of one syllable). Number in class, 5. All read fairly, knew the meaning of the words, and could spell them.

Dictation: Six attempted to write an easy sentence, but from want of practice half failed.

Arithmetic: Five knew long division imperfectly; six, addition and subtraction.

Tables: Five knew the multiplication table and money table well, and answered questions readily; six knew them imperfectly.

Geography: All had a fair knowledge of New Zealand geography.

Writing: Four were beginning to write in copybooks; seven wrote fairly on slates.

Drill: As the children are only drilled occasionally, they were not very well up in their exercise.

The children in this school looked clean and intelligent, and their cheerful bearing showed that they and their master got on well together. Though their knowledge of English was not quite equal to that of Native children in districts where they mix more with Europeans, they were sufficiently familiar with the language to prove that Mr. Jennings had taken great pains with his pupils. The schoolroom, which is healthily situated, is large enough for the number of children in attendance. It is both light and well ventilated, and supplied with most of the school requisites. The part of the building occupied by the master was not so comfortable as might be desired, but I was given to understand that something was about to be done towards improving his quarters.

I am glad to report that some of the principal Natives were present at the examination, and appeared to take a real interest in the welfare of the school.

Wairau School, Province of Marlborough: Master, Mr. John Curling.—School opened, 4th March 1874. Inspected, May 27, 1875. Registers properly kept. No time-table. Highest number on books, 12; present at inspection, 7 boys, 5 girls. School hours, four generally—two in the morning and two in the afternoon. Schoolroom large, airy, and well lighted, and well supplied with school apparatus. Room clean, but rather untidy.

Reading: 1st Class.—Number in class, 6. Book read, Second Reading Book. Four read well; two fairly. Spelling of this class good. All knew the meaning of the text.

2nd Class.—Number in class, 3. Book, First Reading Book. All read words of one syllable well.

3rd Class.—Number in class, 3. Read lesson on card, "Section II." (easy words of one syllable).

I noticed that the pronunciation of English, both here and at Whakapuaka, was not so good as at some of the other schools in the Middle Island, owing probably to the Natives living on larger reserves, and consequently mixing less with Europeans.

Arithmetic: Five learning to form figures; three, addition; four, multiplication and division.

Writing: Six writing in copybooks; writing fair, and the books kept clean.

Drill: The children went through their exercise very creditably.

Mr. Curling seemed to think that he ought to confine himself to teaching reading, writing, and arithmetic. The progress made in English by his pupils, though very satisfactory considering the short time they have been under instruction, would have been still greater had he added geography to the list of subjects taught. The mere knowledge of a string of names is of course of little use, but a good teacher can always make a geography lesson a means of developing the understandings of his pupils, and of exercising them in their knowledge of English.

The children were clean and intelligent, and were evidently carefully taught the few subjects selected by the master.

Arahura School, Province of Westland: Master, Mr. Samuel Fittall.—School opened 5th October, 1874. Inspected, January, 1875. Present at inspection, 8.

Reading: 1st Class.—Number in class, 3. Book, Second Reading Book; all read well.

2nd Class.—Number in class, 2. Book, First Reading Book; both read fairly. Some of these children had attended an English school at Greymouth.

3rd Class.—Number in class, 3. Could read easy words of one syllable.

Writing: Three writing in copybooks, rest on slates.

Arithmetic: Three, multiplication; five learning to form figures.

Geography: Three had a fair knowledge of New Zealand geography.

Being in the neighbourhood I took the opportunity of visiting this school, but as it had only recently been opened the inspection was merely a formal one. Several English children were attending this school, and it is greatly to be desired that in all Native schools, where practicable, English children should be admitted, as by intercourse with them the Maori children are improved in many ways, and learn our language more readily.

General Remarks.

At the close of my first inspection, I am glad to report that most of the teachers employed by the Government are not only competent to fill their posts, but take a real interest in their work. I noticed that the most successful teachers were those who knew nothing of Maori. Few of the schools have been open sufficiently long to be able to show permanent work. In nearly all of them the pupils are but beginners; still the promise for the future is good, and if the children progress in knowledge at the same rate as hitherto, we may hope to see many of them in a few years possessing a thorough knowledge of the English language. But, in order to secure progress, I think that a standard of attainments ought to be fixed, and the same class-books used in all the schools. At present there is no system, every master teaching what he thinks best. One great disadvantage of having no fixed standard is shown in the case of those pupils who have acquired fluency in reading English; they seldom advance beyond the mere mechanical process. Conscious of having overcome great difficulties, both teachers and taught are too apt to rest satisfied with a knowledge of the art of reading, and to neglect its use for practical purposes. In many instances I noticed that children who could read and spell English words were quite unable to write from dictation the simplest sentences.

I was glad to find that, although the total number of children attending the schools was smaller than it ought to have been, the registers showed a good average attendance. It is a proof that those parents who value education aid the teachers in their endeavours to secure regular attendance. Now that the experiment of day-schools has proved a success, I think that the school hours might be lengthened with advantage, and a nearer approach made to the system prevailing in the English primary schools as regards school hours and holidays.

A small sum (say thirty shillings) expended on prizes at each school, to be distributed at the annual examination held by the Inspector, would serve as an incentive to the children, and would be favourably regarded by the parents.

Some of the schools were wanting the necessary appliances for teaching. It would be well if these could be supplied as soon as the requisitions for them are sent in, as no teacher can possibly do his duty properly without them.

As the schools are regarded as one of the chief civilizing agencies, it is desirable that the teachers should be encouraged to keep the buildings and premises in good order, and advised to enlist the sympathies of the neighbouring settlers in their work; for the Maoris are proud of showing off before their Pakeha friends the acquirements of their children, and, while their vanity is fed, they are unconsciously being weaned from Maori prejudices, and they and their children trained to regard with greater favour the educational advantages with which the Government has provided them.

Efforts are being made to establish schools at Little River, in Canterbury, and at Waikouaiti, in Otago, and, where the Maoris are allowed, I hope a larger number will in future send their children to the English schools; so that next year we may hope that a larger proportion of the Native children in this island will be under instruction.

JAMES W. STACK, Inspector.

APPENDIX containing information respecting the ESTABLISHMENT of the SCHOOLS at WHAKAPUAKA, WAIRAU, and ARAHURA.

Whakapuaka School: Edward Jennings, Master.—Salary, £100 per annum. School opened 2nd September, 1874. Average attendance, 11. School building, 45 feet 9 in. x 14 feet, divided into three rooms:—(1.) Schoolroom, 20 x 13, 10 feet high in the walls, with a fireplace at one end. Calculated to accommodate 30 pupils. (2.) Teacher's sitting room, 13 x 11, 10 feet high in the walls, with a fireplace at one end. (3.) Bedroom, 13 x 8½, same height. The building was erected at the expense of the Nelson Native Reserve Fund, at a cost of £163. The master's salary is also paid from the same source. No aid has been received from the Government. It is submitted, however, that as the conditions of clause 14 of "The Native Schools Act, 1867," have been complied with, a proportion of the master's salary should be defrayed out of the vote for Native schools.

Wairau School: John Curling, Master.—Salary, £120 per annum, paid equally out of school vote and the Nelson Native Reserve Fund. School opened 4th March, 1874. Number of children attending during the quarter ended 31st March 1875, 14—8 boys and 6 girls. Dimensions of original building, 42 x 18, divided into three rooms:—(1.) Schoolroom, 30 x 18. (2.) Master's room, 12 x 12. (3.) Bedroom, 6 x 12. Cost, £150, of which £50 was paid by the Government, and £100 by the Nelson Native Reserve Fund. £10 was also paid by the Government for furniture and books, and other requisites have also been supplied from the same source. A wing 20 x 18, divided into two rooms, has been added at the eastern end of the original building, to give additional accommodation, at a cost of £210, borne equally by the Government and the Nelson Native Reserve Fund. In addition to this, £64 15s. 9d. has been expended out of the fund for extras, and £67 to enclose the land around the school premises. The total sum expended on the premises amounts to £501 15s. 9d., of which the Government paid £165, and the Native Reserve Fund £336 15s. 9d.

Arahura School: Samuel Fittall, Master.—Salary, £150 per annum, paid equally out of school vote and Greymouth Native Reserve Fund. School opened in October, 1874. The school building, including furniture and fittings, cost £169. An addition has recently been made to the premises, at a cost of £82 10s., making an aggregate sum of £251; the whole of which has been borne by the Greymouth Native Reserve Fund. Besides the above-mentioned schools, it is important that provision should be made for the Native children residing in Queen Charlotte Sound, and at the Pelorus and Kaikoura. In the Sound there are over 40 children, at the Pelorus there are 23, and at Kaikoura about 30. The Local Board of Education in the Pelorus has recently received a grant of £100 from the Provincial Government for the erection of a supplementary school in that district, but as this sum is insufficient, aid is asked from the Native funds on the condition that the school is to be available for the Native children belonging to the district. This would be a good opportunity of bringing education within their reach. With regard to the children residing in Queen Charlotte Sound, a special school would be requisite, and Waikawa would be the best position for it. There is a small Government reserve adjacent to the beach, in the centre of the Native land, that would answer admirably as a site for the school buildings, if sufficient funds were forthcoming for the purpose. The expense, however, would have to be met by the General Government, as the Native Reserve Fund is at too low an ebb to bear any extra charge. Arrangements might be possibly made with the Local Boards at Kaikoura for the admission of the children belonging to that locality. In any case it is a difficult district to make provision for, owing to the scattered manner in which the Natives live.

ALEXANDER MACKAY.

No. 15.

Rev. J. W. STACK, Christchurch, to the Hon. the NATIVE MINISTER.

Report of Native School, Kaiapoi, for Quarter ending 30th June, 1875.

I AM glad to report that the school continues in a satisfactory condition, both as regards numbers and the progress of the children.

Comparing the present quarter with the corresponding quarter of last year, there is apparently a slight decrease in the attendance, 27 being the highest number for June quarter, 1874, and 24 for this. But as there were six English children on the books during that quarter, whilst there are only two now, the number of Native children is actually larger than it was, being for this quarter 22, as against 21 in 1874.

The average for the current year is 19; for 1874, 18. The average attendance shows an increase of one over last year; and as the same children, with only one or two exceptions, have attended during the year, gratifying evidence is afforded that both parents and children value the school. During his stay in Canterbury, his Excellency the Governor, accompanied by Lady Normanby, honored the school with a visit, and expressed themselves highly pleased with the attainments of the children.

I have to express my best thanks for the readiness with which my applications for school requisites have been attended to.

JAMES W. STACK, Manager.

No. 16.

Mr. R. J. O'SULLIVAN, Inspector of Provincial Schools, Auckland, to the UNDER SECRETARY, Native Department.

SIR,—

Board of Education, Auckland, 7th July, 1875.

I have the honor to enclose reports of my visits to the following Native Schools, and schools attended by Native children:—Parawai School (The Thames); Tokomaru Native School (East Coast); Karakariki Native School (Waipa); Whakato Native School (Poverty Bay); Alexandra School; Tolago Bay Native School (East Coast).

I have, &c.,

The Under Secretary, Native Affairs, Wellington.

RICHARD J. O'SULLIVAN.

Parawai School (The Thames), 26th February, 1875.—12 Maori children—11 boys and 1 girl—attend the Parawai District School (European). This is an excellent school, and the Native pupils are getting on remarkably well. Four are reading from the "Royal Reader No. 3," and in arithmetic are learning the compound rules and reduction. They are taught, besides, geography, English composition, writing from dictation, &c. Two are reading from the "Royal Reader No. 2," and are learning the simple rules of arithmetic, composition, geography, &c.; six are reading the "Royal Reader No. 1," and are learning simple addition, and the other branches suitable to their stage of advancement. All join the classes and take part in the ordinary work and amusements of the school, and seem quite able to hold their own with credit among the European children, both in school and at play.

Tokomaru Native School (East Coast), 6th May, 1875.—On roll: Boys, 20; girls, 20=40. Present: Boys, 4. Maps: World, Europe, New Zealand, Asia, Africa, North and South America; black board, ball-frame, royal wall cards, four double desks, 11 feet each. Though there are 40 children set down on the roll of this school, the actual attendance is very small indeed. The four pupils whom I saw knew next to nothing, but I was informed they could not be considered a fair sample of the school. I learnt that most of the Natives in the neighbourhood take no interest in the school, so it is not surprising it should be carried on in a languid fashion. The school has an unnecessary number of maps. For most schools, maps of the World, of New Zealand, Europe, and British Isles are sufficient; for some of them a map of the World and one of New Zealand would be enough. Teachers, 2: Master and mistress.

Karakariki Native School (Waipa), 1st July, 1875.—On roll: Boys, 22; girls, 9=31. Present: Boys, 13; girls, 2=15. (The 16 pupils absent had, I was informed, been sent home to their parents on account of illness.) Maps, &c.: Hemisphere, New Zealand, Europe, Asia, Africa, America; small black board let into wall. No ball-frame; no diagrams or pictured wall cards. Two tables, 10 feet x 4 feet each; one desk, 20 feet, hinged to side wall. When I visited this school in May, 1874, I was able to report favourably of it in some respects, particularly as to the knowledge of arithmetic shown by many of the pupils. The majority of the pupils present on that occasion had left; those who remained appeared to have made little or no progress. Eight of them present could write fairly in copybooks, and about as many could copy on slates from books fairly. Five were reading "Royal Reader No. 1," and 7 were reading "No. 2." They read badly, and did not appear to understand in the least what they read. Arithmetic was bad; knowledge of geography very slight. I cannot avoid the conclusion that the school has been carried on in a very negligent fashion since my first visit. The school-house has been newly shingled and painted. The dormitory is a raupo house, some 25 feet long; the beds are placed on a wooden platform about 6 feet wide, and of the same length as the building. Neither the building nor the platform was at all as clean as it should be. I saw the pupils at dinner in the cook-house. They eat rice from the pot in which it was cooked or from tin dishes, lifting it to their mouths with their hands. They had no spoons or plates, no seats, and no table. Teachers, 2: Mistress and male assistant, both Natives.

NOTE.—I did not visit the Taupari School, as I was informed that the teacher had sent in her resignation, and that the school was about to be closed.

Whakato Native School (Poverty Bay), 30th April, 1875.—On roll: Boys, 23; girls, 8=31. Present: 8. Maps, &c.: World, New Zealand, British Isles, Australasia, South America; ball-frame, black board; four double desks, 12 feet long each. The attendance of pupils at this school is exceedingly irregular, and the attainments of the pupils are—so far as I could judge from the few present—what might be expected under the circumstances. No master can produce good results if his pupils do not attend with at least tolerable regularity. A few of those whom I saw on the day of my visit could write fairly and copy from a book fairly. They were beginning to read "Nelson's Royal Reader, No. 1," and had a slight knowledge of the first two rules of arithmetic. The girls

appeared to be well instructed in needlework. The school-house was clean. The school has no diagrams, or pictured reading cards. The double formation of desks is objectionable. I was informed that the attendance is injuriously affected by the want of buildings in the neighbourhood of the school for the pupils to live in. Teachers, 2: Master and mistress.

Alexandra School, 25th June, 1875.—Three Native boys and one girl attend the Alexandra District School (European). They are acquiring a knowledge of English from mixing with the European children at school and joining in their sports, besides deriving evident advantages in other respects. I found that the master was making no effort to teach these children English, but was teaching them Maori instead. I pointed out to him that the main object aimed at in sending them to the school was, that they should learn the English language, and directed him to give them systematic instruction in it for the future.

Tolago Bay Native School (East Coast), 5th May, 1875.—On roll, 21; present, 10. "Maps, &c.: World, New Zealand, British Isles, Australasia; diagrams explanatory of geographical terms, royal wall cards, black-board, ball-frame. Writing, fair; reading, fair; apprehension of the meaning of what was read, very fair; transcribing from books, fair; arithmetic, pretty good; geography, fair; composition (English) and recitation practised. Needlework appears to be well taught; the girls, I was informed, make their own clothes. School-house: The school-room is 26 x 18, on the whole a suitable room, but wants a fireplace. The master's rooms, which are attached to the school-room, require a verandah or porch. I consider that this school is taught in a satisfactory manner. The master has considerable aptitude for teaching, and appears to have taken great pains with his pupils. Many more pupils would attend, I was informed, if huts for their accommodation were built in the neighbourhood of the school. It is desirable, I think, that the attendance of Native children at this school should be encouraged and facilitated as much as possible. Teachers, 2: Master and mistress.

The Under Secretary, Native Department.

R. J. O'SULLIVAN.

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