

SESS. II.—1879.  
NEW ZEALAND.

---

# NATIVE SCHOOLS

(PAPERS RELATING TO).

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

## No. 1.

The UNDER SECRETARY, Native Department, to OFFICERS in NATIVE DISTRICTS.

(Circular Telegram.)

Wellington, 1st July, 1879.

Be good enough to forward, as early as possible, a general report upon the Native schools in your district, accompanied by such details as you may be able to furnish immediately. Information is urgently required to prepare report for Parliament.

T. W. LEWIS,  
Under Secretary.

## No. 2.

Mr. G. KELLY, Mongonui, to the SECRETARY for NATIVE SCHOOLS.

SIR,—

Resident Magistrate's Office, Mongonui, 9th May, 1879.

I have the honor to inform you that I have recently made a tour of inspection of the Native schools in this district, and beg to report as follows :—

*Awanui School.*—Inspected 7th April. E. W. D. Matthews, teacher, and 36 scholars present; several reported absent, owing to bad state of weather. Senior class well advanced in writing, reading, spelling, and speaking English. Other classes rather backward: this is to be attributed to the fact that the majority of the children attending school commenced in January last, when the new schoolhouse was opened; and many of the old scholars, being Europeans, have left to attend a European school lately established at Mangatete. The teacher seems to take great pains with his school; and I have no doubt that after next inspection I shall be able to report most favourably of this school. The schoolhouse lately erected is a fine and neatly-finished building, and would afford ample accommodation for 50 scholars. The desks, twenty in all, are of the American style. Should the attendance increase, about five more will be necessary. Maps are much required. I have instructed the teacher to apply for them.

*Peria School.*—Inspected 29th April. J. F. Capper, teacher, and 26 scholars present; 8 of oldest boys absent, pigeon-shooting. They had taken advantage of the absence of members of Committee, who had left to attend Waikato meeting. I found this school well advanced throughout, especially in the senior class, at dictation, writing, and arithmetic; their knowledge of geography was also very fair. Discipline remarkably good. English pronunciation of elder scholars defective, but that of the younger very good, showing clearly how necessary it is for Native children to commence school early. The teacher is a painstaking man, and thoroughly qualified to fill such an office. It is quite evident that he has spared no trouble in bringing his school to its present state of proficiency. School-room accommodation is, I think, all that is necessary. I much regret to state that the Natives do not give the school the same amount of support as formerly, partly owing to jealousy on the part of the chiefs of neighbouring villages of the prosperity of the Peria Settlement. Another cause is that the Natives at this settlement, becoming more individualized in their habits, refuse to board children from other settlements without a remuneration of £2 10s. per annum each, which the parents plead they cannot pay.

*Kaitia School.*—Inspected 30th April. R. H. Dunn, teacher, and 16 scholars present, about 10 absent at a funeral. The children have made very great progress at this school in everything: their reading and pronunciation of the English language is very good. The schoolhouse is a fine building, large and airy. Desk accommodation is very inferior. The building requires painting very much. The teacher is an energetic young man, and displays a great amount of natural ability for teaching. I am sorry to see so much talent wasted on so poor a school. The Natives in this neighbourhood, though possessing the best lands in our district, are very poor, having no roads fit for the transit of their produce to a market, and are obliged to live much from home on the gum fields, taking their children with them. I am informed that provisions were so short at this place last winter that the committee found it necessary to raise a subscription for the purpose of providing the children with a meal a day to keep them at school.

*Ahipara School*.—Inspected 1st May. George Masters, teacher, and 40 scholars present. This school, I am sorry to say, I found very backward in everything, compared with the other schools. The school is held in the Native church. Desk accommodation is very bad and insufficient. The teacher is, I believe, most anxious to do his duty, but evidently wants guidance and instruction into the proper method of school-teaching. I have advised him to visit the Kaitaia School, and requested Mr. Dunn to render him every assistance by his advice.

*Pukepoto School*.—Inspected 2nd May. C. M. Masters, teacher, and 52 scholars present, 8 reported absent. I was most agreeably surprised at the proficiency of the children at this school. Their writing was not quite so good as that of the Peria and Kaitaia schools. This is to be accounted for by it having been recently changed from the angular style. At everything else they were remarkably well advanced, the senior class at mental arithmetic surprisingly so. I questioned them well on the meaning of words from their reading, and their answers were most correct. The schoolhouse is a good building, but too small to accommodate so many children, and will require to be enlarged should the attendance keep up to the present standard. Desk accommodation is also insufficient. The teacher is quite a zealot with regard to teaching, his whole soul appears to be in his school. He is deserving of great credit for the manner in which he not only brings his pupils on, but keeps his school together.

In conclusion, I may add that the children of the Pukepoto, Kaitaia, Peria, and senior class of the Awanui School would, I fully believe, compare favourably with most European schools; and I feel proud to be able to report so well of these schools and their teachers.

Richard John Gill, Esq., Secretary, Native Schools,  
Wellington.

I have, &c.,  
GEORGE KELLY,  
Interpreter.

### No. 3.

Mr. G. KELLY, Mongonui, to the UNDER SECRETARY, Native Department.

SIR,—

Resident Magistrate's Office, Mongonui, 4th July, 1879.

I have the honor to report, for the information of the Government, on the several Native schools in this district as follows:—

*Peria School* is in a most satisfactory condition: the average attendance, though not large, is steady, averaging about 30. Mr. Capper is a painstaking man, and is much respected by the Natives. The children attending his school are making decided progress, as will be seen by the specimen of work I forwarded you on the 16th ultimo. Discipline at this school is excellent, far superior to that of some of the others, and should be imitated. The sum of £47 is now being expended upon the school-building, which is schoolhouse and teacher's residence in one. This was much required, and will add materially to the preservation of the building, and the comfort of the teacher's family.

At *Kaitaia School*, I am sorry to say, the average attendance for June quarter was but 13½. The parents, with one or two exceptions, take little or no interest in the school. This I attribute in some measure to inertness on the part of their chief, Mr. Hare Reweti; besides this, they are poor, and have to resort to gum-digging for a living, which takes them from home. Mr. Dunn is one of our best teachers, and is deserving of a better school. He has brought his pupils on remarkably well. I consider they speak English best at this school.

*Awanui School* is also progressing well. The average attendance for the past quarter was 29. There has been a great deal of sickness lately about the place, otherwise the average would have been larger. A new schoolhouse has been built here—a fine, roomy, substantial building. It was opened in January last; since then the Natives, I am glad to say, are taking much interest in the school. Mr. Matthews is a persevering young man, and, although he has had the disadvantage of losing many of his old scholars lately (which were Europeans) through the opening of a European school close by, and is now starting, as it were, at the commencement again, I have no doubt but that his perseverance will enable him very shortly to bring his school up to the same standard of some of our best. Before the new schoolhouse was opened but few Native children attended. A sewing-mistress and pupil-teacher also should be appointed to this school; these I have already recommended, *vide* my letter No. 2, of 10th February last.

At *Pukepoto School* the attendance has increased during the last quarter; the average reached 51, the highest ever attained, I believe, at this school. This school is the longest established and most advanced in the district, and would compare favourably with most European schools. Mr. Masters is quite an enthusiast with regard to teaching; he spares neither time nor trouble to accomplish what appears to be the chief object of his life—that of keeping his school in advance of all others. He is zealously attached to his work, and, I must say, much credit is due to him for the amount of success his indefatigable labours have achieved. A sewing-mistress should be appointed to this school. Mrs. Masters has been performing this duty for some time. Mr. Masters informed me that he had been instructed by Mr. Gill to appoint her, but as yet she has received no salary. Her appointment should be confirmed.

*Ahipara School*, I am sorry to say, does not make much progress. The average attendance for last quarter was 24, which is small for this school, as it is situated in the midst of a largely-populated Native district. There are two causes for this: the first, the teacher's entire want of knowledge of the Native language. The second, I regret to say, is caused through the opposition of a trader at this place, who is evidently actuated by motives of personal interest. This man, though sparingly possessed of either education or common sense, sways considerable influence over the minds of the Natives, and has succeeded in leading them to believe that Mr. Masters is not competent to teach their children. I fear that nothing but his removal will remedy the evil, as he has already lost the confidence of the Natives. I would recommend a change of schools between him and Mr. Dunn. Mrs. Dunn's children's knowledge of the English language would correct the first cause: his removal, the second. Much disappointment has been expressed by the Natives owing to the building of the

new schoolhouse being so long delayed. The position of the church, now used as a schoolhouse, is most inconvenient, as after a few hours' rain it is inaccessible, being built on a small hill near the bank of a river subject to flood. The Parengarenga School, which has now been closed for several years, should be opened at once: the Natives are most anxious for it, and promise to give it their full support; everything is in readiness, and it only requires a teacher to be appointed, and the necessary school requisites supplied (less maps, a supply of which I have on hand) to accomplish this. I think the Government should lose no time in opening this school.

Before concluding my report, I take the liberty of making a suggestion (I have already referred to the subject on a former occasion). It appears to me that something beyond the mere rudiments of an elementary education is required for the Native race, and some method which would be likely to destroy the habit of communism which exists amongst them. The most feasible way, I think, to accomplish this would be by apprenticing the boys, after they have attained a sufficient knowledge of the English language, to good mechanics in some of the principal towns, to be entirely under the supervision of the Government. A home would require to be provided for them, to which they could retire after their day's work. The Government should receive the amount of remuneration they would be entitled to, and apply it for their support solely. The remuneration they would receive I think would be almost sufficient in itself for this purpose. By adopting such a plan it would place the Native youth in such a position as would enable him to procure an honest living in after years, besides making of him a far more useful member of society than he is likely to prove when turned out of school with but an ordinary education, and is obliged to return to his former habits again. They are naturally clever, and I feel sure would make the best of mechanics.

I have, &c.,

GEO. KELLY,  
Interpreter.

The Under Secretary, Native Department, Wellington.

#### No. 4.

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

SIR,—

Resident Magistrate's Office, Hokianga, 1st July, 1879.

I have the honor to forward herewith, for the information of the Hon. the Native Minister, a general report upon the Native schools at present in operation in this district.

During the past year no new schools have been opened, and the attendance of children at some of them has fallen off very much. Notwithstanding which, I am glad to be able to report that the number of children attending is considerably in advance of that for the year ending the 30th June, 1878. In March quarter of the present year the numbers were—136 boys, and 119 girls—255; thus giving an average of 35 scholars to each school; and the return to the 30th June will, I am satisfied, show a little further addition to these numbers.

The attendance and cleanliness of the scholars is excellent, and the general management of the schools highly creditable to the teachers. At the same time, I should wish to impress upon the Government the absolute necessity that exists of employing only such persons as teachers who have an aptitude and natural liking for the work, as upon them depends the success or otherwise of these schools.

It is an undoubted fact that the village schools are working great good amongst the Natives in the North, and doing much to break down that barrier which has hitherto, to a certain extent, stood between the two races. As a proof of which, I may point out the very orderly and law-abiding conduct of the northern Native in comparison with that of the more ignorant southern tribes. This is the more noticeable during the last eight or nine years, in which period no serious trouble of any kind has occurred, and, when it is remembered that the numbers of the Rarawa and Ngapuhi Natives exceed seven thousand, is well worthy of consideration. I believe this state of things is in a great measure to be attributed to the establishment of Native schools, as they have done much to give the Maoris a better knowledge of our manners and customs than they have had hitherto, and which they duly appreciate, and are in many ways endeavouring to imitate. In a few more years, as the present pupils grow to manhood and take their places in the tribes, the improvement amongst them as a people will be more marked, and plainly visible to all; and in the meantime the Native schools are deserving of every assistance and encouragement which the Government may bestow upon them.

I may mention that the whole of the school buildings in this district require repainting, and some slight repairs; also, that it is absolutely necessary that a new building be erected at Waitapu, at a cost of about £100. The attendance at this school is very high, and is steadily increasing.

I should have sent you a more detailed report than the present one, but, Mr. Peacocke having, by instruction from the Hon. the Native Minister, so lately inspected these schools with a view to reporting upon them, I have refrained from so doing.

I have, &c.,

SPENCER VON STÜRMEER,  
Resident Magistrate.

The Under Secretary, Native Department, Wellington.

*Waima Native School*: Established 1871. Mr. and Mrs. Hoskings, teachers.—Pupils on roll: Boys, 27; girls, 16: total, 43. Average attendance: Boys, 17; girls, 8: total, 25. Progress made by pupils not satisfactory; may be in a measure accounted for by the recent change of teachers. Residence of teacher requires re-shingling; probable cost, £10.

*Whirinaki Native School*: Established 1873. Mr. and Mrs. Mitchell, teachers.—Pupils on roll: Boys, 37; girls, 13: total, 50. Average attendance: Boys, 29; girls, 11: total, 40. The number of pupils is increasing, progress made excellent, and very marked. Miss Ann Mitchell assists as a teacher, and is of great use. I think Government should recognize her services by appointing her assistant, with a small salary. This school is being enlarged and repaired, at a cost of £100.

*Pakia Native School*: Established 1873. Mr. and Mrs. Woods, teachers. Pupils on roll: Boys, 11; girls, 11; total, 22. Average attendance: Boys, 10; girls, 9: total, 19. Progress of pupils

good. I think a little more energy infused into this school would increase the attendance. The Native Committee are anxious to remove the buildings to Waimamaku (about eight miles). This would no doubt increase the attendance; but would involve an outlay of about £200.

*Lower Waihou Native School*: Established 1877. The Misses London, teachers. Pupils on roll: Boys, 10; girls, 17: total, 27. Average attendance: Boys, 5; girls, 13: total, 18. Progress made by pupils very good. The attendance has fallen from an average of 49, in 1878, to the present small number owing to an ill-feeling having arisen between the teachers and the Chairman of the late Committee. From the central position of the school it ought to be the best attended of any in this district.

*Waitapu Native School*: Established 1871. Mr. and Mrs. Hill, teachers.—Pupils on roll: Boys, 17; girls, 20: total, 37. Average attendance: Boys, 16; girls, 18: total, 34. Progress made by pupils very marked. Mr. Hill, who is musical, has established a drum and fife band, in which the boys take a great interest and prove very apt scholars. The attendance at this school is steadily increasing. A new schoolhouse, at a probable cost of £100, is urgently required, the present building being unfit for the purpose, is past repairing, and is absolutely unsafe in windy weather.

*Oria or Rakau Para Native School*: Established 1873. Mr. and Mrs. Harrison, teachers.—Pupils on roll: Boys, 17; girls, 21: total, 38. Average attendance: Boys, 10; girls, 9: total, 19. Progress made by pupils good. This building, like all the others, requires painting.

*Upper Waihou Native School*: Established 1877. Mr. and Mrs. Needham, teachers.—Pupils on roll: Boys, 17; girls, 21: total, 38. Average attendance: Boys, 10; girls, 11: total, 21. Progress made by pupils very moderate; the attendance of this school has fallen off considerably since last report.

The numbers of pupils mentioned in this report are taken from the March quarter returns. Sewing is taught in all the above schools.

SPENCER VON STÜRMER.

## No. 5.

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

Resident Magistrate's Office, Waimate, Bay of Islands,

11th July, 1879.

SIR,—

In compliance with your telegram, No. 466, dated the 1st instant, requesting me to forward a general report upon the Native schools in this district, I have the honor to offer the following remarks:—

As stated in my telegram of the 2nd, yours was not received until after I had gone on board the steamer bound for Whangaroa. My absence there during the week, and subsequent journeys, have prevented my replying at an earlier date.

The Native schools in this district are nine in number, stationed respectively at Mangakahia, Kaikohe, Ohaeawai, Oromahoe, Kawakawa, Waioio, Waikare, Te Ti, and Te Ngaere.

Taking these schools in the order in which I have given them notice—

1. *Mangakahia School*.—Conducted by Mr. and Mrs. Colkin. This school is in a very satisfactory state, the average number 25. Scholars regular in attendance, and master and mistress painstaking and efficient teachers.

2. *Kaikohe School*.—Conducted by Hirini Taiwhanga. This school, when first started, promised well as to numbers; but it has gradually diminished, until at the present time it bears but the name of being a school. Hirini Taiwhanga is himself constantly absent from it, and during the last quarter has spent most of his time in Auckland and the Waikato.

3. *Ohaeawai School*.—Conducted by Mrs. Watling, a very efficient and painstaking lady. The average attendance during the year has been thirty scholars, and, although suffering at times from ill-health, she has devoted her time and energy to the advancement of the school, in which she takes a lively interest.

4. *Oromahoe School*.—Conducted by Mr. Tabuteau, a gentleman who has been most assiduous in his duties. The scholars are not more than 16 or 17 in number, but their attendance has been regular and their progress satisfactory. Two boys from this school, in consequence of the advance they had made, were removed by the Government to the St. Stephen's Native boys' school in Auckland.

5. *Kawakawa School*.—Kept by Mrs. Tautari. With the exception of two young boys, it is entirely a girls' school, 12 of whom are boarders. This school has been well conducted, every care taken of the scholars, and great credit is due to Mrs. Tautari for the efficient state of her establishment.

6. *Waioio School*, conducted by Mr. Lorigan, is not in as satisfactory a state as it might be. But few children are in attendance, and the parents do not manifest the same interest in the education of their children as shown by other Natives. There are many children who might attend, and I have frequently spoken to the chief of the party, Marsh Brown Kawiti, upon the subject, but apparently to little or no purpose.

7. *Waikare School*, averaging thirty in number, conducted by Mrs. Horsley, is making satisfactory progress. She is an efficient teacher, and much respected by the Natives, who take a lively interest in the school, insisting upon the regular attendance of their children.

8. *Te Ti School*, conducted by Mrs. Hickson, does not number more than 15, being all who reside in the neighbourhood. They are regular in their attendance, and making steady progress. Various efforts have been made to induce the Rawhiti Natives to send their children to this school, but the objection raised has been the distance by water, and the fear that their children would not be properly cared for by others, as they would have to live away from their parents.

9. *Te Ngaere School*.—Conducted by Mr. and Mrs. Cornes. I regret to state that I cannot report favourably upon this school. The master and mistress have, I believe, done their best to keep the school together, but the parents of the children in the surrounding villages have manifested great

apathy. For a time the children were kept together, and the school progressed favourably; but they have gradually fallen off, until latterly only six or seven have attended. The death of six of the scholars tended in some degree to dishearten the parents. The want of provisions has also been assigned as a reason for removing the children. For two successive seasons the crops at Te Ngaere have been swept away by floods, in consequence of which the Natives have many of them removed with their families to more distant villages.

The teachers of these schools have much to contend with—difficulties which, perhaps, none but those who have had experience in the education of Maori children could form any idea of. The most trivial excuses are often given for the absence of scholars. Umbrage taken by a parent may be the cause of removing four or five from the schools.

The want of assistance on their cultivations, and the great temptation offered for earning large sums of money on the gum fields, have often induced the parents to remove their children from the schools.

Notwithstanding these many drawbacks the schools are unquestionably doing good work in the district, and it is to be hoped that the Natives will yet be aroused to the importance of education, and manifest that interest in these schools which would insure compete success.

The Under-Secretary, Native Office, Wellington.

I have, &c.,

E. M. WILLIAMS, R.M.

### No. 6.

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

SIR,—

Board of Education, Auckland, 28th June, 1879.

I have the honor to inform you that, in accordance with the request from your department, Mr. Peacocke, of this office, was instructed by the Board of Education to visit as many as possible of the Native schools north of Auckland, and to report thereon. His reports on the schools he has been able to visit are forwarded herewith.

I have, &c.,

R. J. O'SULLIVAN,

Inspector.

The Under Secretary, Native Department, Wellington.

### Enclosure in No. 6.

SIR,—

Board of Education, Auckland, 28th June, 1879.

In accordance with instructions received, I have the honor to enclose my reports upon the Native schools in the following districts: Mongonui, Bay of Islands, and Hokianga.

I have, &c.,

The Inspector of Schools, Auckland.

PONSONBY PEACOCKE.

*Kohukohu School.*—Inspected 9th June, 1879.—On roll: Boys, 30; girls, 19: total, 39. Present: Boys, 18; girls, 10: total, 28.—Maps, desks, &c.: The World, two Hemispheres, Europe, Asia, Africa, North and South America, Australia, Pacific Ocean, England, and New Zealand; a clock, two blackboards, one ball-frame. Two easels are wanted for the blackboards, which are at present fixtures on the wall. There are two desks whole length of room facing wall on each side, and one double-desk down centre of room. This arrangement of desks is very objectionable, as the whole of the pupils cannot be at one and the same time under the supervision of the master.—Building: 42 feet by 20 feet, not watertight at the sides, the planking, which is vertical, not having been properly battened; the building, also, has not been sufficiently braced, as shown by the sides bulging considerably. The building requires painting. The teacher receives an allowance in lieu of house accommodation.—Progress of pupils: Reading, fair. Meanings not sufficiently understood. Composition, with the exception of two or three, not satisfactory. Arithmetic pupils working in the simple rules, with the exception of three or four, who are further advanced, two of them working in Rule of Three. Geography, some of the senior pupils answered fairly. Writing, below the average.—Efficiency of teacher: I do not consider that the state of this school is satisfactory. Had more energy been shown by the teacher, the results would have been better. The average attendance is not good, being only fourteen or fifteen. With the Natives I have found, as a rule, that the attendance is greatly dependent upon the efficiency of the master.

*Waihou Upper.*—Inspected 10th June, 1879.—On roll: Boys, 15; girls, 14: total, 29. Present: Boys, 10; girls, 11: total, 21.—Maps, &c.: The World, Europe, Pacific Ocean, New Zealand, British Isles; two blackboards, and one easel, ball-frame, twelve desks and forms. Wanted, two separate hemispheres, some natural-history pictures, and a set of Collins's Reading Cards.—Building: The schoolroom is 30 feet by 20 feet, side walls 9 feet, no ceiling. The teacher lives in one end of the building in two rooms, 12 feet by 10 feet. This building has only been erected about two years.—Progress of pupils: I can only say that it is very unsatisfactory. Sewing is taught.—Efficiency of master: The teacher does not appear to show the zeal and anxiety to succeed which I should like to see. He is, I fear, unsuitable for the position. From inquiries I made, and information I received from the School Committee, I understand that the attendance at this school ought to be at least 40 children.

*Waima School.*—Inspected 12th June, 1879.—On roll: Boys, 26; girls, 14: total, 40. There was no attendance at this school when I visited it, the Committee having closed it for a fortnight on account of severe sickness among the children.—Maps, &c.: Hemispheres, Europe, Oceania, British Isles, New Zealand, and Palestine; six small wall cards, ball-frame; two desks, the whole length of building facing the wall on each side—very objectionable—and one long table, with forms up the centre of the room. There are wanted some pictures of animals, a blackboard and easel, and also some wall cards.—

**Buildings:** Schoolhouse, 40 feet by 20 feet. The building requires shingling at one end, otherwise in good repair. The teacher's house is detached, and leaks badly; requires shingling all over. There are two small rooms and a lean-to. The accommodation for the teacher is very scanty. The schoolhouse is much in want of paint.—**Progress of pupils:** I ascertained from the teacher that there are five scholars reading in No. 4 Reader, four in No. 3, six in No. 2, seven in No. 1, and the rest in the Stepping-stone. In arithmetic, two are in vulgar fractions, ten in the compound rules, and the rest in the four simple rules. English composition and letter-writing are taught. Dictation is also practised. Geography is taught from the maps. I saw the copybooks, and the writing was very fair; but I was sorry to see that here, as well as at many of the other schools, Vere Foster's copybooks were not adopted. The average attendance for last quarter was 24, and for the present quarter 19. The teacher appears intelligent, and anxious to succeed.

**Whirinaki School.**—Inspected 7th June, 1879.—On roll: Boys, 39; girls, 16: total, 55. Present, 50.—**Maps, desks, &c.:** Two Hemispheres (rather small), Europe, Asia, Africa, North and South America, Australia, Oceania, and New Zealand (a map of the British Isles is required); one clock (broken), two blackboards and easels, ball-frame, and nine wall cards.—**Desks:** There is a sufficient supply of desks.—**Building:** This schoolhouse is in process of being altered. When completed the schoolroom will then be 33 feet by 20 feet, and there will, besides, be four rooms for the accommodation of the teacher's family. This school stands in the centre of the settlement upon two acres of land, and should be fenced in. At present the cattle, horses, and pigs belonging to the Natives are in the habit at night of using the corners of the schoolhouse as rubbing-posts, manifestly to the destruction of the building and annoyance of the inmates. Estimated cost of materials and work for fence, £42.—**Progress of pupils:** Reading in all the classes good. The pupils were fairly able to explain, in English, the meanings of the words; composition and letter-writing fair. Arithmetic: The scholars were well grounded in this subject, the senior ones working in practice and vulgar fractions. Geography: Considerable attention has been given to New Zealand geography. General geography not so good. Dictation very fair. The pupils learn sewing and singing.—**Efficiency of teacher:** The master shows much aptitude for teaching, and takes great interest in his work. The discipline maintained at this school is good. I was glad to perceive that the authority of the teacher is well upheld by the Native School Committee. The roll shows that a good attendance is always maintained at this school.

**Kaikohe School.**—Inspected 31st May, 1879.—For all practical purposes this school has no existence. I found the teacher absent, and he had been absent for weeks. The school during his absence was supposed to be carried on by his wife; but school had not been held for some time. This teacher is in receipt of an allowance for boarders. At present they number only ten, half of whom are his own children. These ten, of whom one was a European boy, mustered, and I found that not one of them could read such words as "dog," "cat," &c.; nor could they do the simplest sum in addition. The building in which the school is supposed to be held is little better than a ruined shanty, originally belonging to the teacher, since sold. It is now occupied as a schoolhouse only on sufferance. There is a large Native population at Kaikohe, which is a flourishing settlement; and were a school built here, and a competent teacher appointed, the attendance would be numerous. The Natives here, as elsewhere, recognize the necessity of a school, and are willing to grant land for that purpose. In the event of a new school being built, and another teacher appointed, I should judge the attendance would not be less than 40.

**Waitapu School.**—Inspected 4th June, 1879.—On roll: Boys, 17; girls, 23: total, 40. Present: Boys, 14; girls, 21: total, 35.—**Maps, &c.:** Chart of the World, Oceania, England, Scotland, Ireland, New Zealand; one set of Collins's Reading Cards, one ball-frame, one blackboard and easel, one clock, fifteen ink wells, two desks running the whole length of the room attached to and facing the wall on each side, and a long (12 feet) low table in the centre of the room for the use of the smaller children; seven forms (this plan of desk is very objectionable, as it is impossible for the teacher to keep all the scholars under his eye at the same time; if attending to one side of the room, the children on the other are not under any surveillance, feeling themselves relieved from the restraint of the master's eye); one clock.—**Buildings:** The school-room, which is 28 feet by 20 feet, with side-walls only 8 feet in height, is little better than a shed. The planking of the floor in many places has rotted through, the roof leaks, and the wind and rain come through everywhere. The structure altogether is not worth repairing. The teacher's house, a detached building, contained two rooms and a skillion; it is very small and far from weather-proof. A verandah is much needed in front of the house, which is so exposed that the rain now drives under door and window-sill, and through every crevice it can find, thoroughly inundating the house. A closet is also much required. There is no water at this place except in winter time. The teacher has to carry water from a distance in a boat. A tank or a well would be a boon.—**Progress of pupils:** Reading very good, and meanings of words well understood. Composition not so satisfactory, but to be accounted for by the fact that many of the children are comparatively new scholars. Arithmetic very fair. The pupils showed a fair general knowledge of the geography of the world and of New Zealand; writing, very good; singing, particularly good. Sewing is also taught.—**Efficiency of master:** The state of this school is highly satisfactory. The teacher is very zealous in the discharge of his duties, and appears to have a natural aptitude for teaching. The discipline is good, and the general appearance of the scholars neat, clean, and orderly. Although I arrived at this school in very rough weather, and was entirely unexpected, yet I found the muster within 5 of the number on the roll.

**Waikou School.**—Inspected 3rd June, 1879.—On roll: Boys, 15; girls, 25: total, 40. Present: Boys, 9; girls, 17: total, 26.—**Maps, &c.:** Mercator's World (bad), Europe, England, New Zealand. Separate maps of the hemispheres are very much required. Twelve picture cards, two blackboards, one easel, one ball-frame, one clock, twelve desks 8 feet long. I recommended that the desks should be arranged along the sides of the room instead of across the width, as at present.—**Building:** Schoolroom and teacher's dwelling-rooms in the one building. Schoolroom, 29 feet by 20 feet; teacher's rooms, two, respectively 12 feet by 14 feet and 8 feet by 14 feet. The building is in a good state of

repair. This school is very centrally situated, and I have ascertained that before long there will be an attendance of perhaps upwards of 50. In the event of such an increase, the whole of the present building would be required as a schoolroom, and it would then be necessary to build a house for the teacher.—Progress of pupils: Reading, good; pupils understand and are able to explain most of the words occurring in their reading lesson; composition and letter-writing fair; arithmetic in simple and compound rules very fair. The children show a fair knowledge of geography, which has been learned from the maps. The writing was very good; dictation is also practised; sewing is taught; singing has also been taught with great success.—Efficiency of teachers: The teachers, of whom there are two, a head-teacher and an assistant, show great aptitude for teaching, and are very zealous and eager in their work. The discipline of the school is good, and the pupils have altogether a clean, neat, and tidy appearance. The school has not of late had so large an attendance as formerly, through the obstructiveness of one of the Native School Committee, who was possessed of some influence in the settlement; but I succeeded so far in smoothing over the difficulty that the Native voluntarily promised to abstain from further interference; and I anticipate that the future attendance at this school will not be far short of from 40 to 50.

*Pakia School.*—Inspected 6th June, 1879.—On roll: Boys, 10; girls, 14: total, 24. Present: Boys, 3; girls, 6: total, 9. Most of the scholars are suffering from severe colds, which accounts for the small attendance.—Maps, &c.: Two Hemispheres, one Europe, one Asia, one North America, one South America, one Australasia, one Australia, one Africa, one New Zealand (a map of England is required, and the map of Europe is too small to be of much service); eight desks and forms (desks of a bad pattern, the incline being much too great), one blackboard and easel, 1 ball-frame; natural-history picture-cards should be supplied; also, reading cards for younger children; a clock and bell much wanted.—Building: 45 feet by 22 feet, of which 15 feet have been taken off the length for dwellinghouse. This building has been badly put up, is very flimsy, and requires bracing, as the situation is exposed and high winds are frequent. The teacher's rooms are very uncomfortable and cold, being neither lined nor ceiled. The master complains of the want of a chimney; but, in the face of a decreasing attendance, I do not feel warranted in recommending the expenditure.—Progress of pupils: Reading, good, and the meaning of words fairly understood; spelling, fair; composition (recommended teacher to practice the scholars more in composition and letter-writing); arithmetic, fair; geography, fair; writing, good. Sewing and singing are also taught in this school.—Efficiency of teacher: The teacher appears to be intelligent, and anxious to do his duty, but complains that a bad attendance interferes much with his exertions. Indeed, it appears there are few Maori children attending this school. Those who do attend are mostly children of European and half-caste parents. Had the school been built at Waimamaku, instead of where it is, the attendance of the Maori children would have been good—from 30 to 40. The day the school was inspected by me there was but 1 Native scholar present.

*Mangakahia School.*—Inspected 30th May, 1879.—On roll: Boys, 16; girls, 20: total, 36. Present: Boys, 8; girls, 14: total, 22.—Maps, &c.: Hemispheres, one New Zealand; one set of Phillips's Tablet Lessons, one ball-frame, 4 desks, 7 feet 9 inches, and 1, 15 feet 6 inches. These desks were originally three double ones 15 feet 6 inches in length, and the pupils sat facing each other. The teacher cut two of them across, thus making five desks. This was found more convenient; but the double-desk system is very objectionable, as half of the scholars necessarily sit with their backs to the teachers.—Building: Schoolroom and teacher's house are in one building, which is 40 feet by 19 feet. The schoolroom is 27 feet by 19 feet. A lean-to has been added at the end of building, as extra accommodation for the teacher; the chimneys, of which there are two, are of wood, which is very dangerous indeed: the school lately had a narrow escape from being burnt down, as one of these chimneys caught fire. The building is in good repair, but has been so badly put up by the contractor that the wind whistles through the rooms. This can only now be remedied by lining the building throughout. This would also have the effect of strengthening and bracing the walls, which, being only upright boarding on a very scanty frame, are not calculated to carry the great weight of roof at present resting on them.—Progress of pupils: Reading, very good; spelling, good. Composition and letter-writing: I have recommended the teacher to pay more attention to these subjects. Arithmetic, generally very fair; dictation, fair; geography, with such maps as are at the disposal of the teacher, the scholars answered as well as could be expected; writing, good, though I was sorry to see that Vere Foster's copybooks had not been adopted at this school.—Efficiency of master: The teacher is particularly energetic and zealous in the discharge of his duties, but his work has been cramped for want of proper appliances. I consider that great praise is due to him for the manner in which he has conducted the school in the face of numerous difficulties—viz., an insufficiency of maps (no Europe, British Isles, chart of Pacific, no separate Hemispheres, map of New Zealand out of date and too small), no reading-cards (very necessary for the younger children), and, till made by the teacher himself, no blackboard. The children are also taught singing and sewing.

*Te Ngaere.*—Inspected 14th May, 1879.—There is virtually no attendance at this school: occasionally from 3 to 5 pupils attend, and often none at all. Originally, three years ago (1876), there were 29 pupils on the roll; but the Natives of this district seem to have lost all interest in the school. I am informed by the teacher that, out of the 29 pupils, 11 have either died or left the district, and of the remaining 18 only 6 are within easy reach of the school, namely, those living in the settlement of Te Ngaere; the other children live in settlements from two and a half miles (the nearest) to ten miles distance from Te Ngaere; the roads are bad, and there are creeks to cross, which are liable to freshes. In fact, the school has been built at one end of a narrow district which is upwards of ten miles in length. I am given to understand that had the school been centrally situated there would have been about 40 children capable of attending the school.—Maps, &c.: Hemispheres, Europe, North and South Islands of New Zealand, in separate maps (too small); blackboard, ball-frame, wall cards, natural-history pictures, twelve desks, 6 feet in length (the desks are of a bad pattern).—Building: The schoolhouse is a comfortable building, 30 feet by 20 feet, with a porch. The teacher's house is a separate building, containing four rooms. The contractor does not appear to have performed his work in a satisfactory



manner, as the house is anything but wind-tight. The building is rather too close to the schoolhouse.—Progress of pupils: I did not see the pupils at the school, as the weather was too bad to allow of their attending. I went to the settlement and saw the 3 or 4 who do occasionally attend, and these appeared to have a fair knowledge of English. The Natives told me that, in the event of an allowance of food being made by the Government for the children, there would be a good attendance; but that they were too poor to feed the children of the neighbouring settlements, and that their cultivations were too small to allow of the parents of these children coming over and planting food for them.—Efficiency of master: The teacher appears to be zealous, and anxious to succeed. He is certainly not to blame for the present state of the school.

*Ohaeawai School*.—Inspected 28th May, 1879.—On roll: Boys, 31; girls, 12: total, 43. Present: Boys, 8; girls, 4: total, 12. Reason given by teacher for small attendance—a marriage, and wet weather.—Building: The schoolroom is 31 feet 6 inches by 21 feet; house for teacher attached. The buildings are new, and apparently very comfortable. There are the necessary outbuildings.—Maps, &c.: Two Hemispheres, and one Europe (too small), two ball-frames, reading cards, pictures, two blackboards, eight desks, 8 feet 6 inches each. This school should be supplied with a large map of Europe, England, and New Zealand.—Progress of pupils: The scholars do not appear to have made a sufficient amount of progress.—Efficiency of teachers: There were so few pupils present I am scarcely able to judge of the efficiency of the teachers, of whom there are two, a head-teacher and an assistant.

*Oromahoe School*.—Inspected 26th May, 1879.—On roll: Boys, 15; girls, 9: total, 24. Present: Boys, 9; girls, 6: total, 15.—Maps, &c.: This school is well supplied with maps and other requisites. There are also a sufficient number of desks, but of the old pattern—that is, a steep incline to the desk, and a raised rim all round. This rim is very objectionable, increasing the difficulty of writing, particularly for the smaller children. These rims should be planed down. My remarks as to these raised rims will apply to every school I have visited, except where the American pattern of desk has been adopted.—Building: The school is held in what was originally a Native runanga house, 47 feet 6 inches by 26 feet 2 inches; side walls, 4 feet 8 inches; height to ridge, 9 feet 6 inches. The schoolroom itself is 31 feet 6 inches by 26 feet 2 inches. There are two class-rooms, 16 feet by 13 feet each. The building is old and dilapidated, and not weather-proof, the lowness of the walls rendering it very unhealthy.—Progress of pupils: The reading generally was very good, and the scholars were able to explain the meanings of the words. Composition and letter-writing good. Arithmetic: Well grounded in the lower rules; some of senior classes working in proportion and reduction. Geography: General knowledge of the senior class good. Writing excellent. Discipline very good.—Efficiency of teacher: This school appears to be very well conducted, the teacher taking considerable pains with the scholars. Several pupils of the senior class have left the school permanently, and others have joined since; these bid fair to follow in the steps of their predecessors, showing considerable aptitude and ready apprehension of what is explained to them. Since taking charge of this school, the teacher, although living five miles away, has only upon one occasion allowed the weather to interfere with the opening of the school. He has now been in charge upwards of two years.

*Waioni School*.—Inspected 16th June, 1879.—On roll: Boys, 12; girls, 2: total, 14. Present: Boys, 6; girls, 1: total, 7.—Maps, &c.: The World (in hemispheres on one map), New Zealand, Johnson's Illustrations of Natural Philosophy, two ball-frames, blackboard and easel, twelve desks (length, 6 feet).—Buildings: Schoolhouse, 30 feet by 20 feet. There is also a detached teacher's house, which is apparently comfortable.—Progress of pupils: One boy read fairly, and answered questions in other subjects moderately well; the rest were either infants or reading in the Stepping-stone.—Efficiency of teacher: Six out of the seven pupils were so young that I had no data on which to found an opinion. I must add that the teacher did not appear to me to manifest that interest in his work which is necessary to the success of the school, and which tends so far to insure a good result.

*Te Ti School*.—Inspected 20th June, 1879.—On roll: Boys, 9; girls, 15: total, 24. Present: Boys, 6; girls, 10: total, 16.—Maps, &c.: Mercator's Map of World, Europe, Australasia, New Zealand, two desks (12 feet long), one blackboard, one set of Collins' Reading Cards, one ball-frame. The desk accommodation is not sufficient; four desks on the American plan would supply the deficiency. Two Hemispheres, a large map of Europe, and one of the British Isles are much required; also a set of natural-history pictures, ink-wells, and another blackboard and easel.—Building: The school is held in a rented building, which is very dilapidated, the wind and rain blowing clean through. The schoolroom (two rooms knocked into one) is 33 feet by 13 feet, with a fireplace. I was not surprised to find the teacher suffering from neuralgia, and the pupils with bad colds.—Progress of pupils: Reading particularly good, and the meanings of words well understood. Dictation fair. Composition has not been much practised. I recommended the teacher to pay more attention to this subject. Arithmetic fair. The scholars answered fairly well in geography. Writing good; but I was sorry to see the old, large round-hand style of copybooks in use here. Singing is taught. There is also a sewing teacher. Average attendance, 18.—Efficiency of teacher: The mistress of this school is most energetic, and thoroughly up to her work. Apart from applying herself conscientiously to her duties, she shows an interest in her work which must of itself insure success. In short, the results at this school were highly satisfactory.

*Waikare School*.—Inspected 17th June, 1879.—On roll: Boys, 21; girls, 17: total, 38. Present: Boys, 10; girls, 11: total, 21.—Maps, &c.: One map of the Hemispheres, one chart of Pacific, one blackboard and easel, set of wall cards. The following maps are very much required, viz.: Separate Hemispheres, Europe, New Zealand, and British Isles. There are twelve desks, 6 feet long; these desks are much too steep.—Building: 30 feet by 20 feet (walls, 12 feet): in good repair. The teacher's house is detached, comfortable, and in good repair.—Progress of pupils: Reading good, and meaning of words thoroughly understood. Arithmetic, from the simple rules to practice, very fair. Composition and letter-writing should be more practised. A bad supply of maps accounts for a deficiency in geography. Writing fair. Sewing is not taught. The number of girls at this school would warrant an allowance for a sewing-teacher.—Efficiency of teacher: This school is a comparatively new one. The teacher is energetic and zealous, and, I believe, well qualified to conduct it successfully.



*Taumarere School.*—Inspected 18th June, 1879.—This is a girls' boarding-school, which partakes of the character of a high school. There are 20 on the books, of whom 16 are boarders. There were 16 present.—Maps, &c.: Mercator's map of the World, Europe (too small), Hemispheres (in one map), and New Zealand, one blackboard, ten desks (American). Another blackboard ought to be supplied, also ball-frame, large map of Europe, one New Zealand, one British Isles, and one chart of Pacific.—Building: The building in which the school is held is private property; dimensions, 26 feet by 14 feet (walls 8 feet high), room ceiled. The floor-space of this room is ample for the number of scholars, yet the lowness of the walls and ceiling rendered the atmosphere stuffy, oppressive, and, in my opinion, decidedly unhealthy. In view of a probable increase in the number of pupils by ten or twelve, this room would be decidedly too small.—Progress of pupils: Reading, very good. Dictation, very fair. The spelling was decidedly good throughout. Composition should be practised more. Arithmetic, fair. A fair general knowledge of the geography of the world and of New Zealand was exhibited. The answers in grammar were satisfactory. Music and singing are both taught, and several of the pupils played fairly well some duets and other pieces on the piano. The writing was generally good. Sewing is also taught. Housework and domestic economy are also taught at this school.—Efficiency of teachers: The teachers are energetic and efficient, and the discipline and method good. I was glad to perceive that both teachers and pupils appear to take an equal interest in the success of the establishment. It is very desirable that increased accommodation should be provided at this school.

*Peria School.*—Inspected 10th May, 1879.—On roll: Boys, 19; girls, 16: total, 35. Average: Boys, 10; girls, 10: total, 20. I was unfortunately unable to obtain a muster of scholars, as the teacher was, and had been for a week or two, laid up in bed with inflammation of the eyes.—Desks and maps, &c.: Desks, 12, which will seat comfortably from 45 to 50 children. Two Hemispheres, one World (Mercator's projection), one large New Zealand, one small New Zealand, one Australia, one Geographical Terms, one ball-frame, one clock, one date-rack, two blackboards, and one easel.—Building: The schoolroom is 42 feet by 20 feet, with a porch 12 feet by 5 feet. The room is well lighted, comfortable, and airy. A teacher's house is attached. The school ground is fenced in. Progress of pupils: Upon inquiry I found the scholars could read fluently, and were working in the compound rules of arithmetic. I examined their exercise-books, and was very much pleased with their work; the writing, also, was very good. The girls are taught sewing twice a week. The sewing-teacher tells me that so impressed are the parents of the children with the advantage of being able to cut out and make their own clothes, and so proficient have their children become, that many of them are buying sewing machines. The cleanliness and order observable in the schoolroom led me to judge that the school could not but be properly conducted.

*Victoria School.*—Inspected 9th May, 1879.—On roll: Boys, 17; girls, 12: total, 29. Present: Boys, 14; girls, 7: total, 21.—Desks, maps, &c.: Desks, eight (a great deal too high, and the seats, which are fixtures, too far from the desks). Maps, 5; there is no map of Europe, or separate Hemispheres, which should be supplied. Three blackboards, one easel, one clock, one table, three bells (two broken), one ball-frame.—Building: Schoolhouse, 30 feet by 20 feet, fairly comfortable. There is a detached teacher's house.—Progress of pupils: Reading very good, and meaning of words fairly understood. The composition and letter-writing was excellent. Arithmetic in the senior class was fair; knowledge of geography superficial; writing good. Efficiency of teacher: The master is capable and energetic, and takes great interest in his pupils. The school is spoken well of by the Natives, which is a good criterion. One large map of Europe; separate Hemispheres—east and west; and a set of Collins's Reading Cards are required at this school.

*Pukepoto School.*—Inspected 6th May, 1879.—On roll: Boys, 41; girls, 23: total, 64. Present: Boys, 34; girls, 16: total, 50.—Maps, &c.: There is the requisite supply of maps, with the exception of the map of New Zealand, which is much wanted. There are six desks, 14 feet long (the desk accommodation is scarcely sufficient), and two blackboards.—Building: School-room, 34 feet by 19 feet. I understood from the teacher that there were some alterations about to be made in the school.—Progress of pupils: The progress exhibited by the pupils at this school is most satisfactory. The reading was very good, and the meaning of the words thoroughly explained by the scholars in good English. Composition and letter-writing excellent. Great attention appears to have been paid to the study of geography. Pupils in all classes were very good in arithmetic. In mental arithmetic, in the practice of which the teacher appears to have spared no pains, the scholars were particularly good. The writing throughout the school was excellent. This is one of the few schools where the Vere Foster copybook has been adopted, and to this I ascribe the success of these pupils in writing.—Efficiency of teacher: The master of this school is a thoroughly efficient teacher, apt and painstaking, and particularly devoted to his work. The Natives themselves so thoroughly recognize his ability that children are sent to this school even from places so distant as Parengarenga and Hokianga.

*Ahipara School.*—Inspected 5th May, 1879.—On roll: Boys, 19; girls, 27: total, 46. Present: Boys, 14; girls, 19: total, 33.—Maps, &c.: Maps, two blackboards, ball-frame, reading cards. The desks are fixtures round the room. A blackboard and easel is wanted, as one of the blackboards is too small and has no stand, and the other very cumbersome and heavy, slung on perpendiculars, and difficult to move about. A set of mounted natural-history pictures is much wanted.—Building: 45 feet by 20 feet—a Maori church, very uncomfortable, with low walls, unlined, and many of the windows were broken. I was not surprised to see that many of the children were suffering from severe colds. There is a detached teacher's house, comfortable and in good order.—Progress of pupils: Most unsatisfactory in all subjects.—Efficiency of master: The teacher has been upwards of two years at this school, and has had no previous experience in teaching. There is little or no discipline maintained, and the master does not appear sufficiently to avail himself of the assistance of the blackboard. The practice adopted by him of using some of the senior pupils as teachers of the junior classes is to be condemned.

*Awanui School.*—Inspected 8th May, 1879.—On roll: Boys, 30; girls, 10: total, 40. Present: Boys, 29; girls, 9: total, 38.—Desks, maps, &c.: 20 American desks; maps—World, Australia, and England; 2 easels (no blackboard), 1 ball-frame, 2 tables, 2 forms.—Building: School-room 30 feet by 20

feet, with 2 porches 8 feet by 10 feet. The building is new, warm, and comfortable.—Progress of pupil Reading in the senior class good, and the meaning of words understood. The other classes have nearly all joined since the 24th of January of this year, and few of them knew their letters at that time. Composition: Senior class fair. Arithmetic: Senior class working in the compound rules, and the work satisfactory. Geography: Not much knowledge of this subject, on account of want of maps, there being no Hemispheres, Europe, or New Zealand in the school. Writing: On slates fair, no copy-books in the school.—Efficiency of master: The master of this school will, I think, make a useful teacher; he appeared willing to profit by and desirous to learn from the hints and directions I gave him. Two blackboards and a set of reading-cards, and pictures much wanted.

## No. 7.

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

SIR,—

Civil Commissioner's Office, Auckland, 3rd July, 1879.

In compliance with your request, I have the honor to make the following general report on the Government Native schools within the Districts of Auckland and Kaipara. I will also premise by saying that the Government is already in possession of an interesting report recently made by Mr. Ponsonby Peacocke of all the schools north of Whangarei; an inspection which was in many respects deemed to be of much importance by Mr. O'Sullivan and others, and one which, as knowing the district, I myself felt could not be dispensed with without serious loss and inconvenience to the Government, as well as to the children, and to the communities with which they were severally more intimately connected. I shall thus confine myself to a few remarks touching those schools in the Auckland-Kaipara District, which have not this year had the benefit of an official inspection, all of which, with the exception of the Otamatea school, under Mr. Haszard, and St. Stephen's, under the Rev. R. Burrows, are comparatively new institutions:—

1. *St. Stephen's, Auckland*, an old establishment attached to the Church of England, and recently enlarged by direction of the Hon. the Native Minister, has a full complement of scholars of various ages, selected from different districts, whose admission is available under the authority of the Premier and Native Minister; and is supported in a large measure by a Government capitation allowance, in addition to its own resources, which, however, are but limited.

2. *Three Kings*, attached to the Wesleyan denomination, has recently been revived under the superintendence of the Rev. T. Buddle, and is more properly speaking a training-school for students, some of whom are eligible for the work of the ministry, and are sent out to suitable stations among their own countrymen, while others having ability find places of trust and respectability in the public service of the country. This and St. Stephen's were among those early endowments set apart for educational purposes under the administration of the present Premier, Sir George Grey, as Governor of the colony.

3. *Orakei School* is one established under the direction of the late Sir Donald McLean, at the express desire of the resident Natives, who at the time included the *taiwiwi*, or strangers, living at Kohimarama, and whose children (had they remained) would have supplied a more than fair average number of scholars. The attendance is not at present very large; but hopes are entertained of some additions from the adjoining districts, and thus afford the schoolmistress (widow of the late Mr. Collins, the first master) ample scope for unremitting care and attention.

4. *St. Mary's Convent School*.—This establishment, which has also been enlarged with the assistance of the Government, has long given instruction to children of the Native race, and promises to extend its usefulness by receiving in increased numbers, as boarders, Native and half-caste children on the same terms, and with the like facilities, as those of the European race. This system, practically and consistently carried out, cannot be too highly commended, if the redemption and civilization of the Maori people is ever to be accomplished.

5. *Woodhill Mixed School, Helensville, Kaipara*.—This school originally started about two years ago, by private enterprise on the part of the Natives, who engaged the master, and provided his pay, which they did successfully. Mr. Fosbroke, the master so employed, giving satisfaction to the parents of the children, and with marked progress—so much so that the settlers in the neighbourhood were only too glad to avail themselves of the opportunity to send their own children; and as this institution expanded it was found desirable to provide suitable buildings, which has accordingly been done in concert with the Board of Education in Auckland.

6. *Otamatea School, Kaipara*.—With reference to this establishment, which was one of the first brought into really good working order in the district, but little can be said in addition to the high reputation in which it has always been held, both as regards the zeal and efficiency of the master, Mr. Haszard, and the management generally of the committee, ably sustained by the Rev. William Gittos as chairman.

7. *Natakohe School, Kaipara*.—This is comparatively a new institution, undertaken at the earnest request of the resident Natives, and finally completed with the assistance of the Rev. Frank Gould and Edward Coates, Esq., the Chairman of the Committee. The cost of the buildings has been borne by the Government. Up to the present time the master has given satisfaction, and the school, as a commencement, is on the whole progressing favourably.

8. *Kaihu School, near Dargaville, Kaipara*.—This school has been in operation for nearly three years, under the management of Mr. Henry Baker, the buildings, &c., having been supplied by the Government; but, owing to various unforeseen causes, the attendance has been very variable, and if the Natives continue to disperse and remove their children to newly-formed settlements beyond the reach of tuition, the master will in a short time find it difficult to collect together scholars sufficient to form an average attendance.

The above comprise the schools now in working order on the Kaipara or western shore. On the eastern side two new schools are in course of completion at the Poroti and Ngunguru settlements, in

the District of Whangarei, undertaken at the special request of the Natives, whose application was at once acceded to by the Hon. Mr. Sheehan as Native Minister. The buildings are near completion, and the schools will open early in the ensuing spring. In nearly every case land sufficient for each establishment has been freely given by the Natives, and in some instances subscriptions have been raised in small amounts towards defraying expenses; but a serious drawback in almost all the schools has been the irregular attendance, which is perhaps more felt in the winter than in the summer months, and over which the parents or the masters apparently have but little control.

*Course of Instruction.*—The course pursued varies but little, and includes reading, writing, arithmetic, dictation, geography, the use of the globes, recitation, singing; and sometimes dancing and drawing are also taught. As a rule masters find the first stages of pronunciation and accentuation in teaching the English language very difficult and wearisome to accomplish. Some of the scholars never thoroughly acquire it, and this would apply more particularly to those who have entered the schools at riper years.

As to the average roll of attendance, the returns quarterly made and transmitted to head-quarters will supply so much of the details in this respect as will enable the Government to arrive at a fair comparison of the merits of the several schools, and of the benefits they are likely to confer on the pupils.

In addition to the foregoing remarks, one or two suggestions present themselves for consideration: an official inspection, at least once a year, of all the Government schools throughout the district by a competent person; the summer season would probably be the most convenient and suitable time for doing so, as affording a better opportunity in the country districts for meeting a fair average attendance of the scholars than would be found during the winter months.

Under all the circumstances, and notwithstanding many adverse and discouraging aspects, a well-grounded hope prevails that the efforts thus made by the Government for the improvement of the younger members of the Native race will eventually result in leading many of them to become useful citizens, by opening up wider fields of information, accessible chiefly through a knowledge of the English language, which is now being very generally imparted in the schools provided for them at the public expense.

I have, &c.,

H. T. KEMP,  
Civil Commissioner.

The Under Secretary, Native Department, Wellington.

## No. 8.

Mr. H. W. BRABANT, R.M., Tauranga, to the SECRETARY for NATIVE SCHOOLS.

SIR,—

Native Office, Tauranga, 9th June, 1879.

I have the honor to make, for the information of the Hon. the Native Minister, the following report on the Native schools in the Bay of Plenty and Lake Districts. There are at present nine schools in operation, and no change has taken place in the several teachers. The gross average attendance is 196, showing a decrease since last year, which is chiefly owing to two of the schools having been closed. Several of the schools have had additions or repairs made to the buildings during the past year, and I have made every endeavour to supply them with necessary books and appliances. Small prizes were distributed for attendance and progress last Christmas.

1. *Maketu School* was visited on 16th July and 12th December last; I also visited it on 9th June. At the last inspection there were 45 children on the books; but only 12 were in attendance, of whom 5 were Europeans. I examined the children, but from their paucity it was difficult to judge of progress made. The master complains that the children attend very irregularly. The discipline was good, and the children in schools neat and in good order.

2. *Matata School*: Teachers, Mr. and Mrs. Creeke.—I was at this school on the 9th July last. This school has had, and continues to have, the best average in proportion to the gross numbers, and to be the best taught in the district. During the last year the schools had to be closed during one quarter, owing to the Native Land Court holding its sittings in the schoolroom.

3. *Te Awahou School*: Teachers, Mr. and Mrs. Robinson.—I visited this school on the 27th November, and inspected it on the 21st January last. There were then present 19 children out of 24 on the roll. This school had been then six months in charge of the present teachers, after having been shut when the former one resigned. Discipline was fair. The children, as I thought, had made as much progress as could be expected in the time. The house inhabited by the teacher has been enlarged to enable his large family to dwell in comfort.

4. *Te Wairoa School*—Teachers, Mr. and Mrs. Haszard—was visited by me on 30th November and 23rd May last. On the first occasion no proper inspection could be made owing to the alterations which were going on in the building; but on the latter, I examined the 22 children who were present, in reading, spelling, writing from dictation, translating Maori, geography, and arithmetic. They showed considerable progress since my last inspection, and had evidently been carefully taught. Their pronunciation of English, I noted, was particularly good. The discipline was fair; but the children and school hardly as neat as they should have been. The school-building at this place has been enlarged, and the residence now provided for the teacher is spacious and comfortable.

5. *Rotoiti School*: Teacher, Major Wood.—There were 24 children on the roll of this school, but only seven were present on my last visit, on 22nd January. These few showed signs of careful teaching. The discipline was very good. This school, I regret to say, has been badly attended of late, solely owing to there being now but few children of school age in the vicinity.

6. *Whakatane School*: Teachers, Mr. and Mrs. Stewart.—I visited this school on 10th July, 1878, on 31st January, and 30th May last. There are 44 children on the roll; but on neither of my visits did I see any children who had made any progress except the teachers' own. The Resident Magistrate of the district informs me that his experience of the school is the same. I find also that only two Native boys had attended with any degree of regularity during the last quarter. I regret that I am obliged to

report so unfavourably of this school. I understand the attendance is nominal, owing to a disagreement between the teacher and the Natives, and the latter have written to Government asking for a change. I consider it would be better, as I reported last year, both for the teacher and the school, that Mr. Stewart should change places with some other teacher.

7. *Torere School*: Teachers, Mr. and Mrs. Graham.—My last visit to this school was on 4th February. There were 28 children present out of 30 on the roll. I examined them in reading, spelling, colloquial English, and simple arithmetic. The discipline of the school is good, and the improvement fair considering the time the school has been opened.

8. *Omaio School*: Teachers, Mr. and Mrs. Hill.—I inspected this school on 16th December last. There were 28 children present out of 42 on the roll. I examined them in reading, spelling, translating, and arithmetic. They have hardly made as much progress as they should have done, probably owing to the teacher having such a large school to manage. The discipline was good, and the children clean and neat.

9. *Te Kaha School*: Teachers, Mr. and Mrs. Levert.—There were 38 children on the roll of this school, but only 16 attended when I was there on 17th December. They had made fair progress in reading, writing, and arithmetic. The discipline was very good, and the school and scholars remarkably clean and neat.

The expenditure has been authorized for a school at Ohinemutu, where one has long been required. The contract for the building has been let, but, owing to the difficulty of procuring timber there, no great progress has yet been made with the building. I hope soon, however, to be able to report this school in operation. A few Native children are still attending the Opotiki District School; and ten sons of chiefs from different parts of the Bay of Plenty are now in a boarding-house attached to the district school at Tauranga, and are making good progress.

My inspection of schools has necessarily been made at such times as my other duties would permit me to visit the several scattered localities, and I have not yet completed my round for this half-year; and this report is therefore incomplete, and will be followed by a supplementary one. I have sent it in now because I learn by telegraphic communication from the Native Office that the reports are required for printing for Parliament. I append hereto a tabular statement of the attendance during the last three quarters.

I have, &c.,  
H. W. BRABANT, R.M.,  
Native Officer, Bay of Plenty.

The Secretary for Native Schools, Wellington.

NATIVE SCHOOLS, Bay of Plenty.—ABSTRACT showing ATTENDANCE, July, 1878, to March, 1879.

Name of School.	Number on Books.			Average Attendance.			Number present at last inspection.	Remarks.
	Sept. Quarter.	Dec. Quarter.	March Quarter.	Sept. Quarter.	Dec. Quarter.	March Quarter.		
1. Maketu ...	87	37	42	29	10	14	22	Six European children attending school. School-building used by Native Land Court during Sept. quarter.
2. Matata ...	...	37	35	...	27	24	37	
3. Te Awahou ...	34	24	30	14	12	16	18	
4. Te Wairoa ...	37	41	47	22	22	28	22	
5. Rotoiti ...	34	26	27	22	15	17	7	Nine European children, including teacher's own, have been taught at this school.
6. Whakatane ...	26	51	40	10	22	11	5	
7. Torere ...	37	37	35	23	21	25	28	
8. Omaio ...	49	42	41	26	24	34	28	
9. Te Kaha ...	40	36	36	26	21	23	16	
10. Tauranga Dist. School	13	12	8	7	9	6	8	
11. Opotiki Dist. School	21	16	14	12	9	7	9	
Totals ...	378	359	355	191	192	205	200	

H. W. BRABANT, R.M.,  
Native Officer, Bay of Plenty.

No. 9.

The Rev. J. W. STACK to the Hon. the NATIVE MINISTER.

SIR,—

Christchurch, 30th June, 1879.

I have the honor to forward herewith my report on Native schools in the South Island for the year ending 30th June, 1879. I am sorry that, owing to a cause over which I had no control, and which I have already explained in my previous correspondence, I have been unable to complete my inspection of all the schools.

There are at present thirteen Native schools in this island supported by the Government, and by next December the number will be increased to fifteen, and there are five English schools attended by Maori or half-caste children, and one private school; making a total of twenty-one schools in which children of the Native race are receiving instruction.

There are only two villages of any size—Arowhenua and Moeraki—unprovided with schools. The Natives of these places think that by refusing to allow their children to be taught, they will insure for themselves a larger share of compensation when the “Middle Island claims for unfulfilled promises”

are settled. The Natives of the two little villages south of Riverton have not yet decided on a site for the school asked for last year: the number of children under instruction is larger than in any previous year.

I am glad to report that satisfactory evidence was afforded during my examinations of the conscientious manner in which the teachers of the several schools have done their work. It was gratifying to find that, with only one or two exceptions, the teachers tried to exercise a good influence over their pupils outside as well as inside the schoolroom.

The schoolroom and master's house at Akaroa are just completed, and similar buildings at Kaikoura will be ready for use in August next.

The Natives at Molyneux Heads are desirous to have more commodious school buildings erected there, and I would respectfully recommend that a sum of £400 be granted for that purpose.

The schoolroom at Otago Heads requires enlarging, and, as the present building is needed for a classroom, I would suggest the erection of a new schoolroom, at a cost of £150.

At Riverton, the chapel to which the schoolroom is attached is now used for school purposes, the close, contracted lean-to being altogether too small for the number of children crowded into it. As most of the windows are broken, and the roof much out of repair, a sum of £50 is required to make the building habitable.

At Stewart Island the school buildings require painting; £15 would probably cover the cost.

As much inconvenience is often experienced by the masters from not being able to obtain as soon as applied for the school requisites they require, I would respectfully suggest that I, as Inspector, should be allowed to authorize the purchase of such things as are wanted, provided that the expenditure does not exceed £1 per annum per head on the average attendance of scholars.

As the Riverton and Stewart Island Natives continue to make inquiries respecting the Southland reserves, I shall be glad to be furnished with a reply to the questions asked in my report for last year.

I have, &c.,

The Hon. the Minister for Native Affairs,  
Wellington.

JAMES W. STACK,  
Inspector Native Schools, South Island.

*Kaiapoi*: Master, Mr. H. J. Reeves.—Inspected 27th March, 1879. Registers carefully kept. Highest number on the books, 25. Present at inspection: Boys, 15; girls, 10: total, 25.

Reading: 1st Class: Number in class, 1. Book, 4th Royal Reader. Would read well but for a natural defect in his utterance. Text understood. Spelling good.—2nd Class: Number in class, 4. Book, 2nd Royal Reader. Two good, two fair. Spelling fair. Dictation, two good, two imperfect.—3rd Class: Number in class, 5. Book, 1st Royal Reader. All read fairly, but pronunciation rather defective. Text understood. Spelling fair. Dictation fair.—4th Class: Number in class, 7. Book, 1st Royal Reader. One good, one fair, five imperfect. Pronunciation imperfect. This class is composed of a very dull set of children.—5th Class: Number in class, 4. Book, Primer. Reading imperfect.—6th Class: Number in class, 4. Learning alphabet and to form letters.

Arithmetic: Doing practice and proportion well, one. Simple division, one fairly, two imperfectly. Simple multiplication, one fairly. Simple addition, three fairly, five imperfectly. Tables, weights and measures, five could answer correctly questions asked; twenty knew multiplication tables up to six times.

Geography: The whole school were examined together. All had some acquaintance with geographical terms, and with the map of the world and New Zealand. Seven very proficient.

Writing: Copy-books. Seven good, thirteen fair. The writing generally very good; books particularly clean and free from blots. Exercise-books, containing lessons in geography and history, one very good, one good, three fair.

Mapping: Some of the maps very good, two extremely so—almost fac-similes of the original from which they were copied.

Music: Mr. Reeves has taken great pains to teach singing. The children sang a selection of songs and sacred pieces, being accompanied on the harmonium by one of the pupils, a boy under thirteen years of age. Their singing was decidedly the best I have heard in any of the schools examined up to the present time.

Recitations: Three recited pieces of poetry fairly well.

Drill: All are taught drilling, and they go through the various exercises with precision.

Sewing: This is taught by Mrs. Reeves. The girls under instruction are very young, but their work was very neat and well executed.

The schoolroom was very clean, floors, desks, and forms having quite a fresh appearance. Everything about the interior presents a pattern of order and neatness.

It is disheartening to have to report that, in spite of the master's indefatigable exertions, the children have not made the progress during the past year which they ought to have done. Most of the scholars with whom he began, and who did him so much credit in years past, have left, and those now under his instruction are exceedingly dull. The parents seem to have lost much of their interest in the school, and do not second the master's efforts to make the children prepare their lessons at home. The frequent meetings that take place at Kaiapoi with reference to the land claims distract the children's attention, and make the maintenance of discipline amongst them very difficult. Mr. Reeves takes great trouble to provide entertainments for the amusement of both parents and children, hoping thereby to render the school attractive. Unfortunately the parents do not consider themselves under any obligation to him for all this extra trouble which he takes on behalf of their children; they regard it as their due—as part of what he is paid for doing. When distributing the prizes to the children I took occasion to remonstrate with the parents—most of whom were present—on the folly of their conduct in neglecting to aid the master in everything he did for the benefit of their children, and to remind them that without such assistance his efforts to instruct must prove fruitless.

*Riverton*: Master, Mr. Ireland.—Inspected 18th March, 1879. Registers carefully kept. Highest number on the books: Boys, 13; girls, 17: total, 30. Present at inspection, 30.

Reading: 1st Class: Number in class, 2. Book, 5th Royal Reader. One very good, one imperfect. One dilapidated book in this class. Dictation, one good, one imperfect. Writing bad.—2nd Class: Number in class, 5. Book, 4th Royal Reader. Two fair, three imperfect. The pronunciation of this class defective. Only one could answer any question about the meaning of the lesson. Spelling fair.—3rd Class: Number in class, 7. Book, 3rd Royal Reader. Three fair, four imperfect. Words mumbled out. Book too difficult for the class. Books in such a torn condition that it was with difficulty a reading-lesson could be selected which was to be found in all. Spelling, three fair, four imperfect.—4th Class: Number in class, 3. Book, 2nd Royal Reader. One fair, two imperfect. Spelling in this class better than the reading.—5th Class: Number in class, 4. Primer. Three fair, one imperfect.—6th Class: Number in class, 9. Just commencing to read.

Arithmetic: 1st Class: Number in class, 5. Compound multiplication. One fair, four imperfect. Only one sum worked correctly.—2nd Class: Number in class, 5. Simple multiplication and division. Two good, three fair.—3rd Class: Number in class, 4. Simple addition. Very simple sums fairly worked.

Geography: Number in class, 10. Four showed a fair acquaintance with the map of New Zealand and general geography. The rest failed to answer any questions put to them.

Writing: Out of ten copybooks examined, one alone contained good writing. There is much room for improvement here, as in the other subjects taught in this school.

Sewing: The girls are taught sewing by Miss Ireland, and have made good progress in this useful accomplishment.

I observed a decided improvement in the discipline of the school, and the children were cleaner and much better behaved than during any former examination. But the rate of progress is very slow: this the master attributes to the frequent absence of the children from school, and to the want of interest in their progress displayed by the parents. I was sorry I could not invite the Natives to the examination, as Horomona Pukuheti's unfortunate marriage and his subsequent behaviour precluded his taking any prominent part on such an occasion, and he could not be present without doing so, and the other Natives could not be present without him. The windows of the old chapel, now used as a class-room, need repairing as well as the roof; and there is much need of additional forms, desks, and books.

*Purakaunui*: Master, Mr. J. F. Morris.—Visited 19th November, 1878. On reaching this school I found only two half-caste boys attending it. One had passed the First Standard; the other was not so advanced. The master attributed the small attendance to the withdrawal of several families from the neighbourhood, who had been alarmed by an outbreak of low fever. Some of the children had been sent to Waikouaiti. This school is very inconveniently situated for the *Purakaunui* Maoris, their children having either to wade a long distance through water, or to go a very roundabout way to reach it dry-shod. The Native population is, however, too small to entitle them to have a school of their own.

*Otago Heads*: Master, Mr. Lucas.—Inspected 21st and 22nd November, 1878. Registers carefully kept. Present at inspection: Boys, 22; girls, 22: total, 44.

Reading: 1st Class: Number in class, 6. Book, 5th Royal Reader. The reading of this class was very good. Pronunciation and emphasis in reading both poetry and prose correct. Text understood. Spelling good. All in this class have made great progress since the last examination. Dictation from the lesson good. Writing fair.—2nd Class: Number in class, 8. Book, 4th Royal Reader. This class read more clearly and distinctly than last year, but require to pay more attention to proper emphasis. Dictation from the lesson, four good, three fair, one imperfect.—3rd Class: Number in class, 8. Book, 3rd Royal Reader. Five good, three fair. More attention to correct pronunciation and emphasis required. Spelling in this class good. Dictation from the lesson, one very good, two good, five fair.—4th Class: Number in class, 4. Book, 2nd Royal Reader. Two good, two imperfect.—5th Class: Number in class, 3. Book, 2nd Royal Reader. Two fair, one imperfect.—6th Class: Number in class, 3. Book, 2nd Royal Primer. Two good, one fair.—7th Class: Number in class, 12. Learning alphabet.

Recitations: Ten, selected from the first four classes, recited poetry they had learnt; but none of them seemed quite up to the effort.

Arithmetic: 1st Class: Number in class, 6. Worked sums in practice, interest, vulgar fractions, decimals, square root, and miscellaneous questions. The work of this class was so equally well done by all that it was very difficult to determine which of them most excelled.—2nd Class: Number in class, 14. Worked compound rules, reduction of weights and measures, and simple practice. Seven very good, five good, two imperfect.—3rd Class: Number in class, 3. Compound subtraction and multiplication. All equally good.—Tables, weights and measures: Number in class, 29. All possessed a thorough acquaintance with the multiplication and money tables, and readily answered every question in mental arithmetic.

Writing: Thirty writing in copybooks, divided into three classes—1st, of 6: The writing of this class was, with one exception, very good.—2nd Class: Number in class, 8. Three good, five fair.—3rd Class, 8. Three good, five fair.—4th Class, 8. Just commencing to write.—Eight exercise-books were submitted for inspection. These are taken home by the pupils, who enter at night sums worked during the day. The books were very clean, and the work neatly entered.

Mapping: I examined a large number of maps executed by the first class; most of them were very creditable. Maoris seem to have a natural aptitude for this kind of work.

Geography: Twenty in the class. All possessed a thorough knowledge of the geography of New Zealand. Thirteen were very proficient, possessing a fair knowledge of general geography, describing without the aid of the map the position of the principal countries in Europe. New maps are much wanted.

Music: The children are taught singing, but have not made much progress.

Sewing: The girls are taught sewing for two hours a week by a Native mistress, herself a former pupil of the school. The girls, with that perversity common to the race, seem to prefer fancy work to plain sewing. The specimens shown were very creditable.

Drill: Sixteen of the elder boys were put through their exercise, and displayed great proficiency in marching, although the steepness and roughness of the ground was much against them.

The discipline of the school was excellent. The children were clean and well-behaved. The schoolroom is small and inconvenient, and at present overcrowded. A suitable schoolroom might be built for £200. The desks supplied since my last visit have proved a great convenience. It would add to the comfort of the children if the playground were levelled; the cost of doing it would not be very much.

The progress made by the senior classes, both in reading and arithmetic, during the past year, was very marked, and surpassed anything I have yet witnessed. The advancement was not confined to a few picked scholars, but extended to entire classes, comprising more than half the number of children in attendance at the school. Mr. Lucas must have bestowed more than ordinary attention upon his pupils to have achieved such a result. A proof of the proficiency attained by his scholars was given at the public examination which took place at Portobello on the 5th of June, 1878, when several of Mr. Lucas's pupils competed with the English children belonging to the school there, and defeated them in most of the subjects they were examined in. Mr. Taiaroa, M.H.R., Rev. E. Ngara Karetai, and most of the Natives resident at Otago Heads, were present throughout the examination. After the distribution of the prizes furnished by the Government to the successful scholars, several speeches were made bearing on the subject of education.

*Taiari Ferry*: Master, Mr. Morgan.—Inspected 28th November, 1878. Registers carefully kept. Highest number on the books, 19. Present at inspection, 17.

Reading: 1st Class: Number in class, 2. Book, 4th Royal Reader. Two good. Pronunciation good. Text understood. Spelling good. Dictation good.—2nd Class: Number in class, 3. Book, 3rd Royal Reader. Reading good. Spelling fair. Dictation fair.—3rd Class: Number in class, 4. Book, Sequel to 2nd Royal Reader. Reading of this class fair. Dictation good.—4th Class: Number in class, 7. Learning letters and monosyllables, and to form strokes.

Arithmetic: Nine knew multiplication tables and weights and measures perfectly, two doing proportion and decimals well, three doing compound multiplication and division well, four doing simple addition and subtraction fairly. Figures well made, and work neatly set down on the slates.

Writing: Nine writing fairly in copybooks, one remarkably well.

Grammar: Seven answered readily easy questions in English grammar.

Geography: All the elder children were well up in the geography of New Zealand, and on the subject generally.

The children seemed bright and intelligent. Mr. Morgan's practice of exercising them daily in mental arithmetic evidently has a beneficial effect upon them. It would be well if all who are engaged in teaching Maori children would bear in mind that mental arithmetic affords the readiest means of reaching their intellects and forcing them to think; and it is an exercise that the children invariably take an interest in. I noticed one child in particular who had made great progress since my last examination. Hitherto it had been very difficult to get her to speak out of a whisper, and a word from the master caused floods of tears to flow; but on this occasion she was all that could be desired in a pupil. But the master told me that while being examined the day before by the District School Inspector, she suddenly went off into one of her old fits of crying, and so failed to pass the standard she was being examined for. Something said by the Inspector roused her Maori blood, and, though she knew the answers well, she would do nothing more. I have recorded this instance of waywardness to show how impossible it would be, without doing a great injustice to the masters, to introduce into Native schools the system now adopted in examination and classification in the English primary schools.

Some of the children were clad in mere rags, and looked quite unfit to associate with respectable children. On representing their destitute condition to the Hon. the Minister for Native Affairs, I am glad to say that they were at once provided with suitable clothing. The schoolroom and master's house are exceedingly uncomfortable; and I found that Mr. Morgan contemplated removing to some other school, partly on this account, partly because he found his salary diminished through allowing Maori children to attend.

Mr. Morgan has always taken a special interest in the Native children, and has successfully resisted the efforts of those European parents and members of the Committee who wished to oust them from his school. His success was in a great measure due to the fact that the Committee found the capitation grant for Native children allowed by the Government a great assistance towards paying the master's salary. Under the new Education Act this inducement no longer existed, as the special grant from the Native Department had ceased. The payment of the master being dependent upon the number of children in his school, Mr. Morgan found, not only that his numbers were fewer than they would otherwise have been, but that, from peculiarity of temperament, the Native children often failed to pass the examination creditably, and that he suffered accordingly. As it was almost certain that Mr. Morgan's successor, in the event of his leaving, would refuse to admit Native scholars, and that, in consequence, there was a likelihood of a heavy expenditure being incurred for school buildings, and the maintenance of another master at Taiari Ferry, and as I found that Mr. Morgan was willing to remain, provided sufficient inducement was held out to him, I laid the matter before the Hon. Mr. Sheehan, who sanctioned an annual capitation allowance of £3 10s. per head on the average attendance of Native children; and I am glad to report that Mr. Morgan agreed to these terms, and has decided to remain at his post.

*Arahura*: Master, Mr. Curtis.—Inspected Thursday, 30th January, 1879. Registers carefully kept. Highest number on the books, 25: of these, 15 are English; Maori—Boys 9, girls 1, total 10.

Mr. Fitall, the late master, closed the school on the 30th November, and it was to have been opened on the 20th January; but, owing to the enlargement of the schoolhouse and the absence of the Maoris, who were attending a Native Land Court at Greymouth, the school had not been reopened at the date of my visit.



It is very much to be regretted that the Maoris are so ready to allow anything to interfere with school-work. The children are constantly encouraged by their parents to absent themselves on the most frivolous pretexts. The most trivial circumstance is sufficient to bring the older Maoris together, and whenever and wherever they congregate, they expect their children to be present.

I waited a few days, hoping the people would return in time for me to examine the children; as they did not, I was obliged to come away without doing so. I am indebted to Mr. Curtis for the following statement of the attainments of the scholars:—

Reading: 1st Class: Number in class, 2. Book, 5th Royal Reader. Read well. Spell well. Write fairly. Dictation for reading lesson.—2nd Class: Number in class, 3. Book, 3rd Royal Reader. Read well, spelling fairly.—3rd Class: Number in class, 2. Book, 2nd Royal Reader. Can read and spell fairly.—4th Class: Number in class, 3. Commencing to read and write.

Writing: Copybooks. Four very good, two good, one fair.

Arithmetic: Two stated when examined that they had been doing sums in practice. They appeared to have forgotten the rule, and the earlier rules as well. Five doing simple rules. Three just commencing to count.

History: Two have a fair acquaintance with English History up to the reign of Queen Mary.

Geography: Two have a good knowledge of the maps of Europe, Asia, England, and New Zealand. Four have a fair knowledge of the maps of the World and New Zealand.

*Molyneux Heads*: Mistress, Miss Jones.—Inspected 28th November, 1878. Registers carefully kept. Highest number on the books: Boys, 11; girls, 7: total, 18. Present, 16.

Reading: 1st Class: Number in class, 2. Book, 3rd Royal Reader. This class consisted of two girls over sixteen, too old to overcome the Maori twang. Knew meaning of words, but could not spell.—2nd Class: Number in class, 4. Book, 2nd Royal Reader. Pronunciation not very distinct. Knew meaning of text, but could not spell.—3rd Class: Number in class, 5. Book, 1st Royal Reader. All read imperfectly; just commencing the book. Pronunciation defective.—4th Class: Number in class, 5. Alphabet.

Arithmetic: Three knew weights and measures and money tables fairly. Want to practise multiplication table. Three doing simple multiplication and division fairly.

Writing: Copybooks: One good, three fair. Exercise-books: Three good, five fair. Books clean, and work neatly set down.

Drawing: Seven learning to draw, one fairly.

Geography: The children were mostly familiar with the definition of geographical terms. Seven out of twelve answered readily questions asked about the geography of New Zealand and the map of the World.

Music: Learning the notes. Sang a few hymns tolerably well.

Sewing: Girls make their own clothes under Miss Jones's direction. Sewing very fair.

Miss Jones holds a night school twice a week, from 7 to 9. As it was a busy time of year, I had no opportunity of seeing those who attended it. The school is tolerably well supplied with the necessary school apparatus. The schoolroom is an ordinary Maori whare, 15 feet by 12 feet, with two windows and a chimney. The walls are wattle-and-daub, and the roof thatched with toetoe. The desks rest on uprights planted in the mud floor. The teacher complained of the building being cold and draughty.

The Maoris present at the examination expressed a desire that I would recommend to the Government the erection of more suitable school buildings on an acre of land which they agreed to set apart as a site. One objection to the position of the present schoolroom is, that both teacher and children have to walk some distance to reach it, and in wet weather this occasions great discomfort. The erection of the present schoolroom at their own cost is highly creditable to the Natives of this little settlement, who have thus given proof that they are thoroughly in earnest about the education of their children. It is a fact worth recording that nine of the children attending this school belong to one family: the father is a Maori, and the mother a half-caste.

The school having only been opened on the 26th February, 1878, the progress of the children may be regarded as tolerably satisfactory.

*Neck, Stewart Island*: Master, Mr. Arthur Traill.—Inspected 10th March, 1879. Highest number on the books: Boys, 17; girls, 13: total, 30. Present at inspection: Boys, 9; girls, 11: total, 20.

Reading: 1st Class: Number in class, 3. Book, 5th Royal Reader. Three good. Text understood. Spelling good. Dictation good. Mr. Traill makes the children in this class write original letters and essays, to accustom them to express their ideas in English. Many I examined were very neatly written and well expressed, and abounded in quaint and amusing passages. I recommend the adoption of this practice in other Native schools.—2nd Class: Number in class, 6. Book, 3rd, Irish Series. Four good, two fair. Meaning understood. Spelling good. Dictation, three good, three fair.—3rd Class: Number in class, 3. Book, 3rd, Progressive Series. Two good, one fair. Spelling fair. Copied part of the reading lesson on their slates fairly.—4th Class: Number in class, 3. Primer. Reading fairly.—5th Class: Number in class, 8. Learning alphabet and to form letters on their slates.

Arithmetic: Compound proportion and practice, two, both worked well. Compound multiplication and division, five, fair. Simple multiplication and division, two, fair. The proportion of sums worked correctly out of the number set down was not sufficient. Greater accuracy and promptness required. Tables, and weights and measures, nine could answer any questions about them correctly.

Writing: Copybooks. Writing throughout the school good. Books clean.

Geography: Ten possessed a fair knowledge of the map of New Zealand and the map of the World, and readily pointed out any places named.

Music: Children are taught singing by Mrs. Traill. Their progress at present is limited.

Drill: Children march fairly.

The discipline of the school is very good, and the progress of the scholars satisfactory on the whole. I was glad to see the children looking clean and well dressed. All wore shoes and stockings,

and hats, in addition to ordinary European clothing. The parents evidently make a point of clothing them well, and to get the money to do this they have to work hard. The men are mostly employed in some seafaring occupation—oystering, whaling, or sealing; and, as a rule, they are sober, and attentive to the wants of their families.

One difficulty Mr. Traill has to contend against is the irregularity in the attendance of the elder boys. There are a great number of cutters sailing out of Patterson's Inlet, and one or two boys are required in each whenever they go to sea. This interferes very much with the progress of the school, and must be taken into account when judging the results of the year's teaching. I cannot help thinking, however, that it is a very good thing that so many boys are learning an honest calling, and being trained in habits of prompt obedience. I hope Mr. Traill will be encouraged by the Government to teach navigation in his school. Many of the islanders might, with such assistance, rise to positions of command in the mercantile marine. Even without such aid one half-caste has so far mastered the art as to fill the position of first mate of a brig. A seafaring life is perhaps the one best suited for persons of Maori extraction, and affords the best scope for their peculiar abilities.

The difference between the number on the books and the number present at inspection was owing to several causes. Some of the boys were away in cutters, other children were helping their parents to prepare for their annual visit to the mutton-bird islands, and some were kept away on account of the dirty state of the roads. The residents at the Neck are about to apply to the Government for a grant towards improving the road between their two villages and the school, and I hope their application will be favourably received. Although this community numbers over a hundred souls, they have cost the country nothing for the maintenance of order and good government amongst them, and any application coming from such a quarter for money for the public benefit deserves attention.

The school buildings need to be painted at once outside, as the weatherboarding is splitting for want of paint.

*Waikouaiti*: Master, Mr. Maloney.—Inspected 18th November, 1878. Registers carefully kept. Highest number on books, 46. Present at inspection, 40.

Reading: 1st Class: Number in class, 5. Book, 4th Royal Reader. One good, four fair. Pronunciation good. Meaning of text understood. Spelling good. Dictation good. Writing on the slates very neat.—2nd Class: Number in class, 10. Book, 4th Royal Reader. Five good, five fair. Text understood. Spelling good. Dictation from lesson good. Writing on slates fair.—3rd Class: Number in class, 6. Book, 3rd Royal Reader. Two fair, four imperfect.—4th Class: Number in class, 6. Book, 2nd Royal Reader. Two fair, four imperfect.—5th Class: Number in class, 6. Book, "Step by Step." Two fair, four imperfect.—6th Class: 7. Learning alphabet. Since my last examination, the children have greatly improved in their pronunciation of English, and in reading generally.

Arithmetic: 1st Class: Compound proportion; three very good, two imperfect.—2nd Class: Compound addition, multiplication; two good, three fair.—3rd Class: Simple multiplication and division; four imperfect.—4th Class: Simple addition; five imperfect. Only a few have made any progress in arithmetic. The number of those who could work sums on their slates was smaller than it ought to have been, considering the attendance at the school. The reason assigned by Mr. Maloney for this was, that, having many children to teach, he found it difficult, without assistance, to give each child the amount of attention necessary to insure rapid progress. Great efforts had been made by him during the past year to improve the children's English, and with success, and he will be able now to devote more time and attention to arithmetic.

Geography: Number in class, 15. The whole of this class possessed a good knowledge of New Zealand geography, readily pointing out on the map any places named. Five were fairly acquainted with the map of the World and the meaning of geographical terms. I hope next year to find a larger number showing some acquaintance with the subject.

Writing: Copybooks tolerably clean. Writing neat. Ten good.

Music: Not taught. No manual provided.

Drill: Confined to marching in single file. Owing to foolish objections raised by some members of the Native School Committee, the master gave up teaching the ordinary exercises.

Sewing: Mrs. Maloney exhibited several specimens of sewing, some of which were very creditable. She was very desirous that the Government should provide a sewing-machine for the use of the school. She assured me that it was much needed, to enable the girls to make their own dresses. As the School Committee supported Mrs. Maloney's request, I think it is desirable, if possible, that it should be complied with. Any attempt to promote habits of industry deserves to be encouraged.

The children, with two exceptions, were clean and well clad. Their behaviour was excellent, and the discipline of the school has much improved. The schoolroom was clean, and the furniture and school apparatus in good order. Since my last visit the schoolground has been enclosed with a substantial post-and-rail fence, and some improvements made in the master's rooms. Both the master and the School Committee desire the admission of European children to the school; but, for very obvious reasons, only a small number ought to be admitted—perhaps about 16 per cent.

The members of the Committee, and most of the Maori residents at Waikouaiti, were present during my examination, which was made more interesting for all by the fact that I had prizes, provided by the Government, to award at its close to the successful scholars. After I had addressed the parents and scholars, Messrs. Pratt, Mera Kihereka, and Tare Teihaka made sensible speeches appropriate to the occasion. All spoke in high terms of Mr. and Mrs. Maloney, whose efforts for the welfare of the children were not confined within the four walls of the schoolroom. I am glad to learn that since my inspection an addition has been made to the master's salary.

I was most hospitably entertained by Mr. Thomas Pratt (Haireroa), the chairman of the School Committee, who exercises a most beneficial influence with the Maoris. He is industrious, and a good man of business. He has succeeded in inducing the Maoris not to let their reserves, but to work them; and the appearance of the place is that of an ordinary English village—a few whares here and there are the only indication of the presence of Maoris.

