

REPORTS
ON
NATIVE SCHOOLS.

Presented to the House by command of His Excellency 16th June, 1858, and ordered to be printed.

AUCKLAND:

1858.

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ANNUAL REPORTS OF SCHOOLS IN THE NORTHERN DISTRICT.

1856-7.

St. Stephen's School,
Auckland, May 6th, 1857.

SIR,—

I have the honor, on behalf of the Board of Education for the Northern Division in this Diocese, to present to your Excellency its third Annual Report, stating how the Grant at its disposal has been distributed amongst the Schools in connection with the same.

The Report will also show, if compared with that of last year, that there has been an increase of 45 scholars; that 286 have been clothed, maintained, taught, and provided with the requisite books, at the average cost of £6 11s. 7d. to Government; while 25 candidates for probation of teacherships have lately appeared before the Board, and passed a satisfactory examination.

The Board regrets having been unable to effect a similar inspection as has been done in former years, and hopes that this unavoidable omission will be of no consequence, especially so, as your Excellency has had opportunities of judging from personal observation of the state and progress of the Schools in the Waikato District.

In the absence of Reports from Inspectors, I beg to enclose copies of those received by the Board from the Heads of the different Schools.

I have the honor to be, &c.,

G. A. KISSLING,
Hon. Secretary.

To His Excellency the Governor of New Zealand.

REPORT OF THE CHURCH OF ENGLAND BOARD FOR NATIVE EDUCATION IN THE NORTHERN DIVISION,

FOR THE YEAR ENDED 31ST MARCH, 1857.

The Board has received	£1690 0 0
Balance in hand from the year ended March 31, 1856	192 10 0
	<u>£1882 10 0</u>

The above sum has been expended in the manner following:—

SCHOOLS.	Number of Scholars clothed, maintained and taught.	Probationers.	Expenditure.
			£ s. d.
1. St. Stephen's School, under the charge of Rev. G. A. Kissling	20	2	307 10 0
2. Kohanga School, under the charge of Rev. R. Maunsell	85	4	638 0 0
3. Tukupoto School, under the charge of Rev. B. Y. Ashwell	58	6	342 0 0
4. Otawhao School, under the charge of Rev. J. Morgan	70	0	200 0 0
5. Turanga School, under the charge of the Ven. Archdeacon Wm. Williams	28	0	200 0 0
*6. Tauranga School, under the charge of the Ven. Archdeacon A. N. Brown	25	0	150 0 0
Printing and binding Native and English Geography	...	...	37 4 0
Balance in hand	...	...	7 16 0
TOTAL	286	12	£1882 10 0

G. A. KISSLING, } Treasurers.

* Archdeacon Brown reported the Number of his Scholars only; and the Inspectors, not going as far as Tauranga, presented no Report of that School; the Number and Expenditure, therefore, were simply stated, and, from want of an official Report, further particulars I was obliged to omit. G. A. KISSLING.

REPORT OF ST. STEPHEN'S SCHOOL, AUCKLAND,

FOR THE YEAR ENDED 31ST MARCH, 1857.

The number of inmates on the list is 31, but 20 may be stated to have been the precise average throughout the year. The cost of each of them to the Board has been £12 17s. 6d., and if the female teacher's salary be included it amounts to £15 17s. 6d., thus proving by the converse what I have stated to the Board in my Memorandum of April 29th, that scholars may be maintained in the country at one-third or one-half the sum which they cost in Auckland.

In compliance with the wishes of the Board, an attempt has been made to organize the Institution on a new principle, viz., to admit proficient scholars from other establishments in the hope to qualify them for Native teachers, and eventually for Holy Orders. Six such students have already been received, and when joined by their families in full they will form a charge of 19 or 20, while 5 girls who have been for some time in the School have under peculiar circumstances been permitted to remain.

The student's time and attention have hitherto been confined,

Firstly, To Biblical Studies. In these special regard has been had to parallel passages and synonymous words. The latter attempt has, however, been attended with considerable difficulties, inasmuch as the Maori translation contains words from several dialects apparently of one and the same signification, and these words have been used to express the various and beautiful shades in the records of the Holy Scriptures.

In order to remove this difficulty, and to bring the minds of the students from "vague generalities" to clear and defined conceptions, the English Bible must be made accessible to them. Indeed it appears to me that Native teachers, and especially those designed for the Ministry, should be able to use the English Bible as a commentary to their own.

Secondly, The Maori translation of the Old Testament has also afforded us a profitable employment. The students have carefully read it over with me to correct typical errors, and make such suggestions and remarks as may be of use to the Committee appointed for the final revision of the Maori Bible.

Thirdly, The students have also made some progress in plain Church history, which has proved to them a most interesting branch of learning. As they make their notes during the lesson, and these notes need careful correction before they record them in their books, we have not been able to advance further than the latter part of the second century of the Christian era.

These efforts it must be confessed have been small, if compared with the great, the urgent and extensive demands before and around us. The health and strength of several Missionaries have been failing for some time back, the old Native teachers, whose experience and stability of character have in a great measure made up for the lack of better information and higher knowledge, are rapidly entering into their rest, while the younger members need considerably more training before they can be entrusted with any charge in this Infant Church. Men who have the welfare of the Natives at heart cannot look into futurity without considerable anxiety and solicitude in this respect. Any efforts, however humble they may be, to train promising youths under a system of order and regularity for their future usefulness, either as Schoolmasters or in the higher functions of the Christian Church, are therefore not to be despised. Even a little done in the right direction may lead to rich results, and meet with the final approbation of the unerring Judge of all men's labor, saying, "She has done what she could."

(Signed) G. A. KISSLING.

REPORT OF THE KOHANGA SCHOOL,

FOR THE YEAR ENDED 31ST MARCH, 1857.

The number of Scholars that passed through the Kohanga Institution during the year 1856 was 117. The average number of boarders was 85. The average number of residents in the months of January and February of this year was 99 and 101 respectively.

The present unfinished state of our farm and buildings has much interfered with the regular education of the adult male scholars. The other classes have been kept under instruction with a considerable measure of regularity.

The Farm.—We have put up good substantial fences on various parts of the estate, and hope soon to have nearly the whole divided into five allotments. About 15 acres was put under grass last winter, and about 37 acres was planted with wheat and potatoes and other vegetables. We regret however, to report that the soil is not yet in a condition to yield remunerative crops.

Buildings.—We have nearly completed a large dormitory for the girls' School. For the boys' School I am sorry to report that our accommodation is very unsatisfactory. The house for the young

men, for which £150 was granted last year, is nearly finished, and I hope to have a double chimney erected in it by winter. Three of our lads, and occasionally others, are employed with the carpenters upon these operations.

Finances.—It will be seen by our account, that the year 1856 has left us considerably in debt. This has chiefly arisen from our having been obliged to incur a large expense in order to render our farm available, and also from the fact that the amount allowed by the Board for the maintenance of our scholars was considerably under the average cost of the scholars supported by this or the other School Boards of the Island. The expense of each Scholar as recognized by this Board was £6 8s. 0d.; the sum granted for our scholars only allowed of a rate of £4 14s. When therefore it is considered that a number so large is maintained for a sum so small in proportion, and that more (£72) has been this year spent upon the permanent improvement of the property, I think that it will be admitted that the Grant made by the Board for this year has been laid out to advantage.

(Signed) R. MAUNSELL.

REPORT OF THE TUKUPOTO SCHOOL,

FOR THE YEAR ENDED 31ST MARCH, 1857.

Present number of Scholars.....	64
Absent on leave	7
The average number during the year.....	58
Girls	39
Boys	13
Married Men	3
Single Men	4
Women	5
	— 64

Race.—All Native.

<i>Classes.</i> —1st. Reading Old and New Testament, English Reader, Writing, Ciphering, English and Native Dictation, Grammar, Scripture History, Sewing, Knitting and Singing	12
2nd. English and Native Testament, Writing, Ciphering, Simple Rules, Geography, Scripture History, Sewing, Knitting, &c.	10
3rd. Reading, English Primer and Native Testament, Writing, Ciphering, Geography, Sewing, &c.	10
4th. Native Primer, Sewing	10
5th. Alphabet Class, Sewing	10

ADULTS.

1st Class, 4 Men 2 Women—Reading, English and Native Testament, Geography, Ciphering, Writing, Scripture History	6
2nd Class, 3 Men 3 Women—Reading, English Primer, Native Testament, Writing, Ciphering.....	6

Board.—Breakfast, half-past seven summer, eight o'clock winter—potatoes and flour. Dinner, one o'clock—potatoes and other vegetables, with beef, pork, or fish. Tea, six o'clock—bread and tea or flour.

Lodging.—Dormitories, bedding, mattresses and blankets. Separate houses for adults.

Hours of Instruction.—Half-past six till half-past seven, a.m., exclusively Religious. Nine till twelve a. m., regular schooling. Two to five p. m., sewing or knitting.

Industrial.—Men and boys employed at farm at Pepepe. Ploughing and fencing, &c., during a part of the day—receive regular instruction morning and evening.

Expense of each Scholar, £7 10s. per annum. 58 Scholars, £435.

(Signed) B. Y. ASHWELL.

REPORT OF THE OTAWHAO SCHOOL,

FOR THE YEAR ENDED 31ST MARCH, 1857.

In drawing up a Report of the Otawhao Industrial School for the year now closing, we feel that we have much cause for thankfulness to the Giver of every good, for the evident blessing which he has rested on our several departments of labour.

We regret to say that few—very few—Maori parents are alive to the blessings attending a sound Scriptural (or rather any sort of) Education for their offspring; and while this state of things continues, although we may have many and evident tokens of a Divine blessing upon our labours, yet Maori School-keeping must and will be tedious and up-hill work. The Maori children, left by their parents to act according to their own perverse wills, and unaccustomed to restraint of any kind, are not easily subdued; while on the administering of necessary correction, if they run away from School, they are generally received with open arms by their parents, who sympathise with them in their imaginary trials. The Heads and Teachers of Schools alone can fully enter into the numerous difficulties and discouragements connected with Maori School-keeping. Still when we contrast the general conduct of the children, their steady attendance at School, their obedience, their steady although slow progress in knowledge, with former years, we see sufficient reasons to urge us forward in the work of love. We feel that if the Aborigines are to rise as a Nation, and to be preserved as a People, that the Education of the rising generation must accompany the preaching of the Gospel.

For the statement of the numbers connected with the Institution, we refer you to Appendix I., and for the progress of the several classes, to Appendix II. of this Report.

We have, during the past, as well as in the former years, felt the want of a matron. We have no hesitation in saying that a person of this description is essential to the prosperity of every Institution of this kind. Unless we can secure order, cleanliness, and regularity in the domestic arrangements of the Institution, and in the clothing department, the other branches cannot be carried on with satisfaction either to ourselves or to the Board. We therefore strongly urge upon the Board the necessity of a Grant to enable us to engage the services of a matron.

In reference to the Industrial Farming Operations of the Institution, we have to report an abundant harvest—sufficient, we trust, to meet all the wants of our Institution for food for this year (1857 A.D.) For the first two or three months after the sowing of the wheat crop, its entire destruction was threatened by a small black-headed caterpillar, which ate it down to the ground, leaving it in places so thin that some persons accustomed to farming pronounced it a failure. We rolled the land; the grubs were either crushed or buried; the crop revived, and yielded a most abundant harvest. "The earth gave us its increase, and God, even our own God, gave us his blessing."

We would here remark that in our opinion, a steady Farm Servant—a kind of working overseer—ought to be attached to every Industrial Institution, and that they will never be in complete working order until such arrangements are made by the Board; however willing or anxious the Resident Missionary may be to carry forward these necessary operations, he has neither time nor strength to attend fully to such extra duties.

The Government Grants for the past year have been £150, and a Special Grant of £50, the expenditure of which will be duly accounted for.

Scholars, Males	27
Scholars, Females	43
Total.....	70

(Signed) JOHN MORGAN.
HENRY IRELAND.

REPORT OF THE TURANGA SCHOOL,

FOR THE YEAR ENDED 31ST MARCH, 1857.

The Schools at Turanga have labored under serious difficulties during the last two years, as will presently appear. But I first give a report of our operations, as they have been conducted during the year ended March 31st, 1856.

The numbers under instruction have been of necessity limited in consequence of the transition state through which we are passing. The scholars in the Teachers' School, which is under the charge of the Rev. W. L. Williams, have varied in number from 11 to 14. They are youths and adults, but principally the latter; persons who have borne a good character in their Native villages; and some of them have acted here as assistants to the principal teachers.

The progress which the pupils have made in intellectual attainments is as great as could be expected from them, considering what their circumstances were before they came to us, for, with one exception, they have had little or no previous education, and, therefore, have had to be taught almost everything, except reading and writing, from the very beginning. The general course of instruction includes the Holy Scriptures, the English Language, Writing, Arithmetic, Singing, and Geography. The more difficult part of their education is to break off the habits of idleness and selfishness which they acquire at their own homes, and to make them feel the force of St. Paul's injunction, "Whatsoever ye do, do it heartily, as to the Lord and not unto men." But even in this respect there is some improvement; and it is hoped, with God's blessing on the means used, they may become more impressed with the necessity of striving to please God in everything, and of exhibiting true Christian spirit and principle, even in the most ordinary occupations of every-day life. We have hitherto had chiefly married men; but we have come to the conclusion for the future to have if possible none but unmarried, so as to make the most of our accommodations; for the women and children have to be fed and clothed, while they contribute little or nothing towards the support of the establishment, and the children are, for the most part, too young to come under instruction.

The women and girls, sixteen in number, receive instruction in Reading, Writing, Arithmetic, Geography, and English. Captain Rough, who visited our Schools in November last as Inspector, will have furnished to the Board his impression of the amount of progress which has been attained. He will not fail, however, to have stated the peculiar circumstances under which he found us.

We have been aiming for the last two years at an enlargement of our operations, so as to meet in some measure the wants of the district. The Teachers' School is of primary importance, because we look to it for a supply of effective Teachers and Ministers for the Natives. We have now several pupils waiting to be admitted as soon as we are able to receive them.

We contemplate, secondly, a Boys' Boarding School, from which we may be able to feed the upper School. We have lately obtained the services of Mr. Thomas Baker, son of Rev. C. Baker, whose attention will be directed chiefly to this Department.

Thirdly, we hope to enlarge our Girls' School, so as to provide for both sexes equally.

But to carry out these operations, it was necessary to resort to the self-supporting system, in order that we may grow all the food that is required for the establishment, and also contribute to the expenses incurred for clothing, and for the salaries of assistants. For this purpose we applied to the Natives in our own immediate neighbourhood for land fit for cultivation. They made many promises, and set apart a portion, but by no means sufficient for the object or of suitable quality. We then made enquiry in another quarter, and our application was most heartily responded to, and a tract of most excellent land, containing not less than five to six hundred acres, has been made over by deed for the School. The place is about seven miles distant from our present abode; but in order to avail ourselves of this advantage it is necessary to break up the establishment we now have, and to remove all our buildings to the new locality. This involves a heavy expenditure, far beyond our present means; but the difficulty will only be for a time, as the productive quality of the land will soon repay the labour bestowed upon it.

For this change we are now preparing; and already three buildings are in a state of forwardness; on the completion of which, Mr. W. L. Williams, with a part of the School, will remove to the new position. In the course of a few months, we hope to have 180 acres fenced, 20 acres of which have been broken up for our crops of the ensuing year. As soon as the first removal is effected, we proceed to pull down our present building, which will then be transferred by means of a large punt which is nearly completed.

It is not easy for those who have not had experience to form an idea of the difficulties to be encountered in getting work done where not only is there no competition among the workmen, as there is in Auckland, but where there are no workmen at all.

After a long delay, it has been necessary to obtain carpenters from Auckland, at high wages. And now, after an arduous struggle, the hard work is in the way of being accomplished; and the only difficulty which remains is the means of meeting the heavy expenses which will be incurred.

(Signed) WM. WILLIAMS.

1857-8.

St. Stephen's School,
Auckland, May 17th, 1858.

SIR,—

I have the honor, on behalf of the Church of England Board for Native Education in the Northern Division, to forward to you their Fourth Annual Report for the year ended March 31st, 1858, in accordance with the instructions to the Board, contained in Sir George Grey's letter of May 12th, 1853, requesting you to have the goodness to lay it before His Excellency the Governor, at your earliest convenience.

I shall also be obliged by your informing me whether their Third Report, dated May 6th, 1857, and forwarded by me through Archdeacon Abraham (to obtain his signature) has been duly received by His Excellency the Governor.

I have the honor to be, Sir,
Your obedient servant,

Captain F. G. Steward,
Private Secretary,
Government House, Auckland.

G. A. KISSLING,
Honorary Secretary.

FOURTH ANNUAL REPORT OF THE CHURCH OF ENGLAND BOARD FOR NATIVE EDUCATION, IN THE NORTHERN DIVISION,

FOR THE YEAR ENDED 31ST MARCH, 1858.

	£	s.	d.	£	s.	d.
The Board has received Government Grants from April 1st, 1857, to March 31st, 1858	1,652	0	0			
Reserve fund	311	13	6			
				1,963	13	6

The above sum has been expended in the manner following:—

1. St. Stephen's School, Auckland, conducted by the Rev. G. A. Kissling	311	10	0
2. Kohanga School, conducted by the Rev. R. Maunsell	489	5	0
3. Tukupoto School, conducted by the Rev. B. Y. Ashwell.....	368	5	0
4. Otawhao School, conducted by the Rev. J. Morgan.....	241	10	0
5. Turanga School, conducted by the Ven. Archdeacon Wm. Williams	400	0	0
6. Tauranga School, conducted by the Ven. Archdeacon Brown	117	0	0
School Books	20	6	0
Prizes, &c., &c.	15	17	6
			1,963 13 6

The number of Scholars clothed, maintained, and taught, during the above period, according to Reports received, are as follows:—

St. Stephen's School	25
Kohanga "	94
Tukupoto "	82
Otawhao "	62
Turanga "	66
Tauranga "	20

Total..... 349

being an increase of 63 Scholars above the number reported on May 6th, 1857.

In the distribution of the funds at the disposal of the Board, a scale has been formed upon the principle of allowing an average rate of payment for a definite number of scholars in the several Schools connected with the Board. For the number of Scholars so defined the Schools in the country have been allowed at the rate of £6, and St. Stephen's School, Auckland, at £12 a scholar; but obviously many other Native and Half-caste children have been taught, clothed, and maintained in these Schools for whom the Board has had no means to provide. The benefit of religious training and instruction has been of late so much appreciated by the Native population that many parents have sent their children to the Church Mission Schools in connection with the Board, and more than one hundred scholars already admitted will have to be dismissed from those Institutions unless a larger provision be made by the Government for that purpose.

G. A. KISSLING,
Honorary Secretary and Treasurer.

ANNUAL REPORTS OF THE AUCKLAND WESLEYAN NATIVE
EDUCATION BOARD, 1856-7-8.

Onehunga, Feb. 11, 1858.

Sir,—

I have the honor to enclose, for the information of the Government, the following documents relating to the Industrial Schools connected with the Wesleyan Board of Native Education for the Auckland District, viz.:—

1. Report of the Institution at the Three Kings, drawn up by Messrs. Fletcher and Clark, by request of the Board, after the yearly examination.
2. Copy of a letter from J. Flight, Esq., by request of the Board after the yearly examination.
3. General Report of Primary Schools.
4. Abstract of Reports and Accounts.
5. Detailed Accounts of Expenditure on account of the various Schools.
6. General Balance Sheet.

I remain, Sir,

Your most obedient servant,

THOMAS BUDDLE,

Chairman of the Board.

The Honorable C. W. Richmond,

Colonial Treasurer,

&c., &c., &c.

VISITATION OF THREE KINGS NATIVE SCHOOL.

REPORT.

As the character of this School has fully established itself, and is generally known, we deem it unnecessary to do more than state the impressions which we received from the examination of Tuesday, December 1st.

Remembering the crowded aspect of the forms as they appeared three or four years ago, we regretted to observe considerable diminution of numbers, which now showed somewhat thinly in the ample school room. This diminution is satisfactorily accounted for by the disinclination of Native parents to send their children to a distant school, and has already engaged much anxious attention on the part of the Master and Managers of the Institution. The numbers stand thus,

	Male.	Female.	
Maori . . .	33	15	
Half-caste . . .	12	14	
English . . .	0	1	
	45	30	Total 75

This Table exhibits a decrease of 16 in the past year, chiefly Maori scholars. Some of the Native Teachers, however, appear sanguine that these deficiencies can be filled up by a special effort at the Native villages. Unless this succeed, it will be a question for consideration whether the primary school system must not hereafter be chiefly cultivated. That the teaching is effective, and the entire administration of the school energetic in the highest degree, is well known. Mr. Reid has taken immense pains to improve the vocal music, so much employed in directing both the devotions and evolutions of the school, and with much success.

The writing of the scholars elicited admiration in many instances, and approval in all. It was evident that the Natives taught here are acquiring a clear and distinct style of writing, suitable for all the requirements of business or correspondence.

In reading from Scripture, and from English history, the first class were generally able to enunciate the vocables, and answer with readiness questions proposed, especially in sacred history; though, both in pronunciation and spelling, the advantage was on the side of the girls, who from residing in Mr. Reid's family, were accustomed daily to hear conversation in the English language.

In Geography, the outline was well filled in with useful and general information.

In Arithmetic, the upper class worked with considerable readiness a sum in Practice, given on the moment, and the juniors appeared to be well on in proportion to their years and time of training.

The Needle-work, which embraced both the useful and the ornamental, was most creditable both to the Governess and her pupils.

Such were the principal subjects which came before us in a somewhat rapid survey of the School. We are satisfied there is no mere rote teaching here, but an intelligent and painstaking system of training, which finds a not ungenerous subject in the Maori mind. The main difficulties, probably, are such as do not appear within the school room, or in the course of receiving instruction, but rather in the daily process of subduing the children of a semi-barbarous people to English neatness, cleanliness, and order. As an effort to smooth their way from the lower to the higher platform, this school merits all the interest which it has hitherto enjoyed, and we hope will yet receive for many years to come.

(Signed)

ARCH. CLARK,
JOSEPH H. FLETCHER,
On behalf of Educational Board.

TO THE AUCKLAND BOARD OF EDUCATION CONNECTED WITH THE
WESLEYAN SOCIETY.

New Plymouth, 13th November, 1857.

GENTLEMEN,—Being deeply impressed with the importance of raising the moral condition of the youth of the Native race of this district, it was with great pleasure we, the undersigned, recently accepted an invitation from the Rev. John Whiteley to visit the school establishment under his superintendence here, called the Grey Institution, for the purpose of our personally examining into its existing state; as also to enquire as to what might be its requirements for its future condition of usefulness; and thus, as far as is in our power, to aid that zealous and indefatigable Missionary in his beneficent endeavours to enlighten the youthful Maori mind by means of elementary school instruction, and through that the inculcation of a better social means of living and of ameliorated morality among them.

We learned then, that about ten months ago, the first pupils were received, that the number now on the books exceeded thirty, and that this number is composed of boys who previously had received little or no school instruction. Our examination of the lads demonstrated a very encouraging progress, for many of them read easy lessons in English, spelt the simple words of our language with tolerable ease, and some again had commenced to study the primary rules of arithmetic; so that altogether we

considered that for the short time the majority of the pupils had been subjected to tuition, they displayed a greater advancement than, under all the circumstances, could have been anticipated.

We found that the young man who acts as Teacher has the character of being a patient, painstaking, and efficient person for that office. Hence we are fain to express the hope that he will be so far encouraged to continue his labours as to have at least such a salary awarded as shall place him somewhat above the ordinary labourer, who, for eight hours daily work, and no responsibility, earns readily the sum of five shillings.

The next object of our remark is that hitherto the Institution has had no one to superintend and conduct its immediate domestic affairs; we would therefore recommend that a steady female as Matron be enquired after and appointed at earliest convenience.

The twenty acres of the Mission estate, now to be devoted to the use of the Institution, will require yet some time before they yield advantage, and consequently cannot be taken into the calculation of immediate availment, though no doubt, eventually, they will go far to reduce the pecuniary expenses of the establishment, and will moreover, prove of great utility to the pupils, as affording to them a means of acquiring a practical knowledge of agriculture.

Every endeavour has hitherto been made to impress upon the parents of the pupils that it is incumbent on them to contribute towards their support, and Mr. Whiteley has reported to us that in some few instances donations have been obtained, but to no great amount. We would recommend, however, that the plan be pursued, which indeed we understand it to be Mr. Whiteley's own intention to prosecute.

We have but little to add to the lucid exposé which at our visit Mr. Whiteley favoured us with. But as he omitted to notice the existing state of the buildings, we would solicit attention thereto. For in addition to the usually resulting wear and tear of time, weather and exposure, the circumstance of its fully two years' lack of occupancy, and inadequate oversight in that interval has added considerably to its deterioration. Hence in making an estimate of the amount requisite for the annual disbursement, the repair of the building must, as a matter of course, form an important item to ascertain, which particular would best be come at by a regular survey.

It was our intention to have called attention to the proposal of forming a Normal class from among the pupils, but presuming such would be premature, we simply note it here for future consideration.

We are, Gentlemen,

Your very obedient servants,

(Signed)

JOSIAH FLIGHT, J.P.,
P. WILSON, J.P.,
ROBERT PARRIS, J.P.,
EDW. L. HUMPHRIES, M.P.C.,
H. HALSE, Assistant Native Sec.,
JOHN C. NEILD, M.D., &c., &c.

WESLEYAN INDUSTRIAL SCHOOLS REPORTS, 1857.

Waingohe, Kaipara.—This is a small Boarding School, conducted by the Rev. W. and Mrs. Gittos, assisted by a Native Teacher. It has had fifteen Boarders during the last year, who have received the usual elementary instructions. The number could easily be increased to fifty or sixty, and is limited solely for want of more funds, and because the Missionary could not consistently with duties extending over an extensive circuit undertake without further help a larger School.

Aotea.—The School at this place has not been in operation as a Boarding School during the past year, for want of proper accommodation, and the means of support, so that the Teacher's time has been occupied in making preparations for the ensuing year, by clearing and fencing land for cultivation, &c., and the parents of the children have engaged to build a School-room. Meanwhile Day Schools have been in operation at the respective villages, and the Teacher has kept up a kind of peripatetic visitation. Arrangements have been made to form a Central School here that will serve Kawhia and Whaingaroa, being midway between those places. The Board has concluded that this will be preferable to two or three small and comparatively inefficient schools.

Ahuahu, Kawhia.—This school maintains its number of boarders. It has been under the management of a Native Teacher, who is a very excellent man, but not sufficiently advanced to carry on such an institution with efficiency. He has done his best, but the Board has determined to unite this school with that at Aotea, so that the pupils may have the advantage of a better training under an efficient European teacher. This arrangement will at once be carried into effect, it is hoped with much advantage to our schools in those places.

Mokau.—Our small school at this place contains eleven Native and six Half-caste children. It has been very efficiently conducted by Mr. and Mrs. Schnackenberg, and exerts a very good influence. The usual routine of an elementary education has been pursued, and no means calculated to advance their civilization and moral training has been neglected.

THOMAS BUDDLE,
Chairman of the Board.

ABSTRACT OF THE REPORT OF THE WESLEYAN BOARD OF EDUCATION FOR THE MANAGEMENT OF NATIVE INDUSTRIAL SCHOOLS, AUCKLAND DISTRICT, 1857.

SCHOOLS.		Resident Missionary paid by Wesleyan Mission.	SALARIED TEACHERS.		PUPILS.								REVENUE.					AVERAGE COST OF PUPILS PER HEAD PER ANNUM		Cost of Agricultural Operations.	Expenditure for Building, Repairs, &c.	REMARKS.
Where Situatd.	Class.		Name.	Amount ot Salary.	Maori.		Half Castes.		English.		TOTAL.	From the Wesleyan Mission Society.	From the Colonial Government.	From Parents.	From Farm Produce.	TOTALS.	To the Colonial Government.	To the Board.				
					Male.	Female.	Male.	Female.	Male.	Female.												
Three Kings ..	Central	Rev. A. Reid, paid by Wesleyan Mission	Mr. Mundy Miss McIntosh	£ s. d. 120 0 0 £30 and Board	36	18	12	14	...	1	81	£ s. d. 150 0 0	£ s. d. 1,060 0 0	£ s. d. 147 7 1	£ s. d. 183 4 0	£ s. d. 1,534 11 1	£ s. d. 13 1 8½	£ s. d. 15 17 2½	£ s. d. 102 15 2	£ s. d. 117 2 6	The sum total included a Balance of last year amounting to £267 15s. 10½d.	
Kaipara	Primary	Rev. W. Gittos	Taimona	30 0 0	9	6	..	..	..	..	15	..	77 10 1	..	..	77 10 1	5 3 4	5 3 4	6 16 0	..		
Hotea	Primary		Mr. T. Skinner	100 0 0									100 0 0	..	..	100 0 0	..	..	..	..		
Kawhia	Primary	Rev. H. H. Turton	J. and Mrs. Eggleston, Native Teachers	30 0 0	14	6	..	..	..	..	20	..	155 0 0	..	..	155 0 0	7 15 0	7 15 0	..	..		
Mokau	Primary	Rev. C. H. Schnackenberg	Harawira	12 0 0	9	2	3	3	..	..	17	..	51 18 10	46 0 0	..	97 18 10	3 1 1½	5 15 2½	..	26 0 0		
New Plymouth Grey Institution	Central	Rev. J. Whitely	Mr. Henry Collins	50 0 0	27	..	3	..	..	..	30	..	225 0 0 15 0 0	3 17 6 ..	3 3 0 ..	232 0 6 15 0 0	7 10 0 ..	7 14 8 ..	39 7 8 ..		Balance of last year.	
					95	32	18	17	..	1	163	£ 1,684 8 11				2,212 0 6	10 6 8	13 11 5½				

The above Expenditure for the Year includes Balances due to Schools on account of former Years, and also items for Building, amounting to £426 18s. 4½d.; deduct this from £1,684 8s. 11d., and the sum of £1,257 10s. 6d. will be the actual cost of maintaining 163 Pupils, or on an average cost to the Government for each Pupil of £7 14s. 3½d.

THOMAS BUDDLE,
Chairman of the Board.

THE THREE KINGS INDUSTRIAL SCHOOL IN ACCOUNT WITH THE WESLEYAN BOARD FOR THE MANAGEMENT OF
NATIVE SCHOOLS,

FOR THE YEAR ENDED 31ST DECEMBER, 1856.

Dr.

CR.

To Cash received from the Board—	£	s.	d.	£	s.	d.
Towards the Board and Maintenance of 80 Pupils, at £10 each	800	0	0			
For Salaries	135	0	0	935	0	0
Cash received from the parents of half-caste children				178	4	3
Cash received from Farm Produce—						
Sheep	285	0	11			
Wool	18	10	6			
Hay	28	0	0	331	11	5
I. By Cash paid for Salaries—						
Farm Overseers	100	0	0			
Matron	30	0	0			
Governess	30	0	0			
Assistant Teacher, half year	25	0	0	185	0	0
II. Medical Attendance and Medicine				22	10	0
III. Building—						
Timber	79	1	0			
Bricks and Lime	30	2	6			
Carpenter	60	0	0			
Bricklayer	41	0	0			
Window Sashes	20	0	0			
Paints, Nails, &c.	17	13	7			
Ironmongery	7	17	10	255	14	11
IV. Stock—						
One Mare	52	0	0			
Six Saxony Rams	50	0	0			
Cattle Medicine	11	2	10	113	2	10
V. Board and Clothing of 91 Pupils, and Board of Matron, Governess, Teachers, and Carpenter, and sundry Miscellaneous Expenses				868	7	11
				£1,444	15	8

THOMAS BUDDLE,
Chairman of the Board,

DETAILED ACCOUNT OF WESLEYAN NATIVE INDUSTRIAL SCHOOLS,

FOR THE YEAR ENDED 31ST DECEMBER, 1856.

	£	s.	d.	£	s.	d.
WAIMA, Hokianga : Rev. H. H. Lawry—						
16 Boarders, three Quarters of a Year, at £6 per head per annum	72	0	0			
Salary of Native Teacher, three Quarters of a Year.....	11	5	0			
				83	5	0
KAWHIA, North Shore: Mr. Thos. Skinner—						
Board, &c., of 20 Boarders, one Quarter	31	5	0			
Teacher's Salary, six Quarters, at £100 per annum	150	0	0			
Incidental Expenses.....	2	13	9			
	183	18	9			
Cr. By Cash received from parents, &c.....	83	7	3			
				100	11	6
AHUAHU, Kawhia: Native Teachers—						
20 Boarders, 1 year, at £6 5s. per head per annum	125	0	0			
Salary of Native Master and Mistress	30	0	0			
				155	0	0
MOKAU: Rev. H. Schnackenberg—						
10 Boarders, at £6 per head per annum				60	0	0
WAIPA: Rev. Geo. Buttle—						
Erection of a School-room, 40 feet by 20 feet	149	3	0			
Cr. By voluntary contributions	149	0	0			
						

THOMAS BUDDLE.

THE AUCKLAND WESLEYAN BOARD OF EDUCATION FOR THE MANAGEMENT OF NATIVE INDUSTRIAL SCHOOLS IN ACCOUNT WITH THE COLONIAL GOVERNMENT,

FOR THREE QUARTERS OF A YEAR, ENDED 31ST DECEMBER, 1856.

DR.

CR.

	£	s.	d.		£	s.	d.
To Cash received from the Colonial Treasurer:—				By Balance due to the Board last Quarter			
For the June Quarter	400	0	0	By Cash paid to several Schools, as per detailed Accounts:—			
" September.....	389	0	0	Three Kings	701	5	0
" December.....	389	0	0	Waima	64	10	0
				Kawhia (North Shore)	69	6	6
				Ahuahu	116	5	0
				Mokau.....	47	10	0
				By Cash paid to Grey Institution for Balance of last year.....			
				Miscellaneous			
					51	10	0
					0	12	0
					£1,084	15	6
				Balance carried forward			
					93	4	6
					£1,178	0	0

THOMAS BUDDLE,

Chairman of the Board.

ESTIMATE OF EXPENDITURE ON ACCOUNT OF WESLEYAN NATIVE
INDUSTRIAL SCHOOLS,

For 1857.

	£	s.	d.	£	s.	d.
THREE KINGS—						
Salaries: Assistant Teacher	100	0	0			
Matron, including Board.....	50	0	0			
Governess “	50	0	0			
Farm Servant	60	0	0			
80 Boarders, at £10	800	0	0			
				1,060	0	0
AHUAHU—						
20 Boarders, at £6 5s.	125	0	0			
Teacher's Salary	30	0	0			
				155	0	0
MOKAU—						
10 Boarders, at £6 each				60	0	0
GREY INSTITUTION, New Plymouth—						
20 Boarders, at £6 5s.	125	0	0			
Teacher's Salary.....	100	0	0			
				225	0	0
WAIPIA—						
14 Boarders, at £6 5s.	87	10	0			
Teacher's Salary	30	0	0			
				117	10	0
WAIMA—						
16 Boarders, at £6	96	0	0			
Teacher's Salary	30	0	0			
				126	0	0
KAITARA—						
10 Boarders, at £6	60	0	0			
Teacher's Salary	30	0	0			
				90	0	0
WAINGAROA				50	0	0
				£1883	10	0

THOMAS BUDDLE.

THE THREE KINGS INSTITUTION IN ACCOUNT WITH THE WESLEYAN BOARD OF EDUCATION.

FOR THE YEAR 1857.

DR.

CR.

			£ s. d.			£ s. d.		
To Amount from Government Grant .			.	.	.	.	.	.
Missionary Society—Principal's Salary			1,060	0	0	1,060	0	0
Parents			150	0	0	150	0	0
Farm Produce—			141	7	1	141	7	1
Horse			45	0	0	45	0	0
Cattle			16	4	0	16	4	0
Sheep			65	0	0	65	0	0
Wool			40	0	0	40	0	0
Hay			17	0	0	17	0	0
			183	4	0	183	4	0
Balance			£1,534	11	1	£1,534	11	1
			17	19	3½	17	19	3½
			£1,552	10	4½	£1,552	10	4½
By Balance of last year .			.	.	.	.	.	.
Amount for Salaries—			.	.	.	.	.	.
Principal			100	0	0	100	0	0
Assistant Master			97	10	0	97	10	0
Governess			30	0	0	30	0	0
			227	10	0	227	10	0
Building—			.	.	.	.	.	.
Brickwork			18	14	0	18	14	0
Carpenter			50	0	0	50	0	0
Timber, Glass, Nails, &c.			48	8	6	48	8	6
			117	2	6	117	2	6
Farming—			.	.	.	.	.	.
Fencing			20	15	0	20	15	0
Trees, Seeds, Potatoes			42	14	10	42	14	10
Saddler and Blacksmith			27	9	0	27	9	0
New Cart			6	15	0	6	15	0
Sheep Dressing			5	1	4	5	1	4
			102	15	2	102	15	2
Pupils' Maintenance—			.	.	.	.	.	.
* Food			518	11	5	518	11	5
Clothing			248	11	6	248	11	6
Miscellaneous			70	3	10½	70	3	10½
			837	6	9½	837	6	9½
			£1,552	10	4½	£1,552	10	4½
Average Number of Pupils, 81.			£	s.	d.	£	s.	d.
Average Cost of each Pupil, including Building Expenses			15	17	2½	15	17	2½
Of which the Government pays			13	1	8½	13	1	8½
Cost to the Government, deducting Balance of last year			9	15	7¼	9	15	7¼
Farm Produce consumed at the Institution—			.	.	.	.	.	.
Forty tons Potatoes			.	.	.	.	.	.
			160	0	0	160	0	0

* This includes the board of the Principal and Governess.

THOMAS BUDDLE,
Chairman of the Board.

DETAILED ACCOUNT OF THE WESLEYAN NATIVE INDUSTRIAL SCHOOLS,
FOR THE YEAR ENDED 31ST DECEMBER, 1857.

AUCKLAND DISTRICT.

DR.		WAINGOHE, KAIPARA.		CR.	
	£ s. d.		£ s. d.		
To Cash received from the Board.	77 10 1	By Salary, Native Teacher	30 0 0		
		By Maintenance of 15 Boarders—			
		Food	17 2 0		
		Clothing	17 12 6		
		Stationery	1 13 0		
		Agricultural Implements	6 16 0		
		Miscellaneous	4 6 7		
	<u>£77 10 1</u>		<u>£77 10 1</u>		
AOTEA.					
To Cash received from the Board	£100 0 0	By Teacher's Salary	£100 0 0		
AHUAHU, KAWHIA.					
	£ s. d.		£ s. d.		
To Cash received from the Board		By Salary Native Master and Mis-			
for Teachers	30 0 0	tress	30 0 0		
Do. for 20 Boarders at £6 5s.		Maintenance of 20 Boarders	136 14 9		
per head per annum	125 0 0				
Balance due to the School	11 14 9				
	<u>£166 14 9</u>		<u>£166 14 9</u>		
MOKAU.					
	£ s. d.		£ s. d.		
To Cash received from the Parents		By Salary, Native Teacher, half			
of Half-castes	46 0 0	year	6 0 0		
To Balance received from the		Maintenance, &c., of 17 Boarders	65 18 10		
Board	51 18 10	Building and Timber for Bed-			
		rooms, &c.	26 0 0		
	<u>£97 18 10</u>		<u>£97 18 10</u>		
GREY INSTITUTION, NEW PLYMOUTH.					
	£ s. d.		£ s. d.		
To Cash received from the Board—		By Balance due last year	15 0 0		
On account of last year	15 0 0	Salary to Teacher	50 0 0		
On account of present year	225 0 0	Maintenance of 30 Boarders	140 1 2		
Native Contributions	3 17 6	Furniture	2 11 8		
Doors sold	3 3 0	Agricultural Expenses	27 1 8		
		Implements	12 6 0		
	<u>£247 0 6</u>		<u>£247 0 6</u>		

THOMAS BUDDLE,
Chairman of the Board.

THE AUCKLAND WESLEYAN BOARD OF EDUCATION FOR THE MANAGEMENT OF NATIVE INDUSTRIAL SCHOOLS IN ACCOUNT WITH THE COLONIAL GOVERNMENT,

FOR THE YEAR ENDED 31ST DECEMBER, 1857.

Dr.

CR.

[illegible]

THOMAS BUDDLE,
Chairman of the Board.

REPORTS OF CHURCH OF ENGLAND NATIVE SCHOOLS,
SOUTHERN DISTRICT, 1852 TO 1856.

Wellington,
December 2nd, 1857.

SIR,

I herewith forward the accounts of the four Native Industrial Schools which have received funds from this Board. These accounts are made up to the end of 1856. I will forward to you, as soon as the Board meets, in January next, the accounts to the end of this year.

The Motueka Account includes grants from other sources than this Board. The Board is indebted to the Bishop of New Zealand and to Trustees appointed by him for seeing that the Balance Sheet is correct.

The Wanganui Balance Sheet now forwarded includes sums not granted by this Board. The Bishop has there also appointed Trustees. No funds have been granted to this school since June 30th, 1856, as the Board was not satisfied with the condition of the school.

I remain, Sir,

Your obedient servant,

ARTHUR STOCK,
Secretary to the Board.

C. W. RICHMOND, Esq.,
Colonial Treasurer.

REPORT OF MOTUEKA SCHOOL.

Motueka,

December 15th, 1856.

SIR,—

In accordance with the request made in your last letter, I beg to forward a report of the Motueka Industrial School for the meeting of the Board in January next.

In the first place, I must thank the Board for its grant of £300 paid into the Bank, to my credit; had not this assistance arrived when it did, I should have felt the responsibility of carrying on the School greater than I should wish to undertake, having had, on my own responsibility, to make advances to meet the current expenses.

In common with our neighbours, we have not realized what we anticipated by our crops, &c.; under this head, therefore, there was a deficit, (independently of the grant which had not been continued as in former years) which tended somewhat to disturb the equilibrium of the finance department.

It is the intention of the Trustees, who have had some communications with your Board, to let as much of the School land as they can with the exception of some fifty or sixty acres in the immediate vicinity of the buildings now in course of erection; they hope by this means to secure a certain and definite fund for carrying on the buildings and other works. The Bishop in conjunction with the Trustees felt it would be better thus to secure a certain income than one dependent upon the sale of produce or the uncertainty of annual grants. These lands have not yet been let, I therefore cannot tell what will be the probable income in the hands of the Trustees from this source.

We have not yet been able to commence the boarding School, but I hope as soon as the buildings are finished at once to begin. We have, however, been carrying on the day School. There have been from fifteen to twenty pupils receiving education in the English language, writing, and arithmetic, and religious instruction.

Our numbers are small, but this is in consequence of the Maories in this Province being few in number, living in groups from twenty to a hundred.

We have not, as at Otaki, Wanganui, or Taranaki, large bodies of Natives living congregated together; the only system therefore that can be adopted with them, if they will avail themselves of the advantage, must be to board them, funds for their support being supplied from the Board and other sources. I think that no Managers of Schools should depend on the boys themselves contributing much towards the support of an institution.

My own experience is that this kind of labour is the dearest you can employ: that is if you take into consideration the implements injured, the work badly and inefficiently performed; but industrial training being part of the system required to be carried on in these Schools they must be employed, otherwise the objects of these institutions would not be attained. I have made this remark in order to impress upon the Board the necessity in making their calculations to set aside altogether the idea, which I believe a fallacious one, of the self-supporting system, by the labour of the boys; we must be content I think to lay the foundation of industrious habits for a future generation to build on and not looking to present pecuniary profit.

It was my intention when I sat down to write this report to have been as brief as possible, having little to say on the present or future prospects of our School more than what I said in my last report. I hope the accounts forwarded by the Bishop, which he intended to lay before the Board, have given satisfaction, and have entered sufficiently into detail.

The Board will observe that those accounts commence from the time that the School was begun. I will by the next half yearly meeting (D.V.) forward a statement of the expenditure of the present and future grant promised for January. I hope by that time we shall have commenced our boarding establishment.

Trusting that the Board will still continue its support until we are in a more efficient state, I shall look with confidence to it for future aid. Sir, in conclusion, I beg again to thank the Board for their aid, and you for the promptness of your communications.

I remain, my dear Sir,

Yours, very faithfully,

T. L. TUDOR.

The Rev. A. Stock,
Honorary Secretary
to the Native Educational Board, Wellington.

ABSTRACT OF RECEIPTS AND EXPENDITURE, MOTUEKA NATIVE SCHOOL, TO 31ST DECEMBER, 1856.

REV. J. L. TUDOR.		TRUSTEES OF MOTUEKA NATIVE SCHOOL.	
Cr.	£ s. d.	Cr.	£ s. d.
Liabilities as per account	-	Rev. J. L. Tudor, Expenses, Wellington	-
Ditto, since given in	159 0 0	Fencing (Knyvett)	15 0 0
Atkins	-	Schoolmaster to Christmas, 1856	50 0 0
Well Digging	17 0 0		39 3 4
Plough and Roller	15 0 0		
	13 5 0		104 3 4
Ditto, since incurred, stated at	19 0 0	Schoolmaster to July, 1856	22 10 0
Stipend to Christmas, 1856	150 0 0	Industrial Farm	181 16 7
	373 5 0	Balance in hand	308 9 11
			15 2 5
			<u>£323 12 4</u>
Dr.			
To Cash from Southern Board, deducting exchange	£297 0 0		
Cr. Paid to Trustees' Order	104 3 4	Cash Rev. J. L. Tudor	104 3 4
		Farm Produce and Stock	77 15 6
	192 16 8	Loan from Building Fund	141 13 6
	<u>£180 6 4</u>		
			323 12 4
LIABILITIES, 1857.		PROBABLE ASSETS, 1857.	
Repayment of Loan to Building Fund	-	Cash from Southern Board	-
Rev. J. L. Tudor, stipend	-	Rents in March	-
Well Digging	-	" in October	-
	141 13 6		200 0 0
	50 0 0		60 0 0
	15 0 0		110 0 0
	206 13 6		370 0 0
Liabilities—Rev. J. L. Tudor	-		
	180 6 4		
	386 19 10	Produce and Stock (net)	-
	78 2 7	Balance in hand	-
	<u>£465 2 5</u>		<u>£465 2 5</u>

[illegible]

G. A. NEW ZEALAND.

MOTUEKA INDUSTRIAL SCHOOL,
TO 30TH JUNE, 1856.

CR.

I. SALARIES—						£	s.	d.	£	s.	d.
1854. Master's salary	-	-	-	-	-	70	0	0			
1855. Ditto	-	-	-	-	-	77	10	0			
1856. Ditto	-	-	-	-	-	87	10	0			
1854. Mistress' salary	-	-	-	-	-	16	5	0			
1855. Ditto	-	-	-	-	-	15	0	0			
									266	5	0
II. SCHOOL EXPENSES—											
1854. Boarding and Clothing adults	-	-	-	-	-	60	14	5			
1855. Ditto ditto	-	-	-	-	-	88	13	7			
									149	8	0
1854. Boarding and clothing children	-	-	-	-	-	191	13	3½			
1855. Ditto ditto	-	-	-	-	-	91	18	2			
									283	11	5½
School furniture and utensils	-	-	-	-	-	32	4	3			
1854. House Rent	-	-	-	-	-	25	0	0			
1855. Ditto	-	-	-	-	-	21	10	0			
1856. Ditto	-	-	-	-	-	20	0	0			
									98	14	3
1854. School Buildings	-	-	-	-	-	90	4	7			
1855. Ditto	-	-	-	-	-	8	17	6			
1856. Ditto	-	-	-	-	-	24	1	9			
									123	3	10
1855. Bell	-	-	-	-	-				13	10	6
III. FARMING EXPENSES—											
1854. Oats for seed	-	-	-	-	-	16	3	3			
1855. Ditto	-	-	-	-	-	2	10	0			
1856. Ditto	-	-	-	-	-	11	0	0			
									29	13	3
1855. Wheat for seed	-	-	-	-	-	11	15	0			
Garden seeds	-	-	-	-	-	1	13	0			
									13	8	0
Cattle—4 Bullocks, at £20	-	-	-	-	-	80	0	0			
2 Ditto 25	-	-	-	-	-	50	0	0			
2 Ditto 23 15s.	-	-	-	-	-	47	10	0			
									177	10	0
1854. Food for Cattle	-	-	-	-	-	4	15	6			
1855. Ditto	-	-	-	-	-	0	17	0			
1856. Ditto	-	-	-	-	-	7	9	0			
									13	1	6
Blacksmith, 3 years	-	-	-	-	-	32	0	10			
Implements, ditto	-	-	-	-	-	81	0	0			
									113	0	10
Fencing, 213 chains, at £1	-	-	-	-	-	213	0	0			
1854. Labour	-	-	-	-	-	48	6	1			
1855. Ditto	-	-	-	-	-	14	1	0			
1856. Ditto	-	-	-	-	-	92	13	4½			
1855. Harvest expenses	-	-	-	-	-	22	8	10			
									390	9	3½
IV. SUNDRIES—											
Surveying	-	-	-	-	-	11	5	0			
1854. Petty cash	-	-	-	-	-	3	12	0			
1855. Ditto	-	-	-	-	-	0	9	0			
1856. Ditto	-	-	-	-	-	7	19	0			
1854. Boat-hire and Incidental	-	-	-	-	-	11	7	6			
1855. Ditto ditto	-	-	-	-	-	0	15	6			
1856. Ditto ditto	-	-	-	-	-	7	19	9			
									43	7	9
V. COLLECTING RENTS—											
1854. Ditto	-	-	-	-	-	2	15	6			
1855. Ditto	-	-	-	-	-	5	16	10½			
Going to Nelson, and Stationery	-	-	-	-	-	2	18	2			
									11	10	6½
Crown Grant	-	-	-	-	-				3	10	0
									1,730	4	2½

Greatest number of Scholars - - - 26 Children, 10 Adults.
Average attendance - - - 18 " 6 "
Ditto from Sept. 1854 to Sept. 1855 - 0 " 6 "

ABSTRACT OF RECEIPTS AND EXPENDITURE FROM 22ND FEBRUARY, 1853, TO 31ST DECEMBER, 1856.

CR.

[illegible]

The number of scholars does not at present exceed fifteen,—twelve boys and three girls, for whilst I have received five new boys and three girls, during the year, three of my original number have left school, two of whom were growing into manhood, and returned to their own homes in a creditable way, at the time of marriage. I however expect three or four new boys early in next year.

During the year we have had twenty three and a half acres under crops.

Our ploughing would have been extended much further had we not the disadvantage of having no enclosure for the working cattle, in consequence of which they have often strayed away, and the boys have lost much of their time in hunting for them. This evil will, however, be prevented in future by our having provided suitable enclosures.

The necessary materials for a permanent barn and wool shed, 40 feet by 20, with a 10-foot sheelling, are nearly ready for erection, which building, when completed, will be of great service in many respects.

There can be no question as to the benefit that such an institution as is here aimed at will confer upon the Natives of the whole district, directly and indirectly, more particularly when it is borne in mind that some of the young men who are with me are sons of some of the principal Chiefs in the District.

SAMUEL WILLIAMS.

Abstract

1854.	A team of working bullocks	-	-	-	-	£	s.	d.	£	s.	d.
	Breaking in a bullock	-	-	-	-	80	0	0			
						1	0	0			
									81	0	0
	<i>Clothing.</i>										
	Nine boys' caps, 1 <i>l.</i> 2 <i>s.</i> 6 <i>d.</i> ; ten blue shirts 3 <i>l.</i>	-	-	-	-	4	2	6			
	One pair of trousers, 14 <i>s.</i> ; four shirts 10 <i>s.</i>	-	-	-	-	1	4	0			
	Four blankets, 2 <i>l.</i> 15 <i>s.</i> ; one cap, 4 <i>s.</i>	-	-	-	-	2	19	0			
	Sundries	-	-	-	-	0	15	6			
									9	1	0
	<i>Food.</i>										
	Flour, 2 <i>l.</i> ; sugar, 6 <i>s.</i> ; sundries, 15 <i>s.</i>	-	-	-	-	3	1	0			
	Two bags of rice, 4 <i>l.</i> 17 <i>s.</i> ; wheat, 3 <i>l.</i> 12 <i>s.</i> 6 <i>d.</i>	-	-	-	-	8	9	6			
									11	10	6

Implements and Tools.

<i>Implements and Tools.</i>		£	s.	d.	£	s.	d.
Bullock year, 6 <i>l.</i> 1 <i>s.</i> 4 <i>d.</i> ; expenses on do., 6 <i>s.</i>	-	-	6	7	4		
Chairs, iron basins, hinges &c.,	-	-	3	3	6		
Wheat mill, 5 <i>l.</i> ; wheat sacks, 1 <i>l.</i> 10 <i>s.</i>	-	-	6	10	0		
Adze, 5 <i>s.</i> ; one hammer, 3 <i>s.</i> ; oil stores, 4 <i>s.</i>	-	-	0	12	0		
Two sets bench planes, 2 <i>l.</i> 2 <i>s.</i> ; two do. match do., 18 <i>s.</i>	-	-	3	0	0		
One hand saw, 9 <i>s.</i> 6 <i>d.</i> ; two American axes, 1 <i>l.</i> 2 <i>s.</i>	-	-	1	11	6		
Two sets of gate irons	-	-	3	0	0		
Irons for sledge	-	-	1	17	6		
Two pairs of maul rings	-	-	0	10	0		
Four wedges, 15 <i>s.</i> ; screw auger, 5 <i>s.</i> ; adze, 3 <i>s.</i> 6 <i>d.</i>	-	-	1	3	6		
Eight hatchets	-	-	1	0	0		
Books—Native Testaments	-	-		28	15	4	
				0	6	0	
		Total—1854	£130			12	10

1855.

Wages.

Mita Karaka, one year and quarter, salary	-	-	12 10 0
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Clothing.

Johnston & Co.,	Dungaree 1 <i>l</i> . 15s.; moleskin, 4 <i>l</i> . 13s. 4 <i>d</i> .	-	6	8	4
"	Duck, 4 <i>l</i> . 12s. 6 <i>d</i> .; blue shirts, 6 <i>l</i> . 2s.	-	10	14	6
"	Striped cotton, 1 <i>l</i> . 1s.; blankets, 7 <i>l</i> . 10s.	-	8	11	0
"	Thread, 10s.; handkerchiefs, 17s.; needles, 4s.	-	1	11	0
			27	4	10
Messrs. Dixon & Co.,	four pieces of Duck	-	4	10	0
"	moleskin, 2 <i>l</i> . 4s. 1 <i>d</i> ., ten cotton rugs, 1 <i>l</i> . 6 <i>d</i> .	-	3	4	7
"	two pieces striped cotton	-	4	1	4
"	three do. blue do.	-	5	2	9
"	two doz. blue shirts, 4 <i>l</i> . 18s., twelve pair laced boots, 4 <i>l</i> . 4s.	-	9	2	0
"	five pairs 9-4 blankets, 4 <i>l</i> . 2s. 6 <i>d</i> ., 25½ yds. huckaback, 19s. 7 <i>d</i> .	-	5	2	1
"	12½ yards Oznaburg 4s. 5 <i>d</i> ., combs 11s. 3 <i>d</i> .	-	0	15	8
"	four gross bone buttons, 3s., one do. pearl do. 3s. 6 <i>d</i> .	-	0	6	6
"	two lbs. white thread, 6s. 4 <i>d</i> ., two do. black 3s. 3 <i>d</i> .	-	0	9	7
Clarke & Cox,	six black neckties, 1 <i>l</i> . 11s. 6 <i>d</i> ., two shirts, 8s.	-	1	19	6
Two hats 12s.,	one doz. leather bells 1 <i>l</i> . 2s., one pilot coat, 1 <i>l</i> . 5s.	-			
Three hats 16s. 6 <i>d</i> .,	three shirts 11s. 6 <i>d</i> ., one cap, 6s. 6 <i>d</i> ., two caps 14s.	-	2	8	6
			67	6	4

Food.

Wheat 4 <i>l.</i> 18s., ditto 1 <i>l.</i> 10s., potatoes 2 <i>l.</i> 3s. 9d.	-	-	8	11	9
Potatoes 3 <i>l.</i> 19s. 11d., ditto for seed 17s., fetching ditto 6s.	-	-	5	2	11
Wheat, 12 <i>l.</i> 16s., ditto 14 <i>l.</i> 4s., ditto 5 <i>l.</i> 17s. 9d.	-	-	33	7	9
Potatoes 16s., drawing potatoes, 1 <i>l.</i> 15s.	-	-	2	11	0
Sugar 4 <i>l.</i> 5s. 6d., ditto 5 <i>l.</i> 14s. 11d., ditto 6s. 6d., ditto 3 <i>l.</i> 5s. 6d.			13	12	5
Soap 10s., ditto 2 <i>l.</i> 10s., caudles 15s., ditto 2 <i>l.</i> 1s. 3d.	-	-	5	6	3
			68	12	1

Labour.

Ploughing 2 <i>l.</i> , ditto 3 <i>l.</i> 10 <i>s.</i> , fencing 9 <i>l.</i> 18 <i>s.</i>	-	-	15	8	0
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Materials.

For building	-	-	-	-	-	36	0	0
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Implements, Tools, &c.

One Screw Hammer 6s., punches $\frac{7}{8}$ s., spades 6s., auger, saw set, &c., 1 <i>l.</i> 10s.	-	-	-	-	2	9	0
Repairing Mill and Plough 19s., ox-gear 5 <i>l.</i> 3s. 6d., swingle- trees 2 <i>l.</i>	-	-	-	-	8	2	6
Carpenter's Tools, 3 <i>l.</i> 6s. 9d., diamond 30s., two grubbing hoes 8s. 6d.	-	-	-	-	5	5	3
Pack-saddle 6 <i>l.</i> 15s., plough 17 <i>l.</i> , spades 2 <i>l.</i> 10s.	-	-	-	-	26	5	0
Grind-stone 1 <i>l.</i> , harness 7 <i>l.</i> 1s., hatchets 6s.	-	-	-	-	8	8	0
					50	8	9

<i>Cooking Utensils.</i>		£	s.	d.	£	s.	d.
Tea Kettle 1 <i>l.</i> , Iron pot 1 <i>l.</i> 5 <i>s.</i> , pannikins and plates, 16 <i>s.</i> 6 <i>d.</i>	-	3	1	6			
Two tin dishes	-	0	8	0			
					3	9	6
<i>Books and Stationery.</i>							
Native Testaments 10 <i>s.</i> , twenty-four copybooks 7 <i>s.</i> , slates and pencils 19 <i>s.</i> 6 <i>d.</i>	-				1	16	6
Expenses from London 17 <i>l.</i> 15 <i>s.</i> 6 <i>d.</i> , boatage, &c., 6 <i>s.</i>	-				18	1	6
Freight, cartage, &c., on supplies	-				13	0	0
Total 1855	-				£286	12	8

1856.

<i>Wages.</i>							
Rota and Brown	-				16	13	9
<i>Labour.</i>							
Natives harvesting, 2 <i>l.</i> 16 <i>s.</i> , ditto planting potatoes, 4 <i>l.</i> 7 <i>s.</i> 6 <i>d.</i>	-	7	3	6			
Threshing Wheat, 7 <i>l.</i> 7 <i>s.</i> 9 <i>d.</i> , digging potatoes, 2 <i>l.</i> 17 <i>s.</i> 6 <i>d.</i>	-	10	5	3			
Ploughing 10 <i>l.</i> , clearing a road, 15 <i>s.</i>	-	10	15	0			
					28	3	9
<i>Food.</i>							
Wheat, 15 <i>l.</i> 4 <i>s.</i> 4 <i>d.</i> , potatoes, 8 <i>l.</i> 17 <i>s.</i> 7 <i>d.</i> , sugar, 9 <i>l.</i> 10 <i>s.</i> 7 <i>d.</i>	-	33	12	6			
Tea, 5 <i>s.</i> , soap, 5 <i>l.</i> 3 <i>s.</i> 4 <i>d.</i> , candles, 1 <i>l.</i> 10 <i>s.</i> , four pigs, 1 <i>l.</i>	-	7	18	4			
					41	10	10
<i>Clothing.</i>							
Seven pairs watertight boots 5 <i>l.</i> 12 <i>s.</i> , Johnston & Co., sundries 43 <i>l.</i> 12 <i>s.</i> 2 <i>d.</i>	-	49	4	2			
Newton & Co., sundries, 10 <i>l.</i> 13 <i>s.</i> 6 <i>d.</i> , boots for boys, 2 <i>l.</i> 6 <i>s.</i> 6 <i>d.</i>	-	13	0	0			
					62	4	2
<i>Fencing and Draining.</i>							
Splitting palings, 1 <i>l.</i> 6 <i>s.</i> , cutting rails, 4 <i>s.</i> , ninety-nine rods of 4 <i>ft.</i> rail fence, at 6 <i>s.</i> 6 <i>d.</i> , 32 <i>l.</i> 3 <i>s.</i> 6 <i>d.</i> , seventeen rods for stock-yard, 11 <i>l.</i> 18 <i>s.</i>	-	45	11	6			
Cracknell and Sons, 3½ months, 29 <i>l.</i> 3 <i>s.</i> 4 <i>d.</i>	-	29	3	4			
European labourers, 25 weeks and 4 days, stumping, draining, making ditch and bank, 38 <i>l.</i> 11 <i>s.</i> , wire fence, 55 <i>l.</i>	-	93	11	0			
Splitting timber, 9 <i>l.</i> 5 <i>s.</i> and 3 <i>l.</i> 10 <i>s.</i> , finishing stock-yard, 3 <i>l.</i> 9 <i>s.</i>	-	16	4	0			
Coolie, 12 weeks and 5 days, stumping, fencing, &c.	-	19	6	6			
					203	16	4
<i>Timber and other Building Materials.</i>							
Extra iron work and timber for pole, 3 <i>l.</i> , extra timber, 18 <i>s.</i>	-	3	18	0			
Timber for barn, 52 <i>l.</i> 15 <i>s.</i> 6 <i>d.</i> , 2,225 feet timber 16 <i>l.</i> 13 <i>s.</i> 9 <i>d.</i>	-	69	9	3			
Shingles, 4 <i>l.</i> 10 <i>s.</i> , timber, 7 <i>l.</i> 16 <i>s.</i> , and 41 <i>l.</i> 3 <i>d.</i> , shingles, 18 <i>l.</i> 15 <i>s.</i>	-	72	1	3			
Nails, 2 <i>l.</i> 4 <i>s.</i> 10 <i>d.</i> and 1 <i>l.</i> 10 <i>s.</i> , glass and putty, 15 <i>s.</i> , lock and hinges, 10 <i>s.</i>	-	4	19	10			
					150	8	4
<i>Implements and Tools.</i>							
Wrought iron plough, &c., 14 <i>l.</i> , 2 pit saws and 1 tiller, 3 <i>l.</i> 4 <i>s.</i>	-	17	4	0			
Wedges, ox-bows, keys, saw, tiller, &c.	-	7	19	4			
Preparing harrows, 6 <i>s.</i> , T. Fitzgerald, sundries, 6 <i>l.</i> 15 <i>s.</i> 3 <i>d.</i>	-	7	1	3			
Ploughshare	-	1	0	0			
					33	4	7
<i>Seeds.</i>							
Grass and Clover, 22 <i>l.</i> , grass 6 <i>s.</i>	-				22	6	0
Cart 18 <i>l.</i> , freight, boat-hire, &c., 4 <i>l.</i> 5 <i>s.</i>	-				22	5	0
Dray 18 <i>l.</i> , freight, boat-hire, &c., 4 <i>l.</i> 5 <i>s.</i>	-				22	5	0
Freight, Commission, &c.	-				10	2	10
Total 1856	-				£613	0	7

RECAPITULATION.

				£	s.	d.
1854	-	-	-	130	12	10
1855	-	-	-	286	12	8
1856	-	-	-	613	0	7
				<u>£1,030 6 1</u>		

THE NATIVE INDUSTRIAL SCHOOL, TE AUTE.

DR.				CR.			
	£	s.	d.		£	s.	d.
To Account Current to December				By Grant from Educational Board			
31st, 1855 - - -	417	5	6	For 1854 - - -	390	0	0
To Account Current to December				For 1855 - - -	300	0	0
31st, 1856 - - -	613	0	7	For 1856 - - -	300	0	0
				Balance - - -	40	6	1
<u>£1,030 6 1</u>				<u>£1,030 6 1</u>			

ARTHUR STOCK,
Secretary to the Board.

Wellington, 2nd December, 1857.

REPORT OF THE OTAKI INDUSTRIAL SCHOOL, 1855.

It is now seven years since some assistance was given by the Government to the Otaki School. It was then a day school. Boys were subsequently taken in as boarders. Some land, about sixty-eight acres, was given by the Natives for the purpose of supporting the school. The system appearing to succeed, the Governor proposed that more lands should be obtained from the Natives. This was readily acceded to on their part; and a block of more than five hundred acres was added to the first one. For these Crown grants were issued by the Governor. He likewise agreed that an annual grant of money should be made by the Government, provided the children educated in the Institution should be taught the English language, should receive religious instruction, and should be brought up in habits of industry. Buildings were accordingly erected; land was fenced and cultivated; a good master was obtained; and in the beginning of the year 1854 the new boys' house was occupied by fifty-five boys and two well trained native monitors. The school proceeded very satisfactorily for some time, considerable progress having been made by the boys. But gradually the numbers began to decline. Some of the probable causes of this declension will be given below.

The boys are instructed in reading, spelling, and writing English and Maori, in arithmetic, in writing, in geography, and in singing; religious instruction is also given. Many boys have left the school with a very fair knowledge of most of these. Instruction is also given in the various branches of agriculture, such as the use of the plough, thrashing machine, &c., in draining land, in the management of horses, bullocks, cows, sheep, &c.

There are now sixteen boys in the Boarding-house, and there are six young men engaged as monitors and laborers. There are several other boys who have been lately taken away on account either of their own illness or of that of their parents, who, it is probable, will shortly return.

There are at present also ten girls, who form a branch of this institution, and are supported by it.

A few reasons why the number of boys has decreased are here added.

1. The difficulty of obtaining schoolmasters who are both competent to teach Maori children and ready to exercise the patience necessary to success is a serious impediment to progress. There have been at Otaki three schoolmasters during the last two years. The successive changes have tended to loosen the attachment of the boys to the school.
2. Sickness has impeded the progress of the school. In June, 1854, the measles visited it, and continued its violence during two months, till every one connected with the school had been attacked. This caused the death of two boys; and occasioned much disorganisation in the establishment; several boys left when discipline was again enforced. The prevalence of this disease also induced many of the parents and relations of the boys to send for them; some of them did not return.
3. The rise in prices generally has affected the school. The great inducement originally held out to parents, who were usually very averse to part with their children, merely for the purpose of their being educated, was, that they were fed and clothed without any expense to themselves. But since they have become much wealthier by the increased value of their produce, and are enabled by the present establishment of two good retail stores at Otaki to buy articles of clothing at very moderate prices, the inducement no longer prevails. In addition to this, another consequence of the high price of produce is, that parents desire to retain their children at home to assist them in work, especially in reference to their newly acquired property, such as horses and cattle, about which boys are found very useful. Another effect is that it has become more difficult to hire labour, and consequently rather heavier work occasionally falls to the lot of the schoolboys than they like, or which it would be advisable to impose on them if labour could be readily obtained.
4. The heavy work devolving on the boys in the early stages of an Institution of this kind, when it is necessary not only to raise sufficient crops for its support, but to be continually extending operations, clearing new land, and contending with the difficulties arising from insufficient fences, drains, and bridges—has rather a discouraging and disheartening effect on them. This obstacle, so far as Otaki is concerned, is rapidly disappearing.
5. The earthquake which happened early in the year occasioned much confusion. The boys were so alarmed by the fall of one of the large chimneys, that they could not be induced to sleep in the house for some weeks after it. The attempt to restore order by a master who had lately arrived from England proved to boys not accustomed to much discipline, and whose parents object to their being subjected to it, such an occasion of discontent as made several boys leave the school.

The injury done to fences, more especially to a ditch and bank, by the earthquake, enabled a large number of cattle to break into the grain crops, and about twenty acres of wheat and oats were wholly destroyed, inflicting a severe loss on the funds of the establishment (the estimated value of which could not be less than £200) and discouraging those engaged in it.

6. During the last two years several boys who belonged to this school have returned to Ahuriri, where there is now a school; and several of those who were early in this school have now grown up, and have returned to their own villages, where they are doing well and setting a good example.
7. The greatest obstacle now in the way of the success of schools is the apathy and indifference of parents. Boys are willing enough to come to school, but their parents like to have them near themselves.

After much consideration I cannot but think that prejudices having their foundation in ignorance must eventually disappear; and that it is highly important to persevere in the only possible way of educating and civilising the Maori population.

OCTAVIUS HADFIELD.

January 13, 1856.

OTAKI, 1856.

In making a report on the Otaki Industrial School, I must begin by acknowledging that the hope expressed at the conclusion of my report of the previous year has not as yet been realised. But while I make this acknowledgment, I must not be understood to have changed my opinions on the subject. I believe that the principles on which this and similar institutions are founded are sound; and that they will ultimately succeed. It is not difficult to perceive the causes of their want of rapid progress; they are not such obstacles as that their removal should be considered hopeless. I will allude to some of these. But before I do so I must call attention to a fact which seems to me to have been overlooked. All must have been struck with the rapid advancement made by the native population of these islands in religion and civilisation. When we consider what they were twenty years ago, and what they are now, and then endeavour to recollect any instance recorded in history, or having occurred in modern times, of so sudden a change in a notoriously savage race, we cannot be otherwise than deeply affected by the fact. Now the question which occurs to me is—whether this has not unduly raised our expectations as to what the immediate effect of efforts made for the education of the children of the native race would be? I think it has, and in support of this opinion I will merely adduce the well-known fact that those who had lived longest among the Natives, and were best acquainted with their character, were, while they fully approved of those efforts, and heartily co-operated in them, least sanguine as to immediate favorable results. If expectations have been raised too high, let them be brought back to moderation, and to a standard more in accordance with the reality; but let us not alter our opinion as to the progressive and improving tendency of the race, or relax our exertions to accomplish that, which, with our faith in the soundness of the principles on which we are acting, will eventually be attained, and is absolutely necessary for their harmonious working with the English race. The fact must not be disguised that the education of the native race will be slow. But this can be no argument for abandoning it. The expectations of some persons may be disappointed. But when the fact has been acknowledged and is clearly seen, future efforts may be more steady, resting on a sounder and a better ascertained basis.

I last year mentioned some of the disturbing influences which had arisen. I will now mention what at present occur to me. The apathy of parents and relations is one great obstacle to progress. They are in a great measure ignorant of the importance of education. They see many white men, unable even to read or write, who appear to them to be thriving very well in the world. They have habitually no control over their children. To insist on their being at school and being obedient to their teachers requires more exertion on their part than we might imagine or they are disposed to give. Added to which there is in many a dislike to have their children removed to a distance and separated from themselves. In connection with this subject I may as well remark, that perhaps too much reliance was placed on the co-operation of native agency in carrying out plans which they did not sufficiently understand. This probably has been a mistake. The Natives have in many instances readily given up land, and proffered assistance towards the establishment of schools. They have done so from a thorough conviction that the establishment of schools was highly important for the welfare of their children. But this conviction has not always led to a prolonged and effective co-operation, or an active exercise of influence on their behalf. It is not that they have changed their opinions on the subject; but these convictions have not been so strong, or so extensively felt among the people at large, as to lead to much energetic action.

I think one error into which all have fallen is impatience. It was quite to be expected that Government, granting money for the education of the Natives, should be anxious to see some satisfactory results. This fact has no doubt stimulated those in charge of educational institutions to attempt to

receive more children into these than the preparations made for their accommodation, support, and instruction, warranted. The consequence of which has been that the ultimate object aimed at has not been obtained.

A great difficulty in carrying on schools has been the want of efficient teachers. It must be borne in mind that a teacher to be efficient should be acquainted with the Maori language; and such persons are not readily obtained. Besides, the unpleasantness of many of the duties to be discharged in connection with the education and management of Native children deters many, otherwise well qualified, from engaging in the work. Again, hearty co-operation among the parties engaged in this work is absolutely necessary; and persons prepared so to act are not always available.

I believe an error was committed at Otaki when it was attempted to enforce among the Maori children too great a conformity to the practice of English schools. Order, regularity, cleanliness, &c., are so important in the management of schools that it is difficult to relax at all on these points. Still a somewhat lower standard might for a time be allowed, until prejudices are weakened and new habits acquired. I believe there are several schools in the Northern part of the island where such a system has been adopted, and where the result has been that the number of the scholars has been considerable, and their proficiency satisfactory. The experience acquired in connection with the institution will not be lost. All concerned in the management of it better understand what object should be aimed at, and what, under the present circumstances of the native race, is attainable. And the parents seem to perceive more clearly that it is absolutely necessary that their children should thoroughly conform to all the regulations of the school, if they are to derive any real benefit from it. The results are not wholly unsatisfactory. Not less than fifty boys have at various times left the school, who certainly have acquired considerable knowledge in the elementary parts of education, in the English language, in the management of sheep, cattle, &c., and in agriculture, and who have received religious instruction. Nearly the whole of these are now acting in a beneficial manner in their own villages and communities.

It is highly important that in commencing any future institution it should be clearly understood that every necessary preparation should be made before scholars are admitted into it. It has been found by experience unadvisable to combine the preliminary arrangements for bringing an institution into active operation with a system of education and training on any extensive scale. Any grant of money will be most advantageously expended in erecting necessary buildings, in fencing land and purchasing implements, &c., because the land by these means will more readily be rendered productive, and capable of affording support to the institution. Moreover the nature of the preliminary work is not suitable for boys, and is certainly distasteful to them; and habits of irregularity and feelings of discontent are engendered. And it is probable that the government will be looking for more progress and greater improvement in the scholars than under the circumstances may be possible or it may be right to expect. The preliminary buildings, fencing, &c., might be done by a contract under the direction of a managing committee. A master's salary would not be required during this stage of an institution.

The expense of these institutions is doubtless an important question for the consideration of the Government. But when it is remembered that there is an early prospect of their being self-supporting,—that they are intended to be so many centres from which education and a civilising influence should be imparted to the Native population generally,—that there are so few systematic means of doing this,—and that it becomes daily more important from the rapid increase of the English population among whom they live that this should be accomplished;—and further, that the operation, carried on in these, have, even now, a collateral influence very beneficial on the surrounding Natives; it can scarcely be said that the money expended is not promoting the objects aimed at, or that there is not a reasonable prospect of its eventually producing very adequate and satisfactory results.

In conclusion I must express my deep conviction that any scheme whose object is to effect a rapid alteration in the habits and customs of the Natives will prove abortive, and disappoint the anticipations of its authors. This does not arise from any backwardness on the part of the Natives to change, or from want of shrewdness in perceiving what would be to their advantage; perhaps few people have ever been known with less prejudice, or who have been less wedded to their customs. It arises simply from the inherent difficulty of speedily producing such a change in a people, recently one of the most savage, as will meet the wishes and expectations of colonists who have lately come from a nation which is one of the most civilised. Visible improvement from month to month, or even from year to year, is scarcely to be expected from the Native population at large. If such sudden improvement appeared to take place, it would be regarded as superficial: its reality or permanence would be very doubtful. If therefore any system for their improvement should, after due consideration, be deemed desirable, it ought to be persevered in, notwithstanding difficulties, for a sufficient period of time to allow of success: temporary failure should not cause the abandonment of a well-considered plan.

OCTAVIUS HADFIELD.

OTAKI SCHOOL ACCOUNTS.

1854.

			£	s.	d.	£	s.	d.
<i>Wages.</i>								
Clarke	-	-	60	0	0			
Gray	-	-	6	0	0			
Rapana Te Waha	-	-	10	0	0			
H. W. Taratoa	-	-	10	0	0			
A. Karaka	-	-	10	0	0			
Korehoma Te Wehe	-	-	15	0	0			
						111	0	0
<i>Clothing.</i>								
Moleskin	-	-	18	6	6			
Duck	-	-	9	14	6			
Shirting	-	-	10	4	3			
Dungaree	-	-	1	9	9 $\frac{3}{4}$			
Blue Serge	-	-	6	0	9			
Blankets	-	-	1	16	0			
Boots	-	-	5	6	6			
Bedtick	-	-	13	19	0			
Towelling	-	-	0	19	0			
Cap Cloth	-	-	1	15	0			
Belts	-	-	2	2	0			
Combs and Brushes	-	-	1	10	0			
Sundries	-	-	1	16	6			
						74	19	9 $\frac{3}{4}$
<i>Food.</i>								
Flour	-	-	58	3	4			
Potatoes	-	-	126	8	5 $\frac{1}{2}$			
Rice	-	-	26	0	10			
Sugar	-	-	13	2	2			
Salt	-	-	1	5	3			
Candles	-	-	19	2	2			
Soap	-	-	2	2	0			
Tea	-	-	7	5	0			
						253	9	2 $\frac{1}{2}$
<i>Freight and Carriage.</i>								
Hammond, 7l. 14s. 6d.; London, 15s.	-	-	8	9	6			
Warren	-	-	15	9	6			
McKain	-	-	1	17	7			
Tutura	-	-	6	4	0			
						32	0	7
<i>Blacksmith.</i>								
Iron	-	-	17	15	3			
Wages	-	-	9	7	6			
Charcoal	-	-	1	0	0			
						28	2	9
<i>Seeds.</i>								
Clover	-	-	3	3	0			
Ryegrass	-	-	7	12	0			
						10	15	0
<i>Implements.</i>								
Repairing plough	-	-	3	0	0			
Plough shares	-	-	4	10	0			
Branding irons	-	-	3	8	0			
Bullock chains	-	-	2	5	0			
Iron work &c, for dray	-	-	6	0	6			
Spades	-	-	2	6	4			
						21	9	10
<i>Sundries.</i>								
Sacks	-	-	4	0	0			
Driving cattle	-	-	1	6	0			
Surplus	-	-	0	16	0			
Brushes	-	-	0	18	0			
Cattle medicines	-	-	4	16	2			

1854

Sundries—continued.

	Sundries—continued.		
Collars	-	-	2 13 0
Knives	-	-	0 13 6
Gates	-	-	4 12 6
Books	-	-	1 0 0
Tin dishes, &c.	-	-	3 6 9
Locks and hinges	-	-	1 13 6
Registering brands	-	-	0 10 0
Wire	-	-	7 0 C
Sundries	-	-	1 8 4
Fencing	-	-	2 10 0
Swivels	-	-	0 18 0
Rope	-	-	0 16 0
Milk dishes, &c.	-	-	4 18 0
Auger, &c.	-	-	0 7 0
Casks	-	-	2 0 0
Grindstone, &c.	-	-	1 18 0
Razors	-	-	0 6 0
Rasps	-	-	0 4 4
Candlesticks	-	-	0 9 0
Brooms	-	-	0 10 6
Clock	-	-	2 0 0
Threshing wheat	-	-	2 10 0
			53 19 7
Threshing machine	-	-	69 3 7
Barn, building, &c.	-	-	92 1 8
Total—1854			£747 2 0½

Boys' School.

1855.

Wages.

<i>Boys' School.</i>				£	s.	d.	£	s.	d.
<i>Wages.</i>									
B. & J. and E. Gray	-	-	-	-	130	0	0		
Rapana Te Waha	-	-	-	-	25	0	0		
H. W. Taratoa	-	-	-	-	20	0	0		
Hoani Makaha	-	-	-	-	5	0	0		
Kopapa	-	-	-	-	13	9	0		
Kerehoma	-	-	-	-	6	10	0		
								199	10 0

		Labor.

		<i>Labor.</i>				
Kopapa and others rafting timber	-	-	-	2	13	0
Harawira repairing Boys' House	-	-	-	3	10	0
" making gates, &c., &c.	-	-	-	5	8	0
Digging up potatoes	-	-	-	7	17	0
Weeding and hoeing potatoes	-	-	-	6	17	0
J. Dew threshing, &c.	-	-	-	5	0	0
Clearing eight acres of swamp	-	-	-	28	17	0
Manaki clearing, ditching, &c.	-	-	-	3	14	6
Paiaka and others, various kinds of work	-	-	-	4	16	6
				68	13	0

Fencing and Draining.

<i>Fencing and Draining.</i>						
Paraone, ditch 11 chains 4 feet	-	-	-	6	13	0
Paraone and Eructe, 9 chains 5 feet	-	-	-	6	5	0
Kopapa 26 chains	-	-	-	14	8	0
Eructi and Taumanuka, ditch	-	-	-	17	8	0
H. Motoi, Korakonui, ditches	-	-	-	4	7	0
Clearing main drain, &c.	-	-	-	6	13	6
Waistcoat, 4200 posts and rails at 1 <i>l.</i> per 100	-	-	-	42	0	0
Davis, 1230 posts and rails, at 1 <i>l.</i> per 100	-	-	-	12	6	0
Lawton, fencing Potahi	-	-	-	15	10	0
Ditto ditto ditto	-	-	-	4	10	0
Ditto ditto calf paddock	-	-	-	12	19	0
Ditto ditto from boundary to maindrain	-	-	-	11	1	9
Ditto ditto by school house	-	-	-	6	3	0
Ditto 400 posts at 2 <i>s.</i> per 100	-	-	-	5	0	0
				165	4	3

1855.

Clothing.

Dungaree	-	-	-	8	11	3
Moleskin	-	-	-	5	4	6
Duck	-	-	-	11	2	0
Boots	-	-	-	22	17	6
Calico	-	-	-	2	10	0
Blue shirts	-	-	-	2	0	0
Shirts, trowsers, jackets, &c.	-	-	-	16	14	0
Coverlets	-	-	-	5	7	6

74 6 9

Food, &c.

Wheat grinding	-	-	-	10	9	6
Rice	-	-	-	10	17	2
Sugar	-	-	-	1	15	6
Salt	-	-	-	0	6	6
Raisins, &c.	-	-	-	2	11	0
Candles	-	-	-	3	5	2
Soap	-	-	-	4	6	0

33 10 10

Dairy.

Kegs	-	-	-	5	13	6
Milk dishes and pans	-	-	-	3	5	6
Churn	-	-	-	2	10	0
Tub	-	-	-	0	12	0
Salt	-	-	-	0	7	3

12 8 3

Freight and Carriage.

Hammond, £4 6s. 2d. ; London, £4 0s. 2d. ; Eagar, £2 13s. -

10 19 4

Blacksmith.

Coals, sacks, &c.	-	-	-	5	6	0
Horse shoes	-	-	-	1	17	6
Labor	-	-	-	3	10	0

10 13 6

Tools.

Carpenters' tools and chest

14 18 5

Corn, &c.

Maize	-	-	-	12	0	0
Bran	-	-	-	2	16	0

14 16 0

Seeds.

Clover seed	-	-	-	9	18	0
Red clover and timothy grass	-	-	-	3	5	0
Cocksfoot, rye grass, &c.	-	-	-	9	18	0

23 1 0

Sundries.

Knives, forks, spoons	-	-	-	2	4	0
Tea pot	-	-	-	0	7	0
2 kettles	-	-	-	1	10	0
2 iron pots	-	-	-	0	14	0
Account books	-	-	-	0	9	6
Copy books, 17s. 6d.; paper and pens]	-	-	-	1	7	6
Needles, twine, palms	-	-	-	0	14	7
Axes	-	-	-	1	9	0
Spades	-	-	-	1	4	6
Stockwhips	-	-	-	0	18	0
Expenses of dray and cart to town	-	-	-	1	15	0
Repairing saddle and collars	-	-	-	0	17	0
Cattle medicines	-	-	-	0	14	0
Hoes and adzes	-	-	-	1	19	0
Riddles	-	-	-	1	10	0
Repairing dray wheel	-	-	-	3	15	0
Hinges, locks, cowbells, nails, oil	-	-	-	1	2	3
Rope	-	-	-	0	19	6
Files	-	-	-	1	1	6
Screws, brads, &c.	-	-	-	1	16	8
Sacks	-	-	-	4	4	0
Oil and turpentine	-	-	-	3	4	0
Cricket bats, balls, &c.	-	-	-	1	12	0

35 8 0

Implements and Tools.

Thomas, grubber	-	-	10	0	0
Mills, 2 augers, 15s., cold chisels 4s., knives, 3s.	-	-	1	2	0
Moore, chain, &c., 1l. 12s. 6d., chisels, 5s.	-	-	1	17	6
" grubbing hoe	-	-	0	4	0
Taine, steel yards, 12s. 6d., hoe, 3s. 6d., shovels, 9s.	-	-	1	5	0
Johnston & Co., spades, 2l. 15s., axes, 1l. 10s.	-	-	4	5	0
Mason, wedges and knife	-	-	2	0	0
" cast steel bill hook, 12s., two scythes, 1l. 6s.	-	-	1	16	0
Martin, cart	-	-	26	0	0
Seymour, tool chest, 1l. 15s., bullock yokes, 1l. 5s.	-	-	3	0	0
			51 9 6		

Seeds.

Taine, clover seed, 93 lbs.	-	-	3	12	11
Women, collecting { clover seed	-	-	2	7	0
{ rye grass, &c.	-	-	0	13	0
Taine, Timothy grass, 41 lbs.	-	-	2	11	3
Robinson, cocksfoot, 54 lbs.	-	-	2	14	0
Bowler, mixed grass	-	-	2	10	9
Levin, red clover	-	-	9	1	6
London, tares	-	-	1	16	0
W. Ben, ditto	-	-	0	18	0
Bowler, oats	-	-	3	14	2
Mitchell, mangel wurzel, &c.	-	-	0	8	6
Kori and others, onion seed	-	-	2	0	4
			32 7 5		

Corn, &c.

Kingi, maize	-	-	1	8	0
Heperi, maize, 9l. 15s., bran, 2l. 1s. 8d.	-	-	11	16	8
			13 4 8		

Dairy Cottage.

Timber	-	-	42	10	6
Shingles	-	-	4	4	0
Chimney	-	-	3	10	0
Chimney bar	-	-	1	6	3
Nails	-	-	4	14	0
Curley's wages	-	-	25	13	0
Rimlock	-	-	0	9	0
Fence	-	-	3	7	6
Building Dairy (Tamati and others)	-	-	9	12	6
Eagar, timber	-	-	1	8	4
A. Eaton	-	-	2	0	0
Moore, wire for window	-	-	0	9	0
Salt, 3 cwt., 1l. 15s. 6d., ditto, London, 18s.	-	-	2	13	6
Smith, kegs, 15s., butter knives, 18s., kegs, 12s.	-	-	2	5	0
Taine, scales and weights	-	-	1	19	0
" milk dishes, 2l. 6s., and 1l. 18s., brushes, 7s. 6d.	-	-	4	11	6
Moore, seive, 5s., cloth, 3s. 9d.	-	-	0	8	9
Read, cream can	-	-	0	17	6
Taine, three pails, 12s., brush, 4s., two oak pails, 10s.	-	-	1	6	0
			113 5 4		

Sundries.

Hire of carts, harvest	-	-	2	5	0
Johnston & Co., nails, 5l. 9s. 8d., glass, 2l. 17s.	-	-	8	6	8
London, rope, 1l. 4s., hinges, 4s. 6d.	-	-	1	8	6
Reid, lantern, 7s. 6d., candle moulds, 10s.	-	-	0	17	6
Mason, hooks and bands, &c.	-	-	2	3	6
Stokes, arithmetic book	-	-	0	4	0
Collins, repairing harness	-	-	1	7	6
Taine, scythe stones, 3s. 4d., rakes, 4s. 6d.	-	-	0	7	10
Eagar, padlocks, 10s., nails, 3s.	-	-	0	13	0
London, line 7s., nails, 3s., broom, 3s.	-	-	0	13	0
" wheat sacks	-	-	3	0	0
Johnston, soap	-	-	3	0	0
London, baking dishes, 7s., farrier's knife 3s.	-	-	0	10	0
" four cart ropes	-	-	0	18	0
Taylor, saddle	-	-	2	0	0
			27 14 6		

Girls' School.

Clothing, &c.	-	-	1	16	6
Sundries	-	-	2	15	7
Candles	-	-	2	7	8
Soap	-	-	3	18	0
Firewood	-	-	4	0	0
Teacher's wages	-	-	6	5	0
			21 2 9		

Total 1856

1,010 17 4

REPORT OF CHURCH OF ENGLAND NATIVE SCHOOL.

SOUTHERN DISTRICT, 1857.

Wellington, February 16, 1858.

SIR,—

I have the honor to forward to you the Annual Report and the Accounts of the Native School at Otaki, approved of at the Annual Meeting of the Southern Educational Board held at Wellington, January 28, 1858. I have not yet received the Reports of the Motueka and Ahuriri Schools. The School of Wanganui has received no grant from the Board since 1856, and I have therefore no Report to send from that School.

I have the honor to remain,
yours obediently,
A. STOCK.

A. Richmond, Esq.

REPORT OF OTAKI INDUSTRIAL NATIVE SCHOOL.

I have seen no reason, after the lapse of another year, to alter the opinions advanced in the Reports of the two previous years, either as to the causes that have tended to prevent a large attendance of children at the school, or as to the ultimate success of the plan I have pursued. I shall therefore in this Report confine the remarks I may make to a few matters of fact. I have not during the year that has now closed, for reasons with which I need not trouble the Board, been able to devote so much time and attention to the School as I previously had. This may in some measure account for a further decrease in the number of children at the school. There have been fewer children than before; but their progress has been satisfactory, and their conduct good. There are now applications from several persons for admittance for their children to the school.

I feel some satisfaction in being able to state that notwithstanding the various difficulties that have occurred during the two or three previous years, and to which allusions have been made in my former reports, I have been able to realize a considerable part of the plan that had been proposed, and to make the school self-supporting. It would have been very easy to have made more show, by a system of laxity and indulgence; this would have pleased the children, their numbers would have increased; there would have been an appearance of prosperity and success. This has not been my object. I have preferred to maintain order and discipline, to give such instruction as will, in my opinion, most conduce to the welfare of the children; and to establish the school on a sound and healthy basis. All the natives of the district now see the advantage of the course I have adopted, and are inclined to lend me their assistance and support in promoting education among the children. I am now prepared to receive any number of children whose parents may wish to have them educated in this school.

In closing this Report I must be allowed to say, that I have not, during the last four years, known what the wishes or expectations of the Government have been in reference to the management and object of this school; I have assumed from its silence that they have been the same as were communicated to me by the late Governor Grey. What I proposed to do, and what it was understood I agreed to attempt, was first, to render the school self-supporting at the end of four years, and second, during that period to support and instruct as many children as possible consistently with that object. I have brought the school to such a state as will enable me to realize the first of these. I trust also that I have not altogether failed in the second. The number of children in the school during the four years has averaged thirty-one. On the lowest estimate these children could not be fed and clothed under 12*l.* a head per annum. This would require a sum of 372*l.* The salary of a monitor and his wife to superintend, with that of an assistant, is about 100*l.*, making in all 472*l.* Now this is almost exactly the sum that the Otaki school has received annually during three years. I here make no allowance for the value of work done by boys, because after an experience of many years, I am convinced that the wear and tear of clothes, implements, and tools, and the various accidents happening through carelessness and neglect, reduces this to the very lowest point.

I forbear to do more than merely allude to the indirect effect produced by this school in having supplied most of the villages in the district with young men and women who give instruction to the numerous children of these places.

OCTAVIUS HADFIELD.

OTAKI SCHOOL ACCOUNTS.

	£	s.	d.	£	s.	d.
<i>Wages.</i>						
1857. J. Wood, wife and two boys - - -	-	-	-	174	0	0
John Wood, ten and a half months at 70 <i>l</i> .	-	-	-	61	5	0
A. Smith - - - - -	-	-	-	31	7	0
H. Taratoa - - - - -	-	-	-	30	0	0
Kopapa - - - - -	-	-	-	19	10	0
Taia - - - - -	-	-	-	14	6	6
					330	8 6
<i>Labour.</i>						
New clearing, 6 acres - - - - -	-	-	-	23	17	0
Ramari, planting and weeding potatoes - - -	-	-	-	2	8	9
Akatohe and Penaha, planting and reaping oats - - -	-	-	-	2	2	6
Men and women, harvesting wheat - - - - -	-	-	-	20	4	3
Hira, &c., clearing for winter oats - - - - -	-	-	-	1	11	6
Paiaka, ploughing - - - - -	-	-	-	2	15	0
Waata, various kinds of work - - - - -	-	-	-	4	1	0
Te Kiri, weeding - - - - -	-	-	-	2	1	3
Rina, &c., harvesting potatoes - - - - -	-	-	-	4	6	0
Metapere, &c., ditto ditto - - - - -	-	-	-	2	6	0
Hohepa and Koro, harrowing Potaki - - - - -	-	-	-	2	11	3
Kipa, &c., clearing drains and ditches - - - - -	-	-	-	1	10	0
Te Wai, &c., clearing stubble from grass land - - -	-	-	-	1	19	0
Wehi, &c., working horses - - - - -	-	-	-	1	7	6
Paurini and Onehimu, clearing ditches - - - - -	-	-	-	1	10	0
Rewiti, working horses - - - - -	-	-	-	1	1	0
Watson, various kinds of work at 4 <i>s</i> . - - - - -	-	-	-	12	18	0
Tereturu and Tupira, &c., preparing land for oats - -	-	-	-	2	5	0
Thomas Wood, various kinds of work, 8 weeks - - -	-	-	-	10	0	0
Hira, &c., labour at oats - - - - -	-	-	-	2	12	6
Renata, 4 <i>s</i> . ; Lucas, £1, hay-making - - - - -	-	-	-	1	4	0
					104	11 6
<i>Fencing and Draining.</i>						
Aperahama, 12½ chains ditch and bank at 10 <i>s</i> . &c. - -	-	-	-	7	10	2
Akara and Papapaka, making bridge and drains - - -	-	-	-	1	14	0
Waata, bank in Potahi - - - - -	-	-	-	3	10	0
Ngatihua, 588 poles; and Pita, 170 ditto - - - - -	-	-	-	7	9	0
Koro, Potahi fence - - - - -	-	-	-	2	9	6
Amarama, assisting at fence (Kotua's) - - - - -	-	-	-	2	5	0
Koro and Rupuha, 300 totara paling - - - - -	-	-	-	3	0	0
Tipira, assisting Smith, fencing - - - - -	-	-	-	2	2	6
Hemara, &c., repairing fences and clearing drains - -	-	-	-	3	13	0
Ngatihua, aka for fences - - - - -	-	-	-	2	8	6
Timoti, fencing 13½ chains - - - - -	-	-	-	1	13	6
By Kopapa, making and repairing fences - - - - -	-	-	-	4	17	6
					42	12 8
<i>Implements and Tools.</i>						
R. Kirk, shoeing, repairing implements, &c. - - - - -	-	-	-	21	2	10
Hori Ngawhere, trace harness - - - - -	-	-	-	0	18	0
Hotene, pig troughs, 8 <i>s</i> .; hinges, 4 <i>s</i> . 6 <i>d</i> . - - - - -	-	-	-	0	12	6
Mason, plates and nails for yokes - - - - -	-	-	-	0	14	6
Ditto, sickles, 1 <i>l</i> . 10 <i>s</i> . and rakes, 6 <i>s</i> . - - - - -	-	-	-	1	16	0
Ditto, hay-forks, 12 <i>s</i> . and scythestones 2 <i>s</i> . 6 <i>d</i> . - -	-	-	-	0	14	6
Ditto, repairing tines, shares and coulter - - - - -	-	-	-	2	5	0
Ditto, saw and padlock, 2 <i>s</i> . - - - - -	-	-	-	0	10	6
					28	13 10
<i>Timber.</i>						
H. Makaho, timber of various kinds - - - - -	-	-	-	5	9	0
Pirimona, ditto ditto - - - - -	-	-	-	5	14	6
Raharuhi, ditto ditto - - - - -	-	-	-	3	0	0
Kopapa's cottage, plank, scantling, &c. - - - - -	-	-	-	6	12	0
					20	15 6
<i>Freight and Carriage</i>						
Waterhouse, freight of butter, 16 cwt. - - - - -	-	-	-	4	5	0
Ditto ditto of rice, sugar, soap, &c. - - - - -	-	-	-	3	8	6
Ditto ditto of large churn - - - - -	-	-	-	0	17	6
Ditto ditto of nails, &c. - - - - -	-	-	-	0	17	0
Tutere, expenses on carting to Wellington - - - - -	-	-	-	1	15	0
					11	3 0

<i>Dairy.</i>							
Butter kegs	-	-	-	-	4	0	0
Salt	-	-	-	-	2	2	0
Read, 2 large cans	-	-	-	-	1	10	0
Ditto, milk strainer, 7s. 6d.; bowl, 3s. 6d.	-	-	-	-	0	11	0
Scrubbing brushes and cloth	-	-	-	-	0	9	0
							8 12 0
<i>Sundries.</i>							
Dixon and Co., a variety of grass seeds	-	-	-	-	9	2	0
Kopapa, seed potatoes	-	-	-	-	1	2	6
Wood, ropes	-	-	-	-	0	12	6
Bevan, camp oven	-	-	-	-	0	15	0
Read tin plates, 10s.; funnel, 1s.	-	-	-	-	0	11	0
Barraud, oils for horses	-	-	-	-	0	3	0
Eagar, oil for thrashing machine	-	-	-	-	0	5	0
							12 11 0
<i>Clothing.</i>							
Dixon and Co., striped cotton	-	-	-	-	2	10	0
Ditto dungaree	-	-	-	-	3	12	0
Ditto blue serge	-	-	-	-	1	16	0
Eagar, shirts and neckties	-	-	-	-	2	5	0
Ditto, buttons	-	-	-	-	0	12	0
							10 15 0
<i>Food, etc.</i>							
Flour	-	-	-	-	2	6	6
Rice	-	-	-	-	2	15	6
Tea	-	-	-	-	1	13	0
Sugar	-	-	-	-	7	6	10
Raisins, &c.	-	-	-	-	1	19	0
Soap	-	-	-	-	2	14	0
							18 14 10
<i>Girls' School.</i>							
Clothing	-	-	-	-	11	11	9
Candles	-	-	-	-	3	0	0
Soap	-	-	-	-	3	18	0
Firewood	-	-	-	-	4	0	0
Sundries	-	-	-	-	1	7	0
Assistant teacher's wages	-	-	-	-	8	0	0
							31 16 9
							620 14 7

ABSTRACT OF OTAKI SCHOOL ACCOUNTS, 1857.

RECEIPTS.				EXPENDITURE.			
		£	s. d.			£	s. d.
Grant	- - -	300	0 0	Wages	- - -	330	8 6
Wheat	- - -	102	4 6	Labour	- - -	104	11 6
Oats	- - -	16	2 6	Fencing and draining	- - -	42	12 8
Dairy salt butter	- - -	78	12 1	Implements and tools	- - -	28	13 10
Ditto fresh butter and milk	- - -	44	9 6	Timber	- - -	20	15 6
Pork	- - -	26	11 3	Freight and carriage	- - -	11	3 0
Hay	- - -	1	10 0	Dairy	- - -	8	12 0
Rations for Shepherd	- - -	24	0 0	Sundries	- - -	12	11 0
Balance	- - -	27	4 9	Clothing	- - -	10	15 0
				Food, &c.	- - -	18	14 10
				Girls' School	- - -	31	16 9
			620 14 7				620 14 7

REPORT OF WESLEYAN SCHOOLS.

SOUTHERN DISTRICT, 1856.

Wellington,
June 11th, 1857.

SIR,—

I have the honor to acknowledge the receipt of your letter of the 21st ultimo, in which you request me to furnish the Government with my annual report of the state of the Native schools in this District in connexion with the Wesleyan Church which have been in receipt of any part of the Government Grant for Native education; and also, the annual account of the mode in which the sum allotted for that purpose to the Wesleyan Church in the Southern Provinces has been expended.

In reply I beg to inform his Excellency's Government that the Wesleyan Industrial Institution at Kai Iwi is in a state of forwardness. The farm will soon be capable of yielding food for the support of the Native scholars; additional buildings for their accommodation are in progress, and a thoroughly efficient trained master is expected from the Wesleyan Training College at Westminster in the course of this year. In the meantime a number of Native youths are employed in industrial occupations on the farm, and instruction is afforded them in elementary knowledge as far as circumstances admit, but not in that systematic form which will be established when the buildings are completed and the master has arrived.

At the Hutt we have a primary school under the charge of an efficient Native schoolmaster who, for several years, enjoyed the advantage of the Institution at the Three Kings near Auckland. He has under his instruction 30 youths and children.

The £680 granted for the year ending June 30th, 1857, has been appropriated as follows:

	£	s.	d.
For expenses of passage, outfit, etc., of Master from England, including			
Stationery and other material for School.....	150	0	0
Allowed for erection of a School-room at the Hutt ..	150	0	0
Salary of Native Schoolmaster for half-year	15	0	0
Expended on the Institution at Kai-Iwi	365	0	0
	£680	0	0

I have, &c.,

JAMES BULLER.

To the Honorable
the Colonial Treasurer,
&c., &c., &c.

July 13, 1857.

SIR—

I have the honour to acknowledge the receipt of your communication of the 11th ultimo, respecting the Native Schools in connexion with the Wesleyan Church in the Southern Provinces.

Regarding the Native Schools as powerful and indispensable means for the true civilisation and advancement of the Maori population, I regret to state that I cannot consider your Report on the two Schools in your district as by any means so full or satisfactory as might be wished.

As respects the state and efficiency of these Institutions it is the Governor's intention to cause them, in common with other Schools receiving aid from the Civil List, to be visited by inspectors nominated by his Excellency.

The gentlemen named in the margin—[Moses Campbell, Esq., Dr. Rees, J. T. Wicksteed, Esq.,]—will accordingly be appointed to visit the schools in the Wanganui district, and his Excellency will shortly nominate Inspectors for the Wellington district, to whom I rest assured you will afford every proper facility for the execution of their mission. I need not therefore trouble you further upon this branch of the subject.

But as regards the expenditure of the schools in question I trust you will be able to furnish accounts in greater detail for the past year.

In the statement of expenditure contained in your letter now under reply, I note as specially unsatisfactory the item of £365 appearing as expended on the Kai Iwi school. For it must be recollected that upwards of £900 of public money had been previously spent on this establishment, (making with the two items comprised in the present statement a gross total of expenditure of £1434 5d.), which is now in the third year of its existence, and has not yet, as it would appear, so much as entered upon its regular educational functions.

With every disposition to make large allowance for the difficulties which beset all such undertakings, particularly in their commencement, and for special local and temporary impediments which may have existed in the case of Kai Iwi, the Government cannot but see that here is a state of things, capable indeed of satisfactory explanation, but upon which the fullest explanation ought to be sought and given.

C. W. RICHMOND.

To Rev. J. Buller,
Wellington.

Wellington, July 27th, 1857.

Sir,—

I have the honor to acknowledge the receipt of your communication of the 14th on the subject of Native Schools, and beg to offer the following observations in reply:—

1. I sincerely regret that my Report is unsatisfactory to you. I had hoped ere this to be able to report a School in full operation at Kai-Iwi. This, unfortunately, has been delayed by unforeseen difficulties. The Rev. G. Stannard who is at present in charge of that Institution is, however, confident of ultimate success. The principle we have adopted is first to prepare the farm by cultivation, thereby hoping to make the establishment popular with the natives, and in course of time self-supporting. I cherish the hope that on the arrival of the trained master from England he shall be found imparting a systematic education to a considerable number of Native youths and children at that place. Our experiment will not until then be complete. Preparations are in progress for the erection of a suitable school-room, dormitories, &c., which will I hope be erected by the end of the year. The difficulties which beset Native Education are second only to the importance of the object. The partial or total failure of some schools has been ascribed to the heavy amount of manual labour exacted from the pupils. This has certainly created in the Native mind no light degree of prejudice against Industrial Schools. It has been our design, while keeping in view the importance of Industrial occupations, to have the Institution in that state of forwardness which will make it available for a supply of food. Hence our attention to clearing, fencing, stocking, &c. By this means we conceive the pupils will be lightly taxed in point of labour, their prejudices removed, and more time will be commanded for direct educational effort. Of what has been done, and its adaptation to the end proposed, the Inspectors will inform you in their Report.

2. I shall be happy to give all the assistance in my power to the gentlemen appointed or who may be appointed by his Excellency to inspect the school. I have written to Mr. Stannard who will, at Kai-Iwi, be prepared to give all the information they may require.

3. In reference to the expenditure for the past year, of which you request a more detailed account, allow me to remark:—

(1). While, as you truly observe, at Kai-Iwi, we have not yet entered on its regular educational functions, it has not been the less necessary to incur considerable expenditure in the development of the plan as stated in the first paragraph of my letter. That the Institution should have been so long in a mere initiatory state is a matter of regret, and in attempting any further explanation I labour under a great disadvantage in a written correspondence. The peculiar difficulties which have hindered can be better explained on the spot, and I trust that Mr. Stannard will be able to satisfy the Inspectors on this point. We are anxious to make the best possible use of the funds placed at our command by his Excellency's government; and, although at the present stage we are unable to point to those educational results which are so greatly desired by us, we hope the measures we are using will lead to the accomplishment of this purpose.

(2). An ordained Missionary will continue in charge of the Institution and be held responsible for its entire management; but without the aid of a competent master it is found impracticable for him to attend to the details of a regular school. A teacher combining the peculiar qualifications required for this office is not to be obtained at any price. Therefore we have sent to our Normal College at Westminster for such a master as is necessary, on whose suitability the success of the school mainly depends. Hence the item No. 1 in the expenditure.

(3). The sums appropriated to the Hutt, near Wellington, speak for themselves: 15*l.*—half year's salary for a Native Schoolmaster whom we have engaged within the present year. For want of a more convenient place he has held his school in a Maori house, and the sum of 150*l.* has been allotted for the erection of a school room on an eligible site which has been the subject of a negotiation for some time.

(4). The sum of 365*l.* expended on Kai Iwi, has been appropriated in the following proportions, viz:—

	£	s.	d.
Labour and Fencing	112	7	6
Bullock Cart	38	15	0
Carpenter's Work	23	15	6
Additional Implements	29	16	0
Stock	150	0	0
Sundries	10	6	0
	£365	0	0

I have, &c.,

JAMES BULLER.

To the Honorable
the Colonial Treasurer,
&c., &c., &c.

REPORT OF ROMAN CATHOLIC SCHOOLS, WELLINGTON, 1856-7.

St. Mary's,
Wellington, New Zealand,
July 22, 1857.

Hon. Sir,

I have the honour to acknowledge the receipt of your letter of the 21st May, which arrived during my absence from Wellington, or I should sooner have complied with your request concerning the return of St. Joseph's Providence.

The Sanitary state of the Pupils is quite satisfactory.

They are taught English, Reading, Writing, Arithmetic, Needle-work, &c.

As the principal object of this establishment is to form good House-servants, the eldest girls are employed in turn in cooking, cleaning, washing, ironing, &c., &c.

I have the honor to remain,

Honorable Sir,

Your obedient servant,

† PH. J. VIARD,

Catholic Bishop.

To the Hon. C. W. RICHMOND,
Auckland.

FOOD, CLOTHING, FURNITURE, per Months and Quarters.

	Food.	Cl othing.	Furniture.	Per Month.	Per Qr.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1856—June	18 10 4	0 19 6		19 9 10	50 1 7
July	9 8 11	0 7 0	4 11 0	14 6 11	
August	13 7 3	2 15 7	0 2 0	16 4 10	
September	16 3 2		0 1 0	16 4 2	68 17 3
October	13 9 4	0 2 0	4 0 0	17 11 4	
November	15 2 9	3 9 5	.....	18 12 2	
December	14 9 7	2 0 0	.....	16 9 7	
1857—January	13 9 1	6 0 5	0 9 6	20 9 0	60 6 7
February	15 4 1	3 4 10	1 18 10	20 7 9	
March	18 6 10	.....	1 3 0	19 9 10	
April	9 0 8	0 10 0		9 10 8	38 13 1
May	13 19 8	3 5 6	.....	17 5 2	
June	9 15 0	2 2 3	.....	11 17 3	

ST. JOSEPH'S PROVIDENCE, AT WELLINGTON.

RETURN OF A BALANCE OF THIRTEEN MONTHS, *v. g.* THE SEVEN LAST MONTHS OF THE YEAR 1856, AND THE SIX FIRST MONTHS OF THE YEAR 1857, divided into three small balances for more regularity.

1856, June.	First	Received from the Government	-	50	0	0	Balance. Fourth Quarter, <i>v. g.</i> , June, July, August, as the Year was beginning formerly on the 1st September August 31st, 1856. To Balance	50	1	7
		Paid by his Lordship Bishop Viard as a balance	-	0	1	7				
				£50	1	7			0	1	7
1856, September December	Second	Received from the Government	-	50	0	0	Balance. The four last Months of the Year 1856 Dec. 31st, 1856. To Balance	68	17	3
		One Month	-	16	13	4				
		Paid by his Lordship Bishop Viard as a balance	-	2	3	11			2	3	11
1857, March 31st, June 30th,	Third	Received from the Government	-	50	0	0	Balance. First Quarter Second Quarter	60	6	7
		Received from the Government	-	50	0	0			38	13	1

NOTE.—The rent of a house, and the small sums received from some parents of the pupils will be placed in the last quarter of the Year 1857. They will be shortly employed in building a chimney, and renewing the dresses.

† PH. J. VIARD,
Catholic Bishop.

REPORTS OF INSPECTORS, 1857.

Wanganui, 10th October, 1857.

SIR,—I have the honor, in conformity with instructions conveyed to Capt. Campbell, Mr. Wicksteed and myself, by your Letter of the 20th July, to forward for the information of His Excellency the Governor Reports on the Native Industrial Schools at Kai Iwi and Whanganui receiving pecuniary aid from the Civil List of the Colony.

The inspection of the Whanganui School was undertaken on information from the Local Trustees that the sum of fifty pounds had been received out of the Government Grant in the past financial year.

I have &c.,
GEORGE REES.

C. W. Richmond, Esquire,
Colonial Treasurer, Auckland.

REPORT ON THE WESLEYAN NATIVE INDUSTRIAL SCHOOL AT KAI IWI.

The land on which it is intended to place this Institution consists of three hundred acres, purchased from the Government by the Wesleyan Missionary Society in 1853; it is agreeably and healthily situated about three miles from the sea and is of excellent quality.

Between sixty and seventy acres have been enclosed and subdivided and the greater part of these laid under grass and other crops.

A small plain weather boarded house, occupied by the resident missionary, the Rev. G. Stannard, and family. a store house, servants' house, barn, and a cattle shed comprise the out buildings, which are formed of unbarked stakes, brush wood, toi toi, and other materials used in what is called 'Maori work.' The stock consists of 6 working bullocks, 19 cows, heifers and calves, an excellent wheat mill capable of supplying the wants of a large station, but not erected a hand threshing and a winnowing machine, a bullock cart, ploughs, and all other implements ordinarily used on a farm.

There is neither School house nor Scholars, nor have any arrangements whatever been made for educational purposes.

From July, 1854, to the end of June, 1857, £1257 9s. 5½d. (twelve hundred and fifty seven pounds, nine shillings and five pence halfpenny) have been expended on the Estate, the whole of which sum was derived from Government Grants, the Wesleyan Missionary Society contributing only the Missionary's Salary.

The items of expenditure are for materials and labour in the erection of the buildings enumerated, for enclosing and breaking up Land, the removal of Mr. Stannard from Waitotara to his present location, passage and outfit of a schoolmaster from England,—who has not yet arrived,—material for school, labourers' wages, provisions, and all the ordinary expenses of a farm.

Profits are returned as nil, all crops having been consumed on the property.

The entire sum granted out of the Civil List for this establishment being £1434 0s. 5d. it will be seen that there remains a balance of £176 11s. 0½d., which Mr. Stannard states is still in the hands of the Revd. J. Buller of Wellington.

Thus, at Kai Iwi we found all the necessary means and appliances for industrial purposes, but none for educational; it must however be stated that the system Mr. Stannard at the outset proposed to adopt was, the perfecting a farm, prior to the admission of the pupils, and he attributes the want of success which has hitherto attended Native Schools principally to a neglect of this precaution.

We cannot conclude our Report without remarking on a circumstance sufficient, in our opinion, to mar the progress of any Native School, viz,—the projected introduction of a Master entirely ignorant of the Native language, customs, habits, and prejudices.

We could also note that under the Provincial Fencing Act, one half the expense of boundary fences may be recovered from neighbouring proprietors.

M. CAMPBELL, J. P.
J. T. WICKSTEED, J. P.
GEORGE REES, J. P.

REPORT ON THE CHURCH OF ENGLAND NATIVE INDUSTRIAL SCHOOL AT WHANGANUI.

In 1852, Sir George Grey gave to the Bishop of New Zealand 250 acres of land, formerly a portion of the Township of Petre (now Whanganui) and which, under his Lordship's auspices, forms the foundation of a Native Industrial School.

The following are abstracts of the Expenditure and Receipts as furnished by the Rev. C. H. S. Nicholls, the Master, who, with the Rev. R. Taylor and D. S. Durie, Esq., has been appointed by the Bishop a Local Trustee.

ABSTRACT OF EXPENDITURE AND RECEIPTS OF THE WHANGANUI INDUSTRIAL SCHOOL,
FROM FEBRUARY, 1853, TO 30th JUNE, 1857.

EXPENDITURE.		RECEIPTS.	
	£ s. d.		£ s. d.
Salaries (£100 a year to Master from 1st November, 1852, five years eight months).....	466 13 4	Grant from Sir G. Grey	700 0 0
Buildings (School and Master's house, and out-buildings, with repairs of same)...	520 6 4	Ditto from Educational Board	725 0 0
House rent allowed by the Educational Board to the Master for one year ...	30 0 0	Special Grant from the Bishop for completing the draining and fencing ...	200 0 0
Improvement of the estate, viz., draining 250 acres, and fencing in 40 acres, tools, seeds, labour, &c.	584 1 6	Income derived from School Estate from various sources	152 5 4
School Expenses, viz., School furniture and maintenance of pupils	109 4 5		
Legal advice and surveying	12 16 2		
	£1723 1 9		£1777 5 4
Balance in hand	54 3 7		

ABSTRACT OF EXPENDITURE AND RECEIPTS OF THE WHANGANUI INDUSTRIAL SCHOOL,
FROM 1ST JULY, 1856, TO 30TH JUNE, 1857.

EXPENDITURE.		RECEIPTS.	
	£ s. d.		£ s. d.
Salaries	100 0 0	Grant from Southern Educational Board	50 0 0
School Expenses	16 9 1	School fees from European pupils.....	15 7 6
Buildings and Repairs	10 8 2	Rent of Land	71 16 6
Draining 210 chains, and fencing 62 chains (this item was incurred by the Bishop's direction, to render 133 acres available for letting, part of which expense will be repaid by the tenants).....	250 18 6	Pasturage fees	16 3 2
Legal Expenses for leases	2 1 8	Half fencing repaid by Tenants	9 9 10
Survey of 133 acres, divided into nine blocks	8 12 6	Interest on a loan to one of the Tenants out of the Balance in hand	1 7 0
	£388 9 11		£164 4 0

Forty pounds were given as the sum realized by the sale of crops, and forms part of the £152 5s. 4d. in the first Return. The income for the current year is estimated as follows:—

From Leases	£104 0 0
From Grazing	20 0 0
For the Education of European Children	15 0 0
	£139 0 0

The improvements consist in draining the whole Estate, enclosing 40 acres, 14 of which are under grass, wheat, potatoes, and other crops; the erection of a substantial and commodious weather-boarded house for the Master and his family, a small weather-boarded building, divided into a Master's office, a printing room, and a school-room, and a few minor inexpensive out-buildings, in one of which, built of raupo and unfurnished, save with sleeping bunks, the pupils are lodged.

There is no live stock belonging to the establishment, and the dead stock consists only of ordinary hand-tools.

The 133 acres mentioned in the return of expenditure for the past year have been let to tenants on improving leases at rents varying from 10s. to 30s. per acre.

The cultivation of 2½ acres is allowed to the Master by the other Local Trustees for his private emolument, hence in the above given estimate of income for the current year crops are omitted; there is also a privilege of keeping cows, pigs, and poultry.

On the 7th of February, 1854, at which period the school was opened, to the 14th of February of the following year, there were admitted 24 Native scholars, whose ages varied from 8 to 25 years, and whose maintenance on the establishment averaged 10 weeks each; at the period last mentioned, the School was suddenly broken up by the desertion of all the pupils, viz., 6 boys of Waitotara; thence, to the 20th April in the present year, none applied for admission; on the same 20th April three were received, a father and two sons, whose respective ages were 35, 10, and 8 years, and who are still, and the only, pupils on the establishment. All those admitted in 1854-5 were fed and clothed, and during 5 days of the week, from 2 till 5 o'clock, employed in manual labour. Mr. Nicholls accounts for the defection by the situation of the school, on the road to the Waitotara, admitting frequent visits of the pupils' friends.

The present pupils, the children only, are clothed; being young, they are not required to labour, and their father's industry is but lightly taxed.

On a visit to the school room we found nine European children (five of whom were of the Master's family), European children being received as day scholars, on payment of certain fees; our attention was confined to the Natives. The eldest was able with difficulty to read a lesson in one of the school books, consisting of English words of a single syllable, but could not render their signification; arithmetic was his favourite exercise, in which, likewise, he had made very little progress; he had not, however, the ordinary capacity of his race. Neither of the two children had attained to any knowledge of the alphabet, yet were engaged, one in forming, the other in endeavouring to form, words on a slate, from copies set them by the Master; of course the process was purely mechanical, as was also a similar one in figures, one of the children not being able to distinguish numbers from letters.

On a subsequent visit, we found a Half-caste Boy recently received, the Bishop's instructions, since the falling off of pupils, being to admit Half-caste and destitute European children.

It is much to be lamented that, with the advantages of a large Native neighbourhood and liberal pecuniary aid, this Institution should have failed to realize the purpose to which it has been devoted; even the few present pupils cannot be deemed a spontaneous offering, having been obtained from a school formed by the Church Missionary Society at Pipiriki, of which place the father is a Native Teacher, and attracted by the prospect of gratuitous food and clothing. The indifference exhibited of late years by Natives generally towards the measures for their welfare so freely undertaken *both* by the Government and Clergy, is of itself sufficient to account for failure, and with such a fact it would be an ungracious and futile task to enquire further.

But we cannot close our Report more usefully than by strongly urging the propriety, if consistent with the Grant, of directing the resources of this property, towards the education of the mass, without distinction of race or religious denomination; this we are in a position to know was the original intention of Sir George Grey, as expressed by himself, and the Grant, for its present exclusive purpose, has ever been felt by the settlement as an act of injustice, the more especially as Native interests had been already liberally provided for by other reserves in the most valuable portions of the District.

With an endowment (the value of which, at a low computation, is £8000, and, from the rapid increase of population and wealth marking the progress of the settlement, likely to become one of the most valuable in the Colony,) what substantial results would, under judicious management, be obtainable!

M. CAMPBELL, J. P.
J. T. WICKSTEAD, J. P.
GEORGE REES, J. P.

REPORT OF THE GREY INSTITUTION NEW PLYMOUTH.

New Plymouth,
29th January, 1858.

SIR,—

We the undersigned have the honor to report to you for the information of the Government that according to His Excellency's desire expressed in your letter of the 14th December last, we have conjointly visited and carefully inspected the Native School in this place, known as the Grey Institution.

The disturbances amongst the Native Tribes of this Province which prevailed from August, 1854, until the commencement of last year had caused the School which, for some years previous to the above date had been maintained in efficiency, to be altogether closed.

About that period, the Reverend John Whiteley who had been stationed here as a Wesleyan Missionary re-opened the School which under his superintendence and assiduity has progressively increased. It now numbers thirty-four pupils on its books, of whom twenty-eight are Native, two half-caste, and four European boys.

The Native and half-caste boys are all lodged fed and clothed at the Institution, but the European children, whose homes are in the immediate neighbourhood, receive instruction only. The attendance of all has been, on the whole, regular.

The boys, with the exception of the Europeans, had previously to their admission to the Grey Institution received little or no School instruction. The progress therefore demonstrated by them on examination was very encouraging, for many of them read easy lessons in English, spelt readily the simpler words of our language, had commenced the study of the primary rules of arithmetic, and altogether displayed a greater advancement than might have been anticipated considering how short a time the majority of the pupils had been under tuition.

The general management of the School is under Mr. Whiteley, and the only other official, the teacher, is a young man who has the character of being patient and painstaking and appears to be an efficient person for the charge.

We have forwarded an Extract from Mr. Whiteley's Report to the Board of Education, which fully sets forth the causes of the closing and subsequent re-opening of the Grey Institution, as well as the progress and improvement of the pupils, with other interesting information.

The accounts of Mr. Whiteley for the past year shew an excess of thirty-eight pounds three shillings and sixpence of Expenditure over Income.

The Board of Education has placed on the Estimates for the present year the following items.

	£	s	d.
Teacher at £5 per month	60	0	0
30 children at £6 each per annum	180	0	0
Repairs—Painting	10	0	0
“ Windows	10	0	0
	£260	0	0

The above amount is not sufficient to enable the School to be carried on efficiently, and we believe the sum of three hundred and eighty-five pounds would be required, as shown by the following items:—

	£	s	d.
Teacher	75	0	0
30 children at £7 10s.	225	0	0
Matron or Housekeeper	35	0	0
Repairs.....	20	0	0
Extras	30	0	0
	£385	0	0

We have here to remark on the above items that the Teacher's salary should not be less than seventy-five pounds per annum, inasmuch as that sum is not nearly equal to the wages of an ordinary Mechanic, and a smaller amount than that now recommended would most probably induce the present Teacher to resign his situation, when it would be very difficult to find a competent person to fill his place; the sum named for dieting and clothing boys at six pounds per head appears to us considerably too low; it is in our opinion a *sine qua non* that a Matron or Housekeeper should be obtained for the School, as not only would the necessary comforts of the pupils be then properly attended to but the modes of economically cooking food be taught the pupils. The sum of £20 only is placed on the Estimates this year for repairs but the buildings having been so long unoccupied have fallen much out of order and will require such repairs as can be only properly estimated by a regular survey. The sum of £30 for extras would be required for such articles as Soap, Firewood, Candles, &c.

In concluding our remarks we beg leave to suggest for the consideration of the Government the advisability of forming one or more Normal classes in Native Schools for the Education of Native Teachers.

We have, &c.,

P. WILSON, Colonial Surgeon
JOSIAH FLIGHT, Resident Magistrate.

To the Honorable
the Colonial Treasurer,
&c., &c., &c.
Auckland.

EXTRACT FROM THE REPORT OF THE "GREY INSTITUTION," NEW PLYMOUTH, FOR THE YEAR ENDED 31st DECEMBER, 1857.

For some years prior to the commencement of the present thestate of the Native tribes of this Province had been such that the school had been closed and there was but little hope or prospect that any endeavors to reopen the establishment would be successful.

Towards the close of the year 1856, the hostilities which had so long prevailed seemed to be likely to cease; and the opinion was entertained at our Auckland District meeting in November, that when peace should have been restored we might be able again to collect children for a school and with that hope the Board of Education voted the sum of £225 from the Government Grant.

On returning from the district meeting it was found that the peace negotiations were progressing favourably, and of course I considered it a part of my duty to call the attention of the people to the importance of Education for their children. Various plans and proposals and promises were made with regard to their sending their children to the Institution, supplying them with food &c., but still there was evidently a feeling of misgiving on the part of the natives as to the permanency of the peace, and it was not until the latter end of February that any children were brought for the school.

I then at once opened the Institution and commenced school with two English children as day scholars, 2 half-castes and 4 natives as boarders; 2 other European children have since attended; and 1 half-caste; and the number of natives has gradually increased until the total entered on our books including all has reached 34. Of this number one death has taken place and various interruptions incident to Maori schools in general have occurred. Three or four for instance have gone to their homes to cultivate food, proposing to return by and by; and one or two have left. But my heart has been set upon making the undertaking successful. No language can set forth the importance of Education for the native youth, and I have been glad to make any sacrifice of personal comfort or of a pecuniary nature, as far as my circumstances would allow, in order that something might be done in this very essential department of Missionary duty.

My first object was of course to secure the attendance of children, and although aware of the limited amount of funds available, I have not ventured to refuse admission to any who have come. At our district meeting last year it was thought 20 would be as many as we should raise; but my efforts to secure that number have resulted in the attendance of many more. Prudence of course suggested the discontinuation of all further invitations, as I found that out expenses would be greater than our friends would bear.

Many of the parents promised contributions of provisions, but in this matter I have thus far met with considerable disappointment. The protracted hostilities among the Natives had caused them to neglect their cultivations and involved them deeply in debt, so that most of their disposable produce has been required either to meet these claims or for the supply of personal wants. Some contributions were received at the beginning, but on making application for a continuation of such supplies the reply has been that all their provisions have been disposed of in this way. I trust however that we shall succeed better in future.

And we have had no local sources of supply. The Missionary committee have liberally allowed 20 acres of land for the use of the school, but until this shall have been brought into a state of productive cultivation it can be of no immediate aid. This of course has been attended to to the best of our judgment and ability, and the bigger lads of the school in the intervals of school hours have been employed to assist in fencing, clearing, cultivating, planting, &c.

In thus commencing anew this important undertaking I have considered it essential to success that both the children and parents should, especially in the beginning, have no cause of complaint on the subject of diet. This is a point on which natives are exceedingly tenacious, and though the parents have contributed little enough in this line themselves, yet if they were to get the idea of a want of liberality on our part they would instantly remove their children from the school. Let the children first make some progress in acquiring knowledge and obtain a taste for schooling, and we may then gradually restrict and retrench and economise in the matter of diet. At the native villages their food is often poor and scant and mean enough but they often on the other hand have in their way variety and luxury and feasting.

Of course the year or rather the 10 months of the year have been characterised by the immature plans interruptions and disorder incident to all new beginnings. The situation and locality of the establishment are in many respects highly appropriate, but at the time I opened the school my residence was three miles away. This was providential and necessary during the war, but now that peace was restored and I had opened the school, I was instructed to remove to the Mission House in the neighbourhood of the Institution, and this removal of course involved interruption and labour and expense.

My numerous engagements as a missionary to the native tribes of this place rendered it necessary that I should have assistance in the management of the school, and I was fortunate in meeting with a suitable person in Mr. Collins, whom I engaged as teacher. He is a worthy young man and bids fair to be very valuable and very successful. The amount of his salary is to be fixed by the Board of Education. We have no matron, no cook, no housekeeper; the washing and mending are attended to by my own family and no expense is incurred in these matters.

Our division and appropriation of time are as follows: 6 to 7 washing dressing and prayer, 7 to 8 breakfast, 8 to 10 work, 10 to 12 school, 12 to 1 dinner, 1 to 2 play, 2 to 4 school, 4 to 6 work, 6 to seven supper, 7 to 8 reading the scriptures and worship.

From the above remarks it will be seen that this is more a history of a beginning than a report of progress and success. Some progress however has been made; many of the lads are very young and but few of them knew a letter of the alphabet when they first came to us; now however they can mostly begin to read and write a little, several can write a tolerably fair copy and are making progress in cyphering. Two half-caste boys and one native who were sometime connected with the former school can speak English, and one of them can read it correctly. The lessons and exercises are chiefly in English.

The conduct of the boys is generally satisfactory, and we trust, by the blessing of God upon our persevering endeavours, this institution will be a means of great advantage to the Maori youth, both intellectually and morally, both for time and eternity.

(Signed) J. WHITELEY.

REPORT ON CHURCH OF ENGLAND SCHOOL AT OTAKI, WESLEYAN SCHOOL
AT THE HUTT, AND ROMAN CATHOLIC SCHOOL AT WELLINGTON.

The Hutt, 19th May, 1858.

SIR,—

As Chairman of the Board of Commissioners appointed by His Excellency to inspect and report on the state of the Native Schools in this part of the Colony, I have now the honor to forward to you the Report which was unanimously agreed to by my brother Commissioners, together with the enclosures, as enumerated in the margin; and, in doing so, I would only take occasion to observe that we were at considerable pains to obtain and convey a correct impression of the actual state of those Schools for the information of His Excellency's Government.

I have the honor to be, Sir,

Your most obedient servant,

The Honorable
The Colonial Treasurer,
Auckland.

WILLIAM FITZHERBERT,
Chairman.

REPORT AND MINUTES OF EVIDENCE.

In discharge of the duties imposed on them by the General Government, the Commissioners appointed to inspect and report on the Native and Half-caste Schools in this portion of the Colony, directed their attention to that Institution which has for some years attracted notice and created large expectations; and decided that the Native Establishment at Otaki, under the charge of the Venerable Archdeacon Hadfield, should be visited first. And although they received a circular from the Archdeacon, warning them that they would not be received, they deemed it their duty, nevertheless, to proceed, trusting that a little reflection would induce him to reconsider his decision in this respect, or, if not, that after all the question in dispute touched rather the authority of the General Government, in which it behoved the Commissioners in no way to meddle.

On arriving at Otaki they were again met by a refusal, on the part of the Archdeacon, to submit to their inspection, and recognise them as Commissioners of the Government.

Having, as they believe, most scrupulously avoided giving even the slightest occasion of offence, the Commissioners conceived that they could not abandon what had now assumed the character of a most unpleasant task, without incurring the charge both of want of respect to His Excellency's Government, who, unsolicited, had confided to them so important a trust, and also of being consenting parties to the Archdeacon's avoidance of a public enquiry.

The only alternative that, under these circumstances, appeared to be left to the Commissioners was to hold an open meeting and throw themselves upon the good sense of the European and Native inhabitants of the Settlement, to extricate them from the dilemma, and to supplement, so far as possible, the information thus obtained by their own personal observation on the spot.

The result fully justified the course thus pursued; and a most attentive and crowded meeting assembled on the occasion.

The Commissioners would have entirely refrained from offering any comment upon evidence thus taken in the most formal and open manner (copy of the Minutes whereof accompany this Report), had it not been for certain documents that have been put forward, the tendency of which is to impugn

the testimony of a material witness. These documents were referred to the Commissioners by his Honor the Superintendent of this Province, and copies are now attached. The Commissioners will, however, confine themselves to making only one remark thereon, viz.: that although the evidence of Tamihana Te Rauaparaha occupied a very considerable time, and was certainly conducted with scrupulous deliberation, not a single hint or word of caution was given, *at the time*, to the Commissioners, either by European or Native, as to the consideration due to his testimony or character.

It may be stated that both before and after the public enquiry just referred to, the Commissioners went over the premises and lands belonging to the Institution, and examined for themselves; and that the result of these various modes of investigation may be briefly though not satisfactorily summed up. For His Excellency's Government will no doubt learn with surprise and regret that an Institution so amply endowed, and surrounded by a concentrated Native population, should, in the unanimous opinion of the Commissioners, have resulted in a failure, which is much to be deplored. Whether this result be attributable to Archdeacon Hadfield or not, the Commissioners forbear expressing their opinion; they believe they have performed their duty in having made a record of the fact.

The Institution under the care of Bishop Viard, of Wellington, next claimed the attention of the Commissioners, who were here met with the utmost courtesy; their right to enquire being unquestioned, and, indeed, an anxiety evinced lest any portion of the Institution should escape scrutiny. All books of accounts were opened for inspection, and a most creditable examination of the children ensued, in which their proficiency in English reading and writing was most remarkable. Altogether, the Commissioners terminated their pleasing visit with the impression that this Native and Half-caste School was a complete model Institution.

The Commissioners specially refer to the enclosed papers, containing replies of Bishop Viard to certain questions, as an interesting example of how much may be effected with very slender means.

The labours of the Commissioners concluded with a visit to the Hutt, where they were met by the Rev. Mr. Watkin, on behalf of the Wesleyan body, at a Maori wharè, in which a very intelligent Native teacher had extemporised a school-room and several scholars. The Rev. gentleman very candidly explained to the Commissioners that the School was entirely in its infancy, and any special remarks from them on the conduct of an Institution at that early stage would be obviously uncalled for.

Having now faithfully described the present state of the Schools referred to them, it only remains for the Commissioners to offer any suggestions they may have for future guidance; and they accordingly, respectfully, but very earnestly, recommend to the notice of His Excellency's Government their opinion and recommendations as follows, viz:

1. That a great duty rests with the General Government to promote the education of Native and Half-caste children, and that a considerable proportion of such funds as may be at the disposal of the Government for Native purposes should be dedicated to the object of Native education.

2. That Government ought not to be discouraged by past failures, insomuch as the very nature of the object to be accomplished obviously implies difficulties.

3. That English Masters and Mistresses should be invariably employed, and the teaching of the English language made the prominent feature of instruction.

4. That the dietary, &c., &c., should be more judiciously regulated. (To this the Commissioners attach special importance.)

5. That a jealous care should be exercised, lest at any time grants of land made for Native School purposes should be regarded as ecclesiastical domains.

6. That upon these views being carried out in a sustained manner and enlightened spirit, the longevity and peaceableness of the Native race greatly depends.

7. That it is desirable that one or more Inspectors should be appointed, with authority to make regulations in furtherance of the above objects, and generally to co-operate with the various persons in charge of Schools that are either in receipt of aid from Government, or are in the enjoyment of Grants of land made for Native purposes.

WILLIAM FITZHERBERT,
Chairman.

Meeting of Commissioners appointed to enquire into the Industrial Schools named in the letter from the Honorable the Colonial Treasurer, dated 9th December, 1857.

School House, Otaki, 8th January, 1858.

PRESENT: William Fitzherbert, Esquire, Chairman, Charles Clifford, James May, and Henry St. Hill, Esquires.

HONARE TARATOA, after explanation, through the interpretation of Mr. W. Buller, of the object of the Commission, states for the information of the Commissioners:—Is not aware of any Grant of Land for the maintenance of the Schools.

Is the only Teacher engaged at present in the School.

Teaches English and the Native language, reading, writing, and arithmetic, conveyed in both those languages. There are seven boys and six girls, who are boarders in the establishment. These are regular scholars, amongst these two boys and three girls are Half Castes. There are some day scholars who attend the school, but their attendance is very irregular, and does not consider himself responsible for their attendance. (a)

Teaches these day scholars singing and Geography—and in doing so, endeavours to convey to them a knowledge of English. Does not give them the same English lessons as he does the boarders. Has been a teacher in the school for about five years. Five years and two months. Has been by himself for the last twelve months. Previous to that he was under Teacher. Mr. Clark was the Teacher when he first came to the school, then Mr. Wadsworth, then Mr. Skeet, and then Mr. Baker.

The number of scholars has greatly diminished since he first came to the school.

There were about 90 scholars when he first came to the school. Thinks it has been the children's own fault that they have diminished in number. When a child has been chastised he has kept away from the school, and the parents have lent themselves to his keeping away from the school. Does not know of any other cause than that he has given for the falling off of the number. The English teachers were severe in their chastisement at the time they had the management of the school. Has not himself found it necessary to chastise them so much. Since he has had charge, the numbers have neither increased nor diminished.

Teaches both sexes together. Their ages may range from 8 to 15 years, but is not certain of this. He never heard of any remonstrance made as to the severity of the English teachers. The boys are taught out-door employment: teaches them to put up fences, to make their clothes, to plant potatoes, and to dig the soil. The pupils rise at half-past 5 o'clock generally. They attend prayers at 6 o'clock; after prayers they have half an hour's instruction. They then have their breakfast. At school from 9 to 11. After that they are employed at out-door labor to 1 o'clock. They have an hour for dinner. After dinner they are again employed out of doors, in the winter to about 5 o'clock, in the summer to about 7 o'clock. They have not been taught to plough, but they do a little carting. The children pay no fees. Receives a salary of £30 a year with board. His whole time is devoted to the School. The boys are boarded at the School, the girls at Mr. Hadfield's. Lives with his wife with the boys. Is responsible for their discipline. Is attentive to that, and sees that the boys have plates, knives and forks at their meals, and that they attend to cleanliness of their persons.

(Witness dictated a few words in English which he wrote down as a specimen of his writing). The boys are not taught any Mechanical Trade. Each child obtains Mr. Hadfield's consent for his admission into the School.

TAMIHANA RAUPARAHA, having had explained to him the object of the Commission, and especially as to appreciation by the Natives of the Institution at Otaki, states: Is aware that there are Grants of Land at Otaki for the maintenance of the Schools. The land was given by himself and other Natives at Otaki. Thinks as many as 7 or 800 acres. Understands that sums of money have been given by the Government towards the support of these Schools. When he was in England a few years back he collected £389 18s. 11½d. for the Otaki School, which he handed over to Archdeacon Hadfield. Explained to the subscribers in England his object in seeking their assistance, namely, to support the Native Schools at Otaki.

The Rev. Mr. Taylor, of Wanganui, and the Rev. S. Williams, were present when he handed over the order for this money. He told Archdeacon Hadfield that he wanted to have a good School at Otaki, that there should be a really good English master to take charge of the School. This was in the year 1853. Thinks that if there was a really good English master the School would be more flourishing than it is at present, particularly if not interfered with by any person. Cannot suggest any other matter that might improve the School. The master is the main thing. Thinks Archdeacon Hadfield too severe with the children. Mr. Williams was not so much so. Thinks the falling off in the number of scholars has arisen more from the severity than from the chastisement of the masters. Thinks the parents of the children are quite alive to the education of their children. There might be about 100 scholars, male and female, who would attend the school if it were better managed.

(a) Some of these questions were put in English, to test his qualifications, the others in Maori.

The children who are boarded at the School ought to be well fed. Thinks the children now in the School are not sufficiently fed. They have plenty of potatoes, rice, and milk, but they ought to have more meat. There are plenty of sheep on the land and they ought to have more mutton.

The parents of the children are anxious that their children should be taught English, and the girls domestic work.

Mr. Williams left Otaki in the year 1854.

The assembled Natives informed, through Mr. W. Buller, that the statement made by Tamihana Rauparaha would be read over to them, and that as the subject is one of deep importance to them all, the Commissioners were most anxious to ascertain from any present whether any suggestion for improvement in the School could be made, and whether the statement made by Tamihana embodies their opinions. Some dissent from this statement was elicited.

The Europeans present were also invited to submit their opinions respecting the Half-caste children in the School.

MATINI TE WHIWHI, admits the school to be in a very unsatisfactory state, but scarcely knows to what cause to attribute it. Thinks the parents of the children a good deal to blame, for they have not sufficiently appreciated the advantages of the School. That the School began to fall off shortly before Mr. Williams left Otaki, and they have gone on diminishing in the number of scholars. Lays great stress on the children being taught in the English language, and hoped that this would give a new turn in the state of things.

MATINGI conceives the great thing is to have a good English master.

HEREMIA TE TEURE entirely exonerates Archdeacon Hadfield and the masters from the failure of the Schools. Attributes the failure more to the want of interest of the Parents in the advantages of the School, for when their children were chastised they removed them from the School.

Considers the School should be continued under the management of Archdeacon Hadfield.

HUKIKI conceives that the School has failed from not having had a good English master. If there was a good English master it would thrive. When the children have been chastised at the School the parents have kept them away.

HENERE TARATOA requested to give such information as he possessed of the stock belonging to the School, and as to the dietary of the boarders. Believes that there are about 100 head of cattle, and upwards of 1000 sheep

Had about 23 acres under wheat crop, 2 acres of potatoes, 3 acres of oats, and abundance of vegetables of all kinds. The children have 3 meals a day, breakfast, dinner, and tea. For breakfast they have sometimes boiled milk and flour and some times bread and milk. They always have milk for breakfast. At dinner they have generally pork and potatoes, and when a sheep is killed they have mutton. Does not know how much mutton they generally have a week, but they have more pork than mutton. Has not seen them have beef. The workmen on the farm have some of the mutton when a sheep is killed.

Sometimes when they are very busy the children have gone without meat, but the fault has been with him. On those occasions they have only had potatoes. The children have never had pollard for dinner. Sometimes part of the sheep is sold, the proceeds are received by himself and paid over to Mr. Hadfield.

RICHARD EAGER, store keeper at Otaki, is well aware that there is strong disinclination amongst the parents of Half-caste children at Otaki to send their children to the School while it is under a Maori master only. The number of Half-caste children living with their parents may be from 12 to 15, but there are some 30 Half-caste children who have been deserted by their fathers. All those of the former and many of the latter would be sent to the School if it was under a good English master.

Can only attribute to the neglect of the mothers of those children who have been deserted by their fathers that those children have not attended the School. Believes that a strong desire exists, both amongst the Natives and Europeans, to send their children to the School, both Natives and Half-castes, and therefore concludes that there is some impediment to their doing so, but cannot state what that impediment is. Has had an opportunity of observing the teaching of the present master, and conceives it highly creditable to him. There are about 20 or 30 European children in the neighbourhood whose parents would be glad to pay towards their schooling, provided there was a competent master. Refers particularly to the abandoned condition of certain Half-caste children.

WILLIAM FITZHERBERT,
Chairman.

Replies of the Right Reverend P. T. VIARD, Catholic Bishop of Wellington, to the Queries of the Commissioners appointed by the General Government to inspect the Native and Half-caste Schools in the Province of Wellington, New Zealand.

1.—Q. The date of the commencement of the Institution under your charge?

A. 1st September, 1852.

2.—Q. What Teachers are employed, and in what Departments?

A. Two Religious Sisters; they teach English Reading, Writing, Grammar, Arithmetic, Needle-work, &c., and the elder girls are employed in turn in Cooking, Cleaning, Washing, Ironing, &c., &c.

3.—Q. Their Salaries?

A. None.

4.—Q. Are they exclusively employed in teaching?

A. They are exclusively employed in teaching.

5.—Q. How many Scholars of each Sex, and what Ages, are actually attending the School, distinguishing the Day Scholars and Boarders, and Aboriginal from Half-caste?

A. At the beginning of the year 1858—

4	Girls, about 7 years old.
6	" 9 "
2	" 11 "
3	" 12 "

15 Girls, all Boarders—9 Half-caste and 6 Maori.

6.—Q. How many have attended annually since the commencement of the School (distinguishing as in the preceding question)?

A.	First year	19 Pupils—10 Maori, 9 Half-caste.
	Second "	19 " —10 " 9 "
	Third "	15 " —4 " 11 "
	Fourth "	17 " —5 " 12 "
	Fifth "	19 " —6 " 13 "
	All Boarders.	

7.—Q. Has their attendance been uniform and regular, or only occasional?

A. Their attendance has been uniform and regular.

8.—Q. A statement is requested of the maximum and minimum of Weekly Attendance during each year; also the means adopted to check the regularity of attendance?

A. Answered above.

9.—Q. Have any Grants of Land been received for its establishment and maintenance; if any, to what extent, when, and by whom?

A. One Grant of Land, given by Sir G. Grey, 16th October, 1854, 66 links frontage, 236 links in depth, on Lambton Quay.

10.—Q. What Income is derivable from this source?

A. £20 per annum.

11.—Q. What Grants of Money have been received towards its maintenance from the Government or other sources, respectively?

A. In the course of five years and four months there has been received—

From the Government	£1,111	13	4
" Bishop Viard.....	139	0	10½
" Parents	77	0	0
" Benefactors	55	0	0
" Rent of House	60	0	0
	£1,442	14	2½

12.—Q. Are any Investments created by these Funds held by the Institution; if any, of what nature, and to what extent.

A. None.

13.—Q. You are invited to furnish an Abstract of the Expenditure of such Grants?

A. Expended:

During the first year, that is, from 1st September, 1852, to 1st September, 1853—

Food.....	£208	9	8
Clothing	35	13	11
Furniture	42	7	10
	£286 11 5		

During the second year, from 1st September, 1853, to 1st September, 1854—

Food.....	263	10	5½
Clothing	37	8	0
Furniture.....	21	14	11
	322 13 4½		
Ditto extra		39	0 0

During the third year, from 1st September, 1854, to 1st September, 1855—

Food.....	159	0	6
Clothing	41	6	4
Furniture	7	4	9
	207 11 7		

During the fourth year, from 1st September, 1855, to 1st September, 1856—

Food.....	200	15	0
Clothing	26	0	1
Furniture	9	5	6
	236 0 7		

During four months, from 1st September, 1856, to 31st December, 1856—

Food.....	59	4	10
Clothing	5	11	5
Furniture	4	1	0
	68 17 3		

During the 5th year, from the 1st January, 1857, to 31st December, 1857—

Food.....	188	18	1
Clothing	19	18	6
* Furniture	3	7	6
	212 4 1		

£1,372 18 3½

Total Receipts.....	1,442	14	2½
“ Expenditure ...	1,372	18	3½

Balance in hand January 1st, 1858

£69 15 11

* By Furniture is meant repairs of house, &c., &c.

(Signed)

† PH. T. VIARD,
Catholic Bishop.

REPORT ON SCHOOLS IN THE PROVINCE OF AUCKLAND.

Auckland, New Zealand, 17th February, 1858.

SIR,—

I have the honour to report for the information of His Excellency the Governor, that, in compliance with wishes as conveyed in your letter of 23rd June last, I have inspected the schools named in the margin, [Taupiri, Otawao, Kohonga, Waipa, St. Stephen's, St. Mary's, St. Ann's and Three Kings,] and beg to annex a detailed report upon each.

I regret that it was not in the power of the several Inspectors named by His Excellency to visit the schools at the same time (except in the case of two near Auckland), and also that the want of means of communication with the Bay of Plenty has prevented my visiting the schools in that neighbourhood, particularly as I understand that of Turanga (one of those named in your letter) to be situated in a very populous District, and, though in very active operation, to be almost without support from Government.

Referring His Excellency to the Reports annexed, as to the attendance, proficiency, domestic and industrial arrangements, &c., of each, I will proceed to notice generally their usefulness as a civilizing agency, and to offer such suggestions as the Government have been pleased to invite upon measures which appear in my judgment likely to increase their efficiency, and economize the public funds.

The Native schools may be divided into two classes, viz.—1st, those established in populous Native Districts, and 2nd, those in the neighbourhood of Auckland.

The 1st class comprises the Church of England schools at Taupiri, Kohonga and Otawao, and nominally the Wesleyan school at the Waipa, but I found no school existing there when I visited the Station, and was informed that none had existed but for a few months preceding the great rise in prices which took place after the discovery of the Australian gold fields, when it was found impossible to keep it on.

The three first named appeared to me highly useful in their operation and valued by the Natives, who, as they can visit their children whenever they wish to do so, see and appreciate the care and the kindness bestowed on them, and there can be no doubt do, though at an humble distance, endeavour to imitate the good they observe at those schools, which, although they do not of necessity belong to the Mission work, but have been voluntarily and without reward (but at great cost to themselves of time, labour, health, and income) added by the Missionaries to their other work, yet they are now so incorporated with it that no part of their Mission work is probably more important.

To instance the first school visited by me, namely, that under charge of the Rev. B. Ashwell at Taupiri. His District extends for miles along the banks of the Waikato River, and he performs service in the following churches, viz., Taupiri, Rangoriri, Kaumatutu, Wahapahu, Watawata, Kirikiriroa, Mahiri, Opuatia, Mangawaru, and Wangape; beside which services are held by Native Monitors, educated and appointed by him, and in frequent communication with him, in every collection of houses (however small) in the District. Every week also, Native Teachers, educated and living at the school, are sent out to such villages as the Missionary is unable to visit in person, and once a month the Teachers and Monitors from all parts of the District assemble at the School to report upon the progress of their several charges, and receive instruction from the Missionary in matters that may be too hard for them, and through their agency the school is chiefly provided with pupils. I had an opportunity of judging of the work and influence of the conductors of these schools, by meeting Mr. Ashwell at one of the above named villages (Kirikiriroa) on my return from Otawao. The whole population of the neighbourhood had assembled to meet him, amounting to about 200—the day was passed in examining adult candidates for Baptism and the Lord's Supper, and on the following day, upwards of 100 Natives partook of the latter, and 20 adults and 27 children received Baptism. Nothing could have been more gratifying than the whole conduct of the Natives, and on our return some children were given into Mr. Ashwell's charge to be taken back to the school with us.

These schools may therefore truly be considered centres of civilization, the influence of which is felt in every part of the District, but they are very inadequately supported, neither the clothing, food, bedding nor school accommodation being such as is desirable; and I have no doubt their efficiency would be greatly increased, first by more liberal contribution, and second by more careful distribution of funds on the part of Government.

The civilizing influence of the 2nd class, viz., those in the neighbourhood of Auckland, was not so evident to me,—they appeared to be expensive, and so little valued by the Natives as to make it difficult to keep up any considerable number of pupils; and although the machinery was in some cases very costly, the result would seem to be small when compared with those established amongst the Natives.

I visited those schools in the following order, viz., St. Stephen's Church of England School, St. Mary's and St. Ann's Roman Catholic Schools, and the Three Kings Wesleyan School, and I found the opinion which I have expressed above upon the following data:

The average number of Natives and Half-castes educated in the Waikato schools during the 12 months which preceded my inspection was as follows, viz.—

	Natives.		Half-castes.		Total.
Taupiri	57	.....	1	.....	58
Otawao	34	.....	17	.....	51
Kohonga	77	.....	8	.....	85
	<u>168</u>		<u>26</u>		<u>194</u>

And if the necessary funds were available I believe each of these schools might be increased to 100 pupils; but to cover all expenses attending the board, clothing, education &c., of these 194 pupils there appeared to have been received by them from Government only the following sums, viz.—

By Taupiri	£342	} From 1st April 1856, to 1st April, 1857.
“ Otawao	200	
“ Kohonga	638	

Total...£1,180 { Including an extra grant of £150 to Kohonga for removal.

making an average for the Waikato schools of £6 2s. per pupil.

The average numbers of St. Stephen's School have been :—

Natives.		Half-castes.		Total.
16	.....	4	.....	20

and the amount received from Government £307 10s., making an average of £15 7s. per pupil.

The average numbers of St. Mary's Boys' School :—

Natives.		Half-castes.		White Orphans.		Total.
7	.....	4	.....	2	.....	13
St. Ann's Girls' School:—14	.....	2	.....	3	.....	19
	<u>21</u>		<u>6</u>		<u>5</u>	<u>32</u>

and the amount received from Government £1,167; making an average for the whole number of 32 pupils of over £36 per pupil, or if the 5 White Orphans be deducted of upwards of £43 per pupil.

The average numbers of the Three Kings School have been 81; and the amount received from Government £1060, making an average of £13 1s. per pupil.

It would thus appear that those schools which educate the greatest number receive the smallest amount per scholar, those which have had an average of 194 having received less than half the amount of that which had 81, and less than one-seventh of those which had but 27.

As a necessary consequence of this arrangement it will be seen by the annexed Reports that the schools whose numbers most required paid Teachers could offer little or nothing beyond the services of the Missionaries and their wives, which, however cheerfully given, were afforded at the expense of the health and almost of the lives of the givers, who evidently cannot long sustain the strain which is now exhausting their energies; whilst those schools which together muster but 27 Native pupils, pay £415 for teaching them, viz., £250 per annum to the Director, Teacher, and Guardian of the Boys; and £165 to the Directress, Teacher, and Guardian of the Girls; and as the same disparity exists as regards food, clothing, buildings, medical attendance &c., it follows that a strong inducement is held out by the present mode of distributing the Funds appropriated to Native education to diminish the number of pupils, and so limit the usefulness of the Institutions which it intended to increase.

To correct this evil I beg to suggest that a certain sum per pupil should be paid by Government for the average number which could be shewn to the satisfaction of a Board of Education to have been educated, boarded, and clothed for the preceding year.

This sum need not, I think, exceed £10 per pupil, and the limit within which it should be granted to any Institution not to exceed 100 pupils, (beyond which I do not think it could be effectually superintended); and this arrangement would not cost the Government for the present number under instruction much more than it now pays, the advantage gained being the correction of the present anomalous system, by which one school receives 6*l.*, whilst another receives 43*l.* per pupil.

It further appears to me that great improvement might be made in the management of the School Estates, which are in all cases considerable, and might be made valuable if Funds were provided for working them, and means devised for doing so advantageously.

They consist of large tracts of land of many hundred acres extent, and upon which more or less improvements have been made, but these improvements do not seem to have been always wisely conceived or well carried out. In one case a fine building has been erected at immense expense, in a situation afterwards found so unsuitable as to be necessarily abandoned for school purposes before completion; in another, land has been fenced and cultivated only to find that it would not pay for cultivation; or a school has been established in an otherwise unfavourable position because it had a large Native population, but which population has migrated to another locality, and so left the School in its disadvantageous position; whilst in another case the removal of a School and Station has been found so expensive, and the delay and difficulty of re-establishing it upon a comfortable footing so great, as to shew the necessity of most carefully arranged plans and anxious consideration for the means of carrying them out before entering upon so great an undertaking.

To insure as far as possible a proper and wise application of the funds provided by Government for Native education, I would suggest that instead of the several Boards which now exist, one central

Board of Education should be appointed, consisting of the Native Secretary as Chairman, and one member for every 50 (and not less than 30) pupils who can be satisfactorily shewn to the Board to have been duly clothed, boarded and instructed for the preceding year; these members to be nominated by the head of that persuasion to which the school pupils may belong; and the duties of the Board so constituted being to dispense the Funds provided by Government, and to decide upon any points connected with the secular management of the schools or their estates which may be submitted for that purpose by the Government or by subordinate Boards.

To provide for the careful application of the funds dispensed by the Central Board and the management of the School Estates, I should recommend the appointment of District Boards, consisting of an Inspector of Native Schools as Chairman, the Conductor of the School, and the Resident Magistrate of the District, as members whose duty it should be consider and decide upon all matters of importance (not connected with the ordinary working of the School) which might be submitted for that purpose by the Conductor of the School at a half-yearly meeting of the Board.

The Inspector of Schools to be appointed by Government, and his duties to be to make a half-yearly inspection of every school in the Colony receiving Government aid, to report thereon to the Central Board of Education, and to preside at the half-yearly meetings of the several District Boards.

As the good working of the system would depend upon the proper feeling and discretion of the Inspector, I should recommend that his appointment should be very carefully made; that he should be wholly unconnected with Colonial Politics, and hold his office during good behaviour; and that he should be a person possessing the confidence of both Europeans and Natives, and above all that of the Conductors of the Schools. With such precaution, there would be good hope of the District Boards acting harmoniously and for the benefit of their respective localities.

Having made these provisions for the proper appropriation of funds provided by Government, and for the better management of the School Estates, I should recommend that a sum of money should be granted by way of loan to such of the schools as may wish to avail themselves of it, to enable them to become self supporting; the sums not to exceed 1000*l.* to any one school, and to be repaid after five years by a yearly deduction of one fifth part of the sum borrowed from the sum annually appropriated by Government to their aid,—and all Government aid to cease at the expiration of ten years from this date.

I believe this sum would be sufficient for the purpose if wisely appropriated, and I believe the arrangement would be generally satisfactory to the Conductor of the Schools.

I have the honor to be,

Sir,

Your most obedient servant,

W. H. RUSSELL,
Brevet Lieut.-Colonel, 58th Regt.

Auckland, New Zealand, January, 1858.

Having been requested to inspect the Native Schools in the Northern Province, I proceeded in July last to the Waikato District for that purpose.

The first I inspected was that of

TAUPIRI,

under the charge of Reverend B. Ashwell.

On the day of my inspection there were 70 boarders on the books of the School, who were accounted for as follows :—

Present in the School	...	...	...	...	50
Employed on the Establishment	...	...	...	...	4
Ditto at the Farm of Pepepe	...	...	...	...	6
Absent, sick, or with their Friends	...	...	...	...	10

Total 70

The average attendance during the past year had been 58, of whom 57 were Maories and 1 Half-caste; 12 were Adults, the remainder Children of all ages.

I examined individually each of the 50 Scholars present in School and found the proficiency of the several classes in the ordinary branches of elementary instruction to be as shewn in the following Table.

Class.	Males.	Females.	Maories.	Half-Castes.	Read English.			Spell English.			English Grammar.			Write English.			Geography.			Arithmetic.			Hand Writing.			Read Maori.			Write Maori.		
					Well.	Tol.	Sigt.	Well.	Tol.	Sigt.	Well.	Tol.	Sigt.	Well.	Tol.	Sigt.	Well.	Tol.	Sigt.	Well.	Tol.	Sigt.	Well.	Tol.	Sigt.	Well.	Tol.	Sigt.	Well.	Tol.	Sigt.
1	5	7	12		2	10	..	..	12	..	7	5	..	9	12	..	7	5	..	7	5	..	4	8	..	12	..	..	12	..	..
2	6	6	12		..	..	11	..	..	12	..	9	..	..	12	..	9	9	..	..	12	..	..	12	12	..	..	..	12	..	..
3	4	5	9		..	..	9	..	..	9	..	..	9	..	..	..	..	11	..	..	9	..	..	9	..	..	9	..	..	..	..
4	2	9	11		..	..	11	..	..	11	..	..	11	..	..	..	..	..	..	11	..	..	11	..	..	11	..	..	11	..	..
5	3	3	5	1	..	..	6	..	..	6	..	..	..	..	..	..	..	..	..	..	6	..	..	..	..	..	6	..	..	..	..

I heard the Scholars examined collectively by Mr. Ashwell on several occasions in general Scriptural knowledge, Geography, History, and Chronology, and was astonished at the amount of their information on these subjects, which exceeded anything I had previously met with in any School, European or Native.

School Buildings.

I next examined the School buildings. They are attached to the Mission House and consist of a dining hall, school room, and girls' dormitory. The Boys sleep in small raupo houses in rear of the general establishment.

The plan of those buildings is good—they are spacious, light and well ventilated, but, being composed of weather boards and unlined, are cold and comfortless in winter, and are moreover out of repair and leak badly; they also require shingling.

School Furniture.

There is a want of shelves and presses, for food and utensils in the dining hall, for books, slates, &c., in the school room, and for the girls' clothing in the dormitory. There is also a deficiency of tables and forms, and those which are in use require repair.

Food.

I had frequent opportunities of seeing their food. It consisted of ground wheat made into porridge for breakfast and supper—varied some times by bread or boiled maize—and of potatoes and pumpkins or other vegetables for dinner. The food was good of its kind and in sufficient quantities, but the supply of animal food is very small, and indeed almost nominal. I found in every school a great desire on the part of the Missionaries to increase this supply if means could be found for doing so. The appearance of the Scholars was nevertheless cheerful and healthy.

Clothing.

The clothing appeared to me insufficient for the season, which was cold, wet and tempestuous. That of the Boys consisted of Dungaree trousers, checked shirts, and jersey frocks—two suits. The Girls' clothing consisted of two cotton garments and a small flannel—also two suits.

Bedding.

The Girls' bedding was tolerably good; and if the dormitory had been lined and in good repair it might possibly have been sufficient for warmth; it consisted of a straw mattress and pillow on an iron bedstead, two blankets and a rug, of which one blanket was provided by the Scholar.

The Boys' bedding was insufficient, being merely one blanket each and those generally provided by themselves; they are consequently obliged to sleep several together for warmth, which is very objectionable.

Cooking Utensils.

There is a great want of proper cooking utensils, as well as of those for cleaning—washing—food—personal cleanliness, &c.; and although, notwithstanding all these wants of common necessities, a decent appearance is maintained, yet an air of poverty and effort to carry on a great work with inadequate means is but too evident.

Hours of Instruction.

The hours of instruction, &c., are as follows:—

a.m. 6½ to 7½	-	-	Prayers and Religious Instruction
" 7½ to 9	-	-	Breakfast and Play
" 9 to 12	-	-	School
p.m. 12 to 2	-	-	Dinner and Play
" 2 to 5	-	-	Industrial Work
" 5 to 7	-	-	Supper &c.,
" 7 to 8½	-	-	Evening School and Bed

The whole of the instruction and management are performed gratuitously by the Missionary and his wife and family, assisted only by a Matron with a salary of £50 per annum, provided by the Church of England Board of Education.

Industrial Occupation.

The industrial occupations are those of farming for the Men and Boys, and housekeeping, knitting, making mats, sewing, washing, &c., for the Women and Girls;—all the clothing for the Girls and most of that for the Boys being made on the establishment.

School Estate.

The School Estate consists of 9 acres of poor land about the Mission House under rough pasture. Also 100 acres of moderately good land at Pepepe two miles above the Mission House and on the same bank of the Waikato.

And about acres on the other side of the river exactly opposite to Pepepe. These last may in fact be considered as one property.

Most of the land at Pepepe has been under cultivation, and now produces but poor crops; there is a Native Teacher's house and some poor out houses on it.

Of the acres opposite to Pepepe one third may be considered good land, one third indifferent, and one third swamp land, most of which is reclaimable and would then be very rich; Mr. Ashwell has lately enclosed (by contract) about 400 acres, which he hopes to be able to lay down in grass for sheep or cattle if funds can be provided. A tolerably good house has been erected here for the Teachers and Boys employed upon the Farm, out of funds furnished by the Bishop, and Mr. Ashwell's most anxious desire is to remove the Mission Station from its present isolated and unprofitable position to this Farm, which he conceives, if stocked and furnished with the necessary implements, would soon make the school self supporting.

My general impression of this School is that although every energy of mind and body is devoted to it by the Missionary his wife and family yet they are insufficient; that the Pupils are not as well fed, well clothed or well lodged as is desirable; and that it is not creditable to a Government which professes anxiety for the education and civilization of the Native race to starve such Institutions, and oblige their conductors to either refuse or absolutely to send away those who are anxious to learn, or devote their own small means to their support and thereby deprive their children of any provision while their already failing health points out the urgent necessity for such provision.

After leaving Taupiri I proceeded up the Waikato to inspect the School at

OTAWAO,

under charge of the Rev. J. Morgan.

There were on the day of my inspection 60 boarders on the books of the school, who were accounted for as follows :

Present in School	...	...	...	53
Absent, sick, and with their friends	...	...	...	7
Total	...	...	...	60

The average attendance during the past year was 51.

Of the 60 on the books of the school 40 were Maories and 20 Half-castes. I examined individually those present in school and found their proficiency as follows :

Class.	Males.	Females.	Maories.	Half-castes.	Read English			Spell English			English Grammar,			Write English			Geography.	Arithmetic.			Handwriting.			Read Maori.			Write Maori.		
					W.	T.	S.	W.	T.	S.	W.	T.	S.	W.	T.	S.		W.	T.	S.	W.	T.	S.	W.	T.	S.	W.	T.	S.
1	5	5	1	9	5	5	..	6	4	..	..	..	1	9	..	10	3	7	..	1	9	..	6	4	..	6	4	..	
2	4	4	6	2	..	..	8	..	8	..	..	..	..	..	1	7	..	4	4	4	4	6	..	2	..	8	..		
3	6	12	12	6	..	..	18	..	..	..	..	..	..	..	..	..	..	18	..	18	..	7	11	..	..	..	..		
4	7	8	12	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11	4	..	11	4	..		

I also heard the Pupils examined by Mr. Morgan in scriptural knowledge, which appeared good, but their general standard of secular knowledge was by no means equal to that of Taupiri; this I understand to arise in part from the school having been originally established for Half-castes exclusively, but subsequently broken up and reorganized for Natives principally, though it will be seen that it still contains 20 Half-castes.

School Buildings.

The school buildings are attached to the Mission house and are most excellent.

They consist of a dining hall (which is at present used also as a school room) and a girls' dormitory; they are however unlined, and a stove is much required to warm the school-room, which is painfully cold for the children who are not provided with warm clothing.

School Furniture.

There is the same want of shelves, presses, tables, &c., which I have noticed at Taupiri.

The boys' dormitory is very miserable, and the boys who have to sleep there are much to be pitied; it is unlined, unglazed, and out of repair, and by no means secure against the weather. I had the advantage of seeing Otawao in the winter, whereas the school inspections have generally been made in the summer; its position is bleak and cold, and ice formed in one night during my stay of more than a quarter of an inch in thickness.

Bedding, &c.

The girls' bedding is, as at Taupiri, tolerably good, but the boys' is miserably insufficient under the circumstances which I have named.

Cooking Utensils, &c.

There is a great want also of utensils of every description—no means of washing for instance but by going to the river; and I observed at their breakfast that one portion had to wait whilst the others drank out of the few tin pannikins that could be mustered.

The one advantage which this school appears however to possess over the others is in the abundance of food in which it rejoices. In fact, except in animal food there appears to be no difficulty. Mr. Morgan states he is able not only to supply the pupils with flour, potatoes, pumpkins, &c., without limit, but has 600 bushels of wheat in store; this satisfactory state of things arises from the good land on which the school is situated, the assistance he received from Sir George Grey's government in horses, farm implements, &c., and in the better circumstances and consequent liberality of the natives in the

neighbourhood, they having during the past year contributed for the use of the school 150 kits potatoes, pumpkins in greater quantity than could be consumed, several bags of flour and some few pigs.

I may here remark that I believe where the Natives have the means they by no means want the inclination to contribute towards the support of their children at the schools, but in going up the Waikato slowly against the stream and stopping frequently on its banks I was impressed with the general poverty of the Natives, whose food, clothing, and houses were of the poorest description. I do not believe from my own observation that they have generally the means of providing even a blanket for their children to take to school with them.

Hours of Instruction.

The hours of instruction are as follows :

7 a.m. to 9½	-	-	Prayers and School
9½ " to 10	-	-	Breakfast
10 " to 1 p.m.	-	-	School
1 p.m. to 2 "	-	-	Dinner
2 " to 5 "	-	-	Industrial employment
5 " to 7 "	-	-	Supper and Play
7 " to 8 "	-	-	Prayers and Religious Instruction
8 " to 9 "	-	-	Sewing, Reading, &c., Bed

The whole of the instruction, industrial teaching and management, are conducted gratuitously by Mr. Morgan and his family, assisted only by the sum of £100 a year, paid to one of them by the Church Missionary Society; and I may here notice that at each of the Stations I found the Missionaries paid governesses to instruct their own children, whilst their own and their wives more valuable services were given gratuitously to the Natives.

Industrial employment.

The industrial occupations are, with the exception of mat-making, the same as at Taupiri.

School Estate.

The School estate consists of 175 acres of good land about the School, of which 150 acres are either laid down in grass or roughly burnt off and sown with grass or clover seed. Mr. Morgan has prepared posts and rails to fence in the 175 acres.

There are also 870 acres of good land, distant about a mile from the school, and he is very anxious to obtain Government aid to fence this property in and lay it down in grass, and to purchase 500 sheep for the school, which he feels confident would, so assisted, soon become self supporting. The Station is already tolerably provided with horses, bullocks, cows, drays, and farm implements, furnished partly by Sir George Grey's Government, and partly by the Rev. Mr. Morgan, who has advanced for those purposes and for the construction of the school buildings about £600 from his own funds. The District over which his operations extend is about 60 miles in length, by nearly 40 in breadth, and services are held by himself and Teachers in 17 regular Villages, he officiating in each in rotation. He has built excellent Churches of sawn timber at Otawao and Rangiawhia, besides eight others of such material as their several localities would afford, and numbers 22 Native Teachers, amongst whom are many Chiefs and sons of Chiefs, and all of whom are men of considerable influence.

My closing remarks upon the school at Taupiri apply still more strongly to this school, as regards clothing and other necessities, except food, of which, with the exception of animal food, there is abundance.

I am not very favourably impressed with the school as a place of learning, but I have seen no part of New Zealand in which example and industrial training appear to have produced such evident results.

From Otawao I proceeded to inspect the school at

WAIPA,

under charge of Rev. Mr. Buttle, Wesleyan Missionary.

I found no school in operation here, and in consequence of recent severe domestic affliction, Mr. Buttle was temporarily absent from the Station, but a building divided into a school and dormitory, and capable of containing about 20 pupils, was nearly completed, and I was informed that a school of about that number had existed for a few months, but in a time of scarcity of food it had been found necessary to disperse the pupils who had not again been brought together.

I proceeded thence down the Waikato to

KOHONGA,

under charge of Rev. Robert Maunsell.

I found on the books of the school 102 scholars, who were accounted for as follows:—

Present in school	-	-	-	85
Employed on river	-	-	-	4
Sick present	-	-	-	6
Sick, absent, and with friends	-	-	-	7

Total - - - 102

Of this large number, 17 were men, 14 women, and the remainder children of all ages. 95 were Maories and 7 were Half-castes.

The average attendance during the past year was 85 pupils, and their proficiency was as shewn in the following table.

Class.	Males.	Females.	Maories.	Half-castes.	Read English.			Spe l English.			English Grammar.			Write English.			Geography.			Arithmetic.			Handwriting.			Read Maori.			Write Maori.		
					W.	T.	S.	W.	T.	S.	W.	T.	S.	W.	T.	S.	W.	T.	S.	W.	T.	S.	W.	T.	S.	W.	T.	S.	W.	T.	S.
1	1	6	6	1	6	1	..	3	4	..	1	6	..	3	4	..	2	5	..	1	6	..	7	..	..	7	..	..			
2	..	10	9	1	..	..	10	..	..	10	..	..	..	5	5	1	9	..	..	10	..	4	4	2	10	..	..	7	3	..	
3	8	3	9	2	..	..	11	..	..	11	..	..	..	..	..	..	11	..	..	..	11	..	..	..	10	1	..	11	..	..	
4	12	10	..	22	..	..	12	..	..	..	..	..	..	6	..	22	..	..	..	12	..	..	..	..	..	..	..	..	..		
5	8	..	7	1	8	..	..	8	..	..	8	..	..	8	..	8	..	8	..	6	2	..	8	..	..	8	..	..	8	..	..
6	9	..	8	1	..	9	..	..	9	..	..	..	..	9	..	4	..	..	8	..	..	9	..	6	3	..	6	2	..	..	
7	14	..	13	1	..	..	12	..	..	..	..	..	..	..	5	..	12	1	12	..	3	..	3	3	9	9	3	3	..	..	
*8	1	3	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	

* Three Monitors' wives and one infant.

The knowledge which the pupils generally possessed of the Scriptures was excellent.

The school buildings were in a very unfinished state and it appeared, to me that a large sum of money would be required to complete them, the school having been removed two years since from its former position at Maraitai at the mouth of the Waikato to its present locality, where a large block of land had been given by the Natives for the school. The plan of the new buildings appears good; they are quadrangular, the Missionary's house being intended to form one side, and the others being formed by Girls' dormitory, matron's room, hall and girls' school-room, laundry, kitchen, bakehouse, &c.; but in consequence of want of funds, difficulty of getting workmen and materials, want of proper superintendence in the absence of the Missionary on other duties &c., the execution of the work had been most unsatisfactory. The Missionary's house had been unroofed when in an unfinished state by a gale of wind, and part of the walls also blown down. The school buildings have been roofed with Toi-toi grass, (which does not keep out the rain), from the want of shingles, some of the rooms also have been partitioned with Toi-toi from the want of sawn timber, and the Boys' school-room, which is detached, and of the roughest kind, is so cold and comfortless as to surprise me that either Teacher or pupils can be found to occupy it. There is, however, a well built house adjacent intended for the Men's dormitory and class room, which is at present used for an evening school, but there is no Boys' dormitory, they sleep in small temporary Raupo houses. This Station will no doubt present a very different aspect when Mr. Maunsell's plans are carried out, for when I inspected the school scarcely any part of the buildings was applied to its intended use; but I feel convinced that no Missionary establishment has within itself suitable means of carrying out so great an undertaking as the removal and re-construction of all the buildings necessary for from 100 to 150 occupants, and that where such a work becomes necessary, it should be done by contract upon carefully prepared plans and specifications, and by experienced workmen, when it would be found that time, cost, and comfort, had been gained, and infinite labor and anxiety spared to the conductor of the school.

School Furniture.

The same deficiency of presses and other school furniture exists that I have noticed in the other schools.

Food.

The food is good of its kind, and in sufficient quantities, but it is a very expensive item in the accounts of this school, very little being yet raised upon the property, and but small contributions received from the Natives; yet such is the zeal and anxiety of its conductor that it will be seen to be by far the most numerously attended of all the schools which I have visited. The food consists of porridge for breakfast and supper, potatoes and pumpkins for dinner, with the usual very small allowance of animal food.

Clothing.

The clothing was certainly not sufficiently warm for the climate; it was for the larger children of much the same description as in the other schools; for the younger children it was miserably insufficient, some of them wearing only a single article, such as a striped shirt, in cold tempestuous weather which obliged me to wear an overcoat.

Bedding.

The Girls' bedding was tolerably good and of the same description as in the schools already noticed; that of the Boys only one blanket, found generally by themselves.

Cooking Utensils, &c.

The same want of cooking and other utensils in sufficient quantity exists here as in the other schools.

Hours of Instruction, &c.

The hours of instruction, &c., are as follows :—

7 a.m. to 8	-	-	Religious Instruction
8 " to 9	-	-	Breakfast and Play
9 " to 1 p.m.	-	-	School for Girls and Industrial teaching for Boys
1 p.m. to 2 "	-	-	Dinner and Play
2 " to 6 "	-	-	School for Boys and Industrial teaching for Girls
6 " to 7 "	-	-	Supper and Play
7 " to 8 "	-	-	Evening school and Bed

Industrial Teaching.

The Industrial teaching for the Boys consists of all kinds of farm work, and work connected with the Station ; that of the Girls consisted of all kinds of household work—sewing, making clothing for the school, &c.

School Estate.

The only assistance for teaching this large number of Pupils is derived from the Church Missionary Society, which allows £100 a year for a Male Teacher to assist Mr. Maunsell; but all the teaching of the Females devolves upon Mrs. Maunsell with such help as she can get from the Pupils themselves.

The School estate consists of 750 acres surrounding the School, from 1 to 200 acres being swamp land of the richest quality but requiring drainage, which would not be difficult; the remainder is of but average quality. The Farm is however well supplied with Horses, Cattle, some few sheep, farm implements &c., furnished partly by Sir George Grey's Government and partly from funds provided by Mr. Maunsell. An Agricultural Teacher is much required here, and also funds to fence the estate and lay it down in grass. I imagine the Conductors of these Schools are generally impressed with the idea that it is not expedient to grow more produce than is required as food for their Schools, but that the remainder of the land should be employed as a sheep farm, which would soon realize an income if funds could be provided to purchase the necessary stock in the first instance. It also appears probable that sheep farming would be found a favorite and very profitable pursuit by the Natives, and that the example of the Schools would soon be followed by them.

Mr. Maunsell's District extends about 40 miles by 20, and over its extent the same beneficial influence is exercised by himself and Native Teachers which I have dwelt on at some length in speaking of the other Schools.

The next School which I visited was that of

ST. STEPHEN'S,

near Auckland under charge of Rev. G. A. Kissling.

This Institution differs from the Waikato Schools in its objects, being intended chiefly for the education of Native Teachers and Candidates for the Ministry, and the teaching of children being confined almost solely to the families of the Adult Pupils.

I found 22 boarders on the books of the School, of whom 6 were Men, 5 Women, and 11 Children

There were Present in School	...	...	...	20
Sick present	...	...	...	1
Absent with friends	...	...	...	1
Total	...	...	...	22

The average attendance for the past year was 20.

I examined those present in School, individually, and found their proficiency as shewn in the following Table.

Class.		Males.		Females.		Maories.		Half-castes.		Read English.			Spell English.			English Grammar.			Write English.			Geography.			Arithmetic.			Handwriting.			Read Maori.			Write Maori.		
1	2	5	1	3	10	6	9	2	2	3	3	2	1	5	2	3	1	3	4	8	2	4	2	7	1	8	8	8	8	8	8					
..	..	7	..	..	..	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..					

I heard the Pupils examined by a Clergyman present and their Scriptural knowledge appeared excellent.

School Buildings.

This appeared to me the only Church of England institution for Natives in which a good design had been well carried out as regards the buildings. They are under one roof with the Missionary, and consist of School room, Dining room, Kitchen and separate sleeping rooms for each family; they appeared warm and comfortable, light, cheerful, and well ventilated.

On a subsequent occasion we inspected the school buildings, the proper establishment for which was at the North Shore, but the difficulty of conducting it at that place was so great as to induce the Bishop to transfer it to its present position near Auckland. The schools now therefore occupy only such small buildings as he has been able to devote to school purposes, for which they were never intended, the sums of £575 and £261 being, as shewn in the annexed paper, B, applied mostly to the improvement of those buildings, the purchase of school furniture, &c.

The Girls' school is of weather boards, small and unlined, but comfortable, their kitchen and dining room small and inconvenient, their dormitory unlined and cold, but otherwise tolerably comfortable.

The Boys' school room, which is used also as an eating room, is small, badly lighted, and unlined, their kitchen and store room small and inconvenient. Their dormitory is a large temporary building, intended for a barn, it is cold, unlined, and not weatherproof.

The school furniture is tolerably good, and sufficient for the present small numbers.

Food.

The several samples of food submitted for our inspection were the best of their several kinds from the Auckland markets, and consisted of bread, beef, potatoes, rice, tea, sugar, &c. The scale as shewn in the annexed paper, C, is very liberal.

Clothing.

The clothing of both Girls and Boys appeared good and sufficient. The scale of this also, as shewn in the annexed papers, is very liberal.

Bedding.

The bedding of both Girls and Boys appeared good and sufficient.

Cooking Utensils, &c.

The cooking, cleaning, washing, and other utensils were also good, and sufficient for the numbers.

The hours of instruction are shewn in the annexed papers, I.

The instruction is conducted by the Clergy and by the Sisters of Mercy, a charge on that account being shewn in the paper, B, of £250, for a director, teacher, and guardian of the Boys, and £165, for a directress, teacher, and guardian of the Girls, for a period of 18 months.

The industrial occupations of the Boys appear to be those incidental to the school. Those for the Girls are household and needle work, &c., as shewn in detail in the paper marked T.

The school estate at the North Shore is shewn by the annexed paper, H, to consist of "about 390 acres of land, mostly well fenced in for cultivation, paddocks and meadows," and having upon it a large stone building capable of accommodating 50 boarders, and erected at a cost of £2000, beside some other buildings; but the expenditure shewn in the annexed papers, B, C, and G, would appear to be greatly in excess of the income derived from this estate. It is however necessary to draw attention to the remark in the annexed paper, that "4 villages, of about 120 Natives with their families, are located on this property, having small tracts of the glebe for their plantations, and affording great opportunity for the religious training, industry, and civilization of the Natives."

W. H. RUSSELL,
Brevet Lieut.-Colonel, 58th Regt.

ACCOUNTS FOR THE NATIVE PUPILS OF ST. MARY'S BOYS' AND OF ST. ANNE'S GIRLS' COLLEGE FOR EIGHTEEN MONTHS, VIZ.,
FROM THE 1ST APRIL, 1856, TO THE 1ST OF OCTOBER 1857.

INCOME.	EXPENDITURE.	Total for all the Pupils for 18 months.		Total for each Pupil per year.		Total for each Pupil per day.	
		£	s. d.	£	s. d.	£	s. d.
From the General Government, one year of allowance	For the boarding, clothing (bedding comprised) of an average of thirteen boys, native and half-caste	1167	0 0	447	9 4	22	18 4
From ditto, six month's ditto	For ditto of an average of nineteen girls, Native and ditto ...	583	10 0	521	8 1	18	5 10
From the produce of the College farms,	Extras for the boys, and mostly for the improvement of their buildings, furniture, implements, utensils; for farming gardening, labourers, repairs, boating, &c.	220	0 0	575	2 6		
	Ditto for the girls, and mostly for ditto			261	5 0		
	For the salaries and boarding of the Director, the Teacher, and the Guardian or House-keeper for the boys			250	0 0		
	For the Directress, Teacher, and Guardian of the girls.....			165	0 0		
	For Rangiwahia day school, in which is an average of about twelve day pupils			36	0 0		
	Deduct the income.....			2256	4 11		
	Balance due to the Bishop's administration			1979	10 0		
				285	14 11		
Total.....		£1970	10 0				

N. B.—There are produces of the farms not yet sold, viz., about 20 tons of hay, and 16 head of horned cattle.

G—1. EXTRAS FOR THE PUPILS AND THE COLLEGE OF ST. MARY, FROM 1ST OF APRIL, 1856,
UP TO THE 1ST OF OCTOBER, 1857.

	£	s.	d.
15 tons of firewood, for one year	9	0	0
Boating, for ditto	15	0	0
For medical attendance	32	10	0
Labours and direction of the farm for one year	172	10	0
1 house in wood at Mount St. Mary	70	0	0
To making and repairing fences at North Shore and at Mount St. Mary	40	0	0
1 raupo house at Mount St. Mary	18	0	0
1 plough	12	0	0
To a guardian of cattle	7	0	0
Washing	20	0	0
Labours and direction of the farms for six months	74	0	0
Six months of firewood	4	10	0
Six do. for boating	7	10	0
Six do. of medical attendance	16	5	0
Implements, Utensils	11	2	9
Forage for horses	4	15	6
Conveyance of cattle	3	10	0
A stove, furnished	12	0	0
Lamp oil	9	0	0
Labours of carpenter	3	0	0
Scythes and other Implements	10	0	0
Dishes, baskets, knives and forks	3	9	3
Hospitality	20	0	0
Total	£575	2	6

G—2. EXTRAS FOR ST. ANNE'S PUPILS.

	£	s.	d.
1 stove, furnished	8	0	0
1 churn	0	15	0
5 tubs	0	15	0
Sheets	0	8	0
Quilts	1	0	0
1 large table	3	0	0
Forms	1	0	0
1 globe	8	0	0
1 map	1	0	0
Carting	13	0	0
Books and slates	3	0	0
Surgeon	16	5	0
Cow house	3	0	0
Refectory	10	0	0
Repairs in the study room	4	0	0
For labourers	18	0	0
1 mangle	5	0	0
9 irons	1	7	0
Kitchen utensils	2	0	0
Hospitality to parents and relations	8	0	0
To pay a share of expenses for the maintenance of and improvement of the Glebe at North Shore for one year	102	10	0
For ditto for six months	51	5	0
	£261	5	0

I—1. DISTRIBUTION OF TIME FOR THE NATIVE STUDENTS OF ST. MARY'S COLLEGE.

- 6 Rising and washing.
- 6½ Morning prayer and spiritual reflections.
- 6¾ Writing.
- 7½ Arithmetic, tables
- 8 Breakfast (during which lecture).
- 8½ Dressing Beds.
- 8½ Manual labours.
- 9½ Reading Maori and English, spelling, dictation, grammar.

I was struck with the more correct pronunciation of the English language by the Pupils of this School; great pains had evidently been taken by Mr. Reid in this particular as in all others, and his success has been proportionate; but to the other advantages enjoyed by the School must be added this very important one of having in its Conductor not only an able Scholar and Clergymen but a trained Schoolmaster, and I should regret that, notwithstanding all the inducements which the Institution holds out, a difficulty exists in keeping up a corresponding number of Scholars, but that I have heard lately Mr. Reid is about to take charge of Mr. Buttle's Station on the Waipa, where I trust his talents will be still more fully employed in a large Native District.

School Buildings.

These appeared to me so good as to leave nothing to be desired.

Dormitories.

The Dormitories for both Girls and Boys are excellent.

Hospital.

A good Hospital has been established, being the only one I have met with.

School Furniture.

The School furniture also is excellent, a few presses were required but were already in preparation.

Food.

The Food consists of oatmeal porridge (with milk occasionally) for breakfast, rice and vegetables, and a small amount of animal food for dinner, and flour porridge for supper.

Clothing.

Their clothing consists of two suits each of blue serge shirts, striped linen shirts, moleskin trousers, guernsey frock and comforter for the Boys.

Three complete suits for the Girls, including a Sunday suit.

Bedding.

For Bedding they have straw mattresses on iron bedsteads, coverlid and blanket for the Boys, the latter generally found by themselves, and similar bedding for the Girls.

Cooking Utensils.

The Cooking and other utensils of all kinds are good and sufficient for personal cleanliness; the arrangement is excellent, long troughs being provided in a covered verandah with the means of letting on the water and allowing it to escape as required.

Hours of Instruction.

The hours of Instruction appear similar to those of the other Schools.

Industrial Occupations.

The Industrial occupations are apparently very well attended to, and comprise Ploughing, Carting, Fencing, Shepherding, Sheep-shearing, Carpentering, &c., for the Boys, and plain work, Laundry work, making the Boys' clothing, Dress making, Knitting, Netting, &c., for the Girls.

The whole duties of the Institution are conducted by the Principal, who receives a Salary of £100 a year, an Assistant Master with £97 10s., and a Governess with £30 a year.

The School Estate consists of 240 acres on the Manukau Harbour, producing no advantage to the School but Firewood; 260 acres of unenclosed swamp land near the Three Kings, and about 230 acres about the School, chiefly under grass and in cultivation. On this last there is a small flock of sheep, and a few Cattle and Horses, and it is tolerably supplied with Farm implements.

It will be seen by the annexed* paper, A, that the Government have contributed during the past year £13 1s. 8d. each for 81 pupils, and that the Missionary Society and the parents of some Children have also contributed liberally to their support, and that the School Estate has afforded a small balance over its expenses.

W. H. RUSSELL,
Brevet Lieut.-Colonel, 58th Regt.

* See p. 19 ante. (List of Scholars also annexed.)

FURTHER REPORT ON SCHOOLS IN THE PROVINCE OF AUCKLAND.

SIR,—

In compliance with the terms of your letters of June 23, 1857, (Nos. 498 and 502) appointing me to inspect the Native Schools in the Province of Auckland, I have the honour to report as follows :—

I have visited St. Mary's and St. Anne's Schools, in conjunction with Dr. Lee and Lieut. Colonel Russell ; the school at the Three Kings, with Colonel Russell ; Kohanga, Taupiri, Otawhao, and St. Stephen's, alone,—the four last mentioned schools having been previously inspected by Colonel Russell.

It is unnecessary, in this report, to repeat information which has been already conveyed to you, so minutely, by my co-adjutor, Colonel Russell. It suffices to observe that in regard to St. Mary's, St. Anne's, and the Three Kings, we were agreed on every point ; that in regard to the schools which we visited separately, I find upon comparison that I have given rather more good marks to the pupils than Colonel Russell has given. But this trifling difference may be accounted for by improvement during the time (several months) which elapsed between our respective visits.

I have to express general satisfaction with the progress of the pupils, all of whom, excepting beginners, were separately examined by me.

At St. Mary's and St. Anne's, the systematic regularity with which the establishment is conducted, and the extreme precision apparent in details of management, is remarkable.

At the Three Kings, the perfect discipline to which the pupils had been subjected was equally apparent. It is much to be regretted that a master so capable as Mr. Reid has shewn himself should, through considerations as I understand of health, have quitted that establishment.

Having been directed by you not to examine the pupils at any school in religious or theological subjects, unless at the express request of the manager, such examination took place only at Taupiri and at St. Stephen's, where the request was formally made. At those two schools I carefully tested the acquaintance of the pupils with the Scriptures, putting of course fair questions only, but still such as could not well be answered by rote, without thoughtfulness and comprehension of the subject ; and am gratified in being able to state that at Taupiri the pupils very far surpassed my expectations. At St. Stephen's the pupils were not so far advanced. This however, I attribute to their education having been commenced, for the most part, at a later period of life, and also perhaps to their less perfect knowledge of the English language.

The importance of commencing the education of Natives at a very early age strongly impressed itself upon me, throughout the whole course of the several examinations ; the Native intellect becoming comparatively unimpressionable at an earlier period than I had previously supposed.

At St. Stephen's I was particularly requested to examine the school accounts, the manager, Mr. Kissling, appearing desirous that I should make mention in my report of their having been laid before me. Without having examined them so closely as to perform the duties of an auditor, which I considered to be beyond my Province, I have to state that they appeared to me quite satisfactory ; as they did, indeed, wherever else I went through them.

I now proceed to offer a few general observations on certain points which appear to need consideration by the Government.

It is not without difficulty that the Natives have hitherto been induced to avail themselves of the advantages offered by the schools. Scholars, generally speaking, do not present themselves for tuition, but have to be sought for by the managers of the schools. For this reason, schools in the vicinity of Auckland are comparatively inefficient for the work of civilisation. It is becoming more and more evident that the schools must be taken to the Natives, in their own districts, instead of endeavouring to bring the Natives to the schools. Establishments near to Auckland may be useful as normal or training schools for teachers ; and, in regard to the Church of England, as affording the best means of efficiently preparing Natives for ordination ; but the difficulty of obtaining pupils, and the increased expense of maintaining those establishments, render them comparatively ineffective for the education of children. On the question of increased expense, I refer you to Mr. Kissling's "Report of St. Stephen's School for the year ending March 31st, 1857," in which it is stated that

"scholars may be maintained in the country at one-third or one-half the sum which they cost in Auckland." To this I may add that schools in the immediate vicinity of Auckland cannot assume an industrial character, and therefore cannot be expected at any future time to become self-supporting.

I shall now advert to the distribution of funds among the Native Schools.

With the abstract question, whether state aid ought to be granted to various denominations, and to how many, I do not consider myself at present concerned. I assume, for the purpose of this report, that assistance will be continued to them.

It appears desirable, for reasons so well known that there is no need of making further allusion to them, that the subsidy to the schools should be removed from the Civil List, and provided for by vote of the House of Representatives. But it is also desirable that the managers of the schools should be able to depend upon receiving the subsidy for a certain time,—that they should not have to fear, in any session, an adverse vote in Committee of Supply. I therefore propose that the subsidy should, for a certain number of years, be made a permanent charge. A term of ten years would probably enable the managers to place their establishments on a stable footing, leaving the question open whether Government aid should be continued after that period. But I think that the payments might be altogether discontinued within a shorter time, and without injury to the country schools, by the means which I am about to propose. Those schools are of an industrial character and are endowed with landed property, which, however, for want of capital, is not nearly so productive as it might be made. If the farms were improved, and properly cultivated, the establishments might be rendered self-supporting. And I think that the period of the annual subsidy might be safely shortened to seven years, with an intimation that it would then be certainly withdrawn: provided that an additional bounty sum be immediately given to each of the country schools, strictly to be expended in the improvement of the farms attached. The advantages of Model Farms in Native districts are too obvious to need further notice. The Government might also confer a great benefit, not only upon the Schools, but also upon the Native race, by procuring for them a small number of really high bred stock,—horned cattle, sheep, and swine, for the purpose of ameliorating the breeds.

The unequal distribution of the government aid among the various denominations has been already pointed out to you by my fellow-inspector, Colonel Russell. But I do not entirely agree with his statement of the case. I do not think it can be fairly said that the Government allow for the scholars a large sum per head to one denomination, and a small sum to another. For each denomination, under the present system, remains at liberty to exercise opinion whether it is better to give a more perfect education to a lesser number of scholars, or a less perfect education to a greater number. My own impression is, that at St. Mary's and St. Anne's the funds are too much concentrated, and that in the Waikato schools they are too much diffused. But I speak with hesitation as to a point which the Managers of the Schools can alone be competent to decide upon.

A remedy has been proposed for any presumed inequality of distribution, namely,—equal payments per head for the schools,—say £10; allowing one half or one third more for the central schools, in consideration of the increased expenses of maintenance. I cannot absolutely gainsay this mode of payment, but I think it my duty to point out certain difficulties in practice which I do not clearly see how to surmount. If the Government had an unlimited sum at their disposal, one great difficulty would be got over; for aid could be extended to any number of scholars. But the sum being limited in amount, there would be a race among the denominations which should first exhaust the general grant, each for itself, leaving nothing for the rest. Possibly, this difficulty might be avoided by the voting of equal sums, to be set apart for each denomination, but left at the disposal of the Government. The amount to be drawn by each denomination, within the limits of the grants, might then be made to depend upon the number of scholars, the calculation being made according to a fixed scale.

I mention, with some unwillingness, another difficulty bearing upon payment at per head,—the temptation thereby afforded to take undue means of increasing the number of pupils, or to send in unfair reports; a danger, I admit, which is scarcely to be apprehended, from the known character of the present Managers of the schools, but still one which it is the duty of a provident Government to guard against. To meet this difficulty, the provision which most naturally occurs would be the appointment of permanent, and therefore salaried, Government Inspectors. But it would be necessary, in that case, to appoint an Inspector for each several denomination, thus entailing a very largely increased expense. For, although I have myself been received with the greatest cordiality by all the denominations alike, my own Inspectorship being merely a temporary appointment, I very much doubt whether the Church of Rome, for instance, would acquiesce in the permanent appointment of a Protestant Inspector, or whether the Church of England would rest satisfied with a Roman Catholic Inspector.

In regard to the general management of the Native Schools, much difference of opinion appears to exist. On the one hand it is argued that the Schools ought, as nearly as possible, to be localized; *i. e.*, to be secured from the interference of any superior authority, trusting implicitly to the energy and discretion of the respective managers, to whom, it is further contended, the Government subsidy ought to be paid directly from the Treasury, and not through the medium of any central Board.

In this there would be many advantages : it is always well, as a stimulus to exertion, that the whole of the credit and the whole of the responsibility should be laid upon the individuals appointed to carry out a work. Still, however, so long as Government aid is afforded, I cannot go so far as to recommend the complete independence of the Schools. The Government have a just right to require that some check upon that portion of the expenditure should be maintained. It should be rendered, however, as little harassing as is consistent with efficiency ; and I would strongly urge the propriety of allowing a large measure of discretionary power to men who have proved themselves so worthy of the trust.

It is argued, on the other hand, that the places of the present Managers must presently be filled by others whose trustworthiness can only be proved by the manner in which they are found to discharge their duties. In regard to the Church of England Schools, I am constrained to admit that, when the present Managers pay the debt of nature, it is not easy to see how their places are to be supplied. When they die, it is to be feared that their system must die with them.

For reasons which would be out of place in this Report, I cannot recommend the appointment of a Central Board, by the Government, to exercise control over the various denominations. But I would leave to each denomination the power to appoint a Board, for the purpose of supervising the several Schools connected with itself. As a general rule, it appears advisable that the Government should ascertain what part of the present system fails in operation, and confine their operations to that. To pull down is easier than to build up. And although it be possible that a novel system might be elaborated, superior to that which is now in operation, it must still be remembered that the permanence of such system would depend upon the permanence of Government aid, which cannot be taken for granted.

In regard to the teaching of the scholars, I consider that too much stress cannot be laid upon the acquirement of the English language. I believe that civilization cannot be advanced, beyond a very short stage, through means of the aboriginal tongue. In corroboration of this opinion, I would refer you to Hallam's History of Literature, where he accounts for the stagnation of the dark ages, (the literary annals of which seem still more deficient in native than in acquired ability,) by "*the very imperfect state of language*, as an instrument of refined thought in the *transition* of Latin to the French, Castilian, and Italian tongues." There can be no doubt that words are suggestive of ideas, as well as ideas of words. The Maori tongue sufficed for the requirements of a barbarous race, but apparently would serve for little more. Permit me, on this subject, to invite your attention to the following observations, contained in Mr. Kissling's report, before alluded to:

"The students' time and attention have hitherto been confined—1st. To Biblical studies. In these special regard has been had to parallel passages and synonymous words. The latter attempt, however, has been attended with considerable difficulties, inasmuch as the Maori translation contains words from several dialects apparently of one and the same signification. And these words have been used to express the various and beautiful shades in the records of the holy Scriptures.

"In order to remove this difficulty, and to bring the minds of the students from vague generalities to clear and defined conceptions, the English Bible must be made accessible to them. Indeed it appears to me that Native teachers, and especially those designed for the ministry, should be able to use the English Bible as a commentary to their own."

I also take occasion to suggest the institution of yearly prizes to such of the students as shall pass the best examination in the Ko Nga Ture—the precis of English Law, compiled by order of the Government for the use of the Native race.

I recommend the female Half-castes to your especial consideration, and do so the more strongly because there have been differences of opinion in regard to their admission to the Native schools; as, for instance, at Otawhao. In consequence of their peculiar position, they need more careful attention than the women of purely Native race. If well brought up, they readily obtain European husbands; but, unless they be respectably married, their usual fate is only too well known. As regards the Maori women, however, I consider her education to be of less importance than that of the Maori man. The educating a Native woman above her husband is not without its inconveniences. She leaves the school where she has lived in comparative refinement, and is coupled, perhaps, to a man scarcely removed above barbarism. She will merely have learned to feel the degradation, and to lament what she has lost. It may be argued, indeed, that the wife, as a general rule, raises the husband to her own level. In civilized countries such may possibly be the case, but I do not believe that the rule holds good in regard to a semi-barbarous people.

Allow me, sir, in conclusion, to express my strong conviction of the benefit that has accrued to the Native race from the establishment of the schools, and of their instrumentality in preserving the peace of the country. Allow me, also, to go so far as to recommend their revival in the more northern part of the Colony, where, through a series of unavoidable misfortunes, (as shewn in a report herewith enclosed, addressed by Mr. Edward Williams to the Northern District Committee of the Church Missionary Society,) they have been discontinued.

I have the honour to be, Sir,

Your most obedient servant,

HUGH CARLETON, M.G.A.

REPORT ON THE SCHOOL AT WAIMATE.

BY MR. EDWD. WILLIAMS.

Waimate, May, 1855.

DEAR SIR,—

In the present unsettled state of the Waimate Boys' School, it may not perhaps be considered out of place in me to offer a few remarks which may tend to throw some light upon the unfavourable position in which the School now stands—a position which cannot but be regretted by all who feel interested in the education of the New Zealand youth. I feel anxious, for the satisfaction of all parties, that a report should be made of the various incidents which have occurred during the last ten years, feeling assured that little is known of the difficulties we have had to contend against in conducting the Schools we have had under our charge, owing to various changes the country and the district have undergone.

On the removal of the Bishop from the Waimate to Auckland, with his establishment, in November, 1844, Mrs. Williams and I were solicited by the Local Committee to take charge of their Native Girls' School; and, in accordance with their wishes, we removed from our farm at Pukewharangi to the Waimate for that purpose, taking five scholars with us; and finding that twenty-five girls had already been admitted into the house as boarders, we commenced our labours. The School advanced satisfactorily, and our numbers increased rapidly; but a sudden check was experienced by the commencement of hostilities on the part of the Aborigines against the Government, and the sacking of the Town of Kororareka during the month of March in the following year, which occurrence threw the whole district into terror and confusion. Soon after this Heke, the Commanding Chief, came into Waimate, with a force of eight hundred men, causing great excitement among the friendly Natives by the menacing attitude he assumed. The Chief Tamati Waka was also in the neighbourhood, with a similar force, and had declared war against Heke. Under these circumstances, we were not surprised when the parents came forward, and expressed their determination to remove their children. It was indeed a distressing sight to witness our flourishing School, then numbering eighty-six, in three days reduced to twelve—some of whom were orphans, and the rest children whose parents resided at a distance. More than forty children were removed in one day. This was a heavy blow to the School—a blow from which it never thoroughly recovered itself.

Shortly after this, we were recommended to remove, with our small remnant, to Paihia, where Mrs. Williams and I were simultaneously attacked with typhus fever, and for more than two months incapacitated from taking any part in the care of the children. During this period, the School was gratuitously conducted by my sisters. When sufficiently recovered to undertake a journey, I visited some of the villages in the neighbourhood of the Waimate, for the purpose of endeavouring to persuade the scholars to return to the School, and so far succeeded as to obtain a promise from the parents that seven should accompany me to Paihia. Accordingly we started the next morning, but had not proceeded more than a mile on our journey, when a party of young men, rendered wicked and reckless by the war, sprang out of the fern, seized the girls, and forcibly carried them off, asking me, in the most abusive language, why I should persist in carrying on a school while all men were engaged in war.

Some months after the above occurrence, I again visited the Waimate, for the purpose of making another effort to obtain scholars, and succeeded in conducting these same girls down to the School without molestation, and with other scholars from the neighbouring district, gradually increased in numbers, until we had again the goodly number of sixty children under our care.

During the year 1846, the whole of the children were attacked with dysentery and hooping-cough in a very severe form, the School assuming the character of a hospital, and the children requiring constant attention night and day. Six of them died of the dysentery, and our own infant fell a victim to the hooping-cough. The School had the benefit of advice from Dr. Philson, of Her Majesty's 58th Regiment, then residing at Paihia.

At the close of this year, peace having been established, we returned to the Waimate, by order of the Committee, feeling thankful that we had been enabled to keep the School together during the whole of the War; but from the unsettled state of the country, and from the circumstances of the Natives residing on the Coast not allowing their children to accompany us, our numbers were again reduced to fourteen. We now began to feel the evil effects of the War, in the backwardness manifested both by parents and children to take the advantage of the Schools; and it was not without difficulty that we could again obtain scholars, which, from this time, generally averaged from twenty-five to thirty in number.

After we again became settled, and the excitement produced by the late War had a little subsided, our School went steadily on, and for three years did not experience more than ordinary interruption. Visitors occasionally spent an hour in the School-room, and it was encouraging to receive their testimony to the progress the children were making.

In the month of January, 1850, this quietude was again disturbed by a party of young men, armed with bayonets, from Wi Hau's Pa in the neighbourhood, who attempted a forcible entrance into

the house for the purpose of carrying off a half-caste girl twelve years of age, as a wife for one of their party. Two of the young men succeeded in entering the house, but were immediately thrust out. The girl, for safety, had concealed herself in Mrs. William's bed-room. In our back yard a scene of general confusion arose from the shouting and wrestling, which then took place, the party being met, disarmed, and driven back by the Natives belonging to the establishment. One of my brothers, who was on the spot at the time, was hurt in the affray. The party afterwards acknowledged their error, and offered restitution. The occurrence took place on the third day after Mrs. Williams' confinement. The evil effects of such audacious behaviour taking place in a girls' school were immediately felt. A party of Kaitaia Natives, who had come up to visit their daughters then in the school, and were witnesses of the affair, the very next day removed them all (nine in number), and took them home; nor were we ever after this enabled to obtain any girls from Kaitaia, the parents always replying, that they would never sanction their daughters being exposed to such dangers, nor would they allow them to be the cause of their teachers being subjected to such annoyances. To this audacious outrage, we may justly attribute the decline and ultimate fall of the Waimate Girls' School.

In this same month, the evil example set by these young men was followed by another party, who made a similar attempt to seize a girl fourteen years of age from the school as a wife for a young man whom she disliked. She was rescued from their grasp after they had entered the house, and were in the act of carrying her off. But though successful in protecting the girl, we were unable to avert the evil consequences of such conduct: some of the elder girls were removed by their parents, and younger ones brought forward in their place. This, of course, tended to retard the progress of the School.

A third attempt was sometime afterwards made to obtain forcible possession of a girl; but I am thankful to say that in no instance did they succeed in carrying out their wicked designs: this last affair was afterwards amicably settled, and the girl respectably married.

Several of these girls having arrived at an age which exposed them to such treatment on the part of unprincipled, lawless Natives, were removed by their parents, and as soon as possible married to young men in their respective tribes. For two years our numbers were principally kept up from the Kaikohe District. But here again the same evils were felt. These girls, though mere children, were constantly receiving proposals from young men in the neighbourhood, and, when rejected, threats were held out that attempts would again be made to drag them forcibly from the house; and the parents, wishing the daughters to marry only among their own people, on hearing such threats had been made, removed them finally from the school, which greatly diminished its numbers, and nine girls only remained.

In the month of March, 1854, I was requested by the Local Committee to visit the neighbouring districts, and endeavour to persuade the Natives to return their daughters to the school; and also to give them notice, that if they refused either to return them, or send others in their place, the school would be closed at the end of the half year. This request was immediately attended to, but without success. The parents remained inflexible: they would not risk their children to the intrigues and insults of lawless young men: and the school was brought to a close by the Committee, June 30, 1854.

During the ten years we had conducted this school, more than three hundred Girls had passed under our care. From the first day of our entering on this duty, we felt the responsibility of our charge, knowing the peculiar dangers to which New Zealand Girls are constantly exposed, arising from that freedom and familiarity so general amongst the Natives. But I feel thankful to be able to add that during the whole period no case of immoral conduct was known to have taken place; nor was it ever found necessary to dismiss a Girl from the School in disgrace.

We have also the gratification of seeing many of these girls, whom we brought up, living respectably with their husbands, and shewing by their cleanliness and the attention which some of them pay to their children, that the labour and expense bestowed upon their education, has not been thrown away.

On the close of the Girls' School, I was offered the charge of a Boys' School by the Committee, to which I felt it my duty to accede, and lost no time in endeavouring to obtain scholars. The Committee limited me to the number of twenty. Twenty-two were however assembled. Those boys were kept steadily in action until dispersed for the Christmas holidays. But when we endeavoured to re-assemble them after the vacation, we were sorry to find both parents and children indifferent about their return to the school, and when the subject was pressed upon them, many refused to return their children. Ten only came forward, after much persuasion, three of whom have now left, and have not as yet been persuaded to return. This indifference is much to be deplored, and arises, I consider, on the part of the boys, in some cases, from the circumstance of their parents having no control over them. But what appears to have been the chief obstacle, and which has in some cases hindered the parents from sending their children, and the children from coming, is the system on which the school is founded. It has been our object to render the school self-supporting, as far as possible, and to accomplish that object as far as our limited means would allow we have had to plant potatoes and

sow wheat, ; in this labour, and in procuring firewood for themselves, we considered the boys were very properly engaged, and a portion of each day was set apart for those purposes. To this system strong objections were raised by some of the parents. The remarks were, "We are willing to send our children to school to be taught, but not to work." Moreover, the facility they now have of earning extravagant wages is a great temptation to many to remain away, and avail themselves of the opportunity of getting money, which too many of them prefer to learning.

This report I have to request may be brought under your early consideration, being desirous to receive your further direction as to my future course of proceeding.

(Signed)

EDWARD M. WILLIAMS.

To the Secretary of the N. D. Committee.

A BRIEF ACCOUNT OF THE NATIVE SCHOOLS IN CONNEXION WITH THE BAY OF ISLANDS.

The Schools commenced at Rangihoua, or Tepuna, on the north side of the Bay of Islands, in the year 1816; and as each subsequent settlement was formed, at the Kerikeri, Paihia, Waimate, and Kaitia. At these places, schools, varying in number of scholars, were in full vigour, where all were taught to read, write, catechism, arithmetic; and the women and girls needlework, and every kind of domestic employment; the men and boys carpentering and field work.

From the Paihia report for 1832, it appears—"the schools are five in the settlement. The Native Boys' school is assembled from 6 to 8 o'clock in summer every morning, and from 7 to 9 o'clock in winter. The average attendance is 60, besides strangers, who may be in the settlement at the time, when the number is frequently 100; they are taught to read, write, arithmetic, catechism, &c.; the number now on the books is 71, residing in the settlement. Total from the beginning taught, 263.

"The Native Girls' School is assembled from 9 to 12 o'clock, in the morning, and from 2 to 4 o'clock in the afternoon, four days in each week; the average attendance is 40; besides others, not residing in the settlement. The number now on the books is 52. Total from the beginning, 209. They are taught reading, writing, arithmetic, catechism, and needlework.

"The system of circulating classes, from the Islington Parochial school, has been adopted in these schools with much success.

"The Infant School was commenced in January last (1832), contains twenty-two pupils, English and Native. The general system of instruction used in England has been adopted in the English language, which is found to succeed equally with the Native children as with the Europeans."

The general desire to acquire knowledge was very encouraging, and the annual examination of the schools extremely interesting to all attending the same; their reading, repetition of the catechism, and Scripture knowledge, correct; the specimens of writing, carpentering, and needlework, highly creditable; and have never been exceeded since that period.

In 1839, during a visit paid to Cook's Straits, and through the centre of the Island, it was seen that the knowledge of reading and writing had spread far and wide—in remote places, where no instruction had been given by any European teacher, but conveyed by those who had been captive amongst the Tribes in the neighbourhood of the Bay of Islands, instructed in these schools; many of these are now acting as Teachers, and are leading persons in the respective places.

Under notice of schools in the Paihia Report for 1840, the year of the formation of the Colony, appears the following:—"The Native Schools have met with much interruption since the arrival of the Governor; Officers of Government residing in Paihia necessarily disturbed attention; yet they have been continued."

In 1843, the Local Schools were broken up by the direction of the Bishop, with the object of forming Central Schools at the Waimate. The close of these Central Schools will be seen in the Report of the same, given 1855.

Auckland, August 2nd, 1858.

SIR,—Many pressing labors for my Diocese having coincided with the work of Administration to supply you with the accounts you wish to have about the Roman Catholic Native Institutions, caused the little delay to answer your letter of the 18th of June last.

I still hope the enclosed return will not arrive too late to you for the course of your Administration.

I have, &c.,

(Signed) † J. Bst. Fcis. POMPALLIER,
R. C. Bp. of Auckland.

The Honourable the Colonial Treasurer.

Accounts for the Native Pupils of St. Mary's and St. Anne's Colleges for 12 Months, viz., from the 1st of April, 1857, up to the 1st of April, 1858.

INCOME.			EXPENDITURE.		
	£	s. d.		£	s. d.
From the General Government, one year of allowance... ..	1,167	0 0	1st. For the board and clothing of an average of 14 boys, Native and Half-caste (1s. 3d. per day for each)	319	7 6
From the sale of some produce of the College's farm	10	17 4	3rd. For ditto of an average of 12 girls ditto (1s. per day for each)	219	0 0
			3rd. For direction, tuition, and guardianship of the boys	190	0 0
			4th. Ditto of the Girls	110	0 0
			5th. Extras for St. Mary's and St. Anne's Colleges at Free- man's Bay and at North Shore, viz., mostly for the improve- ment of buildings, furniture, implements, utensils for farming, gardening, labourers' repairs, boating, &c.	568	7 0
				£1,406	14 6
	£1,177	17 4	Deduct the income	1,177	17 4
			Over expenditure, which will be met by the sale of the prodaces mentioned in the note of the page of the income	228	17 2

N.B.—There are produces of which the sale has not been as yet available and not effected, viz., about 35 tons of hay and 18 head of horned cattle.

