

# PAPERS

RELATIVE TO

# NATIVE SCHOOLS.

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PRESENTED TO BOTH HOUSES OF THE GENERAL ASSEMBLY, BY COMMAND OF  
HIS EXCELLENCY.

---

WELLINGTON.

—  
1867.



## PAPERS RELATIVE TO NATIVE SCHOOLS.

### No. 1.

Copy of a Letter from Mr. ROLLESTON to the Hon. J. C. RICHMOND.

SIR,—

Native Secretary's Office, Wellington, 15th June, 1867.

I have the honor to enclose for the information of the Government, reports upon the following Schools, which have been visited by me in accordance with your instructions:—

St. Stephen's, Auckland (Church of England).  
 The Three Kings, Auckland (Wesleyan).  
 St. Mary's College, North Shore (Roman Catholic).  
 Nazareth Institution, Freeman's Bay (Roman Catholic).  
 Waima School (Wesleyan).  
 Bishop Williams's School at Paihia, Bay of Islands.  
 Karakariki School, on the Waipa (Wesleyan).  
 Aotea School (Wesleyan).  
 Rangiaohia School (Roman Catholic).  
 The Grey Institution, New Plymouth (Wesleyan).  
 Otaki School (Church of England).  
 Maketu Day School.  
 Wellington School (Roman Catholic).

I have delayed forwarding any general report till I had visited all the schools which required inspection. Some of the reports now forwarded have already been submitted to the Government. They are little more than notes taken in each case on the spot, representing the facts ascertained by inquiry from the local managers of the several schools. I have not attempted to give them the form or precision of a professional Inspector's reports, because I believe that had I attempted to do so, the general want of organization and absence in many cases of any appreciable attainment in the scholars, is such as would have rendered it impossible.

The general results after a large expenditure of public funds in subsidizing Native Schools, over a period of nearly twenty years, cannot be regarded as satisfactory.

The early Missionary Schools spread through the country the knowledge of reading and writing in the Maori language in a comparatively short time and at a trifling cost. Subsequent efforts, which have been working in a more defined manner, have failed in their object from various causes, some of them unavoidable, but partly I believe from the attempt suddenly to establish a system for the higher parts of which the Natives were not sufficiently advanced, and which the religious bodies to whom the carrying it out was entrusted were unable to work out in its integrity. The system, as originally designed, embraced three classes of schools—

- (1.) Diocesan Colleges.
- (2.) Central Schools.
- (3.) Primary Schools.

The Primary Schools in each Educational District were to supply pupils to the Central or Boarding-schools, and these in turn to supply their most promising scholars to the Diocesan Colleges.

Primary or Village Schools do not appear to have been generally established. The efforts of the religious bodies having been mainly directed to the Boarding-schools, and in the case of the Church of England, to the training of Native Ministers. The pupils admitted to the higher schools appear to have been in many instances of such an age as to be unfitted for the acquirement of the English language, and there has consequently been no supply of well qualified Native Teachers, as was originally contemplated, for the Primary Schools.

The work of the Three Kings Institution, under Mr. Reid, some years ago, was, I believe, an exception to this rule, the English language having been thoroughly taught to the pupils.

William Barton's School at Karakariki, taught by one of Mr. Reid's pupils, is an instance of what may be done by a properly-trained Native teacher.

The Boarding-schools generally appear to have received an undue share of attention from the idea that they were the only means of breaking through the communism of the Maori pa, a result which does not seem to have been attained in past years, and certainly cannot be attained in schools like most of those which are the subjects of the enclosed reports. In the case of the Three Kings, and St. Mary's College, North Shore, what are called Native Schools, and have been endowed largely with Native lands, and liberally subsidized by the Government from Native funds, are principally asylums for destitute Europeans, and are little adapted to promote any advance upon the civilization of a Maori pa.

I had a conversation with Paora Tuhaere, of Orakei, the substance of which I give, as I believe it fairly represents the feelings which, rightly or wrongly, are generally entertained by the Natives on the subject of Native Boarding-schools. He said that he had several objections to these schools. They were these:—

- (1.) That the children were set to work as servants.

- (2.) There was too much of the Bible taught, and too little of other subjects. They were taught moreover in their own language, whereas what they wished to learn was English.
- (3.) The food supplied to the children in the Boarding-schools was insufficient.

With regard to the first point, I would observe that the provision in the trust deeds for industrial training in Native Schools appears generally to be inoperative, St. Stephen's being the only institution where industrial training other than in household work, and the cultivation of a certain amount of food for home consumption can be said to be given. The school at Otaki must also be excepted, where the boys have the opportunity of observing and assisting in the ordinary operations of a good farm.

There is some truth also in Paul's second objection. In St. Stephen's and Bishop William's school the knowledge of English is not sufficient to be of any practical utility. Teachers thoroughly conversant with the Maori language, and having before them specially the object of raising up teachers of religion, have not given that prominence to the acquirement of the English language which was necessary to qualify teachers of schools.

I do not think the Government should be called upon to subsidise these Boarding-schools and Colleges, so far as they are training establishments for special religious objects, but only so far as they supply sound elementary instruction in the English language to the Native race. Public funds should, I apprehend, be granted only in return for results which the community as a whole desires, and not for purposes from which it may be doubted whether it obtains a direct and immediate advantage. What the public generally require, and may fairly be called upon to assist in providing, is instruction in reading writing, and arithmetic, and in such elementary knowledge as makes the Maori capable of mixing on equal terms with Europeans, and exercising the equal rights conferred upon them. I believe that these results will be obtained most readily at the present time by the employment of English masters.

There are at present five boys placed by the Government in charge of Mr. Mowbray, the master of the principal Church of England day school in Wellington. They board and lodge in his house, and attend the English Day School. One, Reuben King, has been at school two years. He reads the English language with tolerable fluency, and works sums in arithmetic as far as reduction of weights and measures, and easy examples in practice. Three others, who have not been so long at school, are also well advanced in their knowledge of English.

I believe that the advantage to the public from the higher standard of attainment reached by these boys will be far more than commensurate with the higher scale of expenditure involved in their education. This however is an exceptional case, and cannot be looked upon as a plan which can be generally adopted. I have mentioned it here as showing the facility with which a competent English master, without a knowledge of Maori, overcomes the difficulties of teaching English to the Maoris. The effect of six months' teaching by an English clergyman at Otaki leads to the same conclusion.

Another point in which the system of Native education hitherto in force has been wanting has been ably pointed out by Mr. Carleton and others in previous years.

It has been powerless to excite any sympathy or co-operation from the Natives themselves; the Natives have not felt that they have any part in the promotion of the work. I believe that the secret of success lies in inducing the Natives (see Mr. Carleton's Report of 1862) to "take the initiative, make education a part of the Runanga, let them feel that it is their own work. As a first step towards inducing the spirit of self-reliance, equal contributions from themselves, either in money, land, or labour, should be made an imperative condition of Government aid."

A step in this direction has been taken at Maketu; and also more recently at Taupari. Mr. Taylor, in a letter which I attach to this Report gives most practical and valuable suggestions as to the establishment of Village Schools under English masters.

I am satisfied that at the present time, when the Maoris are being brought into closer association with Europeans than at any previous period, and the importance of acquiring a knowledge of English is more generally appreciated by them, the establishment of these schools would be attended with considerable success.

The Government aid should, I submit, begin with and be mainly devoted to Primary Schools. The attempt to work downwards from Colleges to Primary Schools has been in some measure the cause of failure in the case of European schools in the Colony, and a similar attempt has ensued in like results in the case of Maori schools. At present training schools of Maori teachers do not really exist, and could not be established with any advantage, while pupils who have had the necessary elementary education in lower schools are wanting. It is not impossible that when a few Central and Village Schools with good English teachers have been for some time at work, and have become organized, occasional advantage might be taken of them to obtain temporary training for English masters in the art of teaching and organizing a Maori school on a somewhat similar plan as that on which pupil teachers are admitted into English schools.

In conclusion, I would submit—

- (1.) That Government assistance in case of all schools should be given generally in return for results, that is for the attainment of a certain proficiency in the several branches of an elementary English education, on the report of an Inspector who should regularly visit the schools in receipt of public funds, and that unless such reports continued satisfactory the grant should be withdrawn.

- (2.) That where the Natives in any district form a School Committee, and guarantee a certain sum annually to meet the current expenditure of the school, the Government should supplement that sum with (say) an equal amount.

That where they set apart land for the permanent maintenance of a public school unconnected with any religious body, and vest it in Trustees for the purpose (say two Natives and the Resident Magistrate of the district), the Government should contribute also to the permanent improvements in a fixed proportion.

- (3.) That in the case of Central or Boarding-schools, where these are upon lands granted to religious bodies, the assistance given by the Government should be in the form of a capitation

allowance for results attained in English instruction; and no allowance should be made for any pupil who, after a certain stay, did not at the periodical inspection exhibit a corresponding proficiency in the English language. If, however, the Natives in any district ceded land for the purpose of establishing a public school of this class, further assistance might be given, as in the case of Primary Schools, for permanent improvements.

I submit, however, that it is wrong in principle that public funds should be expended in improving property of private religious bodies, the control over which rests entirely with these bodies.

If young persons of either sex were admitted into any of these schools for the purpose of being trained who would afterwards be available as teachers in Primary Schools when required by the Government, an allowance for board and lodging might be given from public funds.

(4.) Diocesan Colleges as such should not be recognized by the Government, but an allowance might be made in the case of Natives really qualified to teach English, who are resident in them and have been pupils in Central Schools.

The allowance in the case of Diocesan Colleges and Central Schools should, I think, be liberal where the results attained are satisfactory. The present allowance to Central Schools has been in many cases wholly insufficient to maintain them in a satisfactory condition; the result has been that the managers have crowded numbers in their schools, as the only means of obtaining a sufficient grant, and the capitation allowance has been claimed even in respect of aged and decrepit men and of women who receive no instruction.

It would be far better in most instances to double the amount of capitation allowance and diminish by one half the numbers. In several cases it will be seen that the managers have not attempted to keep up what is understood by a Boarding-school, and part of the capitation allowance of the schools in the outlying districts has been taken to subsidize the schools in the more populous towns, which are rather European than Native institutions. I have omitted in this report any notice of the Native Boarding-school at Kaiapoi, as it has been so recently reported upon by Mr. Tancred. (Report enclosed.)

I have, &c.,

W. ROLLESTON,

Under Secretary.

The Hon. J. C. Richmond, Wellington.

### Enclosure 1 in No. 1.

Report on ST. STEPHEN'S SCHOOL, AUCKLAND.—Visited 14th December, 1866.

THIS Institution contains inmates of three classes:—

1. Students who are candidates for the office of Native Teacher or Clergyman.
2. Associates who are following some industrial occupation.
3. Children who are placed at the school under special arrangement.

There are four inmates of the first class (one of them married), in respect of whom the Government under a special arrangement pay at the rate of thirty pounds per annum. An annual allowance of twelve pounds is made for the women. These receive their instruction exclusively in the institution. The men are of mature age, varying, so far as I could judge from their appearance, from twenty-five to thirty years.

There are three of the second class, in respect of whom the same annual payment of thirty pounds is made by the Government. Their ages are fifteen, sixteen, and eighteen. One of these receives his English instruction in a school in Parnell; the other two, one of whom is a half-caste, follow their occupation of printer and carpenter during the daytime, and receive instruction at St. Stephen's in the evening. There are six others of this class, five whose industrial work renders them self supporting—two are printers, two carpenters, and one a tailor; and one (G. Swanson) who goes to an English school during the day, and boards at St. Stephen's at his father's expense.

Two children, Charles and Sarah Brown, receive their instruction in the English school at Parnell, but are boarders with the Rev. Mr. Chapman, the Government paying twenty-five pounds per annum for each of them.

One hundred pounds per annum is given by the Government to provide for English teaching and for other special objects. A teacher attends daily from 6:30 p.m. to 8:30 p.m., and gives instruction in reading, writing, and arithmetic. He receives forty pounds per annum, and ten pounds per annum are expended in candles, copy books, and other requisites.

The prayers and daily reading of the Bible are conducted in the Maori language.

Of those who are qualifying themselves for the office of teacher, none are sufficiently acquainted with the English language to render them capable of teaching it. One was unable to attempt English reading at all.

The writing was generally neat and creditable.

In arithmetic the knowledge of the best pupils did not extend beyond the multiplication and division of money.

Charles and Sarah Brown, the only children in the institution, were evidently well cared for and well taught.

The principal industrial work carried on is that of printing. This is done very successfully. The "New Zealand Church Almanac," and various pamphlets and papers which are printed upon the premises, are very good specimens of the character of the work executed.

The general arrangements as to sleeping apartments, dietary, &c., and the cleanliness of the buildings, appears to be all that could be desired.

I cannot regard the present working of this institution as satisfactory, or as carrying out in any but a very imperfect and partial manner the objects contemplated by the trust and by the Government, as laid down in the terms of the trust-deed, bearing date September 23rd, 1850, and of the Memorandum which accompanied Sir George Grey's letter to the Bishop of New Zealand, on the 11th May, 1853.\* The terms of the trust were similar to those in the cases of other industrial schools: "For

\* Printed with Votes and Proceedings of the House of Representatives, 1856.

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the education of the children of Her Majesty's subjects of both races, and of the children of other poor and destitute persons, being inhabitants of the Islands of the Pacific Ocean, so long as religious education, industrial training, and instruction in the English language, shall be given to the youth educated therein and maintained thereat."

In the Memorandum referred to, His Excellency proposed a general educational scheme under which the schools to be aided from the Government grant were to be of three kinds—

- (1.) Diocesan Colleges.
- (2.) Central Schools.
- (3.) Primary Schools.

The Central Schools were to be the means of multiplying the Primary Schools, and the Diocesan Colleges were to be formed of the most promising scholars from the Central Schools. The principle upon which all schools were to be conducted was, that a religious education, industrial training, and instruction in the English language should form a necessary part of the system pursued; and, as I understand it, the Colleges and Central Schools were to spring from the Primary Schools, and in turn react upon them by supplying men duly qualified to conduct the teaching in them. The present condition of the institution at St. Stephen's, having regard to the proposed graduated system, is necessarily a failure. The Primary Schools do not exist, and the scholars are not such as could well be rendered fit for the purposes of imparting instruction in the English language. The war and various circumstances have caused the breakdown of the other parts of the system, and there only remains an institution which should be the result of, and cannot be efficiently maintained apart from, the Primary and Central Schools.

I do not think that the object the Government have in view, in subsidizing a Training College, is attained where the pupils are at such an age as to be incapable, for the most part, of learning and acquiring the art of teaching the English language. What appears to be required by the Government from a Training College is rather a class of English teachers sufficiently acquainted with Maori to enable them to teach English to the Natives. A special religious training may well be grafted upon a sound instruction in subjects the teaching of which will enable the Maoris to deal on equal terms with the Europeans; but I think the former should be viewed rather as an incident, the latter as the essential requisite, in a system which receives assistance from public funds. I believe that the managers have striven under adverse circumstances to maintain the institution in a state of efficiency, and to keep in view the objects and plans laid down by the Government, compliance with which was made the condition of the subsidy. Some change now appears necessary, and I would submit that some fresh arrangement should be made to render the present school more adapted to altered circumstances.

The trust property has been divided into sections, varying in size from three to six acres, for the purpose of building sites, and a few houses have been built upon it, but as yet the estate does not produce funds enough to do more than pay for repairs of buildings, &c. In the present state of commercial depression, it is not probable that there will be any demand for building sites for some time to come; funds will therefore have to be otherwise provided to carry out any plan which may be adopted. The managers of the Orphan Home have been allowed to build upon one section of the trust property; and in consideration of the kindred nature of the institution to that contemplated by the St. Stephen's Trusts, a lease of twenty-one years has been granted to them, at a trifling rent. I attach a copy of the last report of the managers. I think it to be regretted that this establishment has no connection with St. Stephen's. It would be a great advantage if teachers trained in the adjoining institution could receive practical lessons in the art of teaching. I believe, however, that only a very limited number of half-castes would be admitted to the Orphan Home; and that the admission of Maoris would only be made under exceptional circumstances.

I would observe, in conclusion, that, from all that I can learn, there is at the present time a growing desire among the Maoris to have their children instructed in the English language, a desire which has been, during the last two years, much increased by the closer contact into which the two races have been generally brought, partly by the operation of the Native Lands Act, and partly by other circumstances which are daily convincing the Maoris of the disadvantage at which they are placed in respect of Europeans by their ignorance of the English language. The establishment of Village Schools, with English teachers possessing such a knowledge of Maori as to enable them to help Maori scholars to the acquisition of English, would be hailed as a great boon by the Natives generally. The teachers for such schools should, I think, receive a preliminary training in an institution like that at St. Stephen's, where they might have the opportunity of learning Maori.

Auckland, 21st December, 1866.

W. ROLLESTON.

### Enclosure 2 in No. 1.

#### REPORT ON THREE KINGS INSTITUTION (Wesleyan).

I VISITED the Three Kings Institution on the 12th December, at 11.30 a.m., during the morning school hours.

There are thirty-four pupils, in respect of whom the capitation allowance is claimed from the Government, of these fourteen were present. The remainder were absent on visits or employed away from the school. I append a list of all the pupils in the institution, giving their ages and other particulars, furnished on my request by the master.

I first examined the Maori and half-caste children in reading, writing, and arithmetic. The reading of those able to attempt it was throughout very unsatisfactory, even in the case of lessons upon which they had been recently engaged; and they were entirely unable to read with sufficient intelligence for any practical purpose. The writing was of an equally unsatisfactory character. In arithmetic there was no pupil in the school able to accomplish the addition or subtraction of money, and very few that could add simple columns of figures with accuracy. I requested the master to let

all the pupils in the school who could write on slates take down a few sentences from dictation. I gave the following sentences:—

- (1.) We get oil from the whale.
- (2.) Shall I boil the eggs?
- (3.) Boys and girls play in the field.

Only five boys tried the exercise, and only two were fairly correct. I then inspected the bedrooms. In one of these rooms, occupied by thirteen girls, there were sheets and mattresses. In the remaining three dormitories there were no mattresses or sheets. In all, the bedding appeared to me, on examination, very dirty. I think it objectionable that two and sometimes three boys should be allowed to sleep in one bed. On the whole there were sixty-five beds to seventy-seven children.

*Clothing and Cleanliness.*—I only saw two children with shoes; and there was a general want of cleanliness and tidiness throughout the school, both in their clothes and their persons. On inspecting the place where I was told the morning's washing took place, I found that the barrels from which the supply of water was ordinarily obtained leaked and were empty, and that any water which might be used would have to be brought from a considerable distance from the building. Two towels of the dirtiest description were hanging in the washing-room. I was informed that the children bathed twice a week.

There is no industrial work carried on in the school, other than some ordinary farm and garden work.

The master, Mr. Arthur, had been three years second master at the Wesley College in Auckland, but does not, so far as I could judge, appear to have the method requisite for success in teaching so large a number of children. According to his statement the expenditure in the institution, during the September quarter amounted to £276 4s. 2½d., giving an average cost per head, for the quarter, of £3 13s. 7¼d. The cost per head in clothes being, 16s. 7d.; in food, £1 3s. 3¼d.; miscellaneous charges, £1 13s. 9d.; total, £3 13s. 7¼d. The average cost per head, not taking salaries into account, is £2 12s. 6d. The salaries paid are as follows:—Principal, £200 per annum; master and matron, £75; seamstress, £20; total, £295. I have applied to the Rev. Mr. Buller for further information as to the management of the trust estate, and for a statement of the receipts and expenditure of the institution during the year ending September 30th, 1867, and will forward his reply, when received, to the Government. I requested Dr. Kinderdine, in a letter (copy enclosed), to report upon the health and general condition of the children maintained at this school. I enclose his report on the subject, with observations in the margin on some of the statements contained in it.

Auckland, 21st December, 1866.

W. ROLLESTON.

### Sub-Enclosures in No. 1.

#### LIST OF PUPILS in the THREE KINGS INSTITUTION.

NAME.	Age.	Where from.	By whom supported.	Length of Residence.	Average days at School per month.
Mokaraka (a) ... ..	26	Ngatikorokoro ...	General Government	6 years	...
John Hopkins ... ..	12	Half-caste, Waipa ...	" "	5 years	14 3-5
Helen Hopkins (b) ...	14	" " " "	" "	5 years	17½
William Reid (c) ... ..	15	" Whangaroa...	" "	1 year 10 months	19
George Reid ... ..	13	" " " "	" "	2 years	18 1-5
Robert Reid (c) ... ..	11	" " " "	" "	"	20 1-5
John Reid ... ..	9	" " " "	" "	"	25½
Herbert Slade ... ..	16	" " " "	" "	"	16 1-5
Richard Slade (c) ...	14	" " " "	" "	"	18 4-5
Edwin Isaacs ... ..	8	" " " "	" "	1 year 10 months	20½
George Southgate ...	13	" Bay of Islands	" "	1 year 6 months	19
Maria Lewis ... ..	14	British, Auckland ...	Provincial Government	"	18
Edward Lewis ... ..	12	" " " "	" "	"	21
Andrew Lewis ... ..	6	" " " "	" "	"	25
Emma Burton ... ..	11	" " " "	" "	"	24
William Burton ... ..	9	" " " "	" "	"	21
James Cooper ... ..	11	" " " "	" "	"	23
George Cooper ... ..	8	" " " "	" "	"	25
Caroline Edwards ...	10	" " " "	" "	"	23
William Edward ... ..	7	" " " "	" "	"	22
Elizabeth Boyd ... ..	10	" Onehunga ...	" "	1 year 5 months	23
George Naylor ... ..	7	" " " "	" "	1 year 3 months	26
John Naylor ... ..	5	" " " "	" "	"	26
Samuel Naylor ... ..	3	" " " "	" "	"	26
Mary Steele ... ..	10	" Auckland ...	" "	2 years	21
Annie Steele ... ..	4	" " " "	" "	"	22
Marion Steele ... ..	6	" " " "	" "	"	22
Henry Dowsing ... ..	10	" Onehunga ...	" "	1 year 7 months	20
Annie Dowsing ... ..	7	" " " "	" "	"	22
Sarah Law ... ..	6	" Auckland ...	" "	1 year 6 months	22
Walter Mellett ... ..	13	" Onehunga ...	" "	"	20
Bertrand Mellett ...	11	" " " "	" "	"	21
Herbert Young ... ..	8	Half-caste, Auckland	General Government	1 year 5 months	22
Edward Young (d) ...	6	" " " "	" "	"	23
Benjamin Culpan ...	11	British, Auckland	Provincial Government	"	22
William Culpan ... ..	9	" " " "	" "	"	22
E. G. Suitor ... ..	11	" " " "	" "	"	21
Bertha Suitor ... ..	5	" " " "	" "	"	23
Joseph Young ... ..	14	" " " "	" "	"	15
William Young ... ..	11	" " " "	" "	"	19
Joanna Young ... ..	7	" " " "	" "	"	23

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## LIST of PUPILS in the THREE KINGS' INSTITUTION—(continued).

NAME.	Age.	Where from.	By whom supported.	Length of Residence.	Average days at School per month.
Elizabeth A. Clarke ...	7	British Bay of Islands...	Father	1 year 4 months	23
Susan Boyd ...	6	" Lamb's Mill ...	Provincial Government	"	23
Maria Hartshorn ...	9	" Auckland ...	" "	1 year 3 months	23
Ann Wilson ...	7	" " ...	" "	"	22
Thomas Wilson ...	5	" " ...	" "	"	23
Emily Scott ...	8	" " ...	" "	"	20
Henry Foreman ...	5	" " ...	" "	1 year	23
George Isaacs ...	6	Half-caste, Whangaroa...	General Government	"	23
Herbert Phillips ...	10	" Ohaeawai ...	" "	11 months	23
Agnes Phillips ...	7	" " ...	" "	"	22
Edward Slade ...	6	" Whangaroa...	" "	"	20
Daniel Slade ...	8	" " ...	" "	"	20
Henry Downs (c) ...	7	" " ...	" "	"	23
Maria Downs (c) ...	5	" " ...	" "	"	23
James Weston ...	11	British, Auckland ...	Provincial Government	10 months	17
Robert Matenga (h) ...	19	Ngatitipa ...	General Government	"	14
James Joyce (e) ...	12	Half-caste, Bay of Islands	" "	"	23
Fanny Joyce (e) ...	7	" " ...	" "	9 months	14
George Fairburn ...	6	British, Tauranga ...	Provincial Government	8 months	23
James Maclean ...	8	" Auckland ...	" "	"	22
Henry Slade (f) ...	18	Half-caste, Whangaroa...	General Government	1 year	...
George Richardson...	6	British, Auckland ...	Provincial Government	8 months	23
James Richardson ...	3	" " ...	" "	"	23
John Duggin ...	5	" " ...	" "	"	23
Joseph Duggin ...	3	" " ...	" "	"	23
Angelina Lewis ...	15	" " ...	" "	6 months	14
William Dougal ...	4	" " ...	" "	"	23
Samuel Middlesbrooke ...	9	" " ...	" "	"	20
Thompson Middlesbrooke ...	7	" " ...	" "	"	20
Eliza Wilson ...	9	" " ...	" "	"	21
John Wilson ...	2	" " ...	" "	"	23
Charles Wilson ...	2	" " ...	" "	"	23
Edward Moore ...	9	Half-caste, Waiheke ...	General Government	5 months	21
George Moore ...	9	" " ...	" "	"	22
George Young (g) ...	4	" Auckland ...	" "	"	23
Albert Warbrick ...	7	" Tauranga ...	" "	4 months	21
Alfred Warbrick ...	6	" " ...	" "	"	22
Joseph Warbrick ...	5	" " ...	" "	"	22
Matthew Howell ...	8	" Bay of Islands	" "	3 months	23
Samuel Howell ...	10	" " ...	" "	"	23
W. H. Caldicott ...	9	" Onehunga ...	" "	"	20
Samuel Slade ...	17	" Whangaroa...	" "	2 months	19
John Rogers ...	7	British, Auckland ...	Provincial Government	"	21

(a) Evening school only.

(b) Went to service 1st November.

(c) Went on a visit 7th December.

(d) Went on visit 10th December.

(e) Went on visit 4th December.

(f) Evening school. Went visit 7th Dec.

(g) Taken by mother 30th November.

(h) Went on visit 30th November.

## LIST of BUILDINGS at the THREE KINGS NATIVE INSTITUTION.

Head Master's house (wood), eight rooms, one for use of Board.

Farm Overseer's house (stone), five rooms and dairy.

Boarding-house for children (wood, with stone kitchen), fourteen rooms.

Second Master, two rooms.

Matron, two rooms.

Seamstress, one room.

Boys' bedroom, 50 feet by 25 feet.

Boys' second bedroom, 24 feet by 20 feet.

Girls' bedroom, 30 feet by 19 feet.

Children's bedroom, 25 feet by 19 feet.

Dining-room, 32 feet by 25 feet.

Play-room for small children, 12 feet by 10 feet.

Lavatory, 21 feet by 9 feet.

Storeroom, 8 feet by 12 feet.

Kitchen, 19 feet by 15 feet.

Schoolroom (wood, contain most comfortably 122), 60 feet by 34 feet.

Old boarding-house (stone), eight rooms.

## Copy of a Letter from Mr. ROLLESTON to the Rev. J. BULLER.

SIR,—

Civil Commissioner's Office, Auckland, 13th December, 1866.

In reference to our conversation of yesterday's date on the subject of the Three Kings Institution, I have the honor to request that you will favour me with such information as you are able to afford for the information of the Government, on the following points:—

1. The extent, position and character of the lands held in trust, the proceeds from which are wholly, or in part devoted to the maintenance of the institution.



2. The amount of such lands under cultivation by the inmates of the institution, or which are otherwise occupied and cultivated.
3. The total amount of public funds which have been given by the Government and devoted to buildings and other permanent improvements upon the estate since the establishment of the institution.

I shall also esteem it a favour if you will furnish me with a statement of the receipts (from all sources) and expenditure of the institution for a period of one year, ending the 30th September, 1866.

I enclose for your information a letter addressed by me to Dr. Kinderdine, and have to request that he may have the necessary information given him in carrying out the inspection I have requested him to make.

I have, &c.,

The Rev. J. Buller, Auckland.

W. ROLLESTON,  
Under Secretary, Native Department.

Copy of a Letter from the Rev. J. BULLER to Mr. ROLLESTON.

SIR,—

Auckland, 15th December, 1866.

I have the honor to acknowledge the receipt of your letter of the 13th, requesting me to furnish you with information relative to the Three Kings Institution, &c., on the following points:—

(1.) The extent, position, and character of the lands held in trust, the proceeds of which are wholly or in part devoted to the maintenance of the institution.

In reply to this question I beg to furnish you with the subjoined particulars, viz.:—At the Three Kings about 824 acres of land were conveyed at five different times to the Superintendent of the Wesleyan Mission in New Zealand for the purposes of an institution, to include an industrial occupation, together with instruction in religion and the English language, for Natives, half-castes, and destitute European children. A portion of this land is under cultivation, and the proceeds applied wholly to the maintenance of the school. A large proportion of this land is full of scoria, and a great deal of the rest swampy and unavailable until drained.

On the Grafton Road six acres and three roods are held for the purposes of a Native institution. For many years a number of Native youths were under instruction in buildings erected on this ground, but for some time past it has been under lease at a yearly rental of fifty pounds, the whole of which is devoted to the maintenance of the institution of the Three Kings.

In the Mechanics' Bay one acre and twenty-three perches were given by the Crown, part of it for the general purposes of the Wesleyan Mission, and the remainder as a site for a Maori church. The portion including the store has been recently leased, but no rent has yet been received.

(2.) The amount of such lands under cultivation by the inmates of the institution, or which are otherwise occupied or cultivated.

This question is already answered, so far as the land on the Grafton Road and in Mechanics' Bay are concerned. At the Three Kings there are, I suppose, about thirty acres under crop, and one hundred and sixty acres in grass, the whole of which is farmed by the pupils, under the direction of an English farm overseer.

(3.) The total amount of public funds which have been given by the Government and devoted to buildings and other permanent improvements upon the estate on account of the institution.

I do not pretend to give an account of the amount of money thus expended. For this I must refer you to the accounts annually submitted to the Government by the Chairman of the Board of Management. As nearly as I can estimate, from three to four thousand pounds would represent the whole, spreading over a period of twenty-one years.

You further desire me to furnish you with a statement of the receipts (from all sources) and expenditure for the period of one year, ending 30th September, 1866. This will appear from the abstract that follows:—

Quarter ending 31st December, 1865.					£	s.	d.	£	s.	d.
EXPENDITURE	...	...	...	...	...	...	...	499	4	4
RECEIPTS—	...	...	...	...	...	...	...			
General Government	...	...	...	...	...	...	...	59	0	0
Provincial Government	...	...	...	...	...	...	...	117	15	0
Farm	...	...	...	...	...	...	...	242	19	1
Rent from Grafton Road	...	...	...	...	...	...	...	50	0	0
Donations	...	...	...	...	...	...	...	6	16	8
								476	10	9
Quarter ending 31st March, 1866.										
EXPENDITURE	...	...	...	...	...	...	...	393	6	4
RECEIPTS—	...	...	...	...	...	...	...			
General Government	...	...	...	...	...	...	...	72	1	8
Provincial Government	...	...	...	...	...	...	...	117	16	3
Farm	...	...	...	...	...	...	...	57	5	6
								247	3	5
Quarter ending 30th June, 1866.										
EXPENDITURE	...	...	...	...	...	...	...	392	3	4
RECEIPTS—	...	...	...	...	...	...	...			
General Government	...	...	...	...	...	...	...	70	8	4
Provincial Government	...	...	...	...	...	...	...	110	16	8
Farm	...	...	...	...	...	...	...	25	13	9½
Donation	...	...	...	...	...	...	...	1	0	0
								207	19	8½
Quarter ending 30th September, 1866.										
EXPENDITURE	...	...	...	...	...	...	...	317	9	2½
RECEIPTS—	...	...	...	...	...	...	...			
Provincial Government	...	...	...	...	...	...	...	116	5	0
Farm	...	...	...	...	...	...	...	144	15	6½
								261	0	6½
Expenditure for the year	...	...	...	...	...	...	...	1,603	3	3½
Receipts for the year	...	...	...	...	...	...	...	1,193	19	8½
Balance due to the Treasurer	...	...	...	...	...	...	...	£400	19	8½

I beg further to inform you that, besides the Government grants, large sums of money have been expended on the institution from funds belonging to the Wesleyan Church, and that the whole is under the administration of a Board of Management, composed of ministers and lay gentlemen annually appointed by the Wesleyan Conference, in whom I may add the estate has been vested, according to the provisions of the model deed. I would also say, for your information, that a medical gentleman attends weekly, whose duty it is to look after the sanatorial condition of the institution. His salary is paid by the Board, and a stock of medicines is kept in the store.

As you informed me that your object in visiting the institution was to inspect the school, I have now the honor to request, on behalf of the Board, that you will furnish me with a copy of your official report, and I cannot but regret that your time is so limited that the inspection was necessarily so hurried and partial.

I have, &c.,  
JAMES BULLER,  
Chairman of the Board.

To W. Rolleston, Esq.

Copy of a Letter from Mr. ROLLESTON to Dr. KINDERDINE.

SIR,— Civil Commissioner's Office, Auckland, 13th December, 1866.

I have the honor to request that you will, at your earliest convenience, visit the Wesleyan Industrial School at the Three Kings, and furnish a report to the Government as to the general state of health of the children who are there educated.

The points to which your attention is directed, are the personal cleanliness and health of the inmates of the institution, the sufficiency and cleanliness of the clothing and bedding in use, and the quantity and quality of the diet supplied.

If not inconvenient, I should be obliged by your visiting the institution this day.

I have, &c.,

Dr. Kinderdine, Medical Officer,  
Native Department.

W. ROLLESTON,  
Under Secretary, Native Department.

Copy of a Letter from Dr. KINDERDINE to Mr. ROLLESTON.

SIR,— Auckland, 15th December, 1866.

I have the honor to inform you that in accordance with the request contained in your letter of the 13th instant, I visited the Three Kings Industrial School yesterday. I arrived after school hours, and found the children amusing themselves in various ways, except a few, who were engaged on the farm; who, however, I had the opportunity of seeing before I left. As I supposed you wished information principally relative to the Maoris and half-castes, I directed my attention particularly to them. Of these classes there were twenty-two on the premises yesterday, viz., one Maori young man, engaged on the farm, and twenty-one half-castes, all boys but one. On examination their health appeared to me to be very good, their muscular system being pretty well developed, and no appearance of scrofula. In many cases the tongue was whitish, due, I think, to the diet being too watery, the animal food being always in the form of pies, stews or soup. I should advise that they be supplied, at least twice a week, with well-cooked joints of meat. There were only one or two trivial cases of illness. Many of them appeared to have suffered, and some still do so, from a pustular disease, commonly called "Maori pock," but I do not attribute this to constitutional weakness, or necessarily to want of cleanliness, as I have met with the disease myself in children where every attention has been paid to health and cleanliness. It is of a contagious nature, so that if once introduced into a school it is very apt to spread.

The diet appears to me to be sufficient in quality, with the exception of not enough solid meat being given. In quantity, I am informed, there is no stint, and I am induced to believe it to be so otherwise the children would not be in such good condition. I tasted the bread supplied which is very good and wholesome.

(2.) As to personal cleanliness, I think the children were as clean as could be expected at that time of day, after playing out of doors.

(3.) The clothing appears to be sufficiently warm, and, on the whole, good.

Boots are not supplied, but children of this class are not much used to them, so that they do not feel the want of them much.

On inspecting the dormitories they were tidy and clean. They are rather over crowded and the ventilation is scarcely sufficient. The bedding, in some cases, was not very clean. Many of the mattresses are old, so are the pillows, and the latter are deficient in number. The sheets are also deficient in number; on many beds there was only one. The beds of the little boys are not furnished with mattresses, but are stretchers with sacking or canvas bottoms, which must be rather cold to lie on. I am informed that in the winter they have mattresses. The ventilation of the schoolroom is scarcely sufficient.

I have, &c.,

THOS. B. KINDERDINE,  
Medical Officer, Native Department.

W. Rolleston, Esq., Under Secretary,  
Native Department.

1. So far as this report differs from that given by me, I consider that the difference must be either the result of a change after my visit on the 12th instant, or that Dr. Kinderdine did not make the same inquiries that I did.

W. ROLLESTON.

December 16, 1866.

2. I saw the children at 11:30 a.m. I consider that their appearance at that hour was most discreditable.

W. ROLLESTON.

3. I entirely disagree with this statement.

W. ROLLESTON.

## Enclosure 3 in No. 1.

REPORT ON ST. MARY'S COLLEGE (Roman Catholic), North Shore.—Visited 13th December, 1866. The total number of boys in the school is fifty-three, of whom five are Maoris, and three half-castes. The Provincial Government pay £10 per head for each of the remaining forty-five. The school is situated on ten acres of land belonging to the Roman Catholic Bishop of the diocese. The trust property of upwards of three hundred acres, is in the immediate neighbourhood. There is a district chapel on the ground, and a priest resides on the premises, but has nothing to do with the management of the institution. Mr. Hugh McIlhone, who was at the Normal establishment at Dublin for six months, and holds a third-class certificate, has the general management of the institution, and is responsible for the teaching of the school.

The salary of the manager and matron is £75 per annum, with rations. A gardener and assistant matron receive £50 per annum. An officer of the institution, said to be assistant teacher, receives his board as remuneration for his services.

None of the Maori or half-caste pupils are capable of reading without the greatest difficulty the simplest sentences, and only one was able to attempt writing, and that in a slovenly manner. It will be seen from the attached list of pupils that, with one exception, the Maoris and half-castes have been recently admitted, and I thought it advisable in this case, as in that of the Three Kings Institution, with a view of testing the general efficiency of the school, to examine the two first classes of the whole school. I dictated the same monosyllabic sentences which I gave at the Three Kings School; only nine boys out of the whole number (including Europeans) were capable of attempting to write these down, and only one succeeded with tolerable accuracy. Only two boys wrote down, from dictation, the following numbers:—998,965; 91,876; 66,010.

There appeared to be an entire absence of anything like order or method in the school. In personal cleanliness the boys were very slightly in advance of those in the Three Kings Institution, though the proximity of the school to the sea might well favour a better state of things. I was informed that they bathed twice or three times a week. Their general appearance was very untidy. The boys all sleep in a large dormitory, about 50 feet long by 27 feet wide; it contains forty beds, two feet wide, from which it will be seen that in a number of these narrow beds two boys are placed to sleep. The schoolroom below, which is also used as a dining-room, was, on the day I visited North Shore, so affected by smoke from the kitchen, as to make it unfit for the purpose of instruction. I have applied to the Roman Catholic Bishop for information as to the management of the trust estates in connection with this and the Nazareth Institution in Freeman's Bay, and will forward his reply as soon as I have received it.

Auckland, 17th December, 1866.

W. ROLLESTON.

## Sub-Enclosure 1 to Enclosure 3 in No. 1.

Copy of a Letter from Mr. ROLLESTON to the Right Reverend BISHOP POMPALIER.

MY LORD,—

Auckland, 17th December, 1866.

In addition to the information accorded to me on the occasion of my visit to the Schools under your Lordship's administration, I have the honor to request that you will favour me with such information as you are able to give on the following points:—

1. The nature of the title under which the land upon which the School-buildings at North Shore and Freeman's Bay are situated, whether belonging to the Church or held in trust for educational purposes.
2. The extent, position, and character of the lands held in trust, the proceeds from which are wholly or in part appropriated to the maintenance of the Industrial Schools at North Shore and Freeman's Bay.
3. The amount of such lands which are leased, with the rentals accruing therefrom.
4. I shall also esteem it a favour if you will furnish me with a statement of the cost per head for the general maintenance of the scholars in these institutions, together with a balance sheet showing the receipts (from all sources) and expenditure at both schools, for the year ending 30th September, 1866.

I have, &c.,

W. ROLLESTON.

The Right Reverend Bishop Pompallier, Auckland.

## Sub-Enclosure 2 to Enclosure 3 in No. 1.

Copy of a Letter from the Right Reverend BISHOP POMPALIER to Mr. ROLLESTON.

Bishop's Residence, St. Anne's, Mount St. Mary,  
Auckland, 12th January, 1867.

SIR,—

In compliance with your letter of administration and kindness dated 17th December, 1866, requesting answers to some queries you make therein, I have the honor of enclosing the three present documents, which I hope will give clear answers to the queries, and satisfactory information for the solicitude, wisdom, and benevolence of the Colonial Government, towards the very important work of the education of the young Natives, half-castes, orphans, and other destitute children of the white people of the Colony. I hope this reply, a little deferred on account of the past solemnities, will still not be too late.

The three above documents are marked by No. 1, No. 2, and No. 3, for a clear and ordered exposition.

The document No. 1 has been made in my general administration office gives the answers to your three first queries, and is signed by myself.

The two other documents give answers by balance-sheets to the fourth query, and are signed by the respective managers of St. Mary's College, and of Nazareth Institution.

In finishing allow me to recommend to your personal benevolence and through it to that of the Hon. the Native Minister and Colonial Government my request made in the general note ending my document No. 1. It would be good for civilization to favour more and more the work of education of the foregoing youth.

I can state, with pleasure, to you, Sir, and to the Government, that all the Native Institutions in my Diocese are committed to the care of managers of good-will, piety, competent capacity and zeal.

May God bless more and more their labours and yours and the undertakings of the Government towards education and the welfare of the Colony.

I remain, with much esteem and confidence, &c.,

W. Rolleston, Esq., Under Secretary, Wellington.

† J. B. POMPALLIER,  
Roman Catholic Bishop of Auckland.

(1.) Sub-Enclosure 3 to Enclosure 3 in No. 1.

NOTES from Roman Catholic Bishop's administration on St. Mary's College at North Shore, and on Nazareth Institution, Mount St Mary, Freeman's Bay.

Answers to the queries of the Letter 17th December, 1866, of W. Rolleston, Esq., Under Secretary, Native Department.

1.—*Notes on St. Mary's College.*

Answer to the first query:—

There are two kinds of land for St. Mary's College. 1st—One of about 20 acres, on which the College is built. This land is a Diocesan property of the Roman Catholic Bishop, and the produces of it are principally for the benefit of the establishment. This land is of a good quality.

The second land is of about 373 acres, near the first one, and held in trust by the Bishop for educational purposes towards Natives and destitute white children.

Answer to the second query.

The extent of the land in trust, is, as it is already said, of 373 acres; it is of middling quality upon an average.

The proceeds of it are exclusively applied to the maintenance of St. Mary's College by the fact, and could be applied also by right to the Native female pupils of Nazareth Institution, Freeman's Bay, what has not yet been done in the past.

Answer to the third query.

Since the year 1863, up to the 1st January, 1867, the land in trust of 373 acres, has been all leased successively, either to the Maoris or to white people.

The total of the proceeds from the rents paid by the tenants amounts to about £96 per year.

These proceeds have been all applied to the benefit of St. Mary's College, viz., partly for its maintenance and partly for the liquidation of its debt, amounting at present to £629.

The Bishop in his letter, 10th May, 1864, to Hon. Mr. Fox, and 2nd September, 1865, to Hon. Mr. Richmond, Colonial Secretary, requested the Colonial Government to co-operate in paying the debt of the College, incurred on account of notable repairs made for it, and of the purchase of cattle and instruments of cultivation, and utensils for domestic uses. But the request could not, unfortunately, be complied with, on account of the enormous expenses of the Government towards the afflicting hostilities of that time with aborigines.

2.—*Notes of Administration on Nazareth Institution for Native Girls (Convent of the Holy Family).*

There are also two kinds of land for that educational institution. 1st—One of about three acres and a half on which all the establishment is built. This land is a Diocesan property of the Roman Catholic Bishop.

There is an old house, constructed with timber out of the enclosure of the religious establishment, which house is let to a family. The rent paid by them is £15 12s. per annum, viz., 6s. per week, a rent applied to the benefit of the Nazareth Institution.

2ndly. The second land, which is of an inferior quality, consists of about 50 acres; it is at a short distance from the establishment, viz., at Cox's Creek. This land is from a donation, made in trust, to the Roman Catholic Bishop for educational purposes. About 43 acres of the said land have been leased lately for the yearly sum of £20, which will be applied also to the Nazareth Institution.

The (about seven) other acres of the same land are not yet disposed of, but they shall soon be employed either for a College of male pupils or for other educational purposes.

Nazareth Institution receives also some small proceeds from a land of about five acres given in trust to the Roman Catholic Bishop. It is near the establishment on Waitemata Harbour, Freeman's Bay. A house is built on it for the hospitality of Catholic Natives. This land is of a middling quality; about one acre of it has been lately leased at £10 per annum, and this rent is again applied to the Nazareth Institution.

*General Note.*

If, in our present times, the Colonial Government would do something in favour of the two above Native Institutions at North Shore, and of Mount St. Mary, Freeman's Bay, according to the request of the Bishop in his letters, 10th May, 1864, and 2nd September, 1865, it would really help the condition of St. Mary's College, which has an average number of 50 white and five Native pupils; in paying off the objects of its heavy debt; and it would improve at large the Native education of this Roman Catholic Diocese.

For the truth of the present notes,

Auckland, 12th January, 1867.

† J. Bst. FRS. POMPALLIER,  
Roman Catholic Bishop of Auckland.

(2.) Sub-Enclosure 4 to Enclosure 3 in No. 1.

ACCOUNT of the NATIVE and HALF-CASTE Boys of ST. MARY'S COLLEGE, North Shore, for one year, viz.:—from 30th September, 1865, up to 30th September, 1866. Average number of pupils, 5.

<i>Receipts.</i>					£	s.	d.
Received from the Native Department of the Colonial Government	for each pupil ...	...	...	...	10	0	0
Total					£50	0	0
<i>Expenditure.</i>							
Expended for each pupil	...	...	...	...	15	0	0
Total					£75	0	0
Deduct receipts from Colonial Government					50	0	0
Balance over income for each pupil					5	0	0
Total					£25	0	0

Balance met by the resources of the Glebe, and the industry of the pupils.

HUGH MCILHONE, Manager.

(3.) Sub-Enclosure 5 to Enclosure 3 in No. 1.

ACCOUNT of the NATIVE and HALF-CASTE Girls of NAZARETH INSTITUTION, (Convent of the Holy Family), Mount St. Mary, Freeman's Bay, Auckland, for one year, viz.:—from 30th September, 1865, up to 30th September, 1866. Average number of pupils, 16.

<i>Receipts.</i>					£	s.	d.
Received from the Native Department of the Colonial Government	for each pupil ...	...	...	...	10	0	0
Total					£160	0	0
<i>Expenditure.</i>							
Expended for each pupil	...	...	...	...	14	16	5
Total					£237	2	8
Deduct receipts from Colonial Government					160	0	0
Balance over income for each pupil					4	16	5
Total					£77	2	8

Balance met by some donations from the parents and by local resources of the Glebe, and administration of the Nazareth Institution.

NOTE.—1. The Glebe is about 3½ acres. 2. That Glebe was bought about fourteen years ago by Dr. Pompallier, Bishop of Auckland, and remains in the name of the Roman Catholic Diocesan Bishop.

For the truth of the present account,

MOTHER MARY J. BAPTIST.

Convent of the Holy Family, 2nd January, 1867.

Enclosure 4 in No. 1.

NAZARETH INSTITUTION, Freeman's Bay.—Visited 13th and 14th December.

THERE are twelve half-castes and two Maoris in this institution who were all present, with one exception, on the occasion of my visit. The attainments of the children in reading, writing, and arithmetic are of a moderate order. Some of the girls read fairly and write neatly, but their knowledge of the multiplication table and the simple rules of arithmetic is not such as I should have expected, as the teaching appears to be well and systematically conducted. The sentences given by me for dictation, in the Three Kings School, were attempted without success. The children went through some exercises in singing and geography in a pleasing and satisfactory manner.

I was on the whole favourably impressed with the general tone and character of the school, and with the order and neatness which prevailed. The schoolroom is neatly fitted up with desks, maps, &c., and the garden is nicely kept by the children.

W. ROLLESTON.

Enclosure 5 in No. 1.

WAIMA SCHOOL (Wesleyan).—Visited 29th December, 1867.

THE school buildings stand upon a block of land of thirty-six acres, held in trust by the Wesleyan Body, for mission purposes, under Crown Grant, bearing date 10th June, 1862. An adjoining block of forty-three acres is promised by Adam Clarke and other chiefs for a school endowment.

The buildings consist of—

1. A boys' dormitory.
2. A building comprising girls' sleeping-room, dining-room, and teacher's residence.
3. A cook-house.
4. A schoolroom.

The boys' dormitory is a room built by the Natives, at their own expense, with a battened framework round it, on which the boys sleep on mats spread on fern. I was only able to ascertain the existence however of three mats and one sack. The supply of blankets was very scanty.

The girls' sleeping-room, except that it had a boarded floor, exhibited no greater signs of comfort. They had no mattresses, and, when I was at the school, were sleeping on the floor on mats, with three blankets to two children. The blankets, on inspection, appear to be very insufficient. The buildings generally require repairs.

There are thirteen boys and six girls resident at the school. Their parents live principally in the neighbouring settlements of Waima and Omanaia, a distance of five and seven miles. Four are half-castes and the remainder Maoris.

The school is under the superintendence of Mr. Rouse, the Wesleyan Minister of the place; but he, as I understood him, was only responsible for giving occasional religious instruction. Up to a recent date the school was taught by Mr. Skinner, whose widow is now living on the spot and acting as matron to the school. The only teaching which is now carried on is given by a son of Mr. Skinner's, a boy of fifteen years of age. This arrangement is only understood to be only temporary, as it is intended to appoint a Maori catechist, named John White, to teach the school. As he has only a very slight acquaintance with the English language and is unable to teach it, it is to be hoped that the proposal will not be carried out.

On examination I could not find any evidence of the children having been taught to any purpose at any time. Five of them had been at school upwards of two years; none of the Maoris could read or speak English; four could read Maori imperfectly; eleven attempted sums in simple addition, three only with any success; one tried compound addition; none were capable of writing simple sentences from dictation.

The acquirements of the children appeared to be on a level with the general condition of the school, which was in no way elevated above that of the most ordinary pa. Adam Clarke, who is the most influential man in the neighbourhood, is, I am told, very anxious that the school should go on. The children appeared happy, and there seemed to be the nucleus of a good *bona fide* Native school in a very good position. It would be a great pity if it were not rendered efficient. As it is I cannot but think that in the entire absence of any control or system, and with no satisfactory arrangement for giving instruction, the Government funds are expended on this school without any adequate return.

W. ROLLESTON.

#### Enclosure 6 in No. 1.

SCHOOL at PAIHIA.—Visited 1st January, 1867.

THIS school has been temporarily transferred from Turanga, where it was established before the war. There are three classes of pupils—

1. An adult class of 17 men, varying in age from 15 to 50, of whom five are married.
2. A class of 13 boys, and
3. A girls' school of 11 pupils.

The two classes first named occupy a large building apart from the house occupied by the girls' school. The wives of those who are married receive no instruction, but are included in the lists furnished to the Government, in respect of which a subsidy is paid. They are engaged in household work, cooking, washing, &c. It would scarcely be possible to form a judgment of the normal condition of a school which is at present in a confessedly disorganized state, and under very disadvantageous circumstances.

The school for men and boys did not profess to be, and certainly was not in a condition in which much beneficial education could be obtained.

Of the adults some had been several years under tuition; one for seven years, and one for four; but all alike were unable to read simple monosyllabic English to any purpose, or to write it down from dictation. One was a Deacon of the Church of England who appears as pupil on the school lists.

The girls' school, which contained 11 pupils, is under the immediate supervision of the Bishop's family, and the manners and appearance of the children gave me the impression that they were well cared for. In this, as in some other schools, the teaching of English appeared to be made secondary to that of other subjects. The girls read Maori well and intelligently, but their knowledge of English was very meagre.

I regret that the absence of the Bishop prevented my obtaining as many particulars as I could have wished with regard to the schools at Paihia; this report must, therefore, be considered as only the result of very imperfect information. That the adult and boys' school is in an unsatisfactory state is admitted. It is impossible to say how far this state of things would be remedied under other circumstances. A large proportion of the adults are of such an age that it is doubtful whether they are capable of learning themselves, or whether they will ever be able to impart instruction to others.

W. ROLLESTON.

#### Enclosure No. 7 in No. 1.

KARAKARIKI SCHOOL.—Visited 6th January, 1867.

THIS is a purely Native School of a different, and in many respects, more satisfactory character than any I have visited. It is not what is usually meant by the term "Boarding-school," as the parents live on the spot in their own cottages, and the children live and board with them, the Government subsidy being expended in providing a portion of their food and clothing. The school consists of four boys and nine girls. Three of them are the children of William Barton, the leading chief of the district, and the remainder are, more or less nearly connected with them. They are taught by Wm. Barton's daughter, who was for nine years a pupil of Mr Reid's, at the Three Kings, and speaks English fluently. The six elder girls, whose ages vary from 10 to 17, read both English and Maori

well and intelligently, and reply in English to questions put to them upon what they read. They are evidently taught methodically. The writing of the elder children shows care and neatness. Plain needlework is taught by the mistress, and the children make their own clothes. Their general appearance was healthy and cleanly, and they were simply but sufficiently clothed.

The circumstances of this school are very exceptional, and such as could scarcely be looked for elsewhere; and it is very doubtful whether the same success would attend it if the present family arrangements were broken in upon, and an attempt were made to engraft a larger and more general school upon it.

Like those at Aotea and Kawhia, the school is under the local supervision of Mr. Schnackenberg, a minister of the Wesleyan Church. The Government allow £10 a head for each pupil under tuition, but this sum has hitherto been paid to the Chairman of the Wesleyan Board of Education, and these outlying schools have only received at the rate of £9 a head, the difference having been devoted to the purposes of the Three Kings Institution, and to provide a fund for permanent improvements, alterations and repairs of buildings, &c. I think this plan has not worked well for the interest of the *bona fide* Native Schools in outlying districts, such as those at Kawhia and Aotea, where the expenses of food and clothing are greater than at the central school. In this instance however the amount of £9 per head is probably sufficient for the requirements of the school, and the surplus might with advantage be devoted to the Aotea School. Mr Schnackenberg has most carefully administered the funds handed to him by the Board of Education.

W. ROLLESTON.

#### Enclosure 8 in No. 1.

AOTEA SCHOOL.—Visited 8th and 9th January, 1867.

THIS school, like that at Karakariki and the Grey Institution at Taranaki, is not what is understood by the term "Boarding-school," but is really a village school where the children are more or less connected with each other, and live with their relations in the adjoining pa. There is a good sized building now occupied only by the teacher, which was formerly the Mission Station. The schoolroom is at some distance close to the pa. Both buildings require repairs. There are two large properties adjoining each other, which are held in trust for the purposes of the mission and of the school. That belonging to the school is upwards of four hundred acres in extent.

The school has laboured under great disadvantages, principally the result of the war, and cannot be said to be in a satisfactory condition. There are twelve boys and one adult in attendance; the ages of the boys vary between 13 and 15 years. Four are of the age of 6 years. The adult is 50 years of age. There are also two grown up women, and eleven girls of ages varying between 5 and 14 years. Of these only two have been five years at the school: no other pupils have been more than three years, and the majority have been less than one year in attendance.

Considering the difficulty which has been experienced in exercising a regular supervision over a school in an isolated position, and in obtaining the services of a competent teacher, the attainments of the children, though very moderate, are perhaps as great as could be expected. Mr. Schnackenberg has recently procured the services of a new teacher, and if the district becomes more settled I have little doubt that sufficient improvement will be effected to justify the Government in continuing a grant of money to the school.

At present the deficiency of the dress of the children, and the general arrangements for their comfort are not calculated to advance their civilization. The Natives in the pa have suffered much from sickness, and there is a general appearance of poverty and discomfort which is very unfavourable to the effective carrying on of the work of the school.

W. ROLLESTON.

#### Enclosure 9 in No. 1.

RANGIAOHIA SCHOOL (Boys).—Visited 14th January, 1867.

THE school buildings stand on about six acres of land, more than half of which is under cultivation. The appearance of the garden and crops is highly creditable to Father Vinay, who is the sole teacher and manager of the establishment. The adjoining land, about two hundred acres in extent, which is held in trust for the site and endowment of the school, is let to a European for a rental of fifteen pounds (£15) per annum. I was informed that the school had been for the past year entirely dependent upon Father Vinay, none of the grant given by the Government having been handed over to him. I would suggest that in this, as in all cases, the grant should in future be paid directly to the local manager of each school.

Of eight pupils two are Maori, five are half-castes, and one a European. One of the Maori pupils, a married adult, of about thirty years old, is responsible, in Father Vinay's absence, for the general management. Two half-castes, named Thompson, of the ages of eighteen and twenty, are fairly skilled in carpenters' work. All the furniture on the place has been made by the pupils. Four of the scholars read English with fair intelligence, and have a moderate acquaintance with arithmetic. The two Thompsons have also a knowledge of Maori and of French. The remaining pupils are unable to read.

W. ROLLESTON.

#### Enclosure 10 in No. 1.

THE GREY INSTITUTION.—Visited 19th January, 1867.

I REGRET that, as I visited the school on Saturday, the day I reached New Plymouth, and was obliged to proceed by the steamer the same day, I was unable to see the school at work. I attach a letter from the Reverend Mr. Whiteley, in reply to questions put by me to him, which contains full information as to the present position of this school, and valuable suggestions on the subject of Native education generally.

W. ROLLESTON.

## Sub-Enclosure in Enclosure 10 in No. 1.

Copy of a Letter from Rev. J. WHITELEY to Mr. ROLLESTON.

Sir,—

Grey Institution, Taranaki, 21st January, 1867.

As I find the mail of Saturday did not bring back the duplicate of my school account from Mr. Buller, I take the first opportunity of sending you the enclosed, taken from my account book. I would rather have laid before you a copy which had been first submitted to the revision of our Chairman and Board of Education, as they may possibly suggest some alteration. I might have shown you the account as it is on Saturday, only in the brevity of your unexpected visit it did not occur to me to do so.

On the question of Boards of Education, I would beg to suggest that the present arrangement is a good one, for though the members of our Board, for instance, are mostly resident in Auckland, for the convenience of getting them together, yet that is not the case as a matter of necessity: one of the members is the Resident Magistrate of New Plymouth, and any suggestion that he might send up to a meeting of the Board would have due weight and attention. Nor are they necessarily members of our own church or congregation, for Messrs. Archibald Clark and Joseph Newman, both belonging to other denominations, have been members of our Board, because both are interested in the welfare of the Native race.

The Board examines the accounts of the different schools, receives the reports, hears the applications, fixes the estimates, and takes an oversight of the circumstances of all. They were officially informed by Government at the first as follows:—"In fixing the amount to be granted to particular schools, they (the Board) may fix the allowances either at a higher or lower rate per head on the scholars maintained at the several schools than the Government rate, or the Board may, should there appear sufficient reason, disregard altogether the principle of apportionment according to the number of scholars. The Board will, by the exercise of this discretion, be enabled to make a higher rate of allowance to central than to primary schools, and also to extend their operations by the establishment of new schools." (C. W. Richmond's Letter, 7th January, 1859.) It seems necessary and right that the scale of allowances should vary, for while the Government allowance is uniformly ten pounds per head, there are some localities where less may suffice, and others where more may be required, and it is for the Board of Education to judge of these varied circumstances. Before the war broke up the Three Kings School, it was a very first-rate establishment, and though necessarily expensive, all parties concurred in the opinion that it ought to be sustained at a higher rate than others of our schools. The salary of the head-master, a trained teacher from Glasgow, was always paid by the Missionary Society, as is the case with myself, but other teachers were also required, and they were paid out of the grant. If it had not been for the interruption caused by the war, the establishment might soon have become, in a great measure, self-supporting, but in the first years of its existence it was unavoidably expensive. Now that the Natives have left, and the school is consequently occupied by English children or half-castes, I presume no part of the Government funds is appropriated to that institution, excepting it be for the very few Natives or half-castes that are still there, for keeping the buildings in repair, for the support of the teacher who may be still retained, and all this for the important purpose of keeping the school open and in operation for the reception and benefit of Natives, as soon as the settled state of the country shall admit of their return. Moreover, it is necessary that the Board should be in a position to meet contingent applications for extraordinary assistance. A trained teacher, for instance, was sent for from England, and a sum of money had to be remitted with the application. A teacher was sent for from Sydney, and his expenses had to be paid. A number of children were brought from Hokianga and other distant places to the Three Kings School, and their expenses had to be defrayed. Affliction and bereavement (as in the case of Mr. Skinner's family,) may occur, and in such cases the Board may feel it incumbent to tender assistance. Mr. Skinner has been a faithful teacher for many years, at a salary which has not admitted of his making provision for the present circumstances of his family, and his widow and eight fatherless children have now a claim upon the sympathy and help of the Board, which cannot be disregarded. In the event of a Government servant dying, and leaving a widow and children, I think that it is sometimes the case that a year's salary is allowed to the family; and, at any rate, if Mrs. Skinner continues her services as matron of the school at Waima, it is very desirable that the Board should be in a position to act liberally.

I enclose, at your request, a schedule of the list of names I laid before you on Saturday, showing the ages, the distances, and the length of time they have been in the school. The distances are greater in some cases than we can expect them to come in bad weather. The time of their connexion with the school is reckoned from the date of their first attendance, though in some cases their attendance has not been regular. With respect to the ages, I have been in some difficulty. The sooner a Native child can be taken into a school, and recognized as belonging to a school, the better, and though I have invited none under five or six years old, in some cases to refuse a younger child would involve the absence of an elder sister, who has to be nurse. So also, on the other hand, some elderly persons are valuable additions to the school, because of their steady application, because of their controlling influence, and because it is necessary they should come with their children, who would not attend with regularity, if at all, unless thus accompanied by their *Kaumtua* friends or relatives.

As it respects the numbers, I am aware that I have exceeded the limits prescribed. The amount allowed by Government is £1,600, reckoning 160 scholars at £10 each. The Board, in appropriating this money to the different schools, estimates for a certain number varying in each school respectively, at so much per head, also varying. In some schools there may happen to be a smaller number of pupils than was estimated for, and in others a larger, and in this way the matter may be balanced at the end of the year. At any rate, I shall have to guard against being involved in financial difficulty. I have as yet refused no application for admission, and do not wish to discourage any from coming to school. But I make them no promises. I hold out no pecuniary inducements. I keep a register of their daily attendance, and at the end of the quarter I give them what I consider to be right, according to their days of attendance and behaviour. We have no holidays, and if any are taken they are so much deducted from the individual's total at the end of the quarter. Behaviour, as well as attendance,



may affect the amount of the gratuity, but as a rule it is not more than twenty shillings per quarter. The present quarter bids fair to outnumber all previous ones; even on Saturday, which some take as a holiday, at the Tehenui School, at 2 p.m., I found thirty-eight males and females—twenty of the former and eighteen of the latter—all waiting for me. But as the winter approaches and bad weather comes on, we may expect a falling off. Before the end of the quarter I shall hear from the Chairman whether our other schools are up to the mark as to numbers; if so, I shall conclude there will be no surplus funds available for my extra numbers, and shall have to act accordingly. Not that I shall be willing to send any away, but that I must make my funds go further by giving each a little less.

On the different character of my schools, I must ask leave to say a few words of explanation. The Grey Institution was originally designed as a boarding-school for boys; for a time it prospered well, but about the year 1855 it was closed. In 1856 I was appointed to this station, and made an attempt to revive the school. With varied failures and encouragements we kept on till the war affected us, and at the end of 1862 the school was again shut up. In 1863 the Government removed some friendly Natives from the South, and located them in the institution. About the latter end of that year I proposed a plan to the Government Inspectors, Messrs. Wilson, Flight, and Parris, for recommencing a school for the benefit of the children and young people thus brought to the institution by the war as refugees. It was impossible to carry out the plan of board, lodging, clothing and industry, because whole families were living together in the buildings, and the grounds were occupied by them with their cultivations and their cattle. I therefore proposed that board, lodging, clothing, and industrial pursuits should be all left to the parents—that from the Government allowance of head money, they should receive a certain portion to assist them in these respects, and that from the same source an assistant teacher should be paid to help me in connexion with the school. The Inspectors approved of my proposals, the school was opened, and continued in operation until the Natives began to feel confidence to return to their own homes. Some, however, still remained for a time longer; other Natives residing in this neighbourhood attached themselves to the school, and were admitted to its privileges in the same way and on the same terms. Boys and girls had been taught together, and others were now received, and though from the first this was only considered a temporary plan to meet the exigencies of the times, it has not as yet appeared to me that the time has come for us to go back to the original plan. Still we have considered it important to keep the institution open, and to do the best that the unsettled state of the country would admit of in promoting education amongst the Native people.

In September last, one Sunday afternoon, having had school with the Natives at the Tehenui chapel, and taken the children as my class, a Native Chief said to me, "Why can we not have a day school here for our children, as well as at the Institution for those on the other side of the town? We cannot send our children there every day, it is too far!" I replied, "If you will muster the children here to-morrow at two o'clock, I'll ride down and teach them; and I'll come every day if they will." It was agreed, begun the next day, and, with one protracted interruption, they have continued to attend with a regularity which has surprised me. That interruption was occasioned by my absence for some weeks, on an unavoidable visit to Auckland. I had been assisted by a very promising pupil teacher, and another person had also favoured us with his help; but in my absence they both failed, and the school was suspended. Hence the average of November was reduced to 19 3-30; but on my return the school was resumed, and the average of December rose to 33 12-92. No word had been spoken by any one about any assistance being given to the parents from Government funds, in the way of helping to provide suitable clothing; but, at the end of the quarter, when I gave out the gratuities to the Institution School, I considered that the claims of the other were equal, and to the parents of those children also, I made similar proportionate donations.

And now, perhaps, I may be permitted to say a few words on the respective merits of the two methods. I have not been attempting to introduce a new system, but to carry out the old one under circumstances which could not have been foreseen, and in adopting a different method which those circumstances necessitated. I have consulted the local inspectors and the Board of Education. Under the old method no success was realized here in the education of girls; but girls need schooling as well as boys, and with the new method I have found no difficulty in having both in the same school, and teaching both together. Of course industrial pursuits, proper for girls as well as those proper for boys, are left for the parents to attend to at home; and I am inclined to think that in either case this is the more natural and the more excellent way. The parents greatly prefer the present method. They do not like to have their children separated from them, and they strongly object to the industrial arrangements of the original plan. Most of them have been in slavery in olden times (I mean those of this Province) when they had to practice compulsory industry, under terror of their master's wrath, and when they see their children and young people practising industry under the authority of their teachers, and too often under the justly merited displeasure of those teachers, they are reminded of their own former days of bondage, and do not care to distinguish between the two cases. "We thought" say they, "We thought you took our children from us to give them schooling, but instead of that you are making slaves of them." And it is not easy to argue them out of this absurd notion, so that on the least offence being taken, a lad would feel himself encouraged by his parents and friends to run off home, taking with him his school clothing, of course, as payment for the work he had been obliged unwillingly to do. Again, they point to our English schools, and they ask, "Why should there be this difference? If you take our children from us to make Pakehas of them, why do you not treat them as you do your own?" And thus they confirm themselves in the belief that we have some selfish object in view in separating their children from them; and our employing them on our stations, as they were employed by their conquerors, without being paid for their work, they regard as a lowering of them beneath their proper level. The former plan was of course much more advantageous to them in a pecuniary point of view, for their children were provided with everything, food, clothing, and bedding, while they themselves too often contrived to be sharers of the good things as visitors and hangers-on. On the present plan this is all obviated; if I employ any of the scholars to do any work, either for myself or for the institution, I pay them for it. If I want a little fish I buy it of them, and though I give the parents a little to assist them in procuring decent clothing in which to appear at school I do not give them that even, only in proportion to their regularity of attendance and good behaviour. It is not

half so much as they received under the former plan, but they like it much better. Referring to our English day schools, they say, "Your Pakeha children go to school, and return home to their friends for their food and clothing, and let ours do the same." When the Natives were chiefly on the premises, living in the institution, we had school twice a day; now that the homes are in the distance, I think once is better, and by visiting their *kaingas* occasionally in the evenings, and by requiring them to practise their lessons and slates at home, I think I can do them much more service in this way than by over protracted confinement in the school. The benefit is also thus extended to the parents and friends as well. The former plan secured a greater appearance of civilization and educational improvement, but I question if it was more real and enduring, and not rather as of hot-bed forced growth, which in many instances soon withered and passed away. The late Dr. Wilson, a man of extensive experience and observation, used to urge the importance, in the matter of food, of avoiding all extremes of improvement upon their *kainga-Maori* diet, "For," said he, "by and bye they will go back to their former homes and habits, and their health and constitution will sink under the change."

The above considerations have reconciled me to the present plan until I can resume the former. In the meantime it may be worthy of consideration whether there could not be a combination of the two with advantage. Moreover, on the present plan it will be a very easy matter, as the value of education comes to be more and more appreciated, gradually to lessen and discontinue the quarterly gratuities, and teach them that schooling is really something worth being paid for by themselves after the Pakeha fashion.

Supposing that there may be this year, as in some former years, a balance of unappropriated school money in the hands of Government, I have suggested to the Chairman of our Board of Education that application should be made for a special grant of £70, to relieve me from the necessity of employing my own funds in carrying on the school, and £30 for repairs. The meaning of the first is simply this, that instead of being refunded our quarter's expenses some two months after we have paid them out of our own pockets (or partly so) we should have the amount in hand as a working balance to begin the quarter with. I have had as much as upwards of £100 in the school of my own money, and I expect others have to complain of similar disadvantages. As to the £30 for repairs, you would observe that the windows, &c., require immediate attention before the winter season comes on. The front end has been rebuilt and new windows put in, and if our number of resident Natives should increase, the other windows should also be made good. I have long been anxious to get the institution hill levelled, fenced, and planted with trees and shrubs as a breakwind. This ought to have been done near twenty years ago. Many tons of earth have been dug and barrowed away, as I have been able to spare funds for this purpose; and for the comfort and health of the inmates of the institution, it is very important that this should be done.

If the two schools should continue to prosper and continue apart as they are, I shall need some more help, and as I have been a loser again and again by my anxiety for the good of the Natives, I am beginning to feel that I really cannot afford, and that my family cannot afford that I should undertake much pecuniary risk in this matter. I am willing to work (and, thank God, have good health and strength to do so) to any reasonable extent for the good of the Native race, but when purse and pockets are nearly empty, I cannot go much deeper in that line. Desks, copy books, maps, and other school apparatus are required. At present I am trying to do with as little expense as possible until I see how things will turn out, and what funds may be available.

Mr. W. Rolleston.

I have, &c.,  
JOHN WHITELEY.

Sub-Enclosure to Enclosure 10 in No. 1.

The GREY INSTITUTION in account with the BOARD of EDUCATION, 1866.

Dr.			Cr.		
	£	s. d.		£	s. d.
To Balance of last year's account	51	17 1	By Cash paid for salary and wages,—		
To Quarter's grant for March, 36 77-90 at £2 5s.	82	18 6	Assistant Edgecombe	81	7 0
To Quarter's grant for June, 36 57-91 at £2 5s.	82	8 2	Appleyard and Madden	12	15 0
To Quarter's grant for September, 29 64-92 at £2 5s.	66	16 3	Natives Tamati, Nuku, &c.	9	14 0
				103	16 0
			By Cash paid towards supplies for pupils,—		
			For March Quarter	38	2 6
			For June Quarter	38	19 0
			For September Quarter	29	13 0
			For December Quarter	37	15 3
				144	9 9
			By Cash paid for repairs,—		
			Window-glass, 7s. 9d., Black-		
			smith, £1 8s., Tools, 11s. 3d.	2	7 0
			Mr. Devonish's Bill	29	0 0
			„ Watkin's	7	17 9
			„ Davis's	0	12 0
			Messrs. Brown and Co.'s Bill	1	3 4
			Mr. Hooker's	5	5 7
			„ Veale's	20	13 2
			„ Penwarden's	0	10 0
			Messrs. Brown and Co.'s	0	4 6
			Mr. Street's	1	15 6
			„ Priske's	1	18 0
				71	6 10
			By Cash paid for sundries,—		
			School Boards, Slates, &c.	1	5 6
			Road Rates	0	5 0
			Discount on Bills, 8s. 3d., 8s. 2d.	0	16 5
Balance	37	19 6		2	6 11
	£321	19 6		£321	19 6

N.B.—The average for December Quarter is 33 12-92, which, at £2 5s., amounts to £74 10s. 10d.; but this has yet to be sanctioned by the Board, and even then it will be some time before I can receive the money. Meanwhile, I am out of pocket to the amount of this balance, £37 19s. 6d., and expenses going on.  
J. W.

## Enclosure 11 in No. 1.

OTAKI SCHOOL.—Visited 3rd June, 1867.

THIS school existed as a day school, and received assistance from public funds as early as the year 1848. It was not, however, till the year 1854, after that the Natives had given upwards of 500 acres of land for its support, that buildings were erected and a boarding-school established. In that year there were fifty-five Native boys, with two well trained monitors in the school, and an annual grant was promised for four years by the Government, on the understanding that at the end of that period the school should be rendered self-supporting. The annual grants during those four years amounted to £1872, and the average attendance for the same period was thirty-one (see Archdeacon Hadfield's report at the close of the year 1857) but there appears to have been great fluctuation in the numbers at different times. In the year 1855 the numbers were considerably decreased from various causes, which operated more or less in subsequent years. The principal of these are stated by Archdeacon Hadfield:

- (1.) The difficulty in obtaining competent teachers, and the evils consequent upon successive changes of masters.
- (2.) An attack of measles which caused temporary disorganization of the school.
- (3.) The discontent arising from the enforcing of discipline, and from the necessity which arose of obtaining more labour from the pupils than was agreeable to them.
- (4.) The apathy and indifference of the parents.

From that time to the present no assistance has been given by the Government to the support of the school, and no inspection of it has taken place.

A clergyman (Mr. Desbois) has recently taken charge of the school, and an application has been made to the Government to supplement the funds available for its maintenance, on the ground (as I understand it) that though the institution is self-supporting, its general efficiency might be greatly enhanced, a better style of management introduced, and a larger number of pupils admitted, if a proportionate increase of funds were at the disposal of the managers. A considerable outlay has, moreover, been recently rendered necessary in the repairs and painting of the school buildings. The position of the managers is this: They have from year to year capitalized the proceeds of the estate in improvements of the farm and live stock, and a considerable outlay is still necessary to turn the property to its full account. While the school for various reasons had a limited number of pupils, there was no reason to ask for further help from the Government, the demand of the Natives for education being satisfied; but it is believed that at the present time, with a competent master and an increase of numbers, a fresh impulse might be given to the school, and its usefulness might be considerably extended. Under these circumstances the present inspection has taken place.

The school buildings, which have lately been painted at an expense of £150, are well adapted for the purpose for which they are intended, and are capable of accommodating at least double the present number of pupils. The master lives in a block of buildings some little distance from the schoolroom, which is also occupied by a Native teacher and by the boys. The girls live in a separate building under the immediate supervision of Archdeacon Hadfield.

The bedrooms and bedding appeared to be sufficient, though their general order and neatness might well be improved. The same remark will apply to the other household arrangements, of the deficiency of which the managers are sensible and which they propose to remedy.

There are at present twenty-one boys and ten girls in the school. When the present master took charge in January last, there were five boys and six girls in residence.

Sixteen of the boys are from Otaki, one from Wellington, one from Ohau, one from Waikanae, one from the Hutt, and one from the Middle Island.

Of the girls three are from Otaki, three from Manawatu, one from Waikawa, one from Wainui, one from Porirua, and one from the Hutt.

The ages vary from eight to seventeen years.

The occupations of the day are distributed in the following manner:—

Chapel, soon after sunrise, then breakfast.

School hours, from 9 a.m. to 11.45 a.m.

Dinner at 1 p.m.

In the afternoon the boys are employed in various ways, weeding, sowing crops, &c., till sunset, when they again attend chapel.

The clothing is made by the pupils.

The boys and girls are taught together in mixed classes in the same schoolroom.

In the first class two boys read Maori and English fairly; the remainder of the class, who had only been a short time at school, were not so far advanced. In arithmetic the older pupils were able to work sums in compound multiplication with tolerable success.

There are four boys in another class who read monosyllables in English, and are fairly advanced in arithmetic.

Another class is composed of children learning their letters.

The writing throughout the school is neat and creditable. All the children understand and reply to questions put to them in English. Only one Scripture lesson is read in Maori. Some of the older pupils are learning drawing from the master in the evening.

On the whole, I was very favourably impressed with the general character of the school.

The present master is earnest in his work, and appears to be gradually introducing system and order among the pupils. I think that assistance at the present time made conditional upon continued improvement, would be well bestowed.

10th June, 1867.

W. ROLLESTON.

## Enclosure 12 in No. 1.

NATIVE DAY SCHOOL AT MAKETU, inspected 3rd December, 1866.

THIS school is not in receipt of Government aid, but as I understood it was probable that the

Government would be asked for assistance, I thought it right to visit and report upon it. The minutes of a meeting at which the school originated were shown to me, and were to the following effect:—

“At a meeting of the Maketu School Committee, consisting of five Natives, Rewi in the chair, the Resident Magistrate being present, held at Wharekahu on the 19th November, 1866, it was resolved:—

“1. That the Committee bind themselves to subscribe £40 annually to the support of the Maketu School.

“2. That if the school be satisfactorily conducted for six months, the Committee will raise the subscription to £50.”

I was informed that the first quarter's subscription was already in the hands of the Resident Magistrate's hands, and that it was intended to ask the Government for a supplementary grant. Sixpence a week is charged by the Committee for each child, the collection of which rests with the Committee, who guarantee the whole sum. No definite arrangements were made at the time of my visit as to the salary of the master. There was a great lack of books and apparatus generally, and the schoolroom, though sufficiently large and airy, was in a very incomplete state. The master, who had been in a training school at Madras for eighteen months, appeared to have considerable method in his teaching, and if the interest at present exhibited by the Natives can be maintained and fostered, the school promises to become efficient.

There are thirty-two pupils at present in attendance, of whom twenty-three are Maoris and nine are half-castes, none of them come from any greater distance than the Wharekahu pa, or about half a mile.

It is recommended that a selection of elementary school books be forwarded to Mr. Commissioner Clarke for the use of this school, and of any other school which may be established in his district.

W. ROLLESTON.

21st December, 1866.

### Enclosure 13 in No. 1.

ST. JOSEPH'S PROVIDENCE, WELLINGTON (Girls School).—Visited 15th June, 1867.

THERE are fourteen children at the present time educated in this institution under the care of the ladies of the Convent. Of these, nine are half-castes, in respect of whom the capitation allowance of ten pounds per annum is paid by the Government. All were present on the occasion of my visit. The first class consisted of three children of the ages of nine, ten, and twelve years, who had been about two years in the school. They read English fluently and intelligently. Their knowledge of spelling was very good. I was unable to find them at fault even in words which are generally a matter of difficulty. One worked the compound rules of arithmetic quickly and accurately; the others, though not quite as far advanced, were equally accurate. They wrote short English sentences, from dictation, without a mistake. Their writing was neat and good. The reading, spelling, and arithmetic of four other children, who had not been so long in the school, was very creditable. The remainder had not progressed beyond the learning of the alphabet, or the reading of monosyllables.

The clothing of the children is made by themselves, and some needlework of a more elaborate character executed by them was shown to me.

The method of teaching, and the general discipline and order of the school, is very superior.

The children have each a separate bedroom, and all are scrupulously neat and clean. Each room opens into one long passage, and there is a perfect system of ventilation. The kitchen, refectory, storerooms, &c., were all equally neat and clean. The Bishop informed me that the cost of each child exceeded the allowance given by the Government, and varied from thirteen pounds to fifteen pounds per annum. Some of the parents of the European children contribute to their maintenance. Twenty pounds a year is derived from the rental of property in Wellington, which is held in trust for the purposes of this school.

The teaching and supervision of the school is the gratuitous work of those in charge.

W. ROLLESTON.

### Enclosure 14 in No. 1.

Copy of a Letter from Dr. NESBITT to Mr. ROLLESTON.

SIR,—

Maketu, 1st February, 1867.

I have the honor to enclose copies of resolutions passed at a meeting of the School Committee for this district on the 21st ultimo, also a report from the teacher at Maketu.

The committee have at present in their hands the sum of £50. His Excellency Sir George Grey, K.C.B., has kindly promised to place at the disposal of the Committee the sum of £50, to be continued each year as long as the Natives subscribe an equal sum.

The object of the present application is to ask the Government to grant a sum equivalent to that guaranteed by the Natives. If this request is complied with we shall be able to establish two schools, one at Maketu, on the sea coast, and another at Ohinemutu, the two most populous settlements in this district.

It is proposed to give the teachers, who are to be Europeans, salaries at the rate of £75 per annum each, leaving a reserve fund of £50 per annum for the purpose of building and repairing school-houses, purchasing books, &c.

The probable number of scholars attending at Maketu will be from thirty-five to forty, and at Ohinemutu, perhaps fifty.

Sir George Grey is supporting a school at his own expense at Tikitere, so that if the views of the committee can be carried out, schools will be available for children in the Maketu, Rotoiti, and Rotorua Districts.

The school at Maketu has already been commenced, and the children are making rapid progress.

I beg to remark that this movement originated altogether amongst the Natives, and that they seem extremely anxious that their children should have the advantage of English teachers. These they cannot afford to pay without aid; I trust, therefore, that the Government will deem it advisable to encourage them in their efforts to establish schools in this district.

I have, &c.,

The Under Secretary, Native Department.

W. K. NESBITT,  
Resident Magistrate, Rotorua.

### Sub-Enclosures.

#### REPORT of the MAKETU SCHOOL.

Maketu, 28th January, 1867.

THE school was opened on the 21st November, 1866, at which time there were thirty-one pupils, half-castes and Maoris. The number actually attending school at present is twenty-five. The cause assigned for the pupils leaving is that they are required by their parents to assist in planting.

The average daily attendance has been as follows:—

25th November	...	...	...	83	} Averages 23.39.
27th December	...	...	...	74	
21st January	...	...	...	6	

During the present month some of the scholars have visited Rotorua for a short time, which is the only reason for the average being less.

The course of instruction has been reading, writing, arithmetic, grammar, and geography. The two latter have only been taught *viva voce*, as I had not any books on the subject.

The pupils have made great progress during the short time I have had them. Some who did not know their letters can now read the lessons very fairly in the first book, and can now work the first four simple rules of arithmetic completely, although they knew nothing of arithmetic before. Three of the pupils are in subtraction of fractions; two of them I had under my charge three months before the school commenced; the other has been at school at Tauranga. Six out of the number can read pretty well, and write easy sentences by dictation. Most of them transcribe fairly from their reading books.

A small supply of books arrived here during the present month, and have been found suitable. A further supply (as per margin) is absolutely necessary, in order that both pupils and master may have full opportunity of making that progress which will ensure the permanent success of the school.

The schoolroom is ill suited, being in a leaky state, and all but uninhabitable in wet weather, the floor being open boards; and if a pen or pencil drops from the desk they are invariably lost.

Dr. Nesbitt, R.M., Maketu.

GEO. FIRTH.

At a meeting of the School Committee at Wharekahu Maketu, on the 22nd January, 1867. Present—Hamuera, Chairman; Perereka Tauaru; Kowhai, Tupara, Wiki, Rotohiko, Menahira, Rewi, Dr. Nesbitt, R.M.; J. J. Piercy, Interpreter.

1. Proposed by Rewi: That £100 per annum be guaranteed by the School Committee to support schools for the Arawa. Seconded by Dr. Nesbitt, and carried unanimously.

2. Proposed by Perereka: That application be made to the Government for a similar amount for the schools to that guaranteed by the School Committee. Seconded by Rewi, and carried unanimously.

3. Proposed by Dr. Nesbitt: That if the Government consent to give £100, that two schools be established, one at Maketu, and one at Ohinemutu, and that the schoolmasters receive £75 per annum each, and that the balance be expended in purchasing materials for the schools and in building school-houses. Seconded by Perereka, and carried unanimously.

4. Proposed by Perereka: That Rewi be appointed to collect the money from the parents of the children attending school—namely, sixpence per week for each child, and that he call on each parent for the same every Saturday. Seconded by Dr. Nesbitt, and carried unanimously.

The committee then adjourned.

(True Translation)

JAS. JNO. PIERCY,  
Interpreter.

### Enclosure 15 in No. 1.

Copy of Letter from Mr. ROLLESTON to Dr. NESBITT.

(No. 85-2.)

SIR,—

Native Secretary's Office, Wellington, 23rd February, 1867.

In reply to your letter dated the 1st instant, transmitting a copy of resolutions passed at meeting of the School Committee of your district, held at Maketu, also of a report from the teacher of the school at Maketu, and applying to the Government for a grant of money equivalent to that guaranteed by the Natives, I have the honor, by direction of Mr. Richmond, to inform you that the payment of a sum of one hundred pounds is approved for this purpose, and will be payable in such instalments as may be required, on your certificate that the conditions specified by you in your letter are fulfilled on the part of the Natives. I am to express the satisfaction felt by the Government at the efforts which are being made by you in conjunction with the Natives of your district to establish these schools.

I have, &c.,

The Resident Magistrate, Rotorua.

H. HALSE,  
Assistant Under Secretary.

## Enclosure 16 in No. 1.

Copy of a Letter from Dr. NESBITT to Mr. HALSE.

SIR,—

Maketu, 16th April, 1867.

I have the honor to acknowledge the receipt of your letter of the 23rd February (No. 85-2), stating that Mr. Richmond agrees to grant a sum of money equivalent to that guaranteed by the Natives for the purpose of establishing schools in this district.

2. I hereby enclose a certificate to the effect that £50 have been handed to the School Committee by the Runanga. I also enclose a list of the expenses already incurred for the school at Maketu. I am requested by the Committee to ask you to transmit through Mr. Clark, or otherwise, the sum of £25, which, with £25 given by the Committee will be sufficient for the Maketu School up to the end of September next.

3. I regret to say that, owing to the present disturbed state of affairs in the inland portion of the district, no immediate action can be taken in regard to the school at Ohinemutu; but in the meantime, I am requested by the committee to ask the Native Office to endeavour to procure a European teacher for their school at Ohinemutu, in order that they may be in a position to commence the school as soon as the present unsettled state of affairs has ceased.

4. I shall write to His Excellency Sir George Grey requesting him to communicate with your office relative to the £50 kindly promised by him to the Runanga.

I have, &amp;c.,

H. Halse, Esq., Assistant Under Secretary, Wellington.

W. K. NESBITT,  
Resident Magistrate, Rotorua.

## EXPENSES already incurred by the School at Maketu.

	£	s.	d.
Teacher's salary from 21st November to 31st March	27	4	0
School furniture	2	5	0
Books and slates	1	0	0
Repairing schoolhouse	2	0	0
Books, stationery, &c., ordered	5	0	0
	£37	9	0

Maketu, 16th April, 1867.

W. K. NESBITT,  
Resident Magistrate, Rotorua.

Maketu, 16th April, 1867.

I CERTIFY that the Runanga has placed in the hands of Rewi Tereanuku, treasurer of the School Committee, the sum of £50 (fifty pounds) for school purposes.

W. K. NESBITT,  
Resident Magistrate, Rotorua.

## Enclosure 17 in No. 1.

## MEMORANDUM.

15TH January.—I met the Rev. V. Lush, with Major Speedy, and entered into conversation with him about the school which it is proposed to establish under Mr. Revill, at Taupiri. It appears that the missionary body are prepared to hand over the rents of the Kohanga Station, amounting to about £50 annually, towards the salary of the master, that the Natives themselves are prepared to contribute a certain amount, and that a further contribution of about £50 annually would be required to maintain the master. An application has already been made for assistance to the Government; but so far as I can learn no very definite statement has been made of what the missionary body and the Natives respectively will contribute. I suggested that, at a meeting to be held shortly, such a statement should be drawn up, that Major Speedy should attend the meeting, and that a report should be forwarded; that a committee should be formed of principal Natives, who would guarantee a certain sum annually towards the schoolmaster's salary; that they should then ask the Government to supplement this sum in a definite proportion; that the Natives should be moved to set aside a piece of ground for school purposes of a general character, not connected with any religious body, but vested in trustees under "The Religious Charitable and Educational Trusts Act, 1856;" that two of these trustees should be Natives. I was informed that the school buildings already were built by the Natives on Native land given by Waata Kukutai. I explained that in making this suggestion care should be taken not to give the idea of a desire to acquire land, and that they should understand that the land would remain theirs in trust for educational purposes. I stated that while the above seemed to me to be the best plan, it must be understood that I would not answer for the view which the Government might take of it. I believed, however, that they would favourably consider any application made on such conditions, and I would recommend it.

Waiuku, 15th January, 1867.

W. ROLLESTON.

## Enclosure 18 in No. 1.

Copy of a Letter from Mr. SPEEDY to Mr. ROLLESTON.

SIR,—

Resident Magistrate's Office, Waiuku, 13th May, 1867.

With reference to your Memorandum of the 15th January last, concerning the establishment of a Native school at Taupari for the Ngatitipa tribe:

I have the honor to report that in consequence of the absence of many of the principal Natives I was unable to hold a meeting until the 18th ultimo. At that time I got them at Taupari to form themselves into a committee for the arrangement of salary of the European schoolmaster. The principal part of the tribe guaranteed the sum of £25, in addition to the sum of £50 which is given by the trustees of the Native School Trust, being amount of rent received for the lands of the Kohanga Station, which consists of 750 acres, which has been handed over by the tribe to the trustees mentioned above to provide funds for educational purposes. Seeing which, I did not deem it right to ask them for any further grant.

They requested me to solicit the Government to allow them £50 a year to assist in paying a schoolmaster.

Mr. Revill, the schoolmaster at present at Taupari, is a very efficient man, and gives great satisfaction. He would not remain for less than £125 a year; nor do I suppose an efficient person could be had for less. There is a good weather-board schoolhouse built on Native land, at, I believe, the sole cost of the Ngatitipa tribe, with the assistance of their late chief Waata Kukutai.

Mr. Revill has held school there since January last, and has had an average attendance of twenty-three Native children (male and female).

I herewith enclose a copy of the proceedings of the meeting, and I beg to recommend that the sum of £50 per annum may be granted by the Government towards the salary of the schoolmaster of the Native School at Taupari.

I have, &c.,

JAMES SPEEDY,  
Resident Magistrate.

To W. Rolleston, Esq., Under Secretary, Wellington.

#### Sub-Enclosure.

At a meeting of the principal Natives of the Ngatitipa tribe held at Taupari on the 18th April, 1867. It was moved by Major Speedy, and seconded by Hori Kukutai: That a committee, consisting of the principal Natives of Taupari, should be formed for the purpose of guaranteeing a salary to Mr. Revill, the European schoolmaster. Carried unanimously.

Moved by Ruka Taurua, and seconded by Hohua: That the following members of the tribe give their aid towards the support of the European schoolmaster." Carried unanimously.

(Here follow the names of the principal men of the tribe.)

Moved by Nini Kukutai: That the sum of £25 be raised annually towards the master's salary, and that the Government be asked to supplement that sum with £50. Seconded by Hone Te Wharirihiā and carried unanimously.

Moved by Mr. King, and seconded by Hori Kukutai: That a sub-committee be formed for the purpose of carrying out the above resolutions, to consist of Major Speedy, R.M., Hohua, Nini Kukutai, Hori Kukutai, and Ruka; three to form a quorum. Carried unanimously.

JAMES SPEEDY.

#### Enclosure 19 in No. 1.

Copy of a Letter from Mr. ROLLESTON to Mr. SPEEDY.

SIR,—

Native Secretary's Office, Wellington, 8th June, 1867.

I have the honor, by direction of Mr. Hall, in the absence of Mr. Richmond, to acknowledge the receipt of your letter of 13th May, in which you recommend that a sum of £50 per annum be granted by the Government towards the salary of the schoolmaster at the Taupari School.

In reply, I am to inform you that the Government will grant a sum of £50 towards the maintenance of the schoolmaster for the year ending January, 1868, on the understanding that the school continues to be efficiently conducted, and the English language taught to the pupils.

I have, &c.,

W. ROLLESTON,  
Under Secretary.

The Resident Magistrate, Waiuku.

#### Enclosure 20 in No. 1.

(No. 397.)

Copy of Letter from Mr. ROLLESTON to Mr. TAYLOR.

SIR,—

Native Secretary's Office, Wellington, 3rd August, 1866.

I am directed by the Honorable Native Minister to request you to be good enough to supply him with such information as you are able to afford as to the circumstances attending the establishment and subsequent failure of the school at Whangarei, and especially as to the appointment and removal of Mr. Du Noyer, who was for some time master there, together with such suggestions as may occur to you as to the best means of restoring the school.

At the same time Colonel Russell would esteem it a favour if you would give him your opinion as to the most useful manner of spending £3,000 a year on Native schools, stating what description of school you would recommend.

I have, &c.,

W. ROLLESTON,  
Under Secretary.

H. Taylor, Esq., J.P., Onehunga, Auckland.

#### Enclosure 21 in No. 1.

Copy of Letter from Mr. TAYLOR to Mr. ROLLESTON.

SIR,—

Education Office, Auckland, 17th August, 1866.

I have the honor to state, for the information of the Honorable the Native Minister, that the establishment and subsequent failure of the Native school at Whangarei was on this wise:

A Native chief, Manihera (now deceased), at the request of His Excellency the Governor, gave forty acres of land adjoining the township of Whangarei, as a site and endowment for a school. The schoolhouse was erected and a teacher provided. At first the attendance was promising, then gradually declined; and, finally, from apathy on the part of the Natives, fell off altogether. The teacher appointed was Mr. Du Noyer, whom I made choice of: first, because he could speak the Native language fluently; and, secondly, because he was a man of more than ordinary ability. He proved himself in every respect equal to the appointment. The attendance, to the best of my recollection, was at first twenty-five, then gradually declined to one or two. For weeks Mr. Du Noyer sat in an empty schoolroom, and on my reporting the circumstance to Mr. Bell, then Native Minister, he directed me to recall Mr. Du Noyer, and close the school. In reference to the re-establishment of this school, on which you have requested me "to offer any suggestions which may occur to me," I would unhesitatingly say, "desist from the attempt," for I feel assured it will prove a failure. The Natives will not resort to it: first, because it is too far distant from their settlement; and, second, because from the very fact of its previous failure it has lost prestige and character in their estimation. The Native mind requires something to excite and secure its attention.

In compliance with the wishes of Colonel Russell, I shall very briefly give my opinion as to the most useful manner of spending £3,000 a year on Native schools, not that I entertain sanguine hopes of success from the adoption of my recommendation, but that I believe the plan to be most feasible and best adapted to the present circumstances of the country, and every Government must be more or less influenced by present exigencies and present requirements. The scheme possesses one decided advantage—namely, that whenever or wherever symptoms of failure manifest themselves, the remedy can at once be applied without doing violence to the system or impairing its vitality. I proceed without further preface to state that, in my opinion, the establishment of schools in Native villages under a European teacher, and systematic inspection, is at the present time the only means whereby the Government can hope to bring the Native race under the influence and within the reach of education. I am not aware that the suspicion and mistrust with which the Natives have heretofore regarded the large schools established under missionary auspices, have as yet died out, but I am fully persuaded of the unwillingness of Native parents to part with their children and send them to a distance from home to be educated amongst strangers. The fact of having their children educated at home, under their own eye, would considerably tend to diminish the jealous suspicions and misconceptions of former years, and perhaps secure for education that amount of appreciation which heretofore Natives have not attached to it.

The present would be a most favourable time for the introduction of the system I recommend. My position as Inspector of Schools and Secretary to the Board of Education brings me into contact with many young men of ability and moral rectitude of character, who in the present monetary crisis and depressed condition of the country would, I believe, gladly render their services for £50 or £60 per annum. The teachers should be located at first in the most populous Native villages where symptoms of social improvement begin to manifest themselves, and as the Natives are migratory, they must be prepared to itinerate with them from place to place. I would not bind the Natives to any promise or engagement further than contributing provisions towards the partial support of the teacher, no misunderstanding could then arise on either side. As the measure in each case would be only tentative, I would not ask the Natives to erect either a school or teacher's house. We should be content to use at first such appliances and resources as are at hand, afterwards, when a good footing had been obtained, and the teacher, by consistency and propriety of conduct had secured the confidence of the Natives, then to invite their co-operation.

Each teacher should enter upon his duties with a distinct understanding of the tentative as well as precarious character of his employment, and with an adequate supply of school requisites; one or two pounds judiciously applied in the purchase of materials would be ample in each case.

The diffusion throughout the country of forty or fifty zealous and high principled men might, under God's blessing, effect an incalculable amount of good, as well by their actual employment in the course of education, as by the exemplary propriety of their lives. I do not seek to create lucrative appointments to attract distinguished scholars, but simply that a fair remuneration shall be guaranteed to persons who will have the moral courage and zeal to undertake the education of the Native race in a Native village.

I would most respectfully urge upon the Honorable Native Minister in his endeavour to promote education among the Natives, to avoid large outlays in any one particular district or place. My past experience confirms me in the belief that it will fail to produce that amount of permanent good which less specious and unpretending measures invariably accomplish.

I have, &c.,

Wm. Rolleston, Esq., Under Secretary.

HENRY TAYLOR.

#### Enclosure No. 22 in No. 1.

Copy of a Letter from Mr. TANCRED to the Hon. J. C. RICHMOND.

Commissioner Native Reserves Office,  
Christchurch, 20th September, 1866.

SIR,—

In further reference to my letter of the 6th instant, upon the subject of an application, on behalf of the Native School at Kaiapoi, for a grant in aid for its support, I have the honor to inform you that I took advantage of my visit to that place on the 12th instant to inspect the establishment, and to make myself acquainted with various details connected with its management.

1. As regards the buildings used for the purposes of the school, the Rev. J. Stack, who exercises a general supervision over it, informs me that he has already furnished the Government with a ground plan; and it will, therefore, be probably sufficient if I state here the dimensions of the different rooms.



- (1.) The schoolroom, 20 feet by 13; weather-boarded and lined on three sides (including the outer wall), with a fireplace at one end.
- (2.) Dining-room (adjoining), 16 feet by 13; unlined.
- (3.) Girls' dormitory, 13 feet by 13; lined.
- (4.) Boys' " 16 feet by 13; lined.
- (5.) Teacher's sitting-room, 13 feet by 13; lined, with a fireplace.
- (6.) Teacher's bedroom, 13 feet by 13. (This is merely a garret in the roof).
- (7.) Storeroom, 10 feet by 13.
- (8.) Wash-house and drying shed, 23 feet by 8.

The whole of this block of buildings was erected at a cost of £450.

In addition to these, a kitchen has been built at a little distance from the main body, together with a passage, for an additional sum of £52, making the total cost of the whole buildings used for the immediate purposes of the school £502.

The kitchen, (which contains a well in one corner), is built of corrugated iron, and is connected with the rest of the building by a passage of the same material in such a manner, that in case of fire, the communication between the kitchen and the rest of the building can be easily cut off.

2. The school was commenced in April last, and has therefore been in operation for about five months.

3. There are fifteen children in constant attendance, who are boarded, lodged, and clothed out of the income of the institution.

4. A teacher has been engaged (Miss Taylor), who has conducted the school since its commencement. Her salary is £75 per annum.

For the present, and as a temporary arrangement, Miss Taylor superintends the washing, cooking, cleaning of the rooms, &c., assisted, so far as this is possible, by the girls.

5. The children pay in the shape of fees one shilling per week, and as no holidays are given this amounts in the course of the year to two pounds twelve shillings for each child.

There is every hope, from the interest felt by the parents in the education of their children, that this payment will be continued.

6. I carefully examined the children as to their progress in the subjects in which they had received instruction, and I have great satisfaction in being able to state that, considering the short time during which the school has been in operation, the result appeared to me very satisfactory.

The whole of the fifteen children were present, viz. :—four boys, eleven girls. They were all clean and neatly dressed.

They could all read easy words of one syllable, and some of the more advanced more difficult words.

I was particularly struck with the proficiency in writing, in which, I should say, they evinced greater aptitude than the generality of the children who receive instruction in the ordinary schools of the Province, and who have mostly been at school for a much longer time.

In arithmetic there were none who were not able to do sums in simple addition, and they were all tolerably familiar with the multiplication tables.

In geography they could all point out on the map the principal countries, seas, rivers, &c., of the world.

The boys as well as the girls learn sewing, and, so far as I am capable of forming an opinion upon this subject, their work appeared to be very neat.

The general behaviour of the children was orderly and respectful.

The children appeared to me to be in the enjoyment of excellent health, and it is the general opinion that since they have been at school, a great improvement has taken place in this respect, arising, probably, from the better food and regular hours. It is a subject of general remark, that they have grown very much during this time.

The children are plainly dressed, but owing to the greater coldness of the climate here, when compared to districts situated more to the North, a more ample supply of clothing is required than that which has been found sufficient in warmer parts of the Colony. The cost of this item of expenditure is therefore proportionably larger.

Each child requires two sets of clothes per annum.

The girls' clothes are made by the girls themselves, and are cut out in the establishment; their cost is consequently only that of the material; whereas, in the case of the boy's, the clothes must be purchased ready-made, and thus the cost is proportionably larger.

Each child has a mattress of its own provided by the parents, also one blanket, an additional blanket being provided out of the funds of the institution.

It was not thought absolutely necessary to provide the children with shoes from the funds of the institution; but it appears that the parents were induced to come forward and to purchase these articles from their own means, with a view of adding to the comfort of their children; the result being, that every one of the children appears with shoes in good repair.

Taking all these circumstances into consideration, I think it will be apparent that the school promises to become a very great advantage not only to the children themselves, but indirectly to the whole of the Natives in the place; and from the fact that the instruction is given exclusively in English, it may reasonably be expected that the children will not only acquire English habits while under actual instruction, but they will also, by being able in future years to hold intercourse with their European neighbours, be in a position to take their place in a civilized community.

With regard to the aid required for the support of the institution, I may in the first place state that, with reference to your suggestion that I should ascertain how far the Provincial Government would assist, I have had an interview with the Provincial Government upon the subject, and I find that although that Government would be anxious to do what it can in the matter, yet that the financial position of the Province is not such as to justify any large expenditure.

It appears, moreover, to be the feeling of the Provincial Government that the management of the Natives, including that of Native schools, is a duty which more properly devolves upon the General

Government; and that as the Native schools in the Provinces of the North Island have been hitherto supported out of the funds contributed by the whole Colony, it is not quite obvious to the authorities of this Province why a similar course should not be adopted in their case.

I have, in the face of these facts, found it very difficult to persuade the Government of this Province to take a different view of the matter; and this task becomes still more difficult when I am met with the objection, that the Natives of this Province have been less cared for than those resident in the Northern Provinces, though their loyalty and good conduct have been much more conspicuous.

Notwithstanding these objections, however, I think I am warranted in stating, that if the school is supported in such a manner as to make it really efficient, the Provincial Government will consent to place on the estimates for the current year a sum of fifty (£50) pounds, to supplement the grant of the General Government.

I have carefully gone through the items of expenditure for the five months during which the school has been in existence, and this has enabled me to make an estimate for the whole year.

I find from the data thus obtained, that the probable expenditure will amount to a total of about two hundred and twentyfive (£225) pounds for the year, distributed as follows:—

	£	s.	d.
Stores	40	0	0
Flour	12	0	0
Potatoes	12	0	0
Meat	20	0	0
Clothes (girls')	14	0	0
" (boys')	7	0	0
Blankets	15	0	0
Teacher's salary	75	0	0
Servant	30	0	0
Total	£225	0	0
Thus the gross sum required is	£225	0	0
Deduct fees (say fifteen children at £2 12s.)	39	0	0
Net sum required as grant	£186	0	0

With regard to the last item, wages of servant, I may explain that the proper conduct of the school absolutely requires that the present arrangement, whereby the teacher performs the menial duties of the establishment, in addition to her legitimate work of teaching, should terminate as soon as possible.

The children are too young to be of much real assistance, so that all the hard work falls to the lot of the mistress, and should fear that she will find it impossible to attend properly to the duty of teaching, unless she is in a position to devote her whole time to the work.

I have, &c.,

HENRY JOHN TANCRED,  
Commissioner.

The Hon. the Native Minister, Wellington.

No. 2.

Copy of a Letter from Mr. ROLLESTON to the Rev. JAMES BULLER.

(No. 329.-1.)

REVEREND SIR,—

Native Secretary's Office, Wellington, 28th June, 1867.

In reference to previous correspondence between yourself and the Government on the subject of the Three Kings Institution, in which you were informed that the continuance of the Government grant would be contingent upon the report which might be received after further inspection, I am directed by Mr. Hall, in the absence of Mr. Richmond, to inform you that the Government have felt great satisfaction at the result of an inspection recently made by Mr. Taylor, whose report shows that a most marked improvement has taken place in the school since it was visited, on behalf of the Government, in December last.

A copy of Mr. Taylor's report is enclosed for your perusal.

I have, &c.,

W. ROLLESTON,  
Under Secretary.

Rev. James Buller, Auckland.

Enclosure in No. 2.

THREE KINGS' INSTITUTION.—Inspected 5th June, 1867.

THE children of this institution are of two different classes, viz., European and half-caste—the former maintained by the Provincial Government, the latter by the General Government, at a cost to each of £10 per annum for each pupil. The proceeds of the farm in connexion with the institution, which may be put down at about £400, are also applied towards the maintenance and support of the pupils.

There are at present on the Roll—

43 Europeans
5 Adults, half-caste.
16 Boys, half-caste.
4 Girls, half-caste.
—
Total 68
—

General Condition and Management

It is with much satisfaction I have to report upon the good order, regularity, and cleanliness of the institution; nothing further in point of cleanliness is to be attained. The children appear extremely healthy; at present there is not a single case of even the most trifling indisposition amongst them. Their food is of a wholesome and nutritive character, and abundantly supplied. The beds are single, the bed covering clean and ample, the bedrooms neat and scrupulously clean. All necessary appliances for personal cleanliness are provided to the fullest extent of the means at command of the manager. Discipline is well maintained, and by a oneness of system, much to be commended, a happy fusion of the children of the two races is effected. The institution is under the management and direction of Mr. Arthur, who also acts as teacher; Mr. Barker, assisted by Mrs. Black, has charge of all domestic matters; their duties are very efficiently discharged, under Mr. Arthur's careful supervision. In short, I have no grounds for finding any fault with the arrangements of the institution; they appear to have been very judiciously planned, and are faithfully carried out. The farm is managed by a bailiff.

Proficiency of the Pupils.

As the school is inspected periodically by an officer appointed by the Provincial Government, I did not consider it my duty to examine the European children. Of the twenty-five half-castes on the roll only eighteen were present at examination; of the remaining seven two had been told off to give assistance in the kitchen. The five adults are not under regular instruction; occasionally they are taught at night; they are engaged on the farm all day. I can scarcely regard them in the light of pupils, but they are essential to the institution, and are acquiring meanwhile a practical knowledge of agriculture and the management of stock, which may be of material benefit to them hereafter. They live apart from the other pupils, and are not required to conform to school regulations.

The following scale of judgments has been adhered to:—1, very bad. 2, bad. 3, indifferent. 4, fair. 5, good. 6, very good.

	Reading.	Spelling.	Geography.	Arithmetic on slate.	Mental arithmetic.	Writing.	Observations.
FIRST CLASS.							
John Hopkins ... ..	4	3	5	3	4	4	The first class read Nelson's Service Reader No. 2; their pronunciation is good and distinct. Three of the boys in this class act as monitors in the school. Two work the compound, and two the simple rules of arithmetic.
George Southgate ... ..	4	5	3	5	4	5	
Robert Reid ... ..	3	3	1	2	2	4	
George Reid ... ..	5	5	4	2	3	4	
SECOND CLASS.							
John Reid ... ..	3	3	...	2	...	4	The boys of this class read the second (Irish) book, and work simple addition.
Alfred Young ... ..	3	4	...	2	...	3	
THIRD CLASS.							
George Moore ... ..	4	3	...	3	...	4	The boys in this class read monosyllables and easy sentences in first (Irish) book, and are working sums in easy addition. The seven remaining children are learning the alphabet; five of them have commenced to write in copy books.
Edward Moore ... ..	3	2	...	2	...	2	
George Isaacs ... ..	4	3	...	3	...	3	
Albert Warbrick ... ..	2	2	...	1	...	3	
Daniel Slade ... ..	2	2	...	1	...	2	

HENRY TAYLOR.

No. 3.

Copy of a Letter from Mr. ROLLESTON to the Right Reverend BISHOP POMPALLIER.

(No. 328-1.)  
My Lord,— Native Secretary's Office, Wellington, 28th June, 1867.  
In reference to previous correspondence between your Lordship and the Government on the subject of the Roman Catholic School, North Shore, in which you were informed that the continuance of the Government grant would be contingent upon the report which might be received after further inspection, I am directed by Mr. Hall, in the absence of Mr. Richmond, to inform you that the Government have felt great satisfaction at the result of an inspection recently made by Mr. Taylor, whose report shows that a most marked improvement has taken place in the school, since it was visited on behalf of the Government, in December last.  
A copy of Mr. Taylor's report is forwarded for perusal.

I have, &c.,  
W. ROLLESTON,  
Under Secretary.  
The Right Reverend Bishop Pompallier, Auckland.

## Enclosure in No. 3.

ROMAN CATHOLIC SCHOOL, North Shore, Auckland.—Inspected 6th June, 1867.

MR. McILHONE is manager as well as teacher in the institution. Mrs. McIlhone acts as matron assisted by one European woman.

There are thirty-four European, five half-caste, and five Native boys; total, forty-four. One Native was absent, having recently left for Opotiki, but expected to return in a fortnight. The European children are maintained by the Provincial Government, the half-caste and Native by the General Government; each Government contributes £10 per annum for each child.

The proceeds of the school estate, which Mr. McIlhone puts down this year at £100, are not applied towards the support of the pupils, but are appropriated by His Lordship the Roman Catholic Bishop to reimburse himself in an advance made in 1863 or 1864 for improvements effected on the school estate. I have no authority for requesting any information from His Lordship on this point.

I can clearly see that the capitation grant, unsupplemented, is insufficient; in fact it does little more than keep the pupils a few degrees removed from starvation point. If the Government desires to see this institution really effective, it must be prepared at once either to increase its grant, or require the direct and immediate appropriation of the revenue of the school estate towards the object for which it was originally intended. The present capitation grant is but at the rate of 6½d. per day, a very limited sum wherewith to clothe, feed, and provide education for a child.

*General Condition and Management.*

I am fully justified in stating that the institution is better managed than formerly, and that a great improvement must have taken place since Mr. Rolleston inspected it, judging from the account he gave me of it at that time. But as yet it has not reached perfection.

There is a very decided improvement in point of domestic cleanliness, order, and regularity. The food is of better quality. The pupils have a more liberal supply of clothing. As regards sleeping accommodation, there is a visible change for the better; all sleep in the one large dormitory, and in single beds, except in one or two cases where the children are mere infants. The bed clothing, perhaps, is not as clean or yet as ample as it should be, nor are the appliances for personal cleanliness sufficient; but yet on all these points improvement is manifest. The dormitory is very clean and well ventilated. There is no sickness among the children. The cooking is now conducted in a detached building, and so occasions no inconvenience to the boys when in school, as was the case when Mr. Rolleston made his visit. The time table shows that the hours for school, work, and recreation are judiciously alternated. Two of the boys are told off every week to assist in domestic operations.

*Proficiency of the Pupils.*

Of the nine who came before me for examination, not one had been under instruction for a period in excess of twelve months. Two had only joined the school a fortnight previous to my visit; so that but little proficiency could be expected. Three read English monosyllables; two were fair in simple addition, one failed; two write on paper, one on slate. The remaining are learning the alphabet, and to make figures on slates.

HENRY TAYLOR.

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