

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

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

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

OCTAVIUS HADFIELD.

January 13, 1856.

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OTAKI, 1856.

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

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

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