

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

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

Henry Clarke, Esq., Under Secretary.

I have, &c.,  
W. HARSANT, R.M.

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### No. 9.

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

SIR,—

Native Office, Whanganui, 7th June, 1875.

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

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

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

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

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

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

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

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

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