

"Phillips' Second Book." Their reading and spelling were but indifferent, but they answered questions from "Willie's First English Book" well, and wrote dictation from the same book fairly. They were also able to work sums in arithmetic (some of them as far as "division of money") well. They knew little or no geography. The junior class were mere beginners. I examined the Rev. I. Te Ahu's younger daughter, one of the old school pupils, who still attends. She appeared to have kept up her knowledge fairly. This school, I regret to say, has been for a length of time in a languishing state, the natives appearing to have lost their former interest in it. A new master has lately been appointed, and he will require to exercise a great deal of energy and perseverance before he will get the school into a satisfactory state. He has hardly been in charge long enough at present to judge fairly what the results will be.

7. *Whakatane School*: Teachers, Mr. and Mrs. Stewart and Miss C. Te Ahu.—February 16. There are no fewer than 58 children on the roll of this school, of whom 30 were present on this date. First class (10). Their reading and spelling from "Phillips' Third Book" were fair; their translating from "Willie's First Book" was also fair, while their writing from dictation (from the same book) was good. They were able to say some tables, and in arithmetic they appear to have been very well taught; some of them had advanced as far as "vulgar fractions," and seemed to understand them, but they all worked correctly as far as they had learnt. They were also able to recite correctly two or three pieces of poetry. The second class (13) read fairly from "Phillips' Second Book," but were not able to spell the words. In arithmetic (mostly simple rules) they acquitted themselves well, but strangely enough failed in notation. (This, however, I have found in several of the schools.) The third class (6) were mere beginners. All the school knew a little geography from the maps. Before dismissal they sang "God Save the Queen."

I noticed a decided improvement in the scholars at this school since my last visit, particularly in reading. I still have to remark, however, that the discipline is not so good, nor are the pupils so neat as at most of the schools. The girls had not been taught sewing, which I informed the teacher must not be neglected for the future.

8. *Ohiwa School*: Teacher, Mr. Avent.—February 19th. The number on the books at this school is 25, but on the day of my visit only 10 (3 of whom were small children) were present. I was informed that the greater number of the children had gone with their parents to a meeting at Maketu. There were present of the first class 4 only. I heard them read and spell the words from "Nelson's Third Book," and asked them critical questions on what they read. I also examined them in "Willie's First English Book," in writing from dictation, and in translating English sentences into written Maori, and *vice versa*. In arithmetic one was able to work "vulgar fractions," one "duodecimals," and two "practice." They had also been taught some geography. These boys appeared to know thoroughly everything they had been taught. The second class (3) read and spelled fairly from "Nelson's Sequel," and had been taught from "Willie's First English Book." They were also able to work the ordinary compound rules of arithmetic. The two classes conjoined passed a good examination in the usual tables, weights and measures, and mental arithmetic. Their writing in copybooks was good, and the discipline very good. This school continues to be in a satisfactory state.

Mr. Avent has had some advantages over other teachers; his school is in the middle of the Native pa (thus securing punctual attendance), and has never been overcrowded. Still I think the state of advancement in which he has his pupils could not have been attained without great energy and perseverance on his part.

9. *Omarumutu School*: Teachers, Mr. and Mrs. Clarke.—I visited this school on February 23rd, and found 11 present out of 20 on the roll. The boys' class I heard read from "Nelson's No. 4 Reader," and from the "Irish National Second Book;" also from "Lessons in Maori." Their reading and spelling were but indifferent, considering the time the school has now been open, and they answered from the "Table-book" indifferently. In writing from dictation (easy) they acquitted themselves fairly, as also in arithmetic, as far as they had severally been taught, the most advanced being in "compound multiplication." The girls' class (3) were in about the same state of advancement, with the exception of one girl, who could read well from an easy book: she, however, it appeared, had been taught at another school. Some of the children were able to repeat the Ten Commandments in English, and knew a little geography. The discipline was fair, and the girls had been taught sewing. Speaking generally, I could not trace any improvement since my last visit to this school.

10. *Opotiki—"Mixed School"*: Teachers, Mr. Wyatt and two assistants.—This school is attended by about 80 Europeans, and Native children continue to come from time to time, but from their very irregular attendance they have made but little progress, notwithstanding the master is efficient and zealous. The two Native half-castes who attended last year have left the neighbourhood.

11. *Te Kaha School*: Teachers, Mr. and Mrs. Duffus.—The building for this new school is now finished, and the master has just commenced residence. He is at present badly supplied with fittings and books owing to the difficulties of communication with that remote settlement, but I hope soon to be able to report the school in proper working order.

In conclusion, sir, I take leave to remark that good progress has been made since my last report at some of the schools, while several others have been thrown back by the masters leaving, and other circumstances. The complaint of the teachers generally is that the children do not attend regularly, and to this doubtless may be attributed the slow progress made at some of the schools; but the success of one or two of them shows what may be done with Maori children under a painstaking master, and when the parents encourage their children to attend.

I have, in accordance with your instructions, supplied cricket materials and other athletic games to the various schools where they seemed to be required; these are appreciated by the children, and will be of advantage to the schools in adding to their popularity, as well as being conducive to the physical development and health of the lads.

I have, &c.,

HERBERT W. BRABANT, R.M.,

District Inspector of Schools.

The Hon. the Native Minister, Wellington.