

difficulty in procuring material, that but little needlework is taught. There are two teachers, a master and mistress.

I left a memorandum with the teacher on his method of conducting the school. The school hours are still arranged in the manner to which I objected in a previous report.

*Matata School*: 22nd September, 1876. Teachers, Mr. and Mrs. Creeke.—On roll: Boys, 18; girls, 18=36. Present: Boys, 14; girls, 10=24. Maps, &c., sufficient, except that two easels are required (for the black-boards), as well as some pictures of animals. As I have pointed out before, the desks are too high and steep, and should not be attached to the side-walls. The schoolroom is 30 feet x 20 feet, with two dwelling-rooms attached. The dwelling is very uncomfortable. It is neither wind nor water-tight, and the chimney smokes almost constantly.

Writing, fair; arithmetic, fair; copying from books, fair; reading, fair; apprehension of meaning of what is read, fair; composition, practised to some extent: a few can write letters; recitation, practised; geography, fair. The reading-books known as the Royal Series have been, to the advantage of the pupils, substituted for the books before in use. Discipline, good. The school is conducted, on the whole, in a satisfactory manner. The teachers seem to profit by the suggestions made them.

*Maketu School*: 25th September, 1876.—On roll: Boys, 25; girls, 23=48. Present, 9. Maps, &c., sufficient, on the whole; two easels are required. The desks have the same defects as those at Matata. Schoolhouse, 30 x 20, with three dwelling-rooms attached. Dwelling requires a tank.

The small attendance is accounted for by the fact that many of the pupils were engaged in planting. The average attendance for the June quarter was 26. Unfortunately all the best pupils were away. So far as I could judge from those present, the master does his work in a satisfactory manner.

I was informed that ten acres of land belong properly to this school, but that about half an acre is all that is allowed to be used for school purposes. I do not know the merits of the case. I think the matter requires investigation.

*Rotoiti School*: 26th September, 1876.—On roll: Boys, 30; girls, 24=54. Present: Boys, 22; girls, 11=33. Maps, &c.: Hemispheres, New Zealand, Pacific, Diagram of Geographical Terms. No black-board; no ball-frame; no wall-cards or pictures. Desks like those at Matata and Maketu.

Schoolroom 30 x 20 feet, with two dwelling-rooms attached. These rooms are wretchedly uncomfortable. The whole building is badly constructed. The windows in the school do not open. The walls are lined with raupo.

Writing, fair; reading, tolerable; arithmetic, pretty good; copying on slate, middling; writing from dictation, tolerable; geography, middling; composition, middling.

The school was re-opened a few months ago, after being closed for some time. Much progress cannot therefore be expected from the pupils, especially when it is considered what inadequate appliances for teaching the school has. The master, Major Wood, seems very zealous and earnest. He is unfortunately possessed by a belief that he can teach the Natives English by the almost exclusive use of an English-and-Maori dialogue-book. Such a book is useful as an auxiliary only. It should be used in conjunction with the Royal Readers, into which the pupils may be safely allowed to venture before they know English.

*Wairoa (Tarawhera) School*: 28th September, 1876.—On roll: Boys, 40; girls, 23=63. Present: Boys, 6; girls, 3=9. Maps and desks sufficient; no black-board. The few pupils who were in attendance knew but very little. The attendance is so irregular that the Natives can derive no benefit from this school.

Schoolroom 30 x 20 feet, with two dwelling-rooms attached. The building is superior to that at Rotoiti.

*Whareroa (Tauranga) School*: 3rd October, 1876.—On roll: Boys, 17; girls, 7=24. Present: Boys, 8; girls, 7=15. Maps, &c., well supplied.

Writing, fair; apprehension of the meaning of what is read, fair; arithmetic, fair; copying from books, fair; composition, pretty good; geography fair. Recitation should be more practised. The girls are taught needlework, also to make up shirts, &c.

The master shows an aptitude for teaching, and the school is well conducted.

*Gisborne School (European)*: 11th November, 1876.—On roll (Natives and half-castes): Boys, 6; girls, 3=9.

This school is now in charge of an efficient master. The Native children attending the school are beginning to make very satisfactory progress. I think it very desirable that influence should be brought to bear on the Natives to induce them to send their children to this school and to other European schools, as those at Tauranga, Opotiki, Parawai, and elsewhere.

## No. 9.

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

SIR,—

Native Office, Wanganui, 15th June, 1877.

I have the honor herewith to forward my customary report upon the Maori schools on the Wanganui River.

During the past year these institutions have not been supported by the Natives as they should have been. The value and importance of education is on all hands admitted, but the parents sadly fail in their duty in not compelling the attendance of their children at the village schools.

At Iruharama, a central part of the river, and a populous neighbourhood, the number of children attending the school, as shown by the roll, has increased to 68 scholars, male and female. Said numbers, however, may be considered as nominal, seeing that an average of about 34 pupils attend regularly, which is made up of different children at different times. The irregularity of attendance is much complained of by the masters of both schools, and necessarily affects the progress made. Much difficulty is experienced by the committee in collecting the school fees, a large amount of which is now in arrear. This is a matter that has caused me much annoyance, as, notwithstanding my efforts