

1877.

NEW ZEALAND.

NATIVE SCHOOLS

(PAPERS RELATING TO.)

Presented to both Houses of the General Assembly by Command of His Excellency.

No. 1.

Mr. W. B. WHITE, R.M., Mangonui, to the UNDER SECRETARY, Native Department.

SIR,—

Resident Magistrate's Office, Mangonui, 21st May, 1877.

I am glad to be able to report the very satisfactory progress of the Native schools in this district. My visits are made irregularly, and on each occasion I have found that these schools are becoming more and more part of the every-day life of the Natives. The parents are taking more and more interest. The last quarter's return shows how steadily the schools have kept up, and even increased, in the number of pupils. Peria School is quite a model school in the regularity and order of its arrangements, and also in the regularity with which the fees are paid. All the other schools in the district have unfortunately followed the example set by the Pukepoto School, and have ceased to pay fees, notwithstanding what the late Sir Donald McLean had said to them at Mangonui on the occasion of his last visit. But I attribute the steady and regular conduct of the Peria people to the energy and admirable management of Mr. and Mrs. Capper, who have, by their zealous discharge of duty, acquired great influence.

The Victoria Kaitaia School, under Mr. and Mrs. Dunn, is also showing marked improvement, and now that a nice residence for the teachers has been built they will be relieved from the very uncomfortable position they were placed in by having to live in a home half finished, belonging to Hare Reweti. The parents here have made no effort to assist the school. During my last visit they promised to send more children.

Awanui, under Mr. E. W. D. Matthews, shows signs of revival. The teacher has been indefatigable, but there are many drawbacks over his control. I am waiting a promised visit from some of the chiefs, to submit a proposal to Government about a schoolhouse—the present one will soon be uninhabitable.

Pukepoto.—This school has increased in numbers lately, many children going from Ahipara. It is composed of children from all parts, in and out of the district. Mr. C. M. Masters is in a sense too zealous, his zeal often taking him beyond discretion. After much difficulty, Mrs. Lambley undertook the sewing class, and, though many obstructions were at first placed in her way by Mr. C. M. Masters, things have now settled down in a regular and, I hope, permanent way. The school has hitherto been too much patronized by a class of scholars, of both sexes, too old, I think, for such a school, coming as they do from long distances, and having no proper supervision out of school. With a people so immoral as the Maoris, I need scarcely explain my reasons for objecting to this. I trust that shortly change will be effected, and some of these youths will leave school to earn their daily bread.

The arrival of Mr. and Mrs. George Masters has enabled me to open Ahipara School. We are all favourably impressed by the appearance of the new teachers. A most comfortable house has been erected for them by Government; and, for the present, school will be conducted in the building partly paid for by Government, but used as a church. A committee has been appointed by the Natives with a view to building a schoolhouse at Mapere, on the block of land, twenty odd acres, lately given as a school endowment, and on which the teacher's house is built. Over fifty children were enrolled at the opening, and I have heard since from Mr. George Masters that they are getting on nicely.

Parengarenga.—Though I am often applied to by these people to reopen the school there, I quite agree with the Government, after past experience, that material guarantees should be taken before incurring so large an expenditure, and I think much difficulty would be experienced in procuring a qualified teacher to go to so out-of-the-way a place.

The Rev. Mr. Stuart, who has paid several visits to the district, has taken great interest in these schools, and has very kindly—I understand principally at his own expense—placed two Pukepoto and two Peria boys at St. Stephen's School, Auckland, for the purpose of educating them, not necessarily for the Church, but that they may be enabled to compete for a livelihood with English boys. Unfortunately one of these boys, Henry Williams, of Peria, developed a serious lung weakness, which

compelled his return. Should this opportunity to advantage the boys be continued yearly by Mr. Stuart, it will form a great stimulus to their zeal; but unless the parents or friends are prepared to contribute liberally towards placing a boy either in a profession or trade, I cannot help thinking it a doubtful experiment. Although admitting the highly meritorious character of the attempt, my own views are practically confined to enabling the Native youth to communicate freely in English with the settlers—in fact, to substitute English for Maori, and to stimulate the energy and working capacity of these youths, too much inclined to idleness. However, the thanks of the whole community are due to the Rev. Mr. Stuart for his kind and disinterested action. Very little public interest has been manifested on this subject, the minds of the settlers being engaged on their own immediate concerns; but it is one that must ultimately force itself on public attention, or New Zealand will be filled by a vagrant and criminal class of Maoris.

The Under Secretary, Native Department,
Wellington.

I have, &c.,
W. B. WHITE,
Resident Magistrate.

No. 2.

Mr. S. VON STÜRMEB, R.M., Hokianga, to the UNDER SECRETARY, Native Department.

SIR,—

Resident Magistrate's Office, Hokianga, 1st August, 1876.

I have the honor to inform you that at the invitation of Hori Hare and other chiefs, the descendants and relatives of the late Tamati Waka Nene, residing at the Upper Waihou, I attended a meeting at that place on the 29th July, the object of the meeting being to establish a school for the benefit of the Native children in the Utakura and Waihou Districts.

An excellent site of two acres, having a frontage to the Waihou River, was selected on the farm of Mr. J. Ogle, that gentleman having expressed his willingness to hand the piece chosen over to the Government as a Native school reserve.

Hori Hare having placed in my hands the sum of £50, being the amount subscribed by the Natives towards the erection of the necessary school buildings, the meeting proceeded to elect a committee, when the following persons were chosen, viz.:—Rihari Raumati, Horomona Whakau, Pita Anihana, Hohaia Patuone, Rapana te Waha, and James Ogle; with Hori Hare as chairman. The Natives fully understand that they will have to contribute towards the salary of the teacher at the rate of £24 per annum.

On the occasion of the late visit of His Excellency the Governor to the Bay of Islands, this matter was brought under the notice of the Hon. the Native Minister, and, I believe, approved by him.

In recommending the establishment of a school at the Upper Waihou, I have the honor to state that this will be the last required to meet the educational wants of the Natives on the banks of the Hokianga River and its tributaries. The number of children of an age to attend school residing at an easy distance from the site fixed upon exceeds 60, but an average attendance of 40 may be relied upon.

The Natives are most anxious to have this school opened as soon as possible. If the Government approve of it, I should feel obliged if you would permit me to call for tenders for the erection of the buildings at once.

The Under Secretary, Native Department,
Wellington.

I have, &c.,
SPENCER VON STÜRMEB,
Resident Magistrate.

No. 3.

The UNDER SECRETARY, Native Department, to S. VON STÜRMEB, R.M., Hokianga.

SIR,—

Native Office, Wellington, 20th October, 1876.

In reply to your letter of the 1st August last, on the subject of the establishment of a school for the benefit of Native children residing in the Utakura and Waihou Districts, I have the honor to inform you that the Honorable the Native Minister has authorized a similar amount of money being expended in the erection of school buildings in this instance as was allowed for the school at the Lower Waihou, and you are requested to be good enough to have tenders called for to carry out this work with as little delay as possible. Care should be taken that a deed of transfer is completed for the land alluded to in your letter intended as a school site.

Spencer von Stürmer, Esq., R.M.,
Hokianga.

I have, &c.,
RICHARD JOHN GILL,
Secretary for Native Schools.

No. 4.

Mr. S. VON STÜRMEB, R.M., Hokianga, to the UNDER SECRETARY, Native Department.

SIR,—

Resident Magistrate's Office, Hokianga, 30th June, 1877.

I have the honor to inform you that on the 23rd instant I proceeded to Upper Waihou for the purpose of inspecting and passing the Native school buildings lately erected there. I am glad to say that they are built and finished in a most satisfactory manner. I enclose herewith duplicate receipts for the sums of £50 and £148 10s. respectively, the former amount being the sum subscribed by the Natives, and the latter being the amount given by the Government in aid of their erection. Owing to heavy floods washing away a large portion of the material from the banks of the river, and the contractor having to get a second supply from Auckland, a delay of two months has been caused in

the opening of this school, which will take place at the end of the winter holidays, about the 16th July. The probable attendance will be between 30 and 40 pupils, though at the first opening it will most likely be a great deal larger.

On the 28th instant I examined the Lower Waihou School, in charge of the Misses London. I found 46 children from five to sixteen years of age in attendance, of whom 38 reside within a quarter of a mile of the school buildings. The children were remarkably neat and clean in their appearance, and I was glad to observe that the majority of them were under ten years of age, as I find that the younger children are much more apt and quicker in learning to speak English than those of a more mature age, who seldom, if ever, obtain a proper pronunciation of the letters B, D, L, and S. I examined them in reading, writing, mental arithmetic, and tables of weights and measures; but as the school has only been open since the 21st ultimo, and only three of the pupils had been to any other school, I found them very backward, but I have no doubt that on my next visit I shall find them vastly improved. They seemed to be very fond of their teachers, who are evidently doing their utmost to bring them forward. I was much pleased with the neatness of the pupils, and the order maintained in the schoolroom. The girls have regular sewing lessons every day, and are making great progress. A night class is held three evenings in every week for adults, which is well attended, each pupil paying one shilling per week to the Misses London.

After examining the school I held a meeting of the committee, and endeavoured to impress upon them the necessity for regularity in the attendance of the children, and that the school could not be a real success unless they took an active interest in it themselves. I think it probable that after the novelty has somewhat worn off the attendance will not be quite so large or regular as at present; but, at the same time, I do not think it will ever average less than 35 pupils.

I have this day forwarded to the Public Account, at the Bank of New Zealand at Auckland, the sum of £17 2s., amount of school fees collected for the quarter ended 31st March, 1877—viz., Pakia, £3; Waima, £6; Orira, £6; Waitapu, £2 2s.—the duplicate receipt for which I will send you as soon as I receive it from Auckland.

I am sorry to see the falling off is so great at Pakia, and am of opinion that the teacher, Mr. Woods, is very much to blame for this.

The Under Secretary, Native Department,
Wellington.

I have, &c.,
SPENCER VON STÜRMER,
Resident Magistrate.

No. 5.

Mr. H. T. KEMP, C.C., to the UNDER SECRETARY, Native Department.

SIR,—

Civil Commissioner's Office, Auckland, 27th April, 1877.

I do myself the honor to report, for the information of the Hon. the Native Minister, that, at the close of the proceedings which recently took place at a Native meeting held on the Otamatea, a request was made by the principal chiefs that an examination of the Native scholars attending the Government school might be made in the presence of the chiefs by the officer deputed to represent the Government, which was willingly undertaken, Mr. J. S. Clendon, the Clerk of the Kaipara Court, assisting. For the convenience of all parties the Runanga-house, a spacious building, was occupied for the occasion, and much interest apparently shown by the parents and friends who attended to witness the examination.

Mr. and Mrs. Haszard (in whose praise too much cannot be said) were both in attendance with their classes, and were able by a judicious arrangement of the scholars to lead off with spirit the subjects on which the pupils were to discourse. Although the number of pupils actually in attendance was rather below the average, still the ready manner with which the majority of them acquitted themselves in the several departments of reading, writing, spelling, dictation, and arithmetic, left no doubt as to the zealous efforts made by the master, and the steady attention given on the part of many of the scholars.

The English pronunciation also was in some few cases remarkably good. For the younger classes the system of object teaching, introduced by Mr. Haszard, made it comparatively easy to fix on the memory what in the ordinary mode of teaching would take so much longer time, patience, and perseverance. The result was, I am glad to say satisfactory, both to the scholars and their friends; after which, the pupils were briefly addressed by Paul Tuhaere in Maori, and by myself in English, after which the pupils partook of a tea, which was in part contributed at the Government expense.

I should not omit to mention that I availed myself of the occasion to inspect the school buildings recently purchased and repaired by the Government. Ventilation has not been lost sight of, and the whole, when completely fenced, will form a compact and I think attractive institution, specially designed, as it purports to be, for acquiring a knowledge of the "English language."

The Under Secretary, Native Department,
Wellington.

I have, &c.,
H. T. KEMP,
Civil Commissioner.

No. 6.

Mr. H. W. BRABANT, R.M., Tauranga, to the UNDER SECRETARY, Native Department.

SIR,—

Tauranga, 31st March, 1877.

I have the honor to submit the following as my half-yearly report on Native schools in the Bay of Plenty District. Owing to the large amount of work which has been thrown on me since my

removal to Tauranga, I was unable to absent myself for a long enough period to make a complete tour of the schools at one time; but I have at various times, and as interfered least with my other duties visited each school in my district.

1. *Matata School*: Teachers, Mr. and Mrs. Creeke.—This school I visited on the 11th December last. There were then 31 on the roll, of whom 26 were present. I examined all the children in the usual subjects, and found good progress made since my last visit. The reading and writing of all were very good, and the pupils recited various poetical selections better than I have yet heard in a Native school. The discipline is good, and I may add that this school sustains its reputation of being the best in the district.

2. *Whakatane School*: Teachers, Mr. and Mrs. Stewart.—When I inspected this school on December 18th, there were present 40 children, out of 68 on the books. I carefully examined them, and traced considerable progress; arithmetic being, as I have before remarked, better taught than the other branches. The discipline continues defective, but I have always thought that to give the teacher a fair chance, considering the large number attending, there should be an assistant teacher here.

3. *Maketu School*: Teachers, Mr. and Mrs. Pinker.—I was at this school on December 20th. I found 26 present, out of 45 on the roll. This school for some time past had been very poorly attended, and at one time I thought it would have to be closed, but during the latter half of 1876 the attendance has greatly increased, and the Natives seem to be again taking interest in it. I found considerable progress made by the few scholars who had been in attendance any length of time, but the greater number were beginners.

4. *Omarumutu School*.—I visited this school on January 27th, but found the master had not resumed his duties since the Christmas holidays. After inquiry, his services were dispensed with, and I have been endeavouring to find a suitable man as a successor, but at present without success.

5. *Opotiki Provincial School*: Teacher, Mr. Wyatt and two others.—This is a large European school of about 100 scholars. When I visited it on January 28th there were 7 Native children attending, mostly from Hira te Popo's settlement: one of them is a Native half-caste, who has been taught English at this school, and is now as far advanced as the Europeans of the same age. The others have only attended for a short time. The placing of Native children in the European common schools is a plan which, in my opinion, should be extended wherever practicable, as the results are always gratifying. I do not find that it is objected to by the parents of the European children: in fact the only difficulty is to get the Natives to send the children, their excuse being that they are unable always to find them in clothes, while their pride will not allow them to let them go worse dressed than the Europeans.

6. *Omaio School*: Teachers, Mr. and Mrs. Hill.—This school was only established in November last. When I inspected it on January 30th there were no fewer than 65 scholars present—certainly more than the schoolroom could conveniently hold, or the master manage. Judging from former experience, however, it is not likely that after the novelty has worn off the attendance will be so high. Mr. Hill appears to have taken great pains with them, and to have made fully as much progress as could be expected in the time. The greatest good feeling appeared to exist between the Natives and Mr. and Mrs. Hill, who, I am glad to say, were also pleased and enthusiastic about the place and their work.

7. *Maraetai School, Te Kaha*: Teachers, Mr. and Mrs. Levert.—I was at Te Kaha School on January 31st. I found 36 present, out of 56 on the roll.

The pupils at this school are older than is usual, many of them being young men and women who have had no schooling when they were children. They all appear, however, to attend with considerable regularity, and to be very earnest in the matter. I examined them, and found them making good progress. The teacher has ability, and evidently takes pains with his scholars. An addition has just been completed to his house accommodation, which, as he has a family, will add to his comfort. I made arrangements while there with the chief Mihaere for providing fencing for the school reserve. On passing Torere I spoke to Wi Kingi and his party about the projected school there, the late Sir Donald McLean having, some years ago, promised to build the Ngaitai a school if they would raise £50 towards its cost. He promised to raise the balance of the money. They have since done so; and I have just called for tenders for the erection of the building, which will be erected on a site (two acres) which was set apart by the Natives for the purpose about three years ago.

8. *Wairoa School, Tarawera Lake*: Teachers, Mr. and Mrs. Haszard, who are assisted by their daughter.—I visited Te Wairoa on February 28th, and was much pleased at the contrast between the present state of the school and its appearance at my last visit. On that occasion, owing to a quarrel between the late teacher and the Natives, the attendance at the school had dwindled down to *nil*. You will remember that it was found impossible to reconcile the differences of teacher and the Natives, and at their request he was removed at the end of the year, and Mr. Haszard sent in his place. The latter, as far as I am able to judge at present, appears to be remarkably well fitted for the work. He and his family are very popular with the Natives, and he, his wife and daughter, all seem to teach well, and to take a pleasure in doing it. I found considerable progress had been made even in the short time Mr. Haszard had been there; his method of teaching by object lessons appeared to me particularly good. I have frequently myself suggested this method to teachers, but as a rule find it difficult to get them to adopt it. I was glad to find Mr. Haszard intended fencing in some of the school reserve and cultivating the soil.

9. *Roto-iti School*: Teacher, Major Wood.—I visited this school on March 1st, when 15 were present, out of 44 on the books. I found considerable progress had been made since my last visit, and the teacher as painstaking as ever.

10. *Te Awahou School*.—I visited this school on March 3rd. It is at present held in a small building belonging to Te Katene Mapu, which is but ill fitted for the purpose. The Natives propose, however, to saw timber themselves for a proper building. The teacher, Mr. Avent, has been lately removed from Ohiwa, at the request of the Ngatirangiwehi tribe, some of his pupils at Ohiwa accompanying him to the new school. He has got together a school numbering 67, but I regret to say that he has become afflicted with cataract in the eyes, and I have been compelled temporarily to close the school, and,

under the advice of Dr. Armitage, to send him to Auckland to see if anything can be done for his eyes.

These, Sir, are all the schools I had to inspect this half-year. The school at Whareroa, near Tauranga, has been closed in accordance with your directions, on account of the paucity of attendance; and the master, Mr. Quinlan, has been sent up to open a school at Fort Galatea, where the Natives have long been desirous of having one.

The school buildings at Whareroa, I am making arrangements, as you will be aware from my special report, to have removed to a reserve near the District School, Tauranga, to form a Native boarding school in connection with that establishment.

I have caused all the schools under my inspection to be supplied with the necessary books and other requisites, having a due regard to economy. I am also, in accordance with my instructions, supplying them with the materials for cricket and other English games; and during my late inspection, wherever I thought it judicious, I distributed prizes to the pupils. The teachers all agree that these indulgences encourage attendance, and make the school popular with the Natives. In conclusion, Sir, I wish here (although I have already done so in a separate report) to call the attention of Government to the fact that nearly all the schoolhouses require painting and some small repairs, and to state my opinion that to avert decay early attention to this is necessary.

I shall endeavour, if my duties as Commissioner of Tauranga Lands will permit me, to make my next inspection at the proper time during the month of June.

I have, &c.,

HERBERT W. BRABANT,

Inspector Native Schools, Bay of Plenty and Lake Districts.

The Under Secretary, Native Department, Wellington.

No. 7.

MR. R. J. O'SULLIVAN to the UNDER SECRETARY, Native Department.

SIR,—

Board of Education, Auckland, 9th July, 1877.

I have the honor to enclose my reports on the following Native schools, and schools at which certain Native children are taught:—Alexandra, Parawai, Tauranga (European), St. Stephen's, Orakei, Taumarere, Oromahoe, Waiomio, Ti (Waitangi), Peria, Ahipara, Pukepoto, Kaitaia, Awanui, Te Ngaere.

The Under Secretary, Native Department,
Wellington.

I have, &c.,

RICHARD J. O'SULLIVAN.

Alexandra School: 27th July, 1876.—This is a school under the Auckland Board of Education, at which three Native children—two boys and one girl—attend. The school is taught by an efficient master, and these children make very fair progress. The master, who is acquainted with Maori, is rather too apt to give explanations to the Native people in the Maori language, or from a Maori point of view. I have instructed him to avoid doing so as much as possible.

Parawai School: 8th September, 1876.—When I visited this school (European), there were eight Native children, four boys and four girls, present. The school is conducted in a satisfactory manner, and these children make quite as good progress as the children of European parents of the same standing in the school. In addition to the usual subjects, all learn drawing, and some of them seem to have a considerable taste for it. This is one of the schools to which a building grant was made by the Native Department on condition that a certain number of Maori children should be admitted as pupils.

Tauranga School: 2nd October, 1876.—This is the District School under the Auckland Education Board. It is an excellent school, and it is to be regretted that a larger number of the Native children do not attend. Fourteen Native and half-caste pupils attended from time to time during the year 1876. The average attendance was something over five. The progress of those who attended at all regularly was equal to that of the other children of the same standing. On the day of my visit there was but one Native boy present. He had made very satisfactory progress.

It is very desirable, I think, that some plan should be devised to enable some of the advanced pupils from the Native schools in the district to attend this school, in order to benefit by its superior teaching, and by mingling with Europeans. Arrangements might, I understand, be made to board them here at small cost. The late Sir Donald McLean had, I believe, some such plan in view when he made a liberal grant towards the erection of the school buildings.

St. Stephen's (Auckland) School: 13th March, 1877.—On roll: Boys, 28. Present, 28. Maps, &c., sufficient.

This is a school at which the Native pupils are boarded. It is attended, to the evident advantage of the Natives, by some European children as day scholars. I consider that the school is conducted in a satisfactory manner. The pupils make fair progress in all the branches taught. The master readily avails himself of every suggestion for improving the efficiency of the school. The domestic arrangements are as good as can be reasonably expected. Two pupils sleep in each room, and each room has the advantage of having a chimney with an open fireplace. The schoolroom has been improved since last year.

Orakei School (Auckland): 15th March, 1877. Present: Boys, 7; girls, 3=10. Maps, &c.: World, Australia, Africa, Europe; Diagram of Geographical Terms, a few reading cards, black-board, ball-frame, table; fourteen desks, each 7 feet 6 inches long. No map of New Zealand. No roll-book.

This school has not been very long opened. I was informed that the attendance for some time had been from 18 to 20, but that the numbers had fallen off since Christmas. The children present, with

the exception of one, had very little knowledge of any kind. This the master accounted for by their irregular attendance.

The schoolhouse is 32 x 22 feet, with 12 feet studs. It is unlined. The lower sashes of the windows are hung; the upper sashes are fixtures. A house of three rooms is provided for the teacher. There are two teachers, a master and a mistress.

Taumarere (Kawakawa) School 12th June, 1877.—On roll: Girls, 12. Present, 12. Maps, &c.: Map of the world; black-board and easel; four desks, each 6 feet long, ranged along and facing the walls; one table; no pictures or reading cards; no map of New Zealand. The pupils read fairly, and have a tolerable knowledge of the meaning of what they read. Their knowledge of arithmetic is slight. They transcribe pretty well from their reading-books, and make some attempts at letter-writing. They write tolerably well. They know a little geography, and seem to take an interest in it. They appear very docile. I do not approve of the copy-books in use. I would recommend that Vere Foster's (to No. 5, excluding No. 3) be used instead. There is no time-table. I instructed the teacher to frame one. The school hours are from 10 to 12 and from 2 to 4. The first class consists of pupils who are reading the Royal Reader No. 3; the second of who are reading No. 2. The remaining two pupils—very young children—are new beginners. There is better ventilation and more space in the sleeping-rooms than when I last visited the school. The peculiar value of this school is that the pupils acquire civilized habits, and learn household work, and how to make clothes. They also learn music, for which they appear to have a taste. They seem healthy and contented. The schoolroom is the shell of a building of some 27 x 13 feet, with side-walls about 8 feet high. It is very uncomfortable, and the light is bad. The desks are too high, and are otherwise unsuitable, and their arrangement is wrong. I furnished the teacher with a copy of the instructions to teachers adopted by the Auckland Board of Education, and instructed her to carry them out as far as possible.

Oromahoe School: 15th June, 1877.—On roll: Boys, 17; girls, 6=23. Present, 17. Maps, &c.: Hemispheres, Europe, New Zealand, Oceania, England, Ireland; tablet-lessons, picture-book of animals, two black-boards, one easel, one ball-frame; eight desks, each 12 feet long.

The most advanced class (8 pupils) are reading the Royal Reader No. 3; the next class (8 pupils), Royal Reader No. 2; and the next class (2 pupils), Royal Reader No. 1. The five remaining pupils are new beginners.

The first class read fairly, and have a fair apprehension of the meaning of what they read. The second and third classes read and understand tolerably well. The pupils' knowledge of arithmetic is rather defective. They copy very correctly from books, and write fairly well from dictation. They have some little knowledge of geography. Letter-writing should be more practised. The time devoted to instruction should be at least four hours daily: three and a half hours only are now given to it. The average attendance is good. The school seems to be conducted in a fairly-satisfactory manner. The schoolhouse consists of three rooms, one 34 x 26 feet; each of the other two is 16 x 13 feet. The side-walls are but 4½ feet high, and the light, consequently, is very bad. Some of the glass and sashes of the windows have been broken—by the pupils, as I was informed. The master complains that he can adopt no adequate means to deter them from such conduct. I pointed out to some of the school committee that it might not be difficult to make the pupils feel that they should protect rather than injure their school. If they persist in injuring it, stringent measures should be adopted, as this kind of thing is not to be endured.

P.S.—I wish to add that I saw this school somewhat at a disadvantage, as some of the most advanced pupils had been recently removed.

Waionio School: Saturday, 16th June, 1877.—On roll: Boys, 19; girls, 9=28. Present: Boys, 14; girls, 4=18. Maps, &c.: World, New Zealand, sketch map of New Zealand, Diagram of Geographical Terms, scientific charts, Royal Wall Cards, reading tablets, ball-frame, black-board and easel; twelve desks, graduated heights, each 8 feet long.

Two of the pupils are reading the Royal Reader No. 4, and ten the Royal Reader No. 2; the remaining sixteen read from the wall-cards.

There was only one boy of the most advanced class present; he did not seem a very favourable specimen. There were eight of the next class in attendance: some of these can read pretty well, and have some idea of the meaning of what they read. The younger ones present answered fairly well. The pupils' knowledge of arithmetic is defective; and of geography, slight. They write fairly. Some instruction in drill is given to them. The master complains that irregular attendance and frequent changes of pupils interfere with the efficiency of the school. He informed me that seven only of those who were in attendance when I visited the school last year were present to-day. I learned that several pupils were away gum-digging in order to raise funds towards the cost of a building in which children from a distance can live. It is to be hoped that when this building is erected the attendance at the school will be improved. The schoolroom is 30 feet x 20 feet, 12-foot studs; porch. It is unlined; the sashes are hung. The desks should be arranged so as to face one side-wall. I instructed the master to arrange them in this manner. A teacher's house is attached to the school. The school site of five acres has recently been fenced, but in an inferior manner.

Ti (Waitangi) School: 18th June, 1877.—On roll: Boys, 13; girls, 8=21. Present, 20. Maps, &c.: Australasia, New Zealand, Europe (no map of world or British Isles); black-board and easel, ball-frame, Collins's Reading Cards; two desks, each 11 feet 6 inches long.

This school was opened on 21st March last. Six of the pupils are reading the Royal Reader No. 2; all the rest read from the cards. They read fairly, and have a tolerable knowledge of the meaning of what they read. Many copy with correctness from their books or cards. They know as much of arithmetic as they could be reasonably expected to know in the time. They are beginning to acquire some knowledge of geography. They write carefully. I was favourably impressed with the school. The building in which the school is carried on is one the use of which is given by a neighbouring settler. The schoolroom is 21 x 15 feet, 8 feet high; it is much too small for convenience or health, especially as the upper sashes of the windows are fixtures: there is, however, an open fireplace in the room. There is an adjoining room 13 x 15 feet, divided from the first by a slight partition only.

If this partition were removed, as it ought to be, a fair amount of accommodation would be afforded. Six inches of the battens which obstruct the upper sashes should be cut away: this would enable the room to be made tolerably healthful. The desks are too few, as they will allow of only twelve pupils writing with pens at once. It is not, however, desirable to procure more desks of the kind in use, as they are needlessly large, and occupy too much space. The American desks, used in many of the European schools, would be preferable. Nelson's maps of the hemispheres and of the British Isles, ought to be supplied to the school.

Peria School (Mangonui): 22nd June, 1877.—On roll: Boys, 30; girls, 13=43. Present: Boys 17; girls, 12=29. Maps, sufficient; ball-frame. There are two inferior black-boards; ten desks, each 8 feet 6 inches, and two, each 12 feet; clock. Two good black-boards with easels, and some coloured prints of animals, are required.

The most advanced class, consisting of 10 pupils, read the Royal Reader No. 3.

The next class, consisting of 6, read Nelson's Young Reader.

The next or 3rd, consisting of 12, read the Royal Reader No. 2.

And the 4th, consisting of 15 pupils, read No. 1, Irish National Series.

The pupils read (in a limited sense of the word) fairly. I was unable to elicit from them much knowledge of the meaning of what they read. In fact, the master does not endeavour much to make them understand it. This does not proceed in any way from neglect, but from what I consider a mistaken theory on the subject. He takes great pains to teach them English by conversing with them and questioning them. Nearly all the pupils copy from their reading-books with great accuracy; and the 1st class write well from dictation. Letter-writing (English) is pretty generally practised, but the pupils cannot as yet do very much in this way. Some of the pupils have a tolerable knowledge of geography. The writing is very careful, and the copy-books are clean. I do not approve of the copy-books in use. Those by Vere Foster, recommended by the Auckland Education Board, are preferable. I consider the knowledge of arithmetic shown by all the pupils very satisfactory. The school was neat, and the pupils orderly. The arrangement of the desks should be altered so as to make them face one side-wall. The master is energetic, painstaking, and zealous. I have no doubt that he will give effect to the suggestions I made to him. Needlework is taught, but I was informed it was next to impossible here as at other schools to get the pupils to bring materials.

The schoolhouse, built of upright boards, is 42 x 20 feet; side-walls, 8 feet 6 inches. Porch, 12 x 6 feet, with hat-pegs. Basins and towels are provided, and the arrangements for washing are good. A teacher's dwelling is attached to the school. The school reserve (five acres, given by the Natives) is fenced. It has been subdivided and laid down in grass by the master.

Ahipara School: 25th June, 1877.—On roll: Boys, 34; girls, 22=56. Present, 40. Maps, &c.: World, Hemispheres, New Zealand, Australia; two black-boards, ball-frame, reading-cards.

Sixteen of the pupils are the children of European parents.

The 1st, or most advanced class, 10 pupils, reading Phillips's 2nd Book.

The 2nd " " " 7 " " Phillips's 2nd Book.

The 3rd " " " 4 " " Phillips's 1st Book.

The 4th " " " 9 " " Nelson's Sequel.

The 5th " " " 8 " " Nelson's Step by Step.

The 6th " " " 18 " " Reading Cards.

This school has been recently re-opened. The knowledge of the pupils, except of very few, is slight. The master has never taught a school before, and, of course, has little knowledge of organization or school management. He seems inclined to profit by the instructions given him, an important step towards his becoming a useful teacher. He has been employing some of the European children to assist him. This I consider very objectionable: these boys scream out questions and complaints, and produce endless confusion. The numbers are sufficient to justify the employment of a regular junior assistant. The girls are, I learn, making fair progress in sewing.

The school is held in a Maori church, 45 x 20 feet, with porch. It is a very comfortless building. There are no pegs for the pupils' hats. No means of washing are provided. A fairly comfortable teacher's house has been recently built.

Pukepoto School: 26th June, 1877.—On roll: Boys, 35; girls, 15=50. Present: Boys, 30; girls, 14=44. Maps, &c.: The school is fairly supplied. A map of the Pacific and some pictures of animals are required.

Reading, good; apprehension of the meaning of what is read, good; arithmetic, good; transcribing from books, good; geography, fair; composition, fair; writing in copy-books, fair (books unsuitable). Sewing is taught apart from the school. I was informed that the girls make fair progress.

This school is conducted in a satisfactory manner. The description and methods of teaching have improved considerably since my last visit. The desks are now arranged in a proper fashion. The school is swept and dusted daily. The master conducts the school with great zeal and energy, and much more methodically than of old. He works by a time-table, and there is not much now of the friction I spoke of in my last report.

The schoolhouse requires to be painted, and the site to be fenced. The building has had no paint for years.

Kaitaia School: 27th June, 1877.—On roll: Boys, 19; girls, 12=31. Present: Boys, 14; girls, 9=23. Maps, &c.: World, New Zealand, Europe, Australia; two black-boards (no easel), Royal Wall Cards, and other reading cards.

The master was confined to bed by severe illness. By the help of the committee the number of pupils specified above was got together for inspection.

The most advanced, or 1st class (7 pupils), were reading the Royal Reader No. 3; the 2nd class (5 pupils), Royal Reader No. 2; the 3rd class (5 pupils), Royal Reader No. 1; the 4th class (14 pupils), Step by Step. The reading of the 1st class, and their knowledge of the meaning of what they read, were very good. The reading of the 2nd class was fair, and their knowledge of the meaning tolerable. The 3rd class read fairly, and understood fairly what they read; as did also the 4th class. The

transcribing from books by every class was singularly good, both as to writing and accuracy. The 1st class made very fair attempts at letter-writing; their knowledge of arithmetic was fair, and of geography very tolerable. The writing in copy-books was fair. The pupils seemed docile and attentive. I consider the state of this school satisfactory. Too much is not attempted. No effort appears to have been made to teach for display. The work done has been thoroughly and honestly done: so far as it goes it is real, not illusive.

The desks, which face and are attached to the side-walls, are very unsuitable. I understand that new desks have been ordered, but for half the number of pupils only. Enough for the whole ought to be supplied. The map of the world (Mercator's) is not suited to the school. A map of the Pacific and pictures of animals are required.

A teacher's house has been built since my last visit. The window sashes are not hung, and the chimney smokes.

Awanui School: 29th June, 1877.—On roll: Boys, 25; girls, 13=38. Present, 8. Maps, &c.: World, Europe, Australia, New Zealand; black-board (no easel), ball-frame. There is also a second black-board in a frame, the property of the master. Desks face and are attached to the side-walls.

Of the number on the roll, twelve are children of European parents. At the time of my visit the committee had given holidays, on account of the prevalence of illness amongst the pupils. The master warned the pupils to attend for inspection, but the extreme wetness of the day appointed prevented the attendance of all but eight, of whom four were Maoris.

The reading of those present was good, and their knowledge of the meaning of what they read good. Their transcribing from books was accurate. Letter-writing very tolerable. Knowledge of arithmetic fair. Writing in copy-books fair.

The best of the Native pupils were not present. Judging from those who were present, I am of opinion that the school has, since my last visit, been very carefully and intelligently taught. The master has evidently profited by the instructions I then gave him personally, and by the printed instructions I left with him.

The building in which the school is carried on is a Maori chapel, and is used by the Natives for various purposes. It is in a wretched state of repair, and is not worth repairing. The Natives in the district, as I was informed by the chairman of the committee, a European, are unable to contribute in money towards the erection of a new schoolhouse, but have offered to hand over a piece of land to the Government, if the Government will build them a school.

Te Ngaere School (Whangaroa): 3rd July, 1877.—On roll: Boys, 19; girls, 6=25. Present: Boys, 17; girls, 6=23. Maps, &c.: Hemisphere, Europe (small), small maps of the North and South Islands of New Zealand; wall cards, black-board, ball-frame, picture of animals; twelve desks, each 6 feet long.

The 1st class (7 pupils) read Royal Reader No. 1; the 2nd (11 pupils) read the Royal Primer; and the 3rd (7 pupils) read Step by Step.

They all read indifferently, and have but little knowledge of the meaning of what they read. They do not transcribe with accuracy. Their knowledge of arithmetic and of geography is slight. They practise singing, and needlework is taught.

The small attainment of the pupils is accounted for by the master in this way: The school was opened on the 3rd January, 1876, with 29 pupils. For nine months the attendance was fair. It then fell off to such an extent that there were frequently less than six pupils present. This state of things continued for six months, when the Natives were informed that the school was about to be closed. This induced a better attendance during the quarter, which ended on 30th June ultimo. Under these circumstances it would be of course unfair to expect anything like satisfactory results.

I left with the master a copy of the instructions to teachers issued by the Auckland Board of Examiners, and instructed him to give effect to them as far as possible, and to arrange the desks in the manner prescribed therein.

The schoolhouse is 30 x 20 feet, with porch. There is also a teacher's house, which has been placed much too close to the school.

No. 8.

Mr. R. J. O'SULLIVAN to the UNDER SECRETARY, Native Department.

SIR,—

Board of Education, 9th January, 1877.

I have the honor to transmit herewith (sent separately) my reports on the following Native schools:—

East Coast District.—Opotiki, Omaramutu, Ohiwa, Whakatane, Matata, Maketu, Rotoiti, Wairoa, Whareroa, Gisborne.

Hokianga District.—Waima, Rakaupara, Waitapu, Pakia, Wirinaki.

The Under Secretary, Native Department, Wellington.

I have, &c.,

RICHARD J. O'SULLIVAN.

Waima School: 23rd November, 1876.—On roll: Boys, 35; girls, 13=48. Present: Boys, 22; girls, 9=31. Maps, &c.: School requires a map of British Isles, one black-board, and two easels; also some pictures. Schoolhouse, 38 feet x 21 feet; desks along each side (bad arrangement), and table in the middle. A tolerable teacher's dwelling at some little distance from the school.

Writing, tolerably fair; arithmetic, fair; copying from books, fair; geography, fair; reading, fair; apprehension of meaning of words, tolerable; composition, practised to some extent. No needlework is taught. I would recommend that the pupils be made to learn regularly and recite small portions of verse, which they should be made thoroughly to understand; that they read but small portion daily, which they should also be made to understand thoroughly. Composition should be more

practised. Better copy-books should be provided, and the teacher should give his undivided attention to the daily writing lesson. The reading-books in use are Wilson's old series. The Royal Series ought to be used instead.

The master seems very attentive indeed to his duties, and anxious to perform them well. Discipline good. Schoolhouse and pupils neat.

Rakaupara (Hokianga) School: 24th November, 1876.—On roll: Boys, 23; girls, 23=46. Present, 26. Maps, &c.: Hemispheres, Europe, Asia, Africa (all small), New Zealand; Diagram Geographical Terms, two black-boards, one easel, ball-frame, a few wall cards. No pictures. Desks along side-walls, and double desk in the middle (unsuitable). Schoolhouse 46 x 20 feet.

Writing, fair; arithmetic, fair; copying from books, fair; geography, middling; composition, pretty good—should be more practised; reading, fair; apprehension of meaning of words, middling. Recitation and reading should be taught as recommended in report on Waima. Needlework and cutting-out are taught once a week.

The master seems to be attentive to his duties.

Waitapu School: 27th November, 1876.—On roll: Boys, 8; girls, 12=20. Present: Boys, 6; girls, 8=14. Maps, &c.: Black-board, easel, ball-frame, and pictures required. Schoolhouse 30 x 20 feet, with desks facing side-walls. There is a detached teacher's house.

Writing, fair; copying from books, fair; reading of some fair, of others middling; knowledge of meaning of words, indifferent. Composition should be practised, and reading and recitation taught as already recommended. Needlework is taught.

The master seems most anxious to perform his duties well. When he has had more experience I feel sure he will prove an efficient teacher.

Pakia (or Omapere) School: 27th November, 1876.—On roll: Boys, 20; girls, 20=40. Present, 24. Maps, &c.: Hemispheres, Europe, Asia, Africa, America (all small), New Zealand; wall cards (Royal Series), some diagrams, black-board, and easel. A ball-frame is required. It is desirable that a map of the British Isles, and large maps of the world and of Europe, should be supplied.

The schoolhouse is 30 x 20 feet; and has eight desks, each 8 feet long, sufficient for 32 pupils. There are dwelling-rooms attached to the school.

Writing, fair; arithmetic, indifferent; copying from books, fair; writing from dictation, fair; geography, middling; reading, fair; apprehension of the meaning of what is read, bad. Composition should be more practised; and reading and recitation should be taught as pointed out in previous reports. Needlework is taught every Friday.

The dwelling-rooms are very uncomfortable. A tank is urgently required; and the addition of a porch would in some measure shelter the rooms, which are exposed to the prevailing winds.

The teacher seems very anxious to make his school efficient. If he follows out the instructions I gave, a great improvement will, I have no doubt, take place.

Wirinaki School: 28th November, 1876.—On roll: Boys, 24; girls, 33=57. Present: Boys, 28; girls, 22=50. Maps, &c., fairly supplied. There is however but one desk, 8 feet long, and four forms. More desks and forms are urgently required.

Writing, fair; arithmetic, pretty good; copying from books, good; writing from dictation, fair; geography (knowledge of), tolerable. Composition should be practised more; and recitation and reading should be taught in the manner I have already pointed out. Needlework is taught.

The present teacher has taken charge of the school lately. He is convinced, I think, of the necessity of carrying out my instructions as to methods of teaching. I have omitted to state that the reading is fair; apprehension of the meaning of what is read, indifferent.

The schoolroom is 27 x 20 feet, with dwelling-rooms attached. These rooms are very uncomfortable.

Opotiki School (European): 18th September, 1876.—This school is attended by 8 Native children—4 boys and 4 girls. For some time no Native pupils attended the school. Those now in attendance began to come during the current quarter. When I visited the school there were four Natives present—three boys and one girl. Having been such a short time at school, they of course knew very little. It is to be regretted that here, as at Parawai, the Native children avail themselves so little of the advantages they would derive from attending a European school.

Omaramutu School: 19th September, 1876.—When I visited this school neither the master nor pupils were in attendance. I have reason to believe that the school is not conducted in a satisfactory manner.

Ohiva School: 20th September, 1876.—On roll: Boys, 18; girls, 4. Present: Boys, 7. Many of the pupils were away at Rotorua, to which place this school is soon to be shifted, I found

Writing, fair; reading, fair; arithmetic, good; copying from books on slate, fair; English composition, fair. The master seemed as zealous as I had found him before; his method of teaching had improved, in consequence of his having adopted the suggestions I made to him on my previous visit. The new school near Rotorua should be supplied with better maps, desks, &c., than those which are here.

Whakatane School: 21st September, 1877.—On roll: Boys, 33; girls, 28=61. Present: Boys, 21; girls, 19=40. Maps, &c.: Hemispheres, New Zealand (two, one small); small maps of Europe, Asia, Africa, America, England, Ireland, Scotland; Chart of Geographical Terms, Royal Wall Cards, black-board; four desks, each 12 feet long. Schoolroom, 30 x 20, with four dwelling-rooms attached.

Four more desks with forms are very much wanted. A large map of Europe, one of the British Isles, another black-board, and some pictures of animals are also required.

Writing, fair; arithmetic, fair (except notation, in which the pupils were deficient); writing from dictation, fair; copying from books on slate, indifferent. Reading, in a limited sense, might be called fair, but anything like an adequate knowledge of the meaning of what was read was absent. It seemed to me that no sufficient effort to convey such knowledge was made, and that the teacher had simply ignored the suggestions I had made to him, and those contained in the Regulations, with a copy of which I had supplied him. His own children, pupils in the school, appeared to know less English than they knew some eighteen months previous. Discipline and organization, bad. It appears, from a

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

and those of the Maori chairman, the parents are very backward in paying their dues, even after repeated demands made.

The Parikino School, I regret to say, has gone down, the number on the roll not exceeding 10, of whom about four attend regularly, chiefs' sons. I should have recommended this school being closed but for the request made by the chiefs Major Keepa and Mete Kingi, to keep it open till they had brought the matter under the consideration of the tribes interested therein, who will meet at Pūtiki next month, when affairs concerning the education of the Maori children will be fully discussed, and a decision come to respecting the Parikino School.

I am not at all sanguine as to the result, but think it better to leave the matter in abeyance, so that the Natives may have themselves alone to blame, should this school have to be permanently closed, and the teacher—a most deserving and able one—be removed to a more flourishing establishment, to which I can highly recommend him.

Hakaria and the resident Natives have broken their engagements respecting the school reserves of 137 acres, which they now decline to hand over to the Trustees for leasing purposes, having an eye to same as a pasture ground for their sheep. In this business there has been a breach of faith on the part of the chief Hakaria Korako and his people, which will not tend to their advantage. I must say that I look forward with gloomy anticipations as to the continued success of the Native village schools at Wanganui. The novelty has worn off, and there is not that disposition shown towards supporting these valuable institutions as there should be, notwithstanding the very liberal aid afforded by the Government of the country. I have done all I could to interest the Natives in their schools, and for some time with apparent success; but now the results are anything but encouraging.

On the 4th instant I held an examination of the Iruharama school children, there being about 30 in attendance, out of some 68 on the roll. Proceedings commenced by singing some of Sankey's sacred melodies, accompanied by the harmonium. All the children took part, and have much improved, the instrument being of great assistance in adding to the harmony and keeping of time. This service of song was most melodious, and it was pleasing to witness the delight and zeal with which the children, old and young, rendered the many tunes (some 40) they have learned. The effect cannot be other than elevating to the minds of both children and parents. The harmonium, which cost some £17, was purchased by subscription, £12 having been raised by the Natives and a few European friends, and the remainder by the Government. A similar instrument was procured in like manner for the Parikino School.

I then examined the whole school, taking them in classes. The nature of the examination was much the same as reported on in detail last year:—Subjects: Reading (English and Maori), geography with maps, arithmetic (mental and on slate), history (sacred and profane), tables, &c.; exhibition of penmanship; and specimens of knitting and sewing by the girls. Reading, out of Royal Readers, Phillips's Colonial Series, and Willie's First and Second English Book,—moderately well, with fair apprehension of meaning of words and sentences. Spelling fair, on the whole. In geography, good progress made, especially in map of New Zealand, the children having been taught to name and point out all the counties in both islands, besides the mountains, lakes, rivers, towns, &c., &c. In arithmetic, not so efficient as expected, owing to irregular attendance. Specimen of writing, in copies, good; of needlework, rather scanty, the children not being provided with material to work upon: that shown seemed neatly done;—are taught twice a week. Industrial training, *nil*, which is a mistake, such being of importance to well-being of race.

Instruction also given by means of wall-plates, pictures, and illustrated alphabet; black-boards and ball-frame also in use. Grounds not well kept, and much damaged owing to constant inroads of cattle and pigs, which Natives have undertaken to remedy and make good.

Appearance of children not so neat and tidy as I could have wished, with some exceptions, the fault that of their parents. Religious services are conducted by Mr. Donaldson, on Sunday afternoons, at which parents and children attend. The scholars can repeat the Lord's Prayer, Creed, and Ten Commandments, in English and Maori. The singing is excellent, and reflects credit upon both instructor and pupils. Mr. Donaldson has done good service in dispensing medicines to the sick, who flock to him from all parts, far and near, for medical treatment. His labours in this matter are deserving of recognition, as much of his own time is taken up in ministering to the wants and necessities of the sick and dying. A large number of young children, from five to eight years of age, have been admitted to this school, and if they continue to attend will form good material to work upon, as they attend more regularly than the elder ones, and make more rapid and marked progress, considering their years, and seem to possess a greater facility for acquiring the English tongue. Some of these juveniles have been admitted for a short time free of charge by the Maori chairman and committee, which I did not oppose under the circumstances.

I stopped at Mr. Nickless's, Parikino School, on my way down, and had up the three boys—the only ones present—for examination. I attach Mr. Nickless's report and return, which speak for themselves. He is much discouraged, and would like to be removed to a more promising field of labour. I trust the Government will secure his services for some other Native school in this island, as he is a most competent teacher and has always taken a great interest in his duties, and it is owing to no fault of his that the Parikino School has failed of success.

I have introduced the system of economics in both schools, and several of the boys have availed themselves of the school bank as a depository for their spare pence and shillings, one lad having already got some 30s. to his credit in the money-box.

At Iruharama I distributed a number of English illustrated reading-books amongst the most proficient and deserving of the scholars, who were all much delighted with their prizes.

I have, &c.,

The Under Secretary, Native Department,
Wellington.

RICHARD W. WOON,
Resident Magistrate, Upper Wanganui.

Enclosure in No. 9.

Mr. H. W. NICKLESS to Mr. R. W. WOON, R.M.

SIR,—

Native School, Parikino, 29th May, 1877.

The past year has been one of great anxiety to me with regard to this school. It has been my desire and aim to be able to show some good results for twelve months' work, but this I cannot do. The school is in a worse condition in every respect than at the same time last year; the numbers on the roll are less, and as a consequence the average attendance is far below what it ought to be. From the appended returns it will be seen how utterly impossible it is for the children to make any improvement, and how utterly useless for me to attempt any systematic teaching, for I seldom get the same children two consecutive weeks together.

I have made inquiries, and ascertain that there are a sufficient number of children in the school district not only to fill this school, but enough to have separate ones for boys and girls.

I have used all means and arguments to induce the children to attend, but, from want of active co-operation on the part of the parents and leading men in the district, my efforts have hitherto proved abortive.

I think, Sir, that in districts such as this, where the Government have (at the request of the Natives themselves) expended large sums of money in establishing and maintaining these schools, a system of compulsory attendance could and should be enforced. I am informed that, at a large meeting to be held shortly at Putiki by Major Keepa and Mete Kingi, matters connected with this school are to be brought forward, which may tend to improve the attendance. If such leading men as these were to take a more active interest in these schools, it would set an example to the rest of the people, which they would naturally follow.

Regretting very much that I cannot present a more favourable report,

I have, &c.,

HENRY W. NICKLESS,

Teacher.

To R. W. Woon, Esq., R.M.

NATIVE SCHOOL, PARIKINO.—EXAMINATION RETURNS, 1877.

Attendance.

No.	Name.	1st Qr.	2nd Qr.	3rd Qr.	4th Qr.	Total.	Remarks.
1	Alick Korako ...	22	25	4½	1	52½	Too old to do any good.
2	Tuka Matairangi ...	30	37½	23	7	97½	
3	Nepia Tauri ...	30	41	...	18½	89½	
4	Teruru ...	...	25	22	13	60
5	Ngarau ...	28	34½	21½	18½	102½	
6	Ngairo ...	30	42	20	15½	107½	
7	Rangipo ...	...	15	28	21	64
8	Pokiha ...	...	35½	½	19½	55½
9	Hoani Tauri ...	...	...	27½	32	59½
10	Ruma Korako ...	29½	29½	14½	3	76		Sick for some time past.
	Days school open ...	65	55	60	38	218	

N.B.—The above return is from 1st July, 1876, to 25th May, 1877.

Date of opening the school, October 19, 1874.

Number of children admitted	...	...	...	...	...	39
Number at present on roll	...	...	...	...	...	10
Number who ought to be present	...	...	...	...	...	16
Deceased	...	...	...	...	...	2
Too old to attend	...	...	...	...	...	9
Left the district	...	...	...	...	...	2

EXAMINATION SCHEDULE.

No.	Name.	Reading.	Writing.	Arithmetic.	Translation.
1	Alick Korako ...	I cannot say: he	loses far more than	he learns.	...
2	Tuka Matairangi...	Phillip's II. Book	Easy dictation ...	to com. addition	Easywritten.
3	Pokiha ...	"	"	"	"
4	Nepia Tauri ...	"	"	Multiplication	"
5	Teruru ...	Royal Primer	Transcription	Short division ...	Oral easy.
6	Ngarau ...	"	"	Multiplication	...
7	Ngairo ...	"	"	"	Oral easy.
8	Rangipo ...	"	"	"	"
9	Hoani Tauri ...	"	"	Subtraction ...	...
10	Ruma Korako ...	"	"	Multiplication	Oral easy.

Other subjects it has been impossible to attempt, especially since Christmas. I had intended to have had some maps done by the boys, but my wishes were frustrated by their non-attendance.

HENRY NICKLESS,
Teacher.

No. 10.

MEMORANDUM by the Hon. Mr. REID.

5th May, 1877.

Mr. H. CHURTON, of Wanganui, called when you were at Otaki. He made the following statement, which he asked me to bring before you, as he would like some answer from the Government regarding his proposal:—

Mr. Churton wishes to establish a boarding-school for Maori girls, and he wishes to know whether the Government will give him any assistance. He states that he has now secured 10 acres of land for the purpose at Wanganui, that he can endow the school to the extent of an annual income of from £1,000 to £1,200 to begin with, but at his death the endowment will be increased. He has had some correspondence with the late Sir D. McLean about the matter, and the Colonial Architect has had the plans in hand during the last two years. Mr. Churton would like you to say whether any assistance would be given towards the buildings, and also whether the Government would assist towards framing regulations for management, &c., and pass any Act that might be required, and also under certain conditions subsidize the school. The proposal appears worthy of favourable consideration, and Mr. Churton seems to be thoroughly in earnest about it.

Hon. Dr. Pollen.

D. REID.

No. 11.

The Hon. the NATIVE MINISTER to HENRY CHURTON, Esq., Wanganui.

SIR,—

Native Office, Wellington, 14th May, 1877.

My colleague, Mr. Reid, informs me that you desire to know whether any assistance would be given by the Government in the shape of contribution towards the cost of the buildings proposed to be erected by you at Wanganui as a boarding-school for Native girls, and afterwards, by way of subsidy, in aid for the maintenance of the establishment or otherwise.

The documents on record in this office relative to this subject are few and of old date, the latest being a letter of date 18th July, 1873, in which you acknowledge the receipt of a plan of the school buildings, prepared by Mr. Clayton, the Colonial Architect. Personal communications have probably since then been had with the late Sir Donald McLean, but of their nature or result there is no record accessible to me.

Under these circumstances, I can do no more than assure you generally of my readiness to co-operate with you in carrying your benevolent purpose into practical effect, and to invite you to state in what manner I can help, and what may be the nature and extent of the assistance you require.

I have, &c.,

Henry Churton, Esq., Wanganui.

DANIEL POLLEN.

No. 12.

HENRY CHURTON, Esq., Wanganui, to the Hon. the NATIVE MINISTER.

SIR,—

Netley Lodge, Wanganui, 17th May, 1877.

In reply to your favour of the 14th, I will briefly state my intentions respecting my proposed Maori girls' school.

It has long been my conviction that the only way to secure the future welfare of the Maori race is to bring up the children, especially the females, to habits of industry and the acquisition of the English language, and I do not see how this can be done except by the institution of boarding-schools—day-schools I believe to be quite inadequate for the purpose.

In order, as far as in my power to forward this, it is my intention to give the sum of £1,200 per annum at present. At my death, and in future, this will be much increased as land improves in value; but take it at that for the present, and the sum will maintain, say, forty-five children, at the rate of £30 per head per annum.

I have secured a piece of land, about 10 acres, on the bank of the Wanganui River, about four miles from town, where I propose to place the institution. The completion and furnishing the house will, I think, amount to between £2,000 and £2,500. If I find this amount myself, of course it will diminish the future income available (not the £1,200). I am therefore anxious to know whether, and to what extent, I may rely on assistance from the Government towards the erection, &c., of the building, and also if any future subsidy will be made towards maintaining the children. In latter case, the number of children admitted might be greatly increased, and in a short time another similar establishment formed elsewhere. I am quite willing to make over the control and management to the Government. If my health allows me, it is my wish to return to England as soon as I see the business completed, so that I shall not be able personally to give my attention to it; and I have no doubt the Government will manage it more satisfactorily than if I left it in the hands of private individuals; but in this question I shall be glad of your opinion and advice. Will you oblige me by requesting Mr. Clayton to send me the corrected plans as soon as possible, as I am anxious to proceed at once to order the timber during the present proper season for cutting it.

I have, &c.,

The Hon. Dr. Pollen, Native Minister, Wellington.

H. CHURTON.

No. 13.

The Hon. the NATIVE MINISTER to HENRY CHURTON, Esq., Wanganui.

SIR,—

Native Office, Wellington, 26th May, 1877.

I have the honor to acknowledge the receipt of your letter of date 17th May, in which you desire to be informed,—

1. To what extent you may rely upon the assistance of the Government towards the erection of the proposed building for the Maori girls' boarding-school; and
2. If any future subsidy will be given towards its maintenance.

You also express your willingness to make over the control and management of the school to the Government.

On all these points I shall be prepared to meet your views.

If you will convey the land (10 acres) proposed as the site of the school to the Public Trustee, the Government will ask Parliament to provide one-half of the cost of the buildings.

If you will make the necessary provision for endowing the school permanently with an income of £1,200 per annum, the Government will provide so much money annually in addition as may be required to defray the charges of the maintenance and education of forty-five pupils at the school.

The Government will also, as you desire, undertake the charge of the school; and if, as is probable, an Act of the Assembly be required to secure the establishment and maintenance of the institution on the basis now proposed, will take the necessary steps for that purpose.

Henry Churton, Esq., Wanganui.

I have, &c.,
DANIEL POLLEN.

No. 14.

HENRY CHURTON, Esq., Wanganui, to the Hon. the NATIVE MINISTER.

SIR,—

Wanganui, 4th June, 1877.

In reply to yours of the 26th ultimo, I beg to say that I am satisfied with the arrangement proposed therein.

I will send the deeds of title of the land for you to have conveyed in any way you think correct.

I do not quite see how I am to make the required provision for the endowment of the £1,200 during my life. My income is derived principally from rents, mortgages, &c., which are continually falling in or renewed, some at present only paying 6 or 7 per cent., which probably in future will produce 10 per cent.. While I live, I can attend to these things, which of course require constant looking after. I have made my will, by which all my property is left to be devoted to this or more schools of a similar nature. There can be no doubt of the amount £1,200 being paid, as my income is now a good deal above that, is annually increasing, and my expenses are very small. Still, if the Government require a guarantee, and will propose what kind of security is required, I dare say it may be arranged.

I may state that I do not wish this establishment to be quite a charity school. I hope the Maoris will pay something, if only to the amount of clothing for their children; and I am sanguine enough to believe that in future times many will be glad to pay the whole cost of maintenance, &c., for the sake of giving a good education to their children at so small a cost. Besides, I have no doubt there are many fathers of half-caste children who will be glad to take advantage of the same; and in this case more children can be admitted, at the cost only to the funds of the endowment of extra accommodation for the children.

Any other suggestions you may make, I shall be happy to attend to.
Please forward the plans as soon as possible.

The Hon. Dr. Pollen, Native Office, Wellington.

I have, &c.,
H. CHURTON.

P.S.—You did not reply to my request contained in note enclosed in my letter of 17th May.—H. C.

No. 15.

The UNDER SECRETARY, Native Department, to H. CHURTON, Esq., Wanganui.

SIR,—

Native Office, Wellington, 18th June, 1877.

I have the honor, by direction of the Hon. the Native Minister, to acknowledge the receipt of your letter of the 4th instant, and, in reply, to inform you that the plans forwarded to you in July, 1872, cannot be found in the Native Office, nor is there any record in the office of the Colonial Architect of your having returned them.

Will you be good enough to have a plan showing the section of the land and the site of the proposed building sent to this office as soon as possible, in order that the Colonial Architect may be directed to prepare new plans without delay?

H. Churton, Esq., Wanganui.

I have, &c.,
H. T. CLARKE,
Under Secretary.

No. 16.

The Rev. J. W. STACK to the UNDER SECRETARY, Native Department.

SIR,—

Christchurch, 12th June, 1877.

I have the honor to forward herewith the report of my inspection of the Native schools in the South Island for 1877.

While the attendance at some of the schools has fallen off, at others it has increased, but the total number inspected was the same this year as last. This result, though not altogether satisfactory, shows, at least, that those Maoris who value education are persisting in their opposition to those amongst them who desire to see the schools closed.

It must be borne in mind that the education of Native children in this island is beset with exceptional difficulties, for, besides those common to other parts of the country arising from the dislike of Maori children to be subjected to any kind of restraint, and the inability of the parents, owing to the peculiar social customs of the people, to compel obedience to their wishes where they desire their children to attend school, there is the special difficulty presented by the systematic opposition of those who regard these institutions as having been established as a set-off against their claims to further monetary compensation for their lands.

If the Maoris alone were likely to suffer by this foolish opposition to the education of their children, there would be less need for immediate interference; but it is evident that the whole community must suffer by allowing hundreds of children to grow up in ignorance and vice. There is no reason to believe that neglected Maori children will prove an exception to others in the same condition, and if it is thought necessary to protect the interests of the community at large by removing European children from the custody of parents who, owing to their vicious character, are incapable of bringing them up honestly and virtuously, why should not the same precaution be taken with the Maori? The isolation in which the Maoris have hitherto lived has helped them to conceal their moral shortcomings, and has prevented this question being raised before the Magistrates; but this isolation cannot be much longer maintained; the Maoris are being rapidly surrounded by Europeans, whose children are in danger of being contaminated by the unrestrained viciousness of the Maori youth.

Happily the case of the Wairau Natives to which I have drawn attention in my report is an extreme one—it is the worst that has ever come under my notice. At the same time it is a condition of moral degradation into which it is possible that other Maori communities may sink, and in view of such a contingency it is worth considering whether something cannot be done to enforce the attendance of Native children at school, where they would be daily subjected to such elevating influences as might serve to counteract the corrupting influences of their homes.

I am glad to report a steady improvement in the attainments of the children under instruction, nearly a fourth of whom are able to read any ordinary English book, to write from dictation, and to work sums in the compound rules.

The Under Secretary, Native Department,
Wellington.

I have, &c.,
JAMES W. STACK,
Inspector.

RETURN showing the NUMBER of NATIVE CHILDREN attending SCHOOL in the SOUTH ISLAND.

Name of School.	Boys.	Girls.	Total present at In-spection.	Highest number on Books.	Name of School.	Boys.	Girls.	Total present at In-spection.	Highest number on Books.
†Half-moon Bay	2	1	3	3	*Waikouaiti ...	15	18	33	47
*Neck ...	11	15	26	27	*Little River ...	14	9	23	24
*Ruapuke ...	5	6	11	12	*Wairau ...	3	8	11	13
†Bluff ...	4	4	8	12	*Motueka ...	0	4	4	4
*Riverton ...	8	8	16	23	*Whakapuaka...	8	6	14	14
†Taieri Bridge ...	3	5	8	15	*Arahura ...	9	3	12	12
†Taieri Beach ...	8	2	10	10					
*Otago Heads ...	17	18	25	27		98	109	207	246
†Purakaunui ...	1	2	3	3					

Probable number of children of an age to attend school ... 500

Highest number on school registers ... 246

Not attending school ... 254

Otago Heads Night School.—Males, 9; females, 1: total ... 10

Neck Night School.—Males, 7; females, 5: total ... 12

Total attending night schools ... 22

(Those attending the night schools are adults.)

Half-moon Bay School (Stewart's Island): Master, Mr. Petersen. Visited 15th November, 1876.

—Present: 3 half-castes.

Reading: 3rd Royal Reader, fairly. Arithmetic: Simple rules, fairly.

The room, though small, was very clean and cheerful, and fairly furnished. The children belong mostly to persons engaged at the saw-mill close by.

Harry West, an exceedingly intelligent half-caste, lives in the Bay. He is a skilful boat-builder, and seems to maintain his family in comfort. His home is roomy and tolerably furnished. I met a few Maoris there, but they were only birds of passage, the West family and two elderly Natives being the only permanent residents.

Though this school is entitled to the capitation grant, I understood from the master that no application had yet been made for it.

Stewart's Island School: Established March, 1875; inspected 19th November, 1876. Master, Mr. Arthur Traill.—Registers carefully kept. Highest number on the books, 27. Number present at inspection: Girls, 15; boys, 11: total, 26.

1st Class.—Number in class, 11. Reading: Book, 6th Progressive Reader. The reading of this class was good throughout; that of one very good indeed.

Spelling: Nine good, two fair.

Dictation: Two very good, three good, six fair.

Arithmetic: Compound rules. Five good, six fair.

The exercise books of this class, which are posted up at their homes every night, were very neat and clean.

Several original letters and essays were very well composed. This method adopted by Mr. Traill of exercising the children in English composition is highly to be commended, and it would be well if other masters would adopt the same practice.

2nd Class.—Number in class, 10. Reading: Book read, 4th Progressive Series. Five good, five fair. Meaning of the text understood.

Spelling: Nine good, one fair.

Dictation: Four good, six fair.

Arithmetic: Addition, subtraction, multiplication, and division. Four good, six fair.

3rd Class.—Number in class, 4. Reading words of one syllable. All read well and spelled easily the words of their lesson. Writing: Forming letters and figures on their slates.

Geography: Examined the whole school together in this subject. Their knowledge of the map of New Zealand was very accurate. Most of them were able to point out the principal places on the map of the world. Three very good; three good; rest fair.

Drill: The children have only a slight acquaintance with the movements, but Mr. Traill intends to make them more efficient, seeing as he does what a help drill is towards the maintenance of order.

Writing, throughout the school, both on books and slates, was very fair. Copy-books were clean, and figures and slate-work neat.

Singing: The children cannot sing from notes, but appear very fond of English hymns. They pick up the tunes by ear at the Bluff, but after a time they fall into the monotonous sing-song of Maori melody, and the effect produced by their efforts to render a lively tune is often comical in the extreme.

Cleanliness: The children were all clean, and remarkably well-dressed, very attentive, and well-behaved. The discipline of the school was good. Mr. Traill is happily able to combine kindness with firmness, and his sterling qualities have won the respect and regard of the whole community, who seem thoroughly to appreciate one whose life and character present such a contrast to those Europeans with whom they have unfortunately been so intimately connected.

Attendance: During part of the year the attendance was irregular, owing to most of the families removing to the mutton-bird islands. I am inclined to think that this is not an unmitigated evil. It serves as a safety-valve for the superfluous energies of the scholars, who return with fresh zest to their lessons after six weeks of gipsy life. I read a very amusing essay by one of the pupils on "Mutton-birding," in which the dirt and disorder of the camp were graphically described; and the boils and eruptions on the skin, so common at the time, attributed to gorging on mutton-bird flesh.

Schoolhouse: I was disappointed to find the schoolhouse not yet built. This is very much to be regretted. I pointed out in my report last year that the small, smoky, overcrowded room now occupied as a schoolroom is unfit in every way for the purpose for which it is used. The Natives readily acted on my suggestion and collected £50, which they sent to Dr. Stuart, at Dunedin, who induced the Presbyterian Synod to vote an equal sum of £50, the understanding being that if the people at the Neck raised £100 it would be supplemented by a Government grant of £200. The delay in making the grant has very much disheartened the people, who take a great interest in the matter. Manuel, who generously gave up his house, rent-free, and has promised to convey a suitable site to trustees, is naturally getting impatient at the delay, and has expressed a wish that his house may be vacated as early as possible. The £50 was sent from the island in May, 1876, and shortly after the £50 from the Scotch Synod was added to it. I would most earnestly beg that immediate action may be taken in this matter, and that the erection of this greatly-needed accommodation for the scholars at the Neck may be at once proceeded with.

Since my last visit no less than six marriages have taken place of pupils attending the school. As they were all amongst the oldest and most advanced scholars, their departure was rather disheartening to the master, and the love-making, feasting, and general excitement consequent upon their nuptials are very detrimental to the progress of the scholars. I was agreeably surprised, however, to find that, in spite of all hindrances, the school had made great advance during the year, especially in reading and dictation.

The night school, containing seven males and five females, had only just commenced, and was not inspected.

Ruapuke School: Established 1868; inspected 22nd November, 1876.—Number on the books: Boys, 5; girls, 7=12. Present at inspection, 11. Registers carefully kept.

1st class.—Reading: Number in class, 4. Book read, 2nd Lesson Book, Irish Series. One good, two fair, one imperfect. Spelling, good. Dictation, fair; understood text. Arithmetic: Compound rules, four imperfect; simple rules, four fair. Writing: Only commencing to write in copy-books.

2nd class.—Six read easy words of one syllable well; one imperfectly. Writing: Forming letters and figures on their slates.

Geography: The first class had a fair knowledge of the map of New Zealand.

The numbers have greatly fallen off since my last visit, owing to several families having left the island. Ihaia Whaitiri, who had several children in attendance, has removed to Canterbury, and others have left for Stewart's Island and the mainland.

I am sorry to say that the influence of the chief Topi is not favourable to the school. He seems to have an idea that if the school were closed the reserve in Southland might be sold, and then the

proceeds become available for distribution amongst the Maoris; and, as long as he holds this opinion and can induce others to think with him, the school will never be warmly supported. He told me that if Mr. Wholers left he would not allow any one else to occupy the school premises. It is entirely owing to Mr. Wholers' personal influence that any children attend, and it is very discouraging to see so few at school, and to hear the covert sneers at the earnest efforts made for their improvement.

It is a curious fact that the Maoris attribute their lessening numbers to their having adopted the creed of their rulers, and to their having availed themselves of the educational advantages presented by them. No wonder, then, that they regard both religious and educational institutions with suspicion.

I found every one in great concern about Topi's wife, who was dangerously ill. I regret to say that she died a few days after my departure. She was an excellent woman, and took much interest in the welfare of the school.

The Bluff School: Inspected 23rd November, 1877. Master, Mr. Cooke.—Number on the books, 12. Present at inspection, 8. Registers carefully kept.

1st Class.—Reading, 5th Reading Book: Two; both read exceedingly well. Spelling very good. Meaning of the text thoroughly understood.

2nd Class.—Two reading 4th Book. Both read well.

3rd Class.—Four reading 3rd Book. All read very well.

Arithmetic: Two were doing decimal fractions—one, a girl, remarkably well. Six doing simple rules.

Dictation: Five very good; three fair.

Writing: The copy-books of all showed care, and four were very good.

There was nothing in the appearance of the half-caste children attending this school to distinguish them from the English children. All were clean and tidy in their persons; and, in class work, proved themselves quite equal in ability to the best of the English pupils.

The only complaint Mr. Cooke had to make was that they were rather irregular in their attendance. Considering how the people have improved during the past few years, there is every reason to hope that this fault will soon be remedied.

The capitation grant has not yet been paid to this school, and the parents of the children expressed themselves as very much disappointed at Mr. Commissioner Mackay's promise not being fulfilled. They continue to pay the fees themselves. I was glad to hear as good a report this year, as on my last, of the sobriety and honesty of the half-caste population at the Bluff.

Mr. Cooke is a most zealous and intelligent master, and deserves great credit for the way he has brought his scholars on.

Riverton School: Master, Mr. H. Ireland. Inspected November 24th, 1876.—Highest number on roll, 23. Present at inspection, 8 girls, 8 boys: total, 16. Registers carefully kept.

Reading: 1st Class: Number in class, 2. Reading, 5th Royal Reader, fairly well; understood meaning. Spelling, fair.—2nd Class: Number in class, 2. Book, 3rd Royal Reader. Reading, good, but rather wanting in expression. Knew meaning of the text. Spelling good.—3rd Class: Number in class, 6. 2nd Book Royal Reader. Three good, three fair; understood lesson, and could spell fairly.—4th Class: Number in class, 6. Letters and monosyllables.

Dictation: There has been much improvement in this branch. Six did fairly well.

Writing: Thirteen writing in copy-books; all showed improvement since last year; books cleaner and neater.

Arithmetic: Two doing simple proportion, one good, one fair; one, compound multiplication; one, simple division; one, simple multiplication; four, simple addition. Rather backward in arithmetic. Tables: Four knew multiplication table; all want more practice.

Geography: Only four knew anything of the subject. The most proficient was a visitor from Flint's Bush.

Drill: No drill taught, and in consequence bad discipline and slovenly behaviour prevail.

The first thing I remarked on entering the schoolroom was the intense closeness. I felt so faint after being a few minutes there that I had to go outside. I advised the master in future to keep the door leading into the church open. It is hardly a matter for surprise that Mr. Ireland complains of the dullness of his pupils, for in such an atmosphere they cannot fail to be stupified. Mr. Ireland is very earnest and zealous, but if he could import more method into his teaching the results would be more satisfactory.

It is unfortunate for him that his best pupils have been away shearing on every occasion I have visited the school, and it is hard for me under the circumstances to avoid taking too unfavourable a view of the work done. Seeing only the more backward scholars, it is hardly possible to judge fairly of the school: at the same time, there is no surer test of efficiency than the rate of progress in the lower classes. The Native community I was sorry to find thoroughly disorganized. Most of the Natives have left, in consequence of Horomona Pukuheti's infatuated attachment to a dissolute white woman, whom he found one morning lying bruised and helpless on his door-step. He took her in out of charity, and eventually listened to her proposal to make her his wife: in spite of the remonstrances of his friends, European and Maori, he yielded, and since then there has been no peace in the little community. The woman came in during my examination in a state of intoxication, and was with difficulty induced to go away.

I visited the Natives to the south of Riverton, both at Korako Bay and Nga Whakaputaputa, with the view of inducing them to send their children—upwards of twenty in number—to Riverton, but I was not successful. They urged, and with much reason, that Riverton was too far for day scholars to go to, and that they could not afford to board them there. They pleaded strongly for the erection of a school between Korako Bay and Nga Whakaputaputa, and were supported in this by one or two settlers in the neighbourhood.

Flint's Bush School.—I did not go to Flint's Bush, because I heard, from the lad I met at Riverton, that so few went there, I did not think it desirable to incur the expense of carriage hire.

Taieri Bridge School.—Master, Mr. Morgan. Inspected November 27th, 1876.—Registers carefully kept. On the books, 15. Present, 8.

Reading: 4th Royal Reader. One very good, foremost in a class of seven Europeans. 3rd Royal Reader: Three fairly. Royal Reader No. 2: Two, fairly. Two read easy words in Primer fairly.

Arithmetic: One doing compound multiplication and division, good. Two doing simple multiplication and division; one fair, two imperfect. Three doing multiplication; one fair, two imperfect. Two doing addition fairly.

Writing: Four, good.

Dictation: One good; four fair.

Tables: Four good; rest fair.

Geography: Fair.

The children have acquired a great deal of general information, which was brought out by questioning them on the lesson read, and about the various countries in the world.

The pupils have made a decided advance during the past twelve months. One of the girls, whom I examined here last year, passed the best examination this year at the Neck.

The schoolroom here is very inconvenient, and rather dilapidated, but fairly furnished with school requisites. The master is very active, and takes much interest in the Native children. I observed here, where the European children in many cases wear no shoes, that the Maori children were not only shoeless, but less tidily dressed than in other places, where more attention is paid to appearances.

I think it only right to call attention to the fact that there are several children attending this school, and also the one at the Beach, whose fathers are Englishmen, but who claim the privilege of free education for their children, because their wives are half-castes.

Taieri Beach School: Visited November 27th, 1876. Master, Mr. Clark.—Registers carefully kept. Highest number on the books, 10. Present, 10.

Reading: 5th Royal Reader, one imperfectly; 4th Royal Reader, two fairly; 3rd Royal Reader, four fairly; 2nd Royal Reader, two fairly; Primer, one fairly.

Arithmetic: One doing practice and proportion; four doing compound multiplication, division, &c.; three doing simple rules; and two addition.

Writing: Examined the copy-books of eight; none particularly good.

Owing to the day following my visit to the Taieri Bridge School being a public holiday, and the following day being Saturday, I found it necessary to try and reach the Beach School on the same day that I inspected at the Bridge. I engaged a boatman to take me down the river, but, owing to the wind and tide being against us, we did not reach the Heads quite so soon as I had expected, and I then found that I had a considerable distance to walk. I did my best to reach the school before the children left, but failed, as they had just been dismissed when I got to the place. I obtained, however, from Mr. Clark the information which I have given above. While returning, I was caught in a severe thunderstorm, and with great difficulty got back in time for the train to Dunedin.

Otago Heads School: Established 1869. Inspected December 2nd, 1876. Master, Mr. Lucas.—Highest number on the books, 27. Present at the inspection: 17 girls, 8 boys total, 25 (four of them English).

1st Class.—Reading: 5th Royal Reader. Number in class, 3. All read fluently, but need to be more distinct in their pronunciation, their ease in reading causing them to slur over the words. Meaning of lesson understood. Spelling fair.

2nd Class.—Reading: 4th Royal Reader. Number in class, 6. Four good, two fair. Meaning fairly understood. Spelling good.

3rd Class.—Reading: 3rd Royal Reader. Number in class, 2. Read distinctly. Spelling fair.

4th Class.—Reading: Book No. 2. No. in class, 7. Three good, four fair.

5th Class: Reading words of one syllable. No. in class, 7. All fair.

Recitations: Nine recited poetry fairly, but there is much room for improvement.

Dictation: In the first four classes, three very good; rest fair.

Geography: Nine answered questions about the situation of various places named, without the aid of a map, showing that they had been well taught. These also had a correct knowledge of the map of New Zealand; the rest did not answer.

Maps: Maps drawn by three of the pupils were shown: they had not been traced, and were very creditably drawn.

Writing: Copy-books, five very good, three good, two imperfect.

Letters and Essays: The elder children are all practised in English letter-writing, and in the composition of short essays.

Arithmetic: 1st Class: No. in class, 3. Practice, simple proportion, and interest. Two good, one fair.—2nd Class: Compound multiplication and division: No. in class, 6. Two good, three fair, one imperfect.—3rd Class: Addition. No. in class, 10. Fair. Rest making figures on slates.

Tables: All below 1st class imperfect.

Singing: Confined to hymns.

It would be well if every school were supplied with some of the most popular secular melodies suitable for children. The Natives are fond of singing, and, while every encouragement should be given to hymns being learnt, it is desirable that their musical instructor should not be confined to them.

Drill: I was sorry to find that, owing to the irregular attendance of the boys, this had been given up. I spoke to many of the parents, who were present at the examination, about it, and hope that drill will be resumed.

The day I examined the school a large number of the friends of the children were present, besides the committee and Mr. Taiaroa, their chairman. I was glad to notice the interest taken by the adults in the progress of the children, and hope that it will be kept up.

Since my last inspection the master's house has been repaired, the passages made, chimney rebuilt, and the house painted inside and out.

The school chimney has also been rebuilt, and enclosed shelves for the books fitted in the school-room; the school ground fenced; and the appearance of the premises is much improved. Every

year, for some time past, additions have been made to the number of houses in the village, which now assumes a thriving appearance.

I was the guest, during my visit, of Mr. Taiaroa, who has a comfortable well-furnished house on the hill overlooking the harbour. Twenty-six years before, I was the guest of his father in the same neighbourhood, and can only say that the contrast between now and then is extraordinary. A visit through the South Island would convince any one that it is only the want of means that retards the complete civilization of the Maori.

Night School.—Hours: Monday, Wednesday, and Friday, half-past 6 to half-past 8. Number in school, 16. Reading, 4th and 5th Royal Reader; dictation and writing. Arithmetic: Five doing practice and compound rules; five, simple rules.

The men of this class were all away shearing, but I examined their exercise-books, which showed fair work.

Mr. Lucas takes great interest in his work, and seems to possess the confidence and good-will of the Natives. In addition to his regular work he holds a Sunday-school, to which all who like are at liberty to attend. Besides the good gained by what they learn, the children are kept in better discipline than if they were allowed to run wild, as they too often are on Sundays, the parents being incapable of exercising any control over them.

Purakaunui: Master, Mr. Henderson. Visited 5th December, 1876.—Registers carefully kept. Present, 2 girls and 1 boy: total, 3.

Reading: 6th Royal Reader. Two, well. Spelling and grammar, good.—4th Royal Reader: One, good.

Dictation: Three, good.

Arithmetic: Two doing compound addition, multiplication, and division fairly; one, simple division, fair.

Writing: Two in copy-books, good.

Geography: All three had accurate knowledge of the map of the world.

I singled out this school in my last report for special commendation. I am grieved to say that the master has disappointed his friends, and been obliged to leave. The Maori pupils have fallen off, and only three half-castes remain. David Mamaru, some of whose drawings I forwarded last year for the inspection of the late Hon. Sir D. McLean, has left the neighbourhood, and we can no longer point to the Maoris of Purakaunui as a pattern to less diligent and less constant attendants.

No one who will take the trouble to compare this report with my last can fail to see that one of our greatest difficulties in providing for the education of the Maori race is their volatile character and migratory habits.

Waikouaiti School: Inspected December 6th, 1876. Master, Mr. M. Maloney.—Registers carefully kept. Highest number on the books: Boys, 26; girls, 21: total, 47. Present at inspection: Boys, 18; girls, 15: total, 33.

1st Class.—Reading: Number in class, 8. Book, 6th Progressive Series. One good; five fair; two imperfect. Spelling in this class very good throughout. Dictation, good. The meaning of the lesson not quite understood; want more practice translating from one language into the other. But considering that eight months ago this class was only commencing the alphabet, I think the progress of the whole class good. The book read was rather too difficult for them.

2nd Class.—Reading: 3rd Royal Reader. Number in class, 6. Four, fair; two, imperfect. Spelling in this class good. No words in the lesson misspelt. Meaning of lesson understood.

3rd Class.—Reading: 2nd Book Progressive Series. Number in class, 8. Of these, four read fairly; four, imperfectly. Spelling, four, fair; four, imperfect.

4th Class.—Reading: Number in class, 5. Book, Primer. Three fair; two, imperfect.

The 5th class could say their letters, and easy words of one syllable.

Arithmetic: Five doing compound division; three, fairly; two imperfect. Eleven doing multiplication and division; four, fairly; seven, imperfectly. Five doing addition fairly.

Tables: Nearly all could say the multiplication table correctly. Weights and measures: Seven, well; six, imperfect.

Geography: Number in class, 7. Five, fair knowledge; two, imperfect. No geography of New Zealand.

No drill. I pointed out to the master the desirability of teaching drill, and he promised to introduce it at once.

Writing: Sixteen writing in copy-books; one, good; five, fair; ten, imperfect.

Recitations: Number in class, 9. Three, good; rest imperfect.

Singing: Not taught.

Sewing: Taught by Mrs. Maloney every afternoon, between two and three. The work shown to me was very creditable.

This school was opened on the 3rd April, 1876. The buildings consist of a schoolroom 32 x 22, light, well ventilated, and nicely finished; attached to it is the master's house, consisting of five rooms, lined throughout. The building is weatherboarded, roofed with zinc, and painted. It was erected at the cost of the General Government, for the sum of £

Desks, maps, and reading books are greatly needed.

The master complained of the action of the school committee, who were displeased with him for objecting to the schoolroom being used for dancing and other purposes. As the master occupies a portion of the building, he, with good reason, objected to the annoyance caused by the noise and vibration of the building while dancing was going on. Besides this, the trouble caused by the soiling of the room and the disarrangement of his things, and the consequent disorder when the school assembled the following day, were, he thought, sufficient to justify his refusing to give the use of the schoolroom for such purposes. He complained further, that women of loose character were admitted to these gatherings, and that he and his wife had in consequence not only absented themselves, but set their faces against them.

Serious charges, I was given to understand, had been perferred against the master; but, from all I could gather, the Natives had exaggerated a great deal, and were rather influenced by spite. Mr. Tom Pratt, the chairman of the school committee, told me that he was, till quite lately, so highly satisfied that he had begged for an increase to be made to Mr. Maloney's salary, and that it was owing to what he had heard that he had been led to regard him with less favour. The result of the examination proved that during the nine months the school had been open Mr. Maloney must have worked hard and well.

While it is desirable by means of these Native school committees to awaken a greater interest amongst the Maoris themselves in education, care must be taken to prevent them becoming a hindrance by interfering with the teachers. They do not contribute anything towards the erection of the buildings or to the maintenance of the teachers, and yet they try to assume control over both. It would be easy to frame a few rules for the guidance of the school committees, which would prevent them exceeding their functions, and prevent the risk of good teachers being driven away.

Little River School: Established April, 1876. Inspected March 6th, 1877. Master, Mr. H. J. Reeves.—Highest number on the books: Boys, 14; girls, 10: total, 24. Present at inspection, 23.

1st Class: Reading, Royal Reader No. 2. Number in class, 4. Reading good; pronunciation good. Spelling: One, good; two, fair; one, imperfect.

2nd Class: Royal Reader No. 1. Number in class, 5. Three, good; two, fair; pronunciation fair. Spelling: Two, good; two, fair; one, imperfect.

3rd Class: Royal School Primer. Number in class, 6. All read fairly. Spelling fair.

4th Class: Number in class, 7. Reading imperfect; spelling imperfect. A glance at the time during which the school has been opened will account for this.

Dictation: Eight, good; four, fair.

Arithmetic: Ten could do addition and subtraction fairly; one, multiplication fairly; one, compound rules well. All figures well formed, and neatly set down. Eleven forming figures on their slates. Tables: All proficient in multiplication tables, money table, and weights and measures.

Geography: Fifteen out of twenty-three could point out any of the principal places on the map of New Zealand or Europe, and all seemed fairly up in the subject.

Object Lessons: Lessons on Water and a Bell were given by the master. The children answered very readily in English all the questions put to them. This is a most excellent exercise in English.

Drill: All the children displayed great proficiency, going through the various exercises with precision.

Singing: The children sang several English songs so intelligently that they were requested, at the close of the examination, to sing at a public entertainment in the evening.

The progress made by the pupils in this school is very creditable to Mr. Reeves. With the exception of three or four who came with him from Kaiapoi, none of those examined knew a letter in April, 1876. Within that time they have acquired all they know.

The list of subjects, and their classification, show not only diligence on the part of the teachers, but aptitude on the part of the scholars.

The opening of the new school buildings on the 6th of March was made the occasion for a public demonstration by the Maoris, who wished to testify their appreciation of what had been done for the benefit of their children. They all turned out in holiday attire to welcome their European neighbours, whom they had invited to be present, and who mustered in large numbers.

The buildings stand in a conspicuous position, in the centre of the Native village. The master's house contains four rooms, lined and ceiled throughout; detached, but only a few feet from it, stands the schoolroom, 30 feet long and 18 feet wide. It is also lined and well finished, and supplied with all the necessary appliances. The buildings, which cost £358, were erected at the cost of the General Government. The site, which contains about two acres, belongs to the Maoris, who have securely fenced it at their own cost.

For many years past the Natives here have opposed the erection of school buildings on their land, because they distrusted the motives of the Government in offering to educate their children. They do not hesitate still to say that the expenditure on schools is merely a sop offered by the Government to prevent their agitating for their legitimate rights—namely, the right to be maintained by the Government, the right to demand and obtain anything they choose to ask for.

The public examination was followed by sports, and in the evening a tea-meeting and entertainment took place, when the children recited poetry and sang English songs. The Europeans all expressed themselves as highly pleased with what they had seen; and two gentlemen, Messrs. Coop and Joblin, not only presented several prizes on this occasion to the best scholars, but gave £1 each towards the prizes for the next annual examination.

I am glad to report that the school is in a very efficient state, and do not hesitate to say that the Maoris of Little River will only have themselves to blame if their children do not profit by the teaching of so good and zealous a master as Mr. Reeves.

I must not close my report without bringing to the notice of the Government the assistance I have received from Henare Tawha, the chairman of the committee, but more especially from the Assessors, Tamati Tikao and Eli Tihau.

Molyneux School.—Having twice visited this school without finding any children, I requested my friend the Rev. Francis Knowles to ascertain whether there was any necessity for my going there. He informed me that no children had attended at the district school during the past year, though Mr. Wilson and others had tried to induce the parents to send them. He found that Ihaia Potiki had been writing to the Government petitioning that a Maori school might be established at their *kainga* and stating that twenty-five children could attend; but as one-fourth are really adults, and another fourth infants, half the number is all that could be regularly counted upon. Miss Jones, a lady in the neighbourhood, has, for eleven months past, been giving eight of the young Maoris lessons on Saturday afternoons in reading, writing, and arithmetic. This lady has expressed her willingness to give up her whole time to teaching; and if she would consent to instruct the children at the rate of £3 a-head per

annum, the rate paid to the district schools, without requiring the Government to incur the expense of erecting a schoolroom (where it will not be permanently required), I think that it would be conferring a benefit on the Natives at Molyneux if she were engaged. The lady is thoroughly competent, having been a professional teacher.

Kaipōi School.—This school is still closed. But as all traces of infectious disease have passed away, and the Natives are anxious to have the school reopened, I would respectfully recommend its immediate re-opening.

Wairau Native School: Master, Captain Curling. Inspected May 16th, 1877.—Registers carefully kept. Highest number on the books, 13. Present at inspection, 3 boys, 8 girls: total, 11.

1st Class: Reading Book, 3rd Royal Reader. Number in class, 5. Four, good; one, fair. Pronunciation very distinct, showing that great pains had been taken by the teacher. Spelling of this class good, every word occurring in the lesson being correctly spelt. Grammar: Fairly acquainted with parts of speech, and elementary rules. Dictation: Three, fair; two, imperfect. Class wants more practice. Arithmetic: Two doing simple fractions fairly; one, simple proportion; two, compound division.

2nd Class: Number in class, 3. Reading: 2nd Royal Reader. All three read fairly. Spelt more correctly than they read. Pronunciation not so distinct as that of 1st class. Arithmetic: Five doing addition, subtraction, multiplication. One good, three fair, one imperfect. Both this class and the one in advance of it did their sums more quickly and correctly than last year.

3rd Class: Number in class, 3. Beginning to read and write.

Writing: Copy-books clean and carefully written. Cyphering-books: Figures well made, and sums neatly entered.

Geography: Five in the 1st class showed a thorough acquaintance with the principal points on the map of the world, and the map of New Zealand.

Tables: Weights and measures. Four good, three fair. Class requires to be exercised oftener in these tables.

Drill: The marching was particularly good. The beneficial effect of drill was very noticeable at this school; for, owing to the attention paid to it, the children were well behaved and promptly obedient, in spite of the systematic efforts made by those opposed to the school to undermine the master's influence over the children.

Sewing: Though Mrs. Curling offers to teach the girls to sew, the parents will not furnish them with materials, so that very little sewing is done in school hours. Mrs. Curling is often employed to cut out clothing, which the Native women run up at home with their sewing machines.

The schoolroom was clean and well furnished, and the yard and approaches cleaner than I have ever noticed them before.

I was sorry to hear that the Natives of this place, especially the Rangitane section, are very much addicted to drink. Even the children are allowed to drink to excess. One intelligent-looking boy, about thirteen years of age, was so unaccountably dull during my examination that I asked the master if he could explain how it was. He said the boy's friends attributed his dullness to the fact that he had been so often drunk since his infancy.

In the master's report for quarter ending March 31st, 1877, he says: "In the matter of drinking and smoking the girls are far worse than the boys. In fact, the boys, whilst they are regularly attending school, are very good indeed in their obedience to my orders against smoking and drinking; but four out of five of the girls, young as they are, will do both whenever there is a chance of my not hearing of it. They sometimes come to school quite stupid from smoking." The parents, as the master says, are entirely to blame in this matter. One man, who complained to me about the punishment his child received on one occasion in school, admitted that he allowed her (a child of nine years of age) to get drunk.

I held an inquiry, lasting several hours, into the charges brought against the master by some of the school committee. The result proved the frivolous nature of the charges, but disclosed a strong feeling of opposition against the school existing in the minds of many of the Natives; and, as I have reason to fear that, when this fact comes to the knowledge of the Government, it may eventually lead to the closing of the school, I wish to show how great an injury would thereby be inflicted on a very deserving section of the Maori population at Wairau, and how undesirable it is to deprive the children of the place of the only means of raising them from the degraded condition into which their parents have sunk.

The opposition to the school arises from the feelings of jealousy entertained by Rangitane against Ngatitōa. The Rangitane were conquered by Ngatitōa, under the leadership of Te Rauparaha, and reduced to slavery. They obtained their freedom when their masters embraced Christianity. In course of time, they discovered that English law placed them on an equality with their former masters, and ever since then they have tried to recover the rights they enjoyed before they were conquered. Whatever Ngatitōa favours they oppose. Te Rore, a very intelligent man, the chief of that portion of Ngatitōa settled at Wairau, is deeply interested in the school; not only sends his own children and induces his friends to do so, but gets children from distant places and maintains them at his own cost, in order to keep up the numbers in attendance. Rangitane, seeing him so bent upon maintaining the school, have set themselves deliberately to reduce the numbers and to injure the credit of it. They have taken away their own children, and try to induce others to do the same. In judging the average attendance at this school the facts I have stated ought to be borne in mind, and consideration shown towards those who are contending under very great difficulties for the maintenance of the school. Not only ought the school to be kept open for those, however few, who really value it, but also for the sake of the children of those who desire to see it closed. It cannot be right to abandon these children altogether to the vicious influence of their degraded parents. The school, even if they never enter it, will be to them a standing protest against the evil conduct they may witness around them; and, if their parents do not quickly reform, I hope to see them compelled by law to send their children to school, and so prevent their sinking into a worse condition than ever their savage forefathers were in.

Waikawa School.—A commodious schoolroom and master's house have just been erected at Waikawa, a Native village about three miles from Picton.

On visiting the place on the 14th May I found most of the inhabitants had left for a whaling station at the mouth of the Sound. Mr. Love, a half-caste, took me to see the new buildings, which stand on a reserve of nine acres. They are charmingly situated, and seem to be substantially built and well finished. Mr. Love gave me a list containing the names of twenty-three children of an age to attend the school. I understand that a master is shortly to be appointed. I could get no particulars on the spot respecting the cost of these buildings.

Motueka Church of England Native School: Master, Mr. Baker. Inspected, 21st May, 1877.—Registers carefully kept. Highest number on books, 4 (all present). Up to December last there were 9, but since that date the numbers have gradually fallen off. During the past year the work of the school was greatly hindered by sickness; several of the children who were removed on account of it have never returned.

Reading: Four read 3rd Colonial Series; all read fairly, and their spelling was good. There were not enough books for even this small class. Dictation: Two good, two fair. Writing: Copy-books. Two good, two fair. Arithmetic: One doing easy sums in practice; one doing compound addition, multiplication, and division; two, simple. Geography: All had a fair acquaintance with the outlines of the subject. A better map of the world is wanted, also a map of New Zealand. Singing: The improvement was so great in the singing that I could hardly believe I was listening to Maori children; I never heard the high notes so clearly and correctly sung by Natives before. Sewing: The specimens of work shown were highly creditable.

Mr. Baker does not perceive any improvement in the feeling of the local Maoris towards the school. Hoera and Ramari alone take any interest in it, and it is worthy of remark that they are equally distinguished from the other Maoris by their sobriety and orderly conduct; but their influence is not sufficient to overcome the prejudices of the other Maoris, or to exercise any controlling influence over their conduct. At Motueka, as elsewhere in many parts of the country, the Natives are in a very pitiable condition. While the old chiefs were alive, they were able, by virtue of the prestige attaching to the position they once held—before colonization—to restrain the lawless, and to maintain a certain standard of propriety: now they are dead, every one sets up to be a leader. The whole social system of the Maoris is disorganized; they are loosed from the old restraints, and are not bound by the new; the slave sits on the same mat with his master, and the prostitute and the drunkard flaunt their vices before the chaste and the sober. But however disheartening the result of the efforts now being made to elevate the Maoris may be, it would be wrong to give them up; it would be a shame to desert the few who, however feebly, are trying to adopt the customs of civilized life in their entirety—the few who are struggling to emancipate themselves and their children from those customs which are rapidly dragging down their race to destruction.

Whakapuaka School: Master, Mr. E. Jennings. Inspected 25th May, 1877.—Registers carefully kept. Highest number on books, 14. Present, 14.

Reading: 1st Class—Number in class, 11. Book, 2nd Lessons, Sequel 2. Six, good; five, fair. Spelling all good.

I have already remarked upon the peculiar manner in which the children here pronounce English. Though the master had evidently been at great pains to correct the fault, and had succeeded in getting the children to read with fluency, it was still very noticeable. As the Maoris here are a branch of Ngatiawa, any one acquainted with their dialect will understand the nature of the defect, and can estimate the difficulty of correcting it. The isolation of the Natives here prevents the association of their children with Europeans, the only certain remedy for defective pronunciation.

Dictation: Well written; spelling, very fair; but the pupils still need much practice.

Arithmetic: Compound rules—four, good; two, fair. Simple rules—three, fair; two, imperfect. The figures were well made, and the work neatly set down on their slates. The sums were quickly and correctly worked by the first four; and all have improved in their knowledge of arithmetic.

Tables: Weights and measures, &c. Six, good; five, fair. All answered readily simple sums in mental arithmetic.

Writing: Eleven writing in copy-books: all books clean, and writing good.

History: Eleven were fairly acquainted with the history of England to the end of the Saxon period.

2nd Class: Number in class, 3. Reading, Sequel to Step by Step, and commencing to form letters and figures.

Drill: The boys all seemed quite proficient in the various exercises.

I was accompanied to Whakapuaka by Mr. Commissioner Mackay and the Rev. T. Grace. Unfortunately the day was so wet that none of the parents or friends of the children were present at the examination, except Te Matenga. This Native gentleman takes a very warm interest in the school, and supports at his own expense several of the children who attend it.

Since my last visit, the schoolroom has been lined, and it looked very clean and comfortable, and well furnished with all appliances for teaching.

The erection of a neat church on the brow of the hill at a short distance, and the fencing in of the land around, has greatly improved the appearance of the school premises.

The attendance at the school though small has been remarkably regular, not one scholar having been absent once for many months past. All the children old enough to attend are doing so.

The Native community here not only contains several honorable men and women who are earnest in their endeavours to raise themselves and their children to the level with Europeans, but also enjoy the active assistance and support of the two gentlemen who accompanied me. The result of their united efforts has been to create a higher moral tone, and to place Whakapuaka far in advance of any other Native settlement in that part of the island. I was glad to find that Mr. Jennings's example was quite as beneficial to the community outside the school as his ability to teach was beneficial to the children within it.

Arahura School: Master, Mr. S. Fittall.—Highest number on the books: Boys, 9; girls, 3; total, 12.

Reading: 1st Class: Number in class, 2. Book, 5th Royal Reader. Read well; spell fairly; write from dictation exercises from reading book.—2nd Class: No. 2. Book, 4th Royal Reader. Read fairly; spell fairly; can write from dictation.—3rd Class: Three reading Royal Reader No. 2 fairly.—4th Class: Five commencing to read and write.

Writing: Copy-books. Four, good; three, fair.

Arithmetic: Two doing sums in vulgar fractions fairly, two in compound rules, three in simple.

History: Four have a fair acquaintance with the outlines of English history.

Geography: Seven have a fair knowledge of the outlines of the subject, and are well acquainted with the geography of England and New Zealand.

I have not inspected this school this year, as I was informed by Tainui, at the time I arranged to visit it, that the numbers were so small as hardly to justify my going. During the last six months the numbers have increased, and I purpose visiting it early in the spring. The information given above I obtained from the master in a letter dated 2nd June, 1877.

By Authority: GEORGE DIDSBUXY, Government Printer, Wellington.—1877.

Price 1s.]

