

addressed to him by the Inspector-General sets forth, in brief outline, the views of the Government with regard to the duties proposed to be performed by the Organizing Inspector: "There are at present about sixty Native schools maintained by the Government, most of them in the North Island. Many of the teachers have no knowledge of the technicalities of teaching and school-management beyond that which they have acquired in the course of their experience in the positions which they now occupy. It will be necessary for you to advise and guide them in the performance of their duty, and, as far as possible, to train them in the use of right methods, as well as to inspect their schools and examine their pupils. You will be most usefully employed during the first few months in making a tour of observation. You will then be in a position to discuss with me the special characteristics of Maori schools, and the principles and methods peculiarly applicable to them. Among the most important questions which will have to be settled I may mention the following: The use and abuse of the Maori language in imparting instruction to Native children; the best kind of English reading-book for children who have very little knowledge of European customs and ideas; and the policy of encouraging Maori children to attend the ordinary 'public schools.' On these points I am endeavouring to obtain the material for forming opinions by making personal visits to Native schools; but I should wish to confer with you before making any definite recommendations to the Minister, and I am of opinion that in this matter we ought to proceed with great care and deliberation. It is hoped you will find it possible to visit the schools twice in each year. The first visit should be for purposes of advice and direction. By observing the general plan pursued by the master, you will be able to show him where improvement can be made in his time-table, and what can be done to render his teaching more effective. You may find it necessary to spend two or three days in one school and to show the teacher by your own example how you wish the work to be done. The second visit should be for the purpose of examination. There are several public institutions and some private schools and houses in which Maori children are maintained and taught at the expense of the Government. You will receive authority to make inquiry as to the welfare and progress of these children. You will be so good as to address to the Minister, through me as Inspector-General, a monthly report of your proceedings, with such information in detail with regard to each school, and such statements and suggestions of a general character, as you may think it desirable to communicate or the Minister may require, as well as an annual report on the condition of the schools. In the work you are about to undertake you will have a splendid opportunity of doing good to the Maori race—an opportunity which I feel assured you will value very highly, and use with enthusiasm as well as with tact and ability."

A code of rules and regulations has been prepared for the guidance of Native-school teachers and of others concerned in the education of the Maori race.* A circular has been sent to the teachers, pointing out to them the manner and the spirit in which they are expected to perform the duties of their office. In the framing of the Native Schools Code it has been kept clearly in view that the efforts of the department should be mainly directed, for the present, to the establishment and maintenance of village-schools in the midst of the Maori families, under teachers who will not confine themselves to the mere instruction of the children, but who, by their kindness, and their good example and counsel, will exercise a beneficial influence on all around them. The experiment has already been tried of taking away Maori children from their villages and families, and educating them in boarding-schools, in the expectation that the few who would thus learn European habits and ideas would carry back civilizing influences into the pa; but experience has shown that this plan has been successful in only a few instances, and by no means in proportion to the expense and labour bestowed.

Sufficient time has not yet been afforded for the settlement of the important question whether and to what extent special provision shall be made for carrying forward the education and training of those Native scholars who have passed

* Appendix to Journals of House of Representatives, 1880, H.—1 F.