

I am indebted to Mr. H. B. Kirk, M.A., for many hints that have been of great use to me in compiling this outline of the art of teaching in Native schools; indeed, this sketch may be looked upon as the outcome of our joint experience of Native-school work.

CONCLUSION.

A careful review of the year's operations leads me to believe that a very fair amount of good work has been done. In some cases perhaps there has been a slight falling-off, caused, in the first place, by the fact that the Native-school system has for some time past been like Mahomet's coffin. In these cases the Natives have been led by imperfectly-informed people to believe that the destruction of their schools in the near future is certain, and thus their interest in them has been seriously affected; for, generally, unless a loss or an injury excites the Maori sufficiently to lead him to take very violent action, he takes no steps to repair damages, but quietly submits to the inevitable, and soon dismisses the disagreeable thing from his thoughts. It is very desirable that the state of suspense referred to above should be by some means ended. No doubt if it continues it will have a very baneful effect on the schools; if they are to prosper, the Natives connected with them must have reasonable grounds for believing in the permanency of the schools, as well as their utility. It matters not at all by what agency or under whose direction the schools are carried on; if improved management of them or more suitable managers can be found, so much the better; but their efficient working and permanency under some definite arrangement should at all hazards be secured. It would be a great misfortune for the Maoris, which would sooner or later be reflected back on those who neglected them, if the good work that has already been done in the direction of bringing the Maori race under the influences of civilisation were to be rendered abortive through inadequate conceptions of the position, or through parsimony, or mere carelessness.

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