

TAUPIRI SCHOOL (Church of England).

At the invitation of Rev. Mr. Ashwell, we visited this School. It having been previously inspected by Chief Justice Arney and Mr. Swainson, we forbear making a full official report: at the same time we feel it our duty to bear testimony to the advanced and really efficient state of the school. The pupils were examined in our presence by Rev. Mr. Ashwell; their quickness in mental calculation was surprising, their style of reading English good, their facility in replying to Scriptural and Geographical questions very great. Their musical talents, under the careful training of Mrs. Ashwell, have been highly cultivated and developed. But what particularly attracted our attention, was the nice moral tone which pervaded the whole school, and the general air of domestic comfort throughout the establishment. Cleanliness, order, and regularity were everywhere apparent. A School so conducted must tend to contribute in a very great measure to the social improvement of the Native race,—indeed its good results are rapidly developing themselves.

HENRY TAYLOR,
L. O'BRIEN.

WHATA WHATA SCHOOL (Wesleyan), Inspected on the 7th and 8th February, 1860.

This School has been placed under the charge of Huirama, a Native Teacher trained at the Wesleyan School, Three Kings, Auckland.

Number of Pupils.

On the Roll.	Present at Inspection.	In average Attendance during last Quarter.
12	12	12

There are twelve Maori Boys in this School, whose ages vary from 8 to 14.

Subjects of Instruction.—Judgments awarded.—Observations.

Scale.

	Very good. 5	Good. 4	Indifferent. 3	Bad. 2	Failure. 1	Total.
Reading	2	2	2	5	1	12
Spelling	1	2	3	4	2	12
Arithmetic	—	—	—	2	5	7
Writing	—	1	7	2	2	12
Tables	—	—	3	4	5	12

The Pupils attending this School are divided into two classes: The first class read and spell English words of three letters, write on slates, and cypher as far as Simple Addition. The second class read and spell English words of two letters, and learn the Multiplication table. The boys in the first class have been at school three years; those in the second some eighteen, and some nine months; their progress has been unsatisfactory. The present teacher has received his appointment within the last twelve months. We cannot speak in favour of his efficiency,—there is an apathy and want of earnestness about him, which has already to a certain extent communicated itself to the pupils. We have been informed that the boys occasionally run away from school for two or three weeks at a time.

Schoolroom and Furniture.

The schoolroom is 23L. x 16B. x 6½H., a portion of which, without any intervening partition, is occupied as a dwelling by the Teacher and his wife. The building is of raupo, in good repair. Ventilation and light insufficient. The schoolroom furniture consists of two forms, two sets of reading cards, and some Bibles printed in Maori. A desk, one of the most essential requisites in a schoolroom, is wanting. The schoolroom in its present state offers no attraction to the children.

Sleeping Accommodation.

The building where the boys sleep may be described as an open shed, the roof being the only defence against the weather. There are four beds on the ground, three boys sleep in each bed, which is furnished with two blankets and two rugs, all exceedingly dirty. Adjoining this building is a house 15 ft. L. x 12B., now in course of erection for the Teacher.

Clothing and Cleanliness.

The boys are very scantily supplied with clothing, 6 having only 1 cotton shirt and 1 pair trousers, 2 having only 2 cotton shirts, 1 pair trousers, and 1 blue shirt; 2 having only 2 cotton shirts and 1 pair trousers; and 2 having only 1 cotton shirt and 1 durgaree frock. The fortunate owners of any two garments seem to think it desirable to wear them in duplicate at all times. It does not appear that any clothes have been supplied by the patrons of the School. Personal cleanliness is held in very light estimation.