

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.