

1878.
NEW ZEALAND.

NATIVE SCHOOLS

(PAPERS RELATING TO).

Laid on the Table by the Hon. Mr. Sheehan, with the leave of the House.

No. 1.

Mr. H. W. BRABANT, R.M., Tauranga, to the SECRETARY for NATIVE SCHOOLS.

SIR,—

Tauranga, 20th July, 1878.

I have the honor to forward, for the information of the Hon. the Native Minister, the following report on the Native schools in operation in the Bay of Plenty and Lake District, during the half-year ending 30th ultimo:—

The schools which have been open during that period are eleven in number, as follow:—1, Maketu; 2, Matata; 3, Te Awahou; 4, Te Wairoa; 5, Rotoiti; 6, Whakatane; 7, Galatea; 8, Omarumutu; 9, Torere; 10, Omaio; 11, Te Kaha. Maori children have also attended the district schools at Tauranga and Opotiki.

1. *Maketu School*: Teachers, Mr. and Mrs. Pinker.—This school has been satisfactorily conducted and well attended during the half-year. My last visit to it was on the 16th instant, when I found 52 children present. It has been held for some little time past in the Courthouse, as the Native Land Court have been using the schoolroom. I examined four classes in reading, writing, and spelling English, in dictation, translating English into Maori, arithmetic, and reciting. I thought the children improved both in bearing and discipline since my last visit.

2. *Matata School*: Teachers, Mr. and Mrs. Creeke.—I visited this school on the 9th instant, when I found present 41, the whole number on the books. I examined six classes, the four first in reading, writing, and spelling English, in dictation, translating English and Maori, reciting, &c., and the two others in easy reading and writing. This school continues to have the best average attendance in proportion to the number on the books, and to be the best taught, of any in the district. Some of the elder pupils had left, but I noticed a marked improvement in others since my last visit.

3. *Te Awahou School*.—This school has been unfortunate, in the fact that two teachers have had to resign during a short period of time, the first from impaired sight, and the second from illness. On this account but little progress has been made. A new master, Mr. Robinson, took charge on the 1st instant, and I have every reason to believe that some progress will be made during the next half-year. A suitable building is much required for the school.

4. *Te Wairoa School*: Teachers, Mr. and Mrs. Haszard.—This school continues to be well attended, and the teachers are energetic and painstaking. My last visit was on 26th February last: there were then 17 children present. I examined three classes out of four in reading, writing, and spelling English, in translation, geography, and arithmetic. Their writing and geography were good, the other branches somewhat defective; but I should remark that the whole of the first class were absent at some Native meeting on the day I was there.

5. *Rotoiti School*: Teacher, Major Wood.—I inspected this school on 29th March last: there were then only 7 present out of 18 on the roll; the attendance has, however, as appears from the returns, considerably increased since then. I examined the children in reading English, translating, and arithmetic, and New Zealand geography; and they showed signs of careful teaching. There were a considerable number attending this school at one time, but they have now grown up, and it appears that there are not now the number of children in the vicinity to make up a large school.

6. *Whakatane School*: Teachers, Mr. and Mrs. Stewart.—I visited Whakatane for the purpose of inspecting the school on 10th July. There are 29 on the roll, but on that day there were only four Maori children there, and the attendance generally had not been satisfactory. This has been caused partly by the Ngatiawa Tribe being absent at the Thames, putting up a carved house for the chief Taipari; but I was also informed by some of the Ngatipukeko that they had disagreed or felt dissatisfied with the teachers, and hence the children did not attend. The children I saw showed little signs of progress. I may remark that Mr. Stewart has been at Whakatane some years, and formerly had a large school, and was much liked by the Natives. Probably it would now be better both for master and pupils if he changed places with some other teacher.

7. *Galatea School*.—The teacher, Mr. Quinlan, has been absent during a considerable portion of the half-year, from illness. The school has never been well attended. It was opened at the wish and in consequence of the exertions of the chief Peraniko, who is now dead. Since his death the attendance has been nominal, and it has now been closed.

8. *Omarumutu School*: Teachers, Mr. and Mrs. Duffus.—I called at this school on May 29th, when I found there had been no attendance for some time, owing to the Omarumutu Natives having

removed in a body to the neighbourhood of Opotiki to reap crops. The only blame which can be thrown on the teacher in the matter is that he did not report the circumstance. I made it my business to see Te Awanui and Panapia, the chiefs of the two *hapus* of the Whakatohea, and told them what I proposed—to close the school. This they earnestly requested might not be done; and, in accordance with their request, I beg to recommend that it be kept open until it is seen if the attendance improves. I find from inquiries made that the scholars are again attending. Mr. Duffus has proved himself to be a good teacher.

9. *Torere School*: Teachers, Mr. and Mrs. Grahame.—I was at this school on 29th May last, when I found 28 children present out of 51 on the roll. The school is a new one, and had then only been open three months. There has never been any school at or near this settlement before, and the teacher is a man who has not before had any intercourse with Natives. He appeared painstaking and capable, and I thought that as much progress had been made as could under the circumstances be expected.

10 and 11.—The schools at *Omaio* (teachers, Mr. and Mrs. Hill), and *Te Kaha* (teachers, Mr. and Mrs. Levert) have been well attended during the past year. The respective teachers are both able and energetic. I regret that I have been unable to visit these remote schools, but shall do so as soon as my other duties permit. I asked Captain Preece, R.M., when in the neighbourhood on other duty, to look in and report on their state, which I believe he has done.

12. A boarding establishment has been opened in Tauranga to enable the sons of some of the Bay of Plenty chiefs to attend the Tauranga (European) District School. A suitable matron has been appointed, and accommodation provided for 12 boys. There are now five in residence, who are making satisfactory progress at the school. Three more have been selected, and will commence residence during the current month, while the remaining four vacancies will be filled up as soon as I find suitable boys, my instructions being that they should be chiefs' sons, who show aptitude for learning, and have received some education at the village schools.

13. At the Opotiki District School some 30 Maori children have been in attendance, during the past half-year, with more or less regularity. I examined 13 of them on May 23rd. Several of them had made considerable progress, both in learning and speaking English. I need hardly point out that the system of sending Native children to the European district schools is, when it can be carried out, superior to any other for teaching the English language with Natives.

I take leave again to point out that a school is much required at Ohinemutu, on Lake Rotorua, and would, if established, be largely attended, both by Maori and European children.

I attach hereto an abstract showing the attendance (gross and average) at these schools during the past half-year. Owing to the semi-nomadic habits of the Natives, their meetings, Land Courts, and other distractions, the average attendance at Native schools can never, I should say, be so good as that at European ones. I think, however, that I am justified in stating that in the schools in the Bay of Plenty a fair number of the Native youths are receiving an elementary education from able and painstaking teachers at a very moderate cost to the country.

I have, &c.,

HERBERT W. BRABANT, R.M.,

Officer inspecting Native Schools, Bay of Plenty.

The Secretary for Native Schools, Wellington.

Enclosure in No. 1.

NATIVE SCHOOLS, Bay of Plenty.—ABSTRACT showing ATTENDANCE, January to June, 1878.

No.	Name of School.	No. on Books.		Average Attendance.			Remarks.
		March quarter.	June quarter.	March quarter.	June quarter.	No. present at last Inspection.	
1	Maketu ...	77	58	34	23	52	12 Europeans attending the schools, including master's own children.
2	Matata ...	44	41	39	36	41	
3	Te Awahou ...	25	...	10	...	14	
4	Te Wairoa ...	45	43	26	25	17	No return for June sent in.
5	Rotoiti ...	18	29	10	18	7	
6	Whakatane ...	56	29	16	11	4	
7	Galatea	41	...	7	...	14 European children attending the school, including master's own children. No return sent in for March quarter.
8	Omarumutu ...	43	14	15	1	...	
9	Torere ...	50	51	37	33	28	
10	Omaio ...	63	56	45	34	60	
11	Te Kaha ...	43	42	29	25	36	
12	Tauranga West School	6	9	3	6	5	
13	Opotiki West School	29	34	19	25	13	
	Total ...	499	447	253	244	277	

No. 2.

The Rev. J. W. STACK to the Hon. the NATIVE MINISTER.

SIR,—

Christchurch, 29th June, 1878.

I have the honor to forward herewith the report of my inspection of the Native schools in the South Island for 1878.

I am glad to report an increase of 109 in the attendance this year. Three new schools have been opened at Waikawa, Pelorus, and Molyneux, and two more schools are in process of erection at Rupaki and Kaikoura. The older Natives at Arowhenua are still averse to the opening of a school there, but the feeling in favour of having one is growing stronger among the younger men, who see the folly of depriving their children of that which alone can raise them in the social scale.

The greatest interest was manifested in my examination by the parents of the children in Otago and Canterbury, who seem now to be realizing the importance of education.

There are some matters referred to in my report which need immediate attention, and I beg respectfully to bring them under your notice.

1. The first relates to the question proposed by Topi and others with reference to the Southland Educational Reserve. Since the Government have undertaken to provide free education for all the children in the colony, will they agree to return the land bought with the £2,000 reserved out of the Stewart's Island purchase to the Natives, for their own use? As I have pointed out in my report, it is of vital importance to the schools in the South that this question should be finally settled at once.

2. It is desirable that I, or some other person, should be authorized to draw up rules for the guidance of the Native School Committees, and also for the masters, with reference to the hours of teaching, and the subjects to be taught. Enough has already been said to show that the Committees need guidance. The case which occurred at Waikouaiti last year, where, if they had been allowed, they would have dismissed a valuable master, proves that the management of the schools cannot be left to their unaided judgment. As every master is now at liberty to fix his own hours and subjects for teaching, disputes are continually arising between them and the Maoris, and to set such disputes at rest it is desirable certain fixed rules should be laid down.

3. It would be a great encouragement to the children if I were allowed to give a prize to each of the three best scholars at any school I examined.

4. I beg to recommend that each master should be supplied with a manual for teaching music: for want of one the singing is invariably confined to the simplest hymn-tunes. It is a great pity music is not more cultivated, as its influence over the children is very great and very beneficial. The Maoris are exceedingly fond of singing, but their efforts in that direction, from want of proper teaching, are generally so grotesque as to provoke mirth and ridicule: but when cultivated their voices are very good; and as they are fond of singing music, and it is one of the subjects set down to be taught, I think it ought not to be left to the discretion of each master to say whether or not he will deprive his pupils of a source of so much refined enjoyment.

In conclusion, I have much satisfaction in stating that, with one or two exceptions, those engaged in teaching the Native children in the South take a deep interest in their pupils, which is not confined to their progress in the subjects taught, but to the welfare of their whole being. Though the advance in knowledge has not been great during the past year, there has still been progress, and it is a curious fact that the most proficient scholar in the majority of the schools was a girl.

I have, &c.,

JAMES W. STACK,

The Hon. the Native Minister, Wellington.

Inspector of Native Schools.

Stewart's Island: Master, Mr. Arthur Trail.—Inspected February 27th, 1878. Highest number on the books: Boys, 15; girls, 14: total, 29. Present at inspection: Boys, 12; girls, 14: total, 26.

Reading: 1st Class: Number in class, 4. Book, 5th Royal Reader. One very good, three fair. Spelling good. Meaning understood. Pronunciation good.—2nd Class: Number in class, 10. Book, 3rd Royal Reader. Five good, five fair. Spelling good. Meaning understood. Pronunciation good.—3rd Class: Number in class, 6. Book, 2nd Royal Reader. Two good, four fair. Spelling fair. Meaning understood. Pronunciation good.—4th Class: Number in class, 4. Book, Primer. Four fair.—5th Class: Number in class, 2. Alphabet.

Dictation: The first three classes could write fairly sentences from their several reading-books. The writing was good, and the spelling much improved since last year.

Arithmetic: One doing decimals and compound proportion, well; two, practice and simple proportion, fairly; three, compound multiplication, one good, two fair; five, long division; eight, simple addition. The figures were well formed, and the work neatly set down, but with the exception of the first six the working of the sums was very inaccurate. Tables weights and measures: Twenty were examined. Of these, four good, seven fair, nine imperfect.

Recitations: Nineteen recited pieces of poetry which they had committed to memory, six very well, but the rest very indifferently.

Geography: The whole school was examined in this subject, but they all showed an intelligent acquaintance with the physical features of New Zealand, and with the recent division into counties. They also pointed out the countries of Europe, and showed an acquaintance with the products of the various countries throughout the world.

Writing: Copybooks. Three very good, six good, ten fair.

Composition: The exercise-books containing original compositions were very encouraging, showing considerable intelligence, and a thorough acquaintance with English.

Music: The children are taught singing by Mrs. Trail, but I regret that here, as elsewhere, want of a suitable manual for the teachers necessitates their confining themselves to one class of tunes.

Drill: The master has given up regular daily drill, owing to the present absence of the older boys, but some of the exercises are practised in the schoolroom.

Night School: The numbers having dwindled down to one, and that one attending very irregularly, Mr. Trail was obliged to close the night school. There is a cutter mania just now prevailing in the Island, and all the young men and lads are engaged sailing them. The children are all very clean, well-dressed, quiet, and orderly. Mr. Trail complains that the attendance fluctuates very much. In some weeks during the past year the number fell to ten. The figures 10, 20, 10, 18, 20, 13, represented the attendance during six consecutive weeks. The distance at which many of the children live is one cause of this irregularity. The roads are steep, and in many places muddy, and during the rough weather often experienced in these parts they may be excused for non-attendance. But, making every allowance, there is no doubt that the parents are most to blame, and I fear that, as long as they need to be coaxed to send their children to school, the same complaint will continue year by year to be made.

I was rejoiced to find, on my arrival at the Neck, that the schoolroom and master's house were finished and occupied, and that the buildings were so large and well built, as the Maoris at the Bluff had spoken very disparagingly of them.

The schoolroom is 30 feet by 18 feet, with 9 feet studs, built of red-pine and lined throughout, and floored with tongued-and-grooved boards. It is varnished inside, and lighted by four large sash windows, which open; there is a large brick chimney on the south-west side. The room is well-furnished with desks and forms, black-board and easel, and maps, and forms a striking contrast to the dingy little room in which Mr. Trail first began his work.

The dwelling-house stands at a little distance from the schoolroom: it is 28 feet square; the studs in front are 10 feet, and at the back 6 feet. There are five rooms, three of which are lined and papered. The roof is covered with corrugated iron. Both buildings were put up for the small sum of £300 (including architect's fee, £10), and were well though cheaply built. Fortunately one of the contractors took a special interest in the work, as his children attend the school. To lighten the cost, the School Committee promised to carry up the materials from the beach to the site of the buildings, but when the time came to carry out their promise very few came forward, and Walter Joss and Bullen, with Mr. Trail, were left to do all the work. I was glad to find that by Mr. Trail's marriage the Maoris at the Neck had secured another firm friend, Mrs. Trail being the daughter of the Rev. Mr. Wholers, of Ruapuke, and well known to all the people on both islands.

At the Bluff I met with Topi Patuki, the leading chief of Southland, who was then on his way to Riverton, but finding I was going to Stewart's Island he preferred to go with me. As it had been intimated to me that Topi was working against the schools in the South, I was glad of an opportunity of ascertaining exactly what his views were about them. When I had finished my examination on the 27th February, Topi requested me to meet the School Committee, as he wanted to ask me some questions in their presence. Having consented to do so, he proceeded to question me about the site of the school buildings, how it was obtained, and in whom vested, and out of what funds the buildings had been erected. I told him that if he had given me due notice I should have been better prepared to answer him. In the first place, as to the site, it contained ten acres, and had been acquired from Manuel Goomes in exchange for an equal acreage on Rabbit Island, and that the land was a Government reserve for educational purposes. With reference to the second question, the buildings were erected out of a sum of £300, £50 being contributed by the residents at the Neck, £50 by the Presbyterian Synod of Otago, and £200 granted by the General Government; but whether the grant, or any portion of it, was derived from the accumulated interest on the £2,000 reserved out of the Stewart's Island purchase, I could not say. Before separating, the Committee expressed their desire to mark the opening of the new buildings by a tea meeting to be held at three o'clock the following day, and to which they invited me. At the appointed hour the entire population of the Neck gathered round the schoolhouse, most of the adults carrying contributions of food to the feast. On the completion of the internal arrangements, the guests were admitted. The tables were covered with a miscellaneous assortment of eatables, which were all served up after European fashion. The room was too small to admit of every one being seated at once, and the people had to enter in relays. Before they separated Topi rose and expressed the pleasure it gave him to be present on that occasion. He praised the school and the master, and he was followed by many others who did the same, and I hope that he and they will continue to manifest the same good-will towards this and like institutions, for they can only successfully accomplish their work when cordially supported by the Natives themselves.

The same evil agency employed last year to bring about the removal of the master at Waikouaiti was used at the Neck a few months previous to my arrival, for the same object. The wild ravings of a poor insane woman were repeated, as statements of fact, by certain persons who attributed the late fever epidemic to some error on Mr. Trail's part. But I am happy to say that his character was too well established for such baseless rumours to do him any permanent injury. In their present impetuous condition the Maoris are tempted to resort to every device to replenish their straitened resources, and the idea they now have in Southland that the closing of the schools would lead to their getting back their £2,000 endowments is very prejudicial to the interests of Native education in that district.

Bluff School: Master, Mr. J. L. Cook.—Visited 3rd March, 1878. Registers carefully kept. Highest number in books: Boys, 3; girls, 6; total, 9.

Having been detained by stress of weather at Stewart's Island, I was unable to visit the Bluff during school hours. But I inspected the registers, and received a promise from Mr. Cook that he would forward to me a statement of the attainments of the several scholars, but this he has forgotten to do. I learned from him that no allowance on account of the half-castes attending his school has ever been received by him; and this was made a matter of complaint to me by the half-castes resident in the place, who are at a loss to know why they have to pay school fees while the children of half-castes in every other part of the South Island receive free education.

Port Molyneux School: Mistress, Miss Jones.—Not being aware, when I passed through to Otago in March last, that this school was opened, I did not visit the Port, as it is rather an inaccessible place. Having subsequently ascertained that there was now a school, I wrote to Miss Jones, the teacher, and

obtained from her the following particulars:—There are sixteen pupils: Boys, 10; girls, 6. These are divided into four classes. The 1st reads the 3rd Royal Reader, and prepares daily a spelling lesson, comprising words of three syllables. They write in clear round hand on paper passages from their reading-books, and can work sums in simple addition, subtraction, multiplication, and division. The girls of this class sew neatly.

Class No. 2 reads with ease Royal Reader No. 1; prepares a simple spelling lesson; can write in their slates legibly passages from their reading-books; can repeat the multiplication tables, and can work sums in addition, multiplication, and subtraction. The girls of this class are learning to sew.

Class No. 3 reads Royal Primer, counts correctly, and is learning tables; can do easy sums in addition.

Class No. 4 learning alphabet and to form strokes.

The 1st, 2nd, and 3rd Classes are taught geography, to which will shortly be added drawing and singing.

Port Molyneux School, No. 2: The children have been about three months under instruction (May 8th, 1878), are well-behaved and regular in their attendance. Owing to the men being absent from the Kaikai, Miss Jones has been unable to commence her adult class, but intends to do so on their return, and to hold it twice a week at her own house. The school is held in a roughly furnished building, hastily put up by the Natives, and is only provided with such furniture as they could make. Miss Jones is greatly in want of a blackboard and other school requisites, which I recommend should be at once supplied, as the Natives, having proved that they really desire their children to be instructed, deserve every encouragement.

Riverton School: Master, Mr. H. Ireland.—Inspected, March 5th, 1878. Registers carefully kept. Highest number on the books, 34. Present at inspection, 27.

Reading: 1st Class: Number in class, 5. Book, 4th Royal Reader. One very good, two good, two imperfect. Pronunciation good. Spelling, three fair, two imperfect; understood meaning of lesson. Dictation, one good, two fair, two imperfect. Have slight acquaintance with elements of grammar.—2nd Class: Number in class, 4. Book, 3rd Royal Reader. Two fair, two imperfect. Pronunciation fair. Spelling, one fair, three imperfect. Dictation, two fair, two imperfect; meaning understood.—3rd Class: Number in class, . Reading, 2nd Royal Reader. Reading and spelling imperfect.—4th Class: Number in class, 7. Book, 1st Royal Reader. Three reading and spelling fair, four imperfect. Meaning not understood.—5th Class: Number in class, 4. Book, Primer. One fair, four imperfect. Pronunciation fair.—6th Class: Number in class, 6. Only learning the alphabet.

Arithmetic: Four doing sums in simple proportion, one good, one fair, two imperfect. The sums were neatly set down, but the working was not exact—a failing I observed this year in several of the schools. Two doing simple division fairly, two simple multiplication imperfectly, eight simple addition fairly. None of the children had an accurate knowledge of the multiplication table or of weights and measures.

Writing: Copybooks. Two good, seven fair, seven imperfect. Sufficient pains had not been taken; the writing in the majority of cases was carelessly done.

Geography: A very small number had any acquaintance with the subject; only two out of a class of ten knew anything about the most elementary terms. One who could read 4th Royal Reader spoke of the North Pole as the hottest quarter of the globe.

Sewing: Miss Ireland teaches sewing. She informed me that the girls prefer crochet work to stitching. The work shown to me was very creditable.

The schoolroom is far too small for the number of children in attendance. I was glad to find that the building formerly used as a church, and to which the schoolroom is attached, is now used as a classroom. The room was clean and fairly furnished. I was glad to observe an improvement in English reading: still, much remains to be done before it is quite satisfactory. The common fault is the omission of the final consonant.

The discipline of the school though improved is still far from perfect. All the boys while standing in class had their hands in their pockets, and the whole school amused themselves chewing some substance that produced a clicking noise, very disagreeable and distracting. Inattention to drill and to some other simple rules for securing order prevents Mr. Ireland from attaining that success which he aims at and which his zeal merits.

After my examination a meeting was held in the schoolroom, at which all the Natives in the district were present, having come to Riverton to meet Sir George Grey, who was hourly expected. The business of the meeting was opened by Topi, who asked whether any one present knew in whom the site occupied by the schoolroom and master's house was vested, and out of what funds the cost of erecting those buildings had been paid. No one present could answer his questions. Mr. Daniels (who kindly acts as Honorary Secretary to the School Committee), who was present, said that when the Hon. Mr. Reeves visited Riverton, in the capacity of Minister for Public Works, he pointed out to him the wretched condition in which the church then was, and obtained from him a grant of £120, with which the addition to the building now used as a schoolroom was built. Rawiri, Horomona, Topi, and others spoke of the necessity for their being made acquainted with the disposal of the funds arising from the school endowment in Southland. On the sale of Stewart's Island to the Government in 1864, a sum of £2,000 was set apart for the support of educational institutions for the benefit of the settlers [sellers?]. The money was invested in the purchase of 2,000 acres, now let to Mr. Kingsmill. The Natives want to know what has become of the interest on the £2,000 since 1864, a period of fourteen years. The various speakers said that they were very foolish in relieving the Government of the duty devolving upon it of providing for the education of their children. They asked why educational reserves were not required to be set apart by Maoris in all other districts—why it was they had been singled out and deprived of £2,000 to relieve the Government of a duty rightly belonging to it. The Government was now providing free education for all children throughout the country, and this endowment ought therefore to be given back.

The result of these inquiries is to create much discontent. Every one, from Topi downwards, is

busy devising some scheme for recovering possession of the land acquired with the money reserved out of the Stewart's Island purchase. The Maoris argue as follows: This money, it is said, can only be used for educational purposes. Close the schools by refusing to send your children, and then there will be no way of spending the money, and it must be returned to you. It is absolutely essential, not only to the success of the schools, but to their continued existence, that this question should at once be set at rest, and I trust the Government will take the matter into their consideration and decide this question once for all.

I think that the Natives have just cause to complain that the accounts of the Trust have not been circulated amongst them, as they have a perfect right to know what has become of the money.

The present agitation has taken no definite shape as yet. The Maoris are still feeling their way. They ask in whom the school buildings are vested, hoping to find that they possess control over them, in which case they would worry the teachers till they forced them to resign. No teachers worth having could put up with the vexatious interference to which they would be subjected if the schools were under Maori management; and I trust, in the interests of the Natives themselves, that the Government will always retain the management and control of these schools.

Taieri Bridge School: Master, Mr. Morgan.—Inspected, 8th March, 1878. Registers carefully kept. Highest number on the books, 15. Present at inspection, 12.

1st Class: Number in class, 3. Reading: Book read, 4th Royal Reader. One good, two fair. Spelling and pronunciation good; meaning of lessons understood. Grammar: Parsed simple sentences with ease. Arithmetic: This class was doing compound rules. One good, two fair. Tables: All well up in. Writing: Copybooks very good.

2nd Class: Number in class, 4. Reading: Book, 2nd Royal Reader. Two good, two fair. Spelling, one good, three fair. Pronunciation good; meaning of lessons understood. Grammar: Elements of parsing, three fairly. Writing: Marked improvement since last inspection. Tables, Weights and Measures: Fair knowledge. Arithmetic: Multiplication and division. Two good, one fair, one imperfect. Geography: The ease with which the children gave the explanation of the various geographical terms showed a thorough acquaintance with English. (When playing at their own homes, I found they invariably spoke English.)

3rd Class: Number in class, 2. Reading: Book, 2nd Royal Reader. Two, fair. Spelling good. Pronunciation good. Tables: Thoroughly acquainted with the multiplication table; ready at mental arithmetic. Geography: Readily explained geographical terms, and pointed to principal countries in the world, and stated their principal products. Grammar: Fairly acquainted with the elements. Writing: Copybooks. One good, one fair. Arithmetic: Compound multiplication, addition, subtraction. One good, one fair.

4th Class: Number in class, 3. Reading—lessons on cards; commencing to make figures.

All proficient in drill, and the discipline of the school particularly good.

I arrived at the Ferry during what they termed the harvest holidays, but Mr. Morgan kindly got the children together for me, and, though they had been one entire month without schooling, there was no apparent falling-off in their knowledge, which spoke well for the thoroughness of their teaching. Their behaviour, too, was excellent.

The children of Martin's family were rather ragged. The father, who is very poor, and incapable from infirmity of gaining a livelihood, finds it difficult to feed, let alone to clothe them. His entire income from landed property amounted to £10 per annum. This was all he had to depend upon for the support of a wife and four children. I am glad to find that the Government have, since my visit in March, consented to afford this man some pecuniary assistance.

Mr. Morgan takes a warm interest in the welfare of the little Maori community at the Ferry, and he is in every way suited to act as almoner there for the Government. Having to spend a night at the Ferry in order to reach the Beach School, I was kindly accommodated by Mr. Morgan.

Taieri Beach School: Master, Mr. Clark. Visited, 9th March, 1878.—I engaged a Maori to take me down the river in a canoe, and after a walk of three miles I reached the schoolhouse, which was unfortunately closed for the harvest holidays. But I have received from Mr. Clark the following information about his school:—

Number on the roll: Boys, 4; girls, 3: total, 7.

1st Class: Number in class, 1. Reading: 4th Royal Reader. Grammar: Can parse easy sentences. Dictation: Can write sentences dictated from reading-lesson. Arithmetic: Compound rules and reduction. Geography: General geography of the world. Writing: Small-hand.

2nd Class: Number in class, 1. Reading: Book, 3rd Royal Reader. Grammar: Can point out all parts of speech. Dictation: Can write sentences dictated from lesson. Arithmetic: Simple rules. Writing: Half-text. Geography: New Zealand, Australia, and Europe.

3rd Class: Number in class, 3. Reading: Book, 2nd Royal Reader. Grammar: Can point out all parts of speech. Dictation: Copy from book on slate. Arithmetic: Addition and subtraction. Writing: Text. Geography: Principal divisions of the globe.

4th Class: Number in class, 2. Reading: Book, 2nd Book Collins.

Otago Heads School: Master, Mr. Lucas. Inspected 11th March, 1878.—Registers carefully kept. Highest number on the books: Boys, 16; girls, 16: total, 32. Number present at inspection: Boys, 16; girls, 15: total, 31.

Reading: 1st Class: Number in class, 5. One read very well, four fairly. Meaning of lesson understood; spelling good. Pronunciation not distinct enough; great tendency to slur over the final consonants; style not English.

The book read was perhaps too hard for the class, but they were so familiar with the contents of the preceding volumes of the series the master felt obliged to put them into it.

2nd Class: Number in class, 3. Book, 4th Royal Reader. Two good, one fair. Spelling good. Pronunciation good, two out of the three being Europeans.

3rd Class: Number in class, 4. Book, 3rd Royal Reader. One very good, two fair, one imperfect. Spelling fair. Meaning understood.

4th Class: Number in class, 4. Book read, 3rd Royal Reader. Two good, two fair. Spelling fair; pronunciation imperfect. Meaning understood.

5th Class: Number in class, 3. Book, 2nd Royal Reader. One fair, two imperfect. Spelling fair; pronunciation imperfect. Meaning understood.

6th Class: Number in class, 5. Book, 1st Royal Reader. Two good, one fair, two imperfect. Spelling, one fair, four imperfect. Pronunciation imperfect.

7th Class: Eight doing letters and strokes; some reading monosyllables on tablets.

The master assured me that he had taken great pains to overcome the defective pronunciation of the children, and from what came under my observation I am sure that he had: at the same time the pronunciation was, on the whole, bad, and it will require constant attention and correction to overcome the natural tendency of the Maori to mispronounce English.

Dictation: Number in class, 16. Three good, four fair, nine imperfect.

The writing of all was good.

Tables Weights and Measures: Thirteen correct, three imperfect.

Geography: Number in class, 16. This class named and pointed out on the map all the counties of New Zealand. They could also point out the various countries on the map of the world, and had a fair acquaintance with the subject generally.

Recitations: Twenty-three recited pieces of poetry, some fairly; but it would have been better if a few of the best had been selected to recite: the children would have been spurred on to prepare their pieces more carefully.

Copybooks: Four good, sixteen fair.

Exercise-books: These contained the work done at home by the pupils. They were clean, and the writing and figures well written.

Maps: Several maps were shown. None of them were traced, and I selected one or two to forward with my report.

Singing: For want of a proper manual the master is obliged to confine himself to familiar sacred tunes.

Drill: I was sorry to find that the Committee had discouraged the drill. I regard this as a great mistake, and trust they will rectify it at once.

Sewing: The work shown was the result of a few weeks' teaching, and was hardly a fair sample, but I was glad to see that sewing had been taught to the girls, who excel in doing fancy work, but fail in the plainer but more useful accomplishments. Like their elders, the children desire to pluck the fruits of civilization before the plant has matured.

During the whole time the examination was proceeding, the School Committee and most of the parents of the children were present, and I took advantage of the occasion to remind them that without the help and support of the parents the best master could not get their children on.

Mr. Taiaroa, M.H.R., the Rev. Edward Ngara, and others expressed the warmest interest in the welfare of the school.

It is a fact worth recording, that Mr. Taiaroa's eldest son, who was educated at this school, is now a boarder at the Dunedin High School, where I hear that he is making very satisfactory progress. I was glad to find that Mr. Lucas continues to take an interest in his pupils when outside the bounds of the school ground, and that the parents appear to appreciate his valuable services.

Purakaunui School: Master, Mr. Henderson.—Inspected 12th March, 1878. Registers carefully kept. Highest number on the books, 4. Present at inspection, 3.

Reading: One read 4th Royal Reader well; pronunciation, good; spelling, good. Dictation, wrote fairly sentences from the lesson. Grammar: Fair knowledge of the elements. One read 3rd Royal Reader fairly. Pronunciation good. Spelling good. Dictation: Wrote easily sentences from reading-book.

Exercise-books, containing original compositions, were very neatly written, and the contents expressed in good English.

Arithmetic: Two doing rule-of-three fairly.

Writing: Copybooks. Two good.

Singing: The school sang several selections from "The Junior Vocalist" fairly. The third pupil had only lately joined the school, and was learning letters and strokes.

The girls whom I found here last year, and who were very advanced, have left, and as the Native population at Purakaunui is very small, and as the few children they have have been sent to Waikouaiti, there is little likelihood of any increase in the numbers attending the school.

Waikouaiti School: Master, Mr. Maloney.—Inspected 13th March, 1878. Registers carefully kept. Highest number on the books, 60. Present at inspection, 40.

Reading: 1st Class: Book, 4th Royal Reader. Number in class, 8. Four good, four fair. Pronunciation distinct. Considerable pains had evidently been taken with this class. Spelling good. Meaning of lesson understood.

2nd Class: Book, 3rd Royal Reader. Number in class, 12. Four good, five fair, three imperfect. Spelling of this class good. Pronunciation not distinct enough. Meaning of lesson understood.

3rd Class: Book, 2nd Royal Reader. Number in class, 9. Three good, five fair, one imperfect. Spelling, six fair, three imperfect. Meaning of words understood. Same defect in pronunciation noticeable as in 2nd Class.

4th Class: Book, 2nd Royal Reader. Number in class, 7. Four fair, three imperfect. Style of reading, sing-song. Spelling imperfect. Meaning of lesson understood.

5th Class: Lessons on card monosyllables. Number in class, 4. Just commencing to read and write.

Arithmetic: 1st Class: Thirteen doing compound rules. Ten fair, three imperfect. Several miscellaneous questions were written down from dictation, and worked correctly by this class. This class has made considerable advance since my last inspection.—2nd Class: Twelve doing simple rules. One good, eleven fair. This class requires a good deal of teaching. The figures were neatly set down, but the working incorrect.

Tables, Weights and Measures : Both the above classes were well up in the multiplication table, but only four knew the weights and measures.

Dictation : 1st Class : Number in class, 9. Passage from 4th Royal Reader. Four good, five fair. Writing rather too cramped.—2nd Class : Number in class, 12. This class wrote from dictation a passage from an easy reading-lesson. Three good, five fair, four imperfect. Writing, fair.

Geography : Number in class, 15. This class named and pointed out readily all the counties in New Zealand, and the principal mountains, rivers, &c., as well as the principal countries of Europe and their capitals.

Writing : 1st Class : Number in class, 5. Two good, three fair.—2nd Class : Number in class, 11. Six good, five fair.—3rd Class : Number in class, 10. Five fair, five imperfect.

Two exercise-books belonging to 1st class were shown, both carefully written and neatly kept.

Drill : The whole school was very proficient in drill.

The schoolroom was clean, airy, and well lighted. The walls, hung round with maps and diagrams, had a very cheerful appearance. The order and discipline of the school was good : in this respect I observed a very marked improvement since last year. The behaviour of the children when entering and leaving school, and while in class, reflects great credit on the master, who has secured this good order without weakening the cordial feeling evidently existing between himself and his pupils. Mr. Maloney is painstaking, and possesses other qualities necessary to insure success as teacher. The sewing and fancy work done under Mrs. Maloney's supervision was very creditable. The girls make many of their own clothes, and are learning the use of the sewing machine, but, as they have to use one belonging to Mr. and Mrs. Maloney, I would recommend that one be purchased for the school.

The attendance of the children throughout the year has been good, and I was glad to find that the School Committee have greatly assisted in securing this good attendance. During my examination, the School Committee and most of the adult Natives of Waikouaiti were present, and evinced the greatest interest in the replies of the children. At the close of the examination, I addressed those present, pointing out some of the advantages of school training, the chief being the formation of habits of steady application to work, the want of which accounted for the slow progress of Maori civilization. I instanced the case of a lad named Mamaru, who threw up an appointment in their village, worth £70 a year, because he wearied of the constant application it demanded. I further urged them to help the master by seeing that the home lessons were learned.

Mr. Thomas Pratt, a half-caste, and the Chairman of the School Committee, expressed his confidence in the schoolmaster. He said that last year they did not all pull together, but they had learned since to appreciate the master, who had brought their children on so well. He asked for an increase of salary for the master, and also that he might be allowed to select a pupil-teacher from amongst the scholars. This suggestion, I think, is very good, and shall be glad to see it acted upon. He also wanted to know whether English children were to be admitted wholesale into the school, and whether Maori parents were at liberty to withdraw their children whenever they thought proper, for the purpose of sending them to some English school in the neighbourhood. To the last questions I replied that, as the school was established at the request of the Maoris, for the sole benefit of their children, it rested with the master and the School Committee to say whether European children should be admitted or not ; and that it was manifestly wrong for any Maori to remove his child so long as the Government maintained an efficient school for their benefit. Mr. Pratt also asked for a grant for fencing, which, I am glad to learn, has been made. The success of the master has led to a great many European children being sent to the school, and they are rather a hindrance. A few English children are of great service in correcting the pronunciation, and assisting in other ways to improve the English spoken in schools, but it would be well if a rule were laid down that they should never exceed a fifth of the total number in attendance. Messrs. Merikihereka, Ettisdon, and Rekaka also spoke, all in favourable terms of the school.

Kaiapoi School : Master, Mr. H. J. Reeves.—Inspected, 4th April, 1878. Registers carefully kept. Highest number on the book, 22. Number present at inspection, 20.

Reading : 1st Class : Number in class, 2. Book, 4th Royal Reader. Both read well. Spelling, good. Meaning of text understood.

Dictation : Both could write correctly sentences dictated from the reading-book.

In arithmetic these two are in practice. They are considerably in advance of the other pupils, having been with Mr. Reeves from the first, while the rest of the scholars only joined the school when it was reopened in August, 1877.

2nd Class : Number in class, 5. Book, 1st Royal Reader. Two good, three fair. Pronunciation of this class, with one exception, indistinct. Spelling imperfect.

3rd Class : Number in class, 8. Book, Primer. Four fair, our imperfect.

4th Class : Number in class, 5. Alphabet. Arithmetic : Simple multiplication, and division, two fair. Easy addition, two fair, one imperfect. The rest are only learning to make figures.

Tables, Weights and Measures : Two thoroughly up ; eighteen knew multiplication-table up to six times.

Writing : Copybook, Two very good, one good, seven fair. The writing in this school is exceptionally good, the exercise-books of the two senior pupils being beautiful specimens of penmanship.

Maps : The mapping, like the writing, is above the average.

Geography : The whole school showed considerable proficiency in this subject.

Recitation : One, a piece of poetry containing thirty-three verses ; the other, twenty-one. Both pieces were recited with great spirit, and without a mistake.

Drill : The whole school drilled daily.

Singing : Mr. Reeves has been very successful in teaching his children to sing. Instead of confining himself, as most teachers seem to do, to a few of the commonest hymn-tunes, he has taken pains to teach several of the best popular airs and Christie melodies.

The school was reopened on 15th August, 1877, after being closed for more than a year. Most of the pupils are very young and very dull, and the master has had very up-hill work with them : all

the more trying because before the outbreak of fever, which necessitated the closing of the school, a large proportion of his pupils were well advanced in English.

Mr. Reeves takes a great deal of trouble to provide rational amusement for the elder Natives, and often employs the children to assist him. I am glad to know that there are others besides him engaged in these schools, whose estimate of their duty is not confined to the bare terms of their agreement to teach for certain hours on certain days.

After the examination, several of the Natives present expressed their satisfaction with the school, and the proceedings were brought to a close by the Rev. G. P. Mutu moving a vote of thanks to Mr. Reeves, which was carried unanimously.

Wakapuaka School: Master, Mr. E. Jennings.—School inspected 15th April, 1878. Registers carefully kept. Highest number on the books: Boys, 7; girls, 2: total, 9. Present at inspection, 9.

Reading: 1st Class: Number in class, 6. Book, 4th Royal Reader. Four good, two fair. Spelling fair. Pronunciation imperfect. Meaning of lesson understood. Dictation, three fair, three imperfect. Writing on slates, good.—2nd Class: Number in Class, 2. Book, Royal Reader No. 1. Two imperfect. Spelling, one fair, one imperfect. Pronunciation defective.—3rd Class: One learning alphabet.

Arithmetic: Simple proportion, two good, two fair. Figures well made; working on slate neat. Compound multiplication, two fair. Simple division, one fair. Simple addition, one fair.

Tables and Weights and Measures: Six good, two imperfect.

Writing: Copybooks. Two good, four fair, two imperfect. Books were clean.

Geography: Six could name and point out the principal mountains, rivers, lakes, towns, &c., of New Zealand, and the principal countries in Europe.

History: Most of the children had a fair acquaintance with English history, from the Roman conquest to the reign of Henry VII., giving with readiness the principal events which occurred during that period, together with the dates.

Recitations: One recited fairly a piece of poetry.

Drill: Regularly drilled.

Mr. Commissioner Mackay and the Rev. T. S. Grace kindly accompanied me to Wakapuaka. I was sorry to find, on my arrival there, that the numbers were so diminished, and still more so to learn that it was owing to dissensions amongst the little community of Natives who occupy this beautiful spot. One of the persons who withdrew his children has given up his intention of retiring to Taranaki, and will, I hope, soon send his children again. It is very disheartening to those who have taken such pains to make this school efficient, to find their efforts frustrated by the very persons for whose benefit they have exerted themselves. I hope Mr. Jennings will continue to work on in spite of discouragements, for the good of the few who value and appreciate his services.

Waikaua School: Master, Mr. Lewis, assisted by Miss Lewis.—Opened, August, 1877. Inspected, April 17th, 1878. Registers carefully kept. Highest number on the roll: Boys, 17; girls, 11: total, 28. Present at inspection: Boys, 15; girls, 11: total, 26.

Reading: 1st Class: Number in class, 3. Book, 3rd Irish Series. One good, two fair. Book rather too difficult. Meaning text understood. Spelling fair.—2nd Class: Number in class, 3. Book, 2nd National Series. Three fair. Spelling confined to words of one syllable.—3rd Class: Number in class, 8. Book, Sequel to Step-by-step. All read words of one syllable, but not fluently. Did not understand meaning.

Dictation: The 1st, 2nd, and 3rd Classes wrote down sentences dictated from their reading-lessons. While the writing was good, the spelling was imperfect.

I would strongly recommend that this school be supplied at once with the Royal Reader Series, 1st to 4th, as it is very difficult to classify the attainments of children who are reading books arranged upon different methods.

Arithmetic: Compound subtraction, one good. Compound addition, one good, one fair. Simple multiplication, two fair, one imperfect. Simple subtraction, three fair, two imperfect. Very easy addition, three fair, two imperfect. Figures well made and neatly set down, and a fair proportion of the sums worked correctly.

Writing: Copybooks. Eight fair, six just commencing.

Geography: Mr. Lewis thinks that the children do not know enough English to learn geography. But I think he would find, like all others who have tried the experiment, that the geography lesson is one of the best for imparting a knowledge of English. It enlarges the ideas of the children, is always interesting, and affords them some relief from the monotonous reading lessons.

Singing: Miss Lewis devotes some time every week to this subject, but the want of a proper manual is a great hindrance to success.

Drill: Ten of the biggest boys went through their drill exercise with great precision. They marched better than any I have seen elsewhere.

2nd Division: Taught by Miss Lewis.—Reading: 1st Class: Number in class, 6. All could read monosyllables fairly; understood meaning of the words. All could make letters and figures on their slates.

2nd Class: Number in class, 7. Knew the alphabet. Both this and the 1st Class were practised by Miss Lewis in mental arithmetic in addition up to 100, and could work easy addition sums set down on the black-board.

Considering that this school has only been open for seven months, the progress made is very satisfactory. One curious fact was noticeable here and in the other schools in the northern part of this Island—namely, the difficulty the children seem to have in pronouncing English well. With Ngaitahu “th,” “ph,” and “s” are no longer stumbling-blocks, but here the teacher’s old enemies are in full force. Another difficulty arises from the rather defiant air that the children assume. I imagine that both these difficulties are to be traced to the constant intercourse that exists between the disaffected Taranaki Natives and those living about Cook Strait.

The manners of the Maoris in this neighbourhood are very disagreeable, and they evidently do not

wish to acquire our language or habits. The masters engaged in the schools are deserving of much sympathy for with the most strenuous efforts they can hardly make headway against the thinly-concealed antagonism of the adult Maoris. I should very much wish to introduce the system of standards, but I know that it would be very unfair to the masters to do so, as it often happens, from the causes above stated, that children who passed one grade one year would fail to do so the next.

Compulsory education would do much to rectify the evils of which we have to complain. If the parents were compelled to send their children they could not, as they do now, withdraw them when they pleased, nor interfere with the discipline of the schools; and the children, being no longer instigated to insubordination, might take more real interest in their work; and the masters, no longer dreading their removal, could oblige them to learn their lessons more thoroughly.

I was glad to observe a larger number of lads over thirteen years of age at Waikawa, though I fear that the evil influence of their homes is too strong to be counteracted by the imparting of a little knowledge. On my way to examine the school I had to pass through the village, where every person I met seemed under the influence of drink. The master was just returning from the house of the Chairman of the School Committee, whom he found sitting with some Maoris round a grog-bottle, and deaf to all his advice. Under the circumstances it was impossible to invite any of the Maoris to attend the examination. I trust Mr. Lewis's influence will in time effect some improvement in the moral condition of this village.

The school buildings at Waikawa are quite new, but inconveniently placed and badly built. The schoolroom and master's house are under one roof. The schoolroom is 33 feet long and 24 feet wide. There are three large sash windows on each side. The room is unlined, but boarded with upright boards, many of which have split and gape, some as much as an inch apart. In winter this room, the side of which is exposed to the full force of the sea-breeze, will be hardly habitable, as in summer the draughts are so great as to prevent any one sitting near the wall.

The schoolroom was fairly furnished with desks, forms, black-board, and maps, and looked tolerably clean. The dwelling-house consists of five rooms. The sitting-room is constructed in a most extraordinary manner. It is 20 feet by 12 feet, and possesses four doors, two windows, and a chimney. There is not a spot where the inmates can escape to from draughts. Two bedrooms, a bathroom, and a kitchen complete the dwelling-house.

The site was excavated on the hillside, and the house so placed that before it was occupied the earth fell and lodged against it a considerable height. The buildings cost about £600, and another £100 has since been expended without doing all that requires to be done to make it all comfortable.

The land requires fencing, as Mr. Lewis is continually disturbed at night by cattle and horses rubbing up against the building.

Wairau School: Master, Mr. Fountain.—Inspected, 18th April, 1878. Registers carefully kept. Highest number on the books: Boys, 7; girls, 8: total, 15. Present at inspection, 12.

1st Class: Number in class, 2. Reading: Book, 4th Royal Reader. One good, one fair. Spelling, one good, one fair. Pronunciation fair. Meaning of lesson not quite understood. Dictation: One fair, one imperfect. Arithmetic: Simple proportion, one fair. Compound multiplication and division, one good. Compound multiplication, one imperfect.

2nd Class: Number in class, 3. Book, 3rd Royal Reader. One good, two fair. Spelling fair. Pronunciation imperfect. Understood meaning of lesson. Dictation: One fair, two imperfect.

3rd Class: Number in class, 3. Book, 1st Royal Reader. One fair, two imperfect. Spelling imperfect. Pronunciation imperfect.

4th Class: Number in class, 4. Commencing alphabet.

Arithmetic: Simple multiplication and division, two fair. Simple addition, one fair. Tables and weights and measures, four fair, two imperfect.

Writing: Copybooks. Two good, five fair.

Geography: Two could answer questions on the geography of New Zealand correctly.

Music and Drill: Neither taught yet.

Sewing: Mrs. Fountain gives lessons in sewing. The frocks worn by the girls in school were made by themselves, under her direction, and were fair specimens of needlework.

The schoolroom was clean and tolerably furnished, and the children were clean and fairly well-behaved.

Towards the close of last year it was deemed advisable that Captain Curling should be transferred from Wairau to Little River, and for some months the school at Wairau was closed. On the arrival of Mr. and Mrs. Fountain, in January, it was reopened with, at first, a small number of scholars. The small attendance was owing to two of Te Rore's sons having accompanied Captain Curling to the South, and to the opening of two other schools at Waikawa and the Pelorus having drawn away some who formerly came here. There has been an improvement in the behaviour of the Natives at this village since one of their number was drowned when returning from the publichouse the other side of the river. I was glad to find others besides Te Rore taking an interest in the school, and hope that the numbers attending will soon be increased.

Canvas Town School: Master, Mr. Severn. Visited 19th April, 1878.—Registers carefully kept. Highest number on books: Boys, 7; girls, 4; total, 11.

Reading: 1st Class: Number in class, 6. Book, 2nd Royal Reader.—2nd Class: Number in class, 3. Book, 1st Royal Reader.—3rd Class: Number in class, 2. Book, Primer.

Dictation: Five can write passages dictated from Royal Reader No. 1, fairly.

Arithmetic: Simple addition, subtraction, multiplication, and division, six, fairly. Addition, subtraction, multiplication, one, fairly. Commencing addition, four. The working on the slates shown to me was very neat.

Grammar: Eight can parse easy sentences.

Geography: Eight have a fair knowledge.

Writing: Copybooks. Five good, four fair.

The schoolhouse, though picturesquely, is very inconveniently situated, being on a shady hillside,

and without a playground. The master occupies one end of the schoolroom, and is miserably uncomfortable. Mr. Rutland, the Chairman of the School Committee, impressed strongly upon me the need of a grant of at least £150 for the enlargement of the schoolroom, and for the purpose of providing additional accommodation for the master. There is urgent need for more accommodation, as the schoolroom is now overcrowded. Being unlined, it is likely to be bitterly cold in winter. Mr. Severn gave a very good character of the Maori children, who are very well behaved, and very regular in their attendance, though several have to come a considerable distance every morning.

Wairewa School: Master, Captain Curling.—Inspected 8th May, 1878. Registers carefully kept. Highest number on the books: Boys, 14; girls, 15: total, 29. Present at inspection, 29.

Reading: 1st Class: Number in class, 7. Book, Royal Reader No. 2. The reading of this class, with one exception, was good, the pronunciation being correct. The spelling was good, and the meaning of the lesson understood.

Dictation: This class wrote down a few sentences taken from the reading-lesson. Though the writing was good, the spelling was bad, the words spelt correctly orally being misspelt when written.

2nd Class: Number in class, 9. Book, 1st Royal Reader. Three good, five fair, one imperfect. Pronunciation fair; spelling fair; meaning understood.

3rd Class: Number in class, 10. Book, 1st Royal Reader. Six fair, four imperfect. Pronunciation and spelling defective.

4th Class: Number in class, 3. Easy words and tablets.

Arithmetic: Compound multiplication and division, three good, one fair. Simple division, three fair. Easy sums, multiplication, three good, four fair. Subtraction, two fair. Addition, four fair. The figures were well made, and the work neatly set down on the slates.

Writing: Fifteen writing in copybooks, three just commencing. The writing on the whole was good.

Tables: Twelve had a correct knowledge of the multiplication table. Six fair, six imperfect.

Weights and Measures: Not taught except to the one working at reduction.

Geography: Seven had a slight acquaintance with the map of the world and New Zealand, but they all failed to point out Auckland.

Drill: Whole school proficient. This being so, I was surprised to find the discipline so lax, and rather noisy at their work.

The progress in arithmetic was very satisfactory, the work being thoroughly done. The common fault with Maori children is the inaccuracy of their work—sums are quickly but incorrectly done. But that was not the case here.

Though satisfied on the whole with the state of this school, I was sorry to find that the children had been allowed to forget some things the former master had been at particular pains to impart. Their ignorance, for instance, of geography can hardly be excused, and there seemed to be very little desire on the part of the master to make the work of the school interesting to the children.

The schoolroom was clean and tolerably well furnished, and the children were clean and well dressed.

Captain Curling told me that one advantage of giving notice of my visit was that the parents provided the children with new clothes, of which most of them had stood in need. Captain Curling has been greatly inconvenienced for want of water, having been obliged to carry every drop used in the house from the creek nearly a quarter of a mile away. His application for tanks having been approved, it is to be hoped that he will shortly be relieved from this inconvenience.

The precincts of the school were clean and tidy. The Maoris request that two gates may be put up at the entrance into the school-yard. As they were at the cost of the fence, I think their application might be granted. Some alterations require to be made in the schoolroom, which is rather overcrowded.

After having finished my examination, I distributed £2 10s. worth of prizes, kindly given by Messrs. Coop, Joblin, and Walters, residents in the neighbourhood, who are much interested in the school.

In the evening a meeting of the School Committee took place, and here, as elsewhere, I found the Committee was inclined to dictate to the master. I therefore took occasion to point out to them that their duty was not to control, but to assist the master, who was responsible not to them, but to Government.

The sympathy that exists between the Wairau Natives and the Ngaitahu will, I fear, prevent Captain Curling being generously treated by the Natives amongst whom he is located.

Ruapuke School: Master, the Rev. J. Wholers.—I did not visit Ruapuke, as I learned from Topi that only three or four little children were attending the school, and I did not think it right to incur the expense of chartering a cutter to visit a place where the numbers attending the school were so reduced. Most of the children who were at Ruapuke are now either at the Neck or at Riverton. The Rev. Mr. Wholers informs me that the school buildings are very much in need of a coat of paint, and some slight repairs. It is advisable that this application should be attended to, as it is now two years since attention was drawn to the injury the weather was doing to these buildings for want of a small outlay in repairs. Though there are so few children now at Ruapuke, in a few years the Natives may return there, when the need of a schoolroom will be felt if this is allowed to fall into decay.

Arahura School: Master, Mr. Fitall.—Inspected, 20th November, 1877, by J. Greenwood, Esq. Registers carefully kept. Highest number on roll: Boys, 12; girls, 7: total, 19. Present at inspection: Boys, 9; girls, 3: total, 12.

1st Class: Number in class, 2. Reading: Book, 5th Royal Reader. Read fairly. Arithmetic: Well up in the compound rules; writing very good. Geography: A fair acquaintance with the leading outlines.

2nd Class: Number in class, 3. Book, 2nd Royal Reader. Read fairly. Arithmetic: The four simple rules fairly. Writing: Wrote words on the slates well; copybooks fair. Geography: Slight acquaintance.

3rd Class: Number in class, 7. Book, Primer. Read fairly. Arithmetic: Addition. Writing: Letters on slates.

I am indebted to Mr. Greenwood for this report, as I was unable to reach Arahura this year owing to the Kaiapoi meeting taking place at the time I had fixed to go there. Mr. Greenwood remarks that Mr. Fitall seems a painstaking teacher, but that he labours under the disadvantage of being obliged to teach in a small, close, and ill-arranged room. Mr. Greenwood recommends an addition of 24 feet by 16 feet to the present schoolroom, as no one can teach successfully when the children taught are breathing vitiated air. It is desirable that this recommendation should, if possible, be acted on.

Enclosure in No. 2.

RETURN showing INCREASED ATTENDANCE in 1878.

	Boys.	Girls.	Total Present at Inspection.	Highest Number on Books.
Present in 1878	166	150	316	339
Present in 1877	98	109	207	246
Increase	68	41	109	93

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

Highest number on school registers 339

Not attending school 161

Before the end of 1878 this number is likely to be still further reduced by the opening of two new schools.

RETURN showing NUMBER of NATIVE CHILDREN attending SCHOOLS in the South Island.

Name of School.	Boys.	Girls.	Total Present at Inspection.	Highest Number on Books.	Date of Inspection.
* Stewart's Island	15	12	27	29	27th Feb., 1878.
† Bluff	3	6	9	9	3rd March, 1878.
* Molyneux	10	6	16	16	
* Riverton	14	16	30	34	5th March, 1878.
† Taieri Bridge	5	7	12	15	8th March, 1878.
† Taieri Beach	4	3	7	7	9th March, 1878.
* Otago Heads	16	16	32	32	11th March, 1878.
† Purakaunui	3	1	4	4	12th March, 1878.
* Waikouaiti	18	22	40	47	13th March, 1878.
* Kaiapoi	11	9	20	22	4th April, 1878.
* Wakapuaka	7	2	9	9	15th April, 1878.
* Waikawa	17	11	26	28	17th April, 1878.
* Wairau	7	5	12	15	18th April, 1878.
† Pelorus	7	4	11	11	19th April, 1878.
* Wairewa	14	15	29	29	8th May, 1878.
* Arahura	12	7	19	19	
Probable number attending Motueka, Port Levy, and Ruapuke	5	8	13	13	
Totals	166	150	316	339	

* Native schools. † English schools attended by Native children.

No. 3.

Mr. S. von STÜRMEER, R.M., Hokianga, to the UNDER SECRETARY, Native Department.

SIR,— Resident Magistrate's Office, Hokianga, 14th January, 1878.

I have the honor to forward herewith, for the information of the Hon. the Native Minister, a report on the state of the different Native schools under my supervision in this district.

During the past year two new schools have been opened, viz., at Lower and Upper Waihou respectively. Both are well attended, and bid fair to meet the educational wants of the settlements in

which they are located. It will be seen that, with the exception of the Pakia Native school, at which the attendance has fallen off very considerably, the whole of the schools have been well supported, and are progressing as favourably as could be expected.

I may remark that the Hokianga Natives, like all others in New Zealand, are very changeable, and, knowing that, I am agreeably surprised at the regular and large attendance at the majority of these schools, and the continued interest taken in them by the parents of the children, as they are as warmly supported now as on the day of their first establishment in this district, upwards of six years ago. As the older pupils leave either to take their places in the tribes as breadwinners, or are removed, as has been the case in very many instances, to superior schools in Auckland and elsewhere, to train for the Church or Wesleyan Missions, younger children come forward and take their places, and so the attendance is kept up. Many of the elder girls also have been well married, and I am glad to say are showing the effect of their schooling, &c., in their own homes by their correct behaviour, the number of European comforts they have gathered around them, and the cleanly and tidy appearance of themselves and all connected with them.

The greatest difficulty here is to get good teachers, persons who are not only able but who are really willing to teach, and to devote their whole energies to the work before them. At Whirinaki, Waima, Lower Waihou, and Waitapu this is particularly noticeable. The teachers at these schools are, I believe, doing their work conscientiously and energetically, and not only for the sake of the salary they receive, and the result is that their schools are well and regularly attended, and the progress made by the pupils is very marked.

At Lower Waihou the school is taught by ladies only (the Misses London), and at the time the appointment was first made I looked upon it with some misgivings, and more as an experiment than anything else. I am, however, glad to be able to say that, after eight months of steady work, I may safely report that it is a most successful one, and should feel very proud if I could state that all the other schools in my district were as well conducted and had so large and regular an attendance.

With reference to school fees, I am sorry to say that, though the amount collected is considerable, it is still not nearly so large a sum as it should be, the parents of the children constantly pleading poverty as an excuse for their remissness in this matter. This is, to a certain extent, true, as the expense, in a great measure, falls upon the old people, who are unable to leave their settlements to earn money like the younger and unmarried portion of the community. At Whirinaki the Natives, to avoid the payment of school fees, have offered a piece of land as an endowment for the school. This is, I think, a movement which should be encouraged, as, by so doing, at some future period these Native schools may become self-supporting, and cease to be a burden to the State.

During the December quarter the attendance at all the schools has been slightly lower than during the previous quarters. This I have noticed to be always the case, as this is the planting season, and the assistance of the children is required at the cultivations.

I am glad to say that the crops throughout the district are very good indeed.

I have, &c.,

SPENCER VON STÜRMER,
Resident Magistrate.

The Under Secretary, Native Department.

Waimate Native School: Established 1871. Mr. Moore, teacher.—On the occasion of my last visit 27 children were present—namely, 18 boys and 9 girls. I examined them in reading, spelling, composition, geography, and cyphering. The 1st and 2nd Classes I found had made considerable progress, and in translating Maori into English I found they had made a great advance. The copy-books were clean, and the writing was excellent. Schoolroom and pupils very neat and tidy. Accommodation, desks, &c., good and sufficient. Number of children on roll, 30. Mr. Moore, the teacher, has been in charge of this school since it was opened.

Whirinaki Native School: Established 1873. Teachers, Mr. and Mrs. Mitchell, assisted by Miss Mitchell.—I found 29 children in attendance—namely, 19 boys, 10 girls. On roll, 34. I examined the children most carefully, and found that the elder pupils were thoroughly well grounded in reading, spelling, and geography. The writing was fair, and books well kept. In arithmetic they were very forward. The sewing and fancy work done by the girls were very nice indeed, and reflect great credit on Mrs. and Miss Mitchell. Desk accommodation is not sufficient for the requirements of the pupils, and I hope that this want will be remedied as speedily as possible. Since the appointment of Mr. Mitchell in 1876 there has been a marked improvement in the school, and I am glad to say the number of pupils attending is on the increase. At present there are 34 on the roll.

Pakia Native School: Established 1873. Teachers, Mr. and Mrs. Woods.—I found 14 pupils in attendance—namely, 6 boys and 8 girls—of which number only four were Native children, the remainder being Europeans. They appear to have been well taught, and as far advanced as the same number of children would be in any other country school. They were neat and tidy, and the school was moderately clean. A little more energy displayed by the teachers and Committee in the conduct of this school would, I believe, tend much to raise the attendance, which has fallen off from upwards of 50 pupils on the roll to 19 as at present. Sewing is taught at this school.

Oma or Rakau Para Native School: Established 1873. Teachers, Mr. and Mrs. Harrison.—As I was unavoidably engaged for the first fortnight in December, I deputed Mr. Bishop, Clerk of the Resident Magistrate's Court, to examine this school. He reported that he found 15 pupils in school—namely, 7 boys and 8 girls. He examined them in reading, spelling, arithmetic, the meaning of words, and composition. The most advanced pupils were absent. The reading and spelling excellent; ciphering, to practice, excellent; geography, good; writing, clean and very fair. School building clean and tidy. The excuse given for smallness of attendance was the present scarcity of food. Sewing at this school is entirely given up; no sewing produced. Total number on roll, 31. Thirteen pupils have left this school during the past quarter. I have spoken to the Chairman, Hori Karaka Tawiti, on the subject, and he tells me that on the reopening of the school the attendance will be as large as

ever. At no other school have the fees been so punctually paid as this, there being none due at the present time.

Upper Waihou Native School: Established 1877. Mr. and Mrs. Needham, teachers.—This school has only been open for the past quarter. The attendance is very regular, there being 42—namely, 16 boys and 26 girls. For a new school the progress made is very good indeed, and I trust at the end of another year to be able to report well of this school. Mrs. Needham has established regular sewing classes for girls, who make all their own clothing, and I am informed that the attendance will be considerably increased in numbers on the reopening of the school.

Lower Waihou Native School: Established May, 1877. The Misses Lundon, teachers.—On my last visit I found 49 pupils in attendance—namely, 23 boys, 26 girls. Number on roll, 50. Only three of these children had been to any other school, and the advance made by the children, even to the little ones, is most surprising, considering the short time the school has been open. In needle and fancy work I am inclined to believe the girls are far in advance of those attending any other school in the district. The children were very tidy and clean, and the schoolroom appeared to be supplied with every requisite. Of the number of children that attend this school it will be observed, on reference to the returns, that 31 are under the age of ten years: this is, I consider, most satisfactory, as they all learn much quicker and more perfectly when very young, and have at the same time a longer period before them in which to attend school.

Waitapu Native School: Established 1871. Mr. and Mrs. Hill, teachers.—I found 11 in school—namely, 4 boys and 7 girls. Number on roll, 15. It gives me great pleasure to be able to report that the whole number, after going through a rather trying examination in reading, dictation, geography, and arithmetic, acquitted themselves in a most satisfactory manner, the pronunciation of English being very perfect indeed, and they all appearing to thoroughly understand what they are taught, and not, as is too often the case, learning by rote. I feel very sorry that Mr. Hill has so few pupils amongst whom to display his ability as a teacher, but this school is not well situated, there being very few Natives residing in the neighbourhood. When first established it was the only school in the district, and the attendance was large, children coming from a distance of upwards of twenty miles; but as other schools were established at the larger settlements the attendance rapidly fell off, and for the last three years it has, as at present, consisted only of those children residing immediately in the vicinity of the school buildings. Mr. Hill informs me that he anticipates an addition of two pupils on the reopening of his school. The female pupils all make and cut out their own clothing under the direction of Mrs. Hill, and are neat and tidy in their appearance. The school building requires a coat of paint: this applies to all the schools in Hokianga, excepting Upper and Lower Waihou.

SPENCER VON STÜRMER.

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