

the Natives have a master sent them by Government, and he treats the children cruelly and misbehaves himself, the Maoris conclude that, as he is probably a fair specimen of what schoolmasters generally are, they would rather manage to rub along without one, that education is a great mistake, and that they will have no more of it. This would seem to be a valid reason for making teachers' residences comfortable, giving them fair salaries, and, generally, making them feel that it is rather a good thing to be a native-school teacher; in this way, and in no other, good men may be drawn into the service and kept in it.

COMMITTEES.

About one-half of the School Committees do their work well. Good Committees are to be found at Peria, Pukepoto, Waiomatatini, Te Wairoa, Matata, Kaikohe, Ohaeawai, Torere, Te Teko, Port Molyneux, and many other places. At Ohinemutu, Tokomaru, and a few other schools very little work is done by the Committees. In many cases the Chairman is the only active member of the Committee, as at Kaiapoi, Te Awahou, Upper Waihou, &c. Where this plan is adopted, and the Chairman is an active, intelligent man, who receives what may be called the passive support of the others, the arrangement works very well,

I would again draw attention to the necessity that exists for a short Act giving Native Committees the power of making education compulsory in their own districts. It is found that where the Natives take the most interest in the education of their children, there is the greatest desire that the Committees should possess this power. The Native Committees are of very great use when they do their work, and it is desirable to increase this usefulness by giving them powers to deal with parents that take no interest in their children's future welfare.

RECORDS.

These are in almost all cases fairly well kept. At some schools the entries in the log-book are very meagre and unsatisfactory. This book when properly kept is of great use, because it enables one to learn in a few minutes the history of a school during the interval between two visits; it also gives complete information as to the requirements of the school, repairs and so forth. At an inspection there is frequently not sufficient time for an Inspector to elicit all the information he needs, if this has to be extracted in the course of conversation. The best log-book was found at Maketu, but there were three or four others nearly as good. The school records generally are admirably kept at Te Kaha.

ATTENDANCE.

Owing to causes already enumerated, the average attendance has not increased quite so much as it did in the previous year; while the average attendance for the last quarter of 1879 was 1,042, 1,227 for the last quarter of 1880, and 1,458 for 1881, the strict average for the corresponding quarter of 1882 was 1,473. The working average for the whole of 1882, however, was 1,648.25, against 1,562.25 for 1881. There were 2,024 names of children on the school rolls at the end of 1882, against 2,010 at the end of 1881.

STATE OF BUILDINGS AS REGARDS NEATNESS, ETC.

The following schools are mentioned in the reports as being commendable for general neatness: Kaikohe, Omanaia, Peria, Whangape, Te Kaha, and Port Molyneux. There are many others that are quite satisfactory. The Committees are supposed to attend to this matter, but, generally speaking, the influence and example of the master have much to do with the general appearance of the school buildings.

STATE OF BUILDINGS AS REGARDS REPAIRS REQUIRED.

With very few exceptions, all Native school buildings are in good order. Some of the school-houses and residences might, I think, almost be taken as models of what village schools should be. Many of the old and inconvenient buildings have been greatly improved, and, with the exception of some of the subsidized schools, there are none in which the work of education cannot be satisfactorily carried on.

APPLIANCES AND FURNITURE.

Nearly all the schools are now properly furnished. In a few cases the desks in use are bad, but this is where the prospects of the schools are not encouraging enough to warrant additional expenditure on new furniture. The desks made in accordance with the department's specifications are found to be very good. Much time and care were given to the elaboration of the plans for them. The Dutch dual desk, modified in America, was adopted by the Auckland Board. This received further modification, and was adopted by the Taranaki Board. It was then taken up by the Education Department, and altered so as to secure greater comfort and convenience for the children that have to use it. It is now an admirable desk, and when fixed on suitable platforms is found to leave nothing to be desired. The teachers generally are careful not to allow the desks to be stained or disfigured, and our schools, with regard to this matter, present a pleasing contrast to many European schools.

GARDENS, ETC.

Many of the teachers have well-kept gardens. It is a rule, without exception, that where there is a good garden there is a good school. The reason of this is, I suppose, that a teacher who takes pains to make the surroundings of his school pleasant and attractive will also take pains with everything he has to do. The converse proposition, however, does not hold good. There are many good