

- (2.) There was too much of the Bible taught, and too little of other subjects. They were taught moreover in their own language, whereas what they wished to learn was English.
- (3.) The food supplied to the children in the Boarding-schools was insufficient.

With regard to the first point, I would observe that the provision in the trust deeds for industrial training in Native Schools appears generally to be inoperative, St. Stephen's being the only institution where industrial training other than in household work, and the cultivation of a certain amount of food for home consumption can be said to be given. The school at Otaki must also be excepted, where the boys have the opportunity of observing and assisting in the ordinary operations of a good farm.

There is some truth also in Paul's second objection. In St. Stephen's and Bishop William's school the knowledge of English is not sufficient to be of any practical utility. Teachers thoroughly conversant with the Maori language, and having before them specially the object of raising up teachers of religion, have not given that prominence to the acquirement of the English language which was necessary to qualify teachers of schools.

I do not think the Government should be called upon to subsidise these Boarding-schools and Colleges, so far as they are training establishments for special religious objects, but only so far as they supply sound elementary instruction in the English language to the Native race. Public funds should, I apprehend, be granted only in return for results which the community as a whole desires, and not for purposes from which it may be doubted whether it obtains a direct and immediate advantage. What the public generally require, and may fairly be called upon to assist in providing, is instruction in reading writing, and arithmetic, and in such elementary knowledge as makes the Maori capable of mixing on equal terms with Europeans, and exercising the equal rights conferred upon them. I believe that these results will be obtained most readily at the present time by the employment of English masters.

There are at present five boys placed by the Government in charge of Mr. Mowbray, the master of the principal Church of England day school in Wellington. They board and lodge in his house, and attend the English Day School. One, Reuben King, has been at school two years. He reads the English language with tolerable fluency, and works sums in arithmetic as far as reduction of weights and measures, and easy examples in practice. Three others, who have not been so long at school, are also well advanced in their knowledge of English.

I believe that the advantage to the public from the higher standard of attainment reached by these boys will be far more than commensurate with the higher scale of expenditure involved in their education. This however is an exceptional case, and cannot be looked upon as a plan which can be generally adopted. I have mentioned it here as showing the facility with which a competent English master, without a knowledge of Maori, overcomes the difficulties of teaching English to the Maoris. The effect of six months' teaching by an English clergyman at Otaki leads to the same conclusion.

Another point in which the system of Native education hitherto in force has been wanting has been ably pointed out by Mr. Carleton and others in previous years.

It has been powerless to excite any sympathy or co-operation from the Natives themselves; the Natives have not felt that they have any part in the promotion of the work. I believe that the secret of success lies in inducing the Natives (see Mr. Carleton's Report of 1862) to "take the initiative, make education a part of the Runanga, let them feel that it is their own work. As a first step towards inducing the spirit of self-reliance, equal contributions from themselves, either in money, land, or labour, should be made an imperative condition of Government aid."

A step in this direction has been taken at Maketu; and also more recently at Taupari. Mr. Taylor, in a letter which I attach to this Report gives most practical and valuable suggestions as to the establishment of Village Schools under English masters.

I am satisfied that at the present time, when the Maoris are being brought into closer association with Europeans than at any previous period, and the importance of acquiring a knowledge of English is more generally appreciated by them, the establishment of these schools would be attended with considerable success.

The Government aid should, I submit, begin with and be mainly devoted to Primary Schools. The attempt to work downwards from Colleges to Primary Schools has been in some measure the cause of failure in the case of European schools in the Colony, and a similar attempt has ensued in like results in the case of Maori schools. At present training schools of Maori teachers do not really exist, and could not be established with any advantage, while pupils who have had the necessary elementary education in lower schools are wanting. It is not impossible that when a few Central and Village Schools with good English teachers have been for some time at work, and have become organized, occasional advantage might be taken of them to obtain temporary training for English masters in the art of teaching and organizing a Maori school on a somewhat similar plan as that on which pupil teachers are admitted into English schools.

In conclusion, I would submit—

- (1.) That Government assistance in case of all schools should be given generally in return for results, that is for the attainment of a certain proficiency in the several branches of an elementary English education, on the report of an Inspector who should regularly visit the schools in receipt of public funds, and that unless such reports continued satisfactory the grant should be withdrawn.

- (2.) That where the Natives in any district form a School Committee, and guarantee a certain sum annually to meet the current expenditure of the school, the Government should supplement that sum with (say) an equal amount.

That where they set apart land for the permanent maintenance of a public school unconnected with any religious body, and vest it in Trustees for the purpose (say two Natives and the Resident Magistrate of the district), the Government should contribute also to the permanent improvements in a fixed proportion.

- (3.) That in the case of Central or Boarding-schools, where these are upon lands granted to religious bodies, the assistance given by the Government should be in the form of a capitation