

too scantily. Sometimes they get overheated, and then will sit in the coldest draught. In running about they often miss their meals. These causes, in the end, tell on their health. They are not a hardening, they are a wasting of nature.

The difficulties to be overcome in the management of a Native school are great. It is as if a teacher in London collected a number of children running wild in the streets, who had never been under restraint; who possessed only a small vocabulary of their own rude language, and on being taken to school he, the teacher, at once commenced to teach them the Greek language. Of course their progress would naturally be slow. The Native schools, however, do a great deal of good; the fruit thereof will be seen mostly in the next generation. The pupils now learn some discipline, and get a glimpse, even if it be a faint one, of English literature; and when they grow up and become parents themselves, they will know how to appreciate schooling for their children, and will bring them up in a more rational and civilized manner.

Enclosure 2 in No. 9.

APPENDIX B.

Translation.

To MR. McLEAN,—

Otago, 2nd January, 1874.

Sir, salutations. I have visited the people living at Murihiku (the southernmost part of the Middle Island), and have seen the schools and other institutions, and have been much gratified at seeing the thorough manner in which the schools are conducted by the teachers in those districts.

Friend, this is a word of mine to you. The people of Maranaki are distressed because the Government have not established a school among them for their children.

I now apply to the Government to consider the application of the people of that settlement, and to establish a school for their children. It would answer to send them to the English schools, but they are so far from the Maori settlement that the children would have to walk a great distance. It would be well for the school to be erected on their land, for they have already written respecting the land, offering to give one acre for school purposes. Do you take this into your consideration, and let me have a reply.

From your friend,

HORI KEREI TAIAROA.

Enclosure 3 in No. 9.

APPENDIX C.

RIVERTON SCHOOL.

SUMMARY of the various Branches of Education taught in the School, and the Classification of the Scholars.

1st Class—4 Scholars.—Reading (words of 3 syllables); arithmetic (compound rules); writing (copies on slates); geography (elementary questions); spelling (words of 3 syllables).

2nd Class—5 Scholars.—Reading (words of 3 syllables); arithmetic (simple addition); writing (copies on slates); spelling (words of 3 syllables).

3rd Class—5 Scholars.—Reading (words of 2 syllables); writing (short words on slates); arithmetic (simple addition); spelling (words of 2 syllables).

4th Class—3 Scholars.—Reading (words of 1 syllable), arithmetic (simple addition); writing (lessons on slates); spelling (words of 1 syllable).

5th Class—4 Scholars.—Learning alphabet, and reading words of 1 syllable; all young beginners.

School inspected 18th March, 1874. Master, Mr. Ireland.

Number of children present, 15—7 males, 8 females. Number on roll, 21—12 males, 9 females. Average daily attendance for year ended 30th June, 1873, 19—12 males, 7 females.

Enclosure 4 in No. 9.

APPENDIX D.

OTAGO HEADS SCHOOL.

SUMMARY of the various Branches of Education taught in the School, and the Classification of the Scholars.

1st Class—8 Scholars.—Reading (progressive lessons); spelling (words of 3 and 4 syllables, words of same sound, derivation of words); mental arithmetic; arithmetical tables; grammar (etymology and syntax); physical geography; English history; writing; arithmetic (compound addition, subtraction, multiplication, division). In this class one boy had advanced as far as practice, and one girl to simple proportion. Six were absent at inspection.