

If this partition were removed, as it ought to be, a fair amount of accommodation would be afforded. Six inches of the battens which obstruct the upper sashes should be cut away: this would enable the room to be made tolerably healthful. The desks are too few, as they will allow of only twelve pupils writing with pens at once. It is not, however, desirable to procure more desks of the kind in use, as they are needlessly large, and occupy too much space. The American desks, used in many of the European schools, would be preferable. Nelson's maps of the hemispheres and of the British Isles, ought to be supplied to the school.

*Peria School (Mangonui):* 22nd June, 1877.—On roll: Boys, 30; girls, 13=43. Present: Boys 17; girls, 12=29. Maps, sufficient; ball-frame. There are two inferior black-boards; ten desks, each 8 feet 6 inches, and two, each 12 feet; clock. Two good black-boards with easels, and some coloured prints of animals, are required.

The most advanced class, consisting of 10 pupils, read the Royal Reader No. 3.

The next class, consisting of 6, read Nelson's Young Reader.

The next or 3rd, consisting of 12, read the Royal Reader No. 2.

And the 4th, consisting of 15 pupils, read No. 1, Irish National Series.

The pupils read (in a limited sense of the word) fairly. I was unable to elicit from them much knowledge of the meaning of what they read. In fact, the master does not endeavour much to make them understand it. This does not proceed in any way from neglect, but from what I consider a mistaken theory on the subject. He takes great pains to teach them English by conversing with them and questioning them. Nearly all the pupils copy from their reading-books with great accuracy; and the 1st class write well from dictation. Letter-writing (English) is pretty generally practised, but the pupils cannot as yet do very much in this way. Some of the pupils have a tolerable knowledge of geography. The writing is very careful, and the copy-books are clean. I do not approve of the copy-books in use. Those by Vere Foster, recommended by the Auckland Education Board, are preferable. I consider the knowledge of arithmetic shown by all the pupils very satisfactory. The school was neat, and the pupils orderly. The arrangement of the desks should be altered so as to make them face one side-wall. The master is energetic, painstaking, and zealous. I have no doubt that he will give effect to the suggestions I made to him. Needlework is taught, but I was informed it was next to impossible here as at other schools to get the pupils to bring materials.

The schoolhouse, built of upright boards, is 42 x 20 feet; side-walls, 8 feet 6 inches. Porch, 12 x 6 feet, with hat-pegs. Basins and towels are provided, and the arrangements for washing are good. A teacher's dwelling is attached to the school. The school reserve (five acres, given by the Natives) is fenced. It has been subdivided and laid down in grass by the master.

*Ahipara School:* 25th June, 1877.—On roll: Boys, 34; girls, 22=56. Present, 40. Maps, &c.: World, Hemispheres, New Zealand, Australia; two black-boards, ball-frame, reading-cards.

Sixteen of the pupils are the children of European parents.

The 1st, or most advanced class, 10 pupils, reading Phillips's 2nd Book.

The 2nd " " " 7 " " Phillips's 2nd Book.

The 3rd " " " 4 " " Phillips's 1st Book.

The 4th " " " 9 " " Nelson's Sequel.

The 5th " " " 8 " " Nelson's Step by Step.

The 6th " " " 18 " " Reading Cards.

This school has been recently re-opened. The knowledge of the pupils, except of very few, is slight. The master has never taught a school before, and, of course, has little knowledge of organization or school management. He seems inclined to profit by the instructions given him, an important step towards his becoming a useful teacher. He has been employing some of the European children to assist him. This I consider very objectionable: these boys scream out questions and complaints, and produce endless confusion. The numbers are sufficient to justify the employment of a regular junior assistant. The girls are, I learn, making fair progress in sewing.

The school is held in a Maori church, 45 x 20 feet, with porch. It is a very comfortless building. There are no pegs for the pupils' hats. No means of washing are provided. A fairly comfortable teacher's house has been recently built.

*Pukepoto School:* 26th June, 1877.—On roll: Boys, 35; girls, 15=50. Present: Boys, 30; girls, 14=44. Maps, &c.: The school is fairly supplied. A map of the Pacific and some pictures of animals are required.

Reading, good; apprehension of the meaning of what is read, good; arithmetic, good; transcribing from books, good; geography, fair; composition, fair; writing in copy-books, fair (books unsuitable). Sewing is taught apart from the school. I was informed that the girls make fair progress.

This school is conducted in a satisfactory manner. The description and methods of teaching have improved considerably since my last visit. The desks are now arranged in a proper fashion. The school is swept and dusted daily. The master conducts the school with great zeal and energy, and much more methodically than of old. He works by a time-table, and there is not much now of the friction I spoke of in my last report.

The schoolhouse requires to be painted, and the site to be fenced. The building has had no paint for years.

*Kaitia School:* 27th June, 1877.—On roll: Boys, 19; girls, 12=31. Present: Boys, 14; girls, 9=23. Maps, &c.: World, New Zealand, Europe, Australia; two black-boards (no easel), Royal Wall Cards, and other reading cards.

The master was confined to bed by severe illness. By the help of the committee the number of pupils specified above was got together for inspection.

The most advanced, or 1st class (7 pupils), were reading the Royal Reader No. 3; the 2nd class (5 pupils), Royal Reader No. 2; the 3rd class (5 pupils), Royal Reader No. 1; the 4th class (14 pupils), Step by Step. The reading of the 1st class, and their knowledge of the meaning of what they read, were very good. The reading of the 2nd class was fair, and their knowledge of the meaning tolerable. The 3rd class read fairly, and understood fairly what they read; as did also the 4th class. The