

transcribing from books by every class was singularly good, both as to writing and accuracy. The 1st class made very fair attempts at letter-writing; their knowledge of arithmetic was fair, and of geography very tolerable. The writing in copy-books was fair. The pupils seemed docile and attentive. I consider the state of this school satisfactory. Too much is not attempted. No effort appears to have been made to teach for display. The work done has been thoroughly and honestly done: so far as it goes it is real, not illusive.

The desks, which face and are attached to the side-walls, are very unsuitable. I understand that new desks have been ordered, but for half the number of pupils only. Enough for the whole ought to be supplied. The map of the world (Mercator's) is not suited to the school. A map of the Pacific and pictures of animals are required.

A teacher's house has been built since my last visit. The window sashes are not hung, and the chimney smokes.

Avanui School: 29th June, 1877.—On roll: Boys, 25; girls, 13=38. Present, 8. Maps, &c.: World, Europe, Australia, New Zealand; black-board (no easel), ball-frame. There is also a second black-board in a frame, the property of the master. Desks face and are attached to the side-walls.

Of the number on the roll, twelve are children of European parents. At the time of my visit the committee had given holidays, on account of the prevalence of illness amongst the pupils. The master warned the pupils to attend for inspection, but the extreme wetness of the day appointed prevented the attendance of all but eight, of whom four were Maoris.

The reading of those present was good, and their knowledge of the meaning of what they read good. Their transcribing from books was accurate. Letter-writing very tolerable. Knowledge of arithmetic fair. Writing in copy-books fair.

The best of the Native pupils were not present. Judging from those who were present, I am of opinion that the school has, since my last visit, been very carefully and intelligently taught. The master has evidently profited by the instructions I then gave him personally, and by the printed instructions I left with him.

The building in which the school is carried on is a Maori chapel, and is used by the Natives for various purposes. It is in a wretched state of repair, and is not worth repairing. The Natives in the district, as I was informed by the chairman of the committee, a European, are unable to contribute in money towards the erection of a new schoolhouse, but have offered to hand over a piece of land to the Government, if the Government will build them a school.

Te Ngaere School (Whangaroa): 3rd July, 1877.—On roll: Boys, 19; girls, 6=25. Present: Boys, 17; girls, 6=23. Maps, &c.: Hemisphere, Europe (small), small maps of the North and South Islands of New Zealand; wall cards, black-board, ball-frame, picture of animals; twelve desks, each 6 feet long.

The 1st class (7 pupils) read Royal Reader No. 1; the 2nd (11 pupils) read the Royal Primer; and the 3rd (7 pupils) read Step by Step.

They all read indifferently, and have but little knowledge of the meaning of what they read. They do not transcribe with accuracy. Their knowledge of arithmetic and of geography is slight. They practise singing, and needlework is taught.

The small attainment of the pupils is accounted for by the master in this way: The school was opened on the 3rd January, 1876, with 29 pupils. For nine months the attendance was fair. It then fell off to such an extent that there were frequently less than six pupils present. This state of things continued for six months, when the Natives were informed that the school was about to be closed. This induced a better attendance during the quarter, which ended on 30th June ultimo. Under these circumstances it would be of course unfair to expect anything like satisfactory results.

I left with the master a copy of the instructions to teachers issued by the Auckland Board of Examiners, and instructed him to give effect to them as far as possible, and to arrange the desks in the manner prescribed therein.

The schoolhouse is 30 x 20 feet, with porch. There is also a teacher's house, which has been placed much too close to the school.

No. 8.

Mr. R. J. O'SULLIVAN to the UNDER SECRETARY, Native Department.

SIR,—

Board of Education, 9th January, 1877.

I have the honor to transmit herewith (sent separately) my reports on the following Native schools:—

East Coast District.—Opotiki, Omaramutu, Ohiwa, Whakatane, Matata, Maketu, Rotoiti, Wairoa, Whareroa, Gisborne.

Hokianga District.—Waima, Rakaupara, Waitapu, Pakia, Wirinaki.

I have, &c.,

The Under Secretary, Native Department, Wellington.

RICHARD J. O'SULLIVAN.

Waima School: 23rd November, 1876.—On roll: Boys, 35; girls, 13=48. Present: Boys, 22; girls, 9=31. Maps, &c.: School requires a map of British Isles, one black-board, and two easels; also some pictures. Schoolhouse, 38 feet x 21 feet; desks along each side (bad arrangement), and table in the middle. A tolerable teacher's dwelling at some little distance from the school.

Writing, tolerably fair; arithmetic, fair; copying from books, fair; geography, fair; reading, fair; apprehension of meaning of words, tolerable; composition, practised to some extent. No needlework is taught. I would recommend that the pupils be made to learn regularly and recite small portions of verse, which they should be made thoroughly to understand; that they read but small portion daily, which they should also be made to understand thoroughly. Composition should be more