

Reading: 1st Class: Number in class, 2. Book, 5th Royal Reader. One very good, one imperfect. One dilapidated book in this class. Dictation, one good, one imperfect. Writing bad.—2nd Class: Number in class, 5. Book, 4th Royal Reader. Two fair, three imperfect. The pronunciation of this class defective. Only one could answer any question about the meaning of the lesson. Spelling fair.—3rd Class: Number in class, 7. Book, 3rd Royal Reader. Three fair, four imperfect. Words mumbled out. Book too difficult for the class. Books in such a torn condition that it was with difficulty a reading-lesson could be selected which was to be found in all. Spelling, three fair, four imperfect.—4th Class: Number in class, 3. Book, 2nd Royal Reader. One fair, two imperfect. Spelling in this class better than the reading.—5th Class: Number in class, 4. Primer. Three fair, one imperfect.—6th Class: Number in class, 9. Just commencing to read.

Arithmetic: 1st Class: Number in class, 5. Compound multiplication. One fair, four imperfect. Only one sum worked correctly.—2nd Class: Number in class, 5. Simple multiplication and division. Two good, three fair.—3rd Class: Number in class, 4. Simple addition. Very simple sums fairly worked.

Geography: Number in class, 10. Four showed a fair acquaintance with the map of New Zealand and general geography. The rest failed to answer any questions put to them.

Writing: Out of ten copybooks examined, one alone contained good writing. There is much room for improvement here, as in the other subjects taught in this school.

Sewing: The girls are taught sewing by Miss Ireland, and have made good progress in this useful accomplishment.

I observed a decided improvement in the discipline of the school, and the children were cleaner and much better behaved than during any former examination. But the rate of progress is very slow: this the master attributes to the frequent absence of the children from school, and to the want of interest in their progress displayed by the parents. I was sorry I could not invite the Natives to the examination, as Horomona Pukuheti's unfortunate marriage and his subsequent behaviour precluded his taking any prominent part on such an occasion, and he could not be present without doing so, and the other Natives could not be present without him. The windows of the old chapel, now used as a class-room, need repairing as well as the roof; and there is much need of additional forms, desks, and books.

*Purakaunui*: Master, Mr. J. F. Morris.—Visited 19th November, 1878. On reaching this school I found only two half-caste boys attending it. One had passed the First Standard; the other was not so advanced. The master attributed the small attendance to the withdrawal of several families from the neighbourhood, who had been alarmed by an outbreak of low fever. Some of the children had been sent to Waikouaiti. This school is very inconveniently situated for the *Purakaunui* Maoris, their children having either to wade a long distance through water, or to go a very roundabout way to reach it dry-shod. The Native population is, however, too small to entitle them to have a school of their own.

*Otago Heads*: Master, Mr. Lucas.—Inspected 21st and 22nd November, 1878. Registers carefully kept. Present at inspection: Boys, 22; girls, 22: total, 44.

Reading: 1st Class: Number in class, 6. Book, 5th Royal Reader. The reading of this class was very good. Pronunciation and emphasis in reading both poetry and prose correct. Text understood. Spelling good. All in this class have made great progress since the last examination. Dictation from the lesson good. Writing fair.—2nd Class: Number in class, 8. Book, 4th Royal Reader. This class read more clearly and distinctly than last year, but require to pay more attention to proper emphasis. Dictation from the lesson, four good, three fair, one imperfect.—3rd Class: Number in class, 8. Book, 3rd Royal Reader. Five good, three fair. More attention to correct pronunciation and emphasis required. Spelling in this class good. Dictation from the lesson, one very good, two good, five fair.—4th Class: Number in class, 4. Book, 2nd Royal Reader. Two good, two imperfect.—5th Class: Number in class, 3. Book, 2nd Royal Reader. Two fair, one imperfect.—6th Class: Number in class, 3. Book, 2nd Royal Primer. Two good, one fair.—7th Class: Number in class, 12. Learning alphabet.

Recitations: Ten, selected from the first four classes, recited poetry they had learnt; but none of them seemed quite up to the effort.

Arithmetic: 1st Class: Number in class, 6. Worked sums in practice, interest, vulgar fractions, decimals, square root, and miscellaneous questions. The work of this class was so equally well done by all that it was very difficult to determine which of them most excelled.—2nd Class: Number in class, 14. Worked compound rules, reduction of weights and measures, and simple practice. Seven very good, five good, two imperfect.—3rd Class: Number in class, 3. Compound subtraction and multiplication. All equally good.—Tables, weights and measures: Number in class, 29. All possessed a thorough acquaintance with the multiplication and money tables, and readily answered every question in mental arithmetic.

Writing: Thirty writing in copybooks, divided into three classes—1st, of 6: The writing of this class was, with one exception, very good.—2nd Class: Number in class, 8. Three good, five fair.—3rd Class, 8. Three good, five fair.—4th Class, 8. Just commencing to write.—Eight exercise-books were submitted for inspection. These are taken home by the pupils, who enter at night sums worked during the day. The books were very clean, and the work neatly entered.

Mapping: I examined a large number of maps executed by the first class; most of them were very creditable. Maoris seem to have a natural aptitude for this kind of work.

Geography: Twenty in the class. All possessed a thorough knowledge of the geography of New Zealand. Thirteen were very proficient, possessing a fair knowledge of general geography, describing without the aid of the map the position of the principal countries in Europe. New maps are much wanted.

Music: The children are taught singing, but have not made much progress.

Sewing: The girls are taught sewing for two hours a week by a Native mistress, herself a former pupil of the school. The girls, with that perversity common to the race, seem to prefer fancy work to plain sewing. The specimens shown were very creditable.