

before the pupils, and leaving them to go on at their ease. I have, however, even in small schools, seen some very creditable specimens of freehand, model, geometrical, and mechanical drawing; but, generally speaking, nothing has been attempted beyond freehand. Some teachers do not seem to be aware that drawing is not to be taught as an accomplishment, but as the initiatory step to technical education.

In nearly all the schools easy questions on the laws of health were fairly answered, but nothing further in the direction of elementary science was attempted except in a few schools, where an effort had been made to comply with the requirements of the Education Department in that subject. The object lessons would have had much better results if they had been more carefully prepared.

The work in additional subjects may, I think, be deemed fair, taking into consideration the circumstances attending each school and the difficulties experienced in teaching some of these subjects.

The school-buildings were, with few exceptions, clean and in good condition. I was glad to see that teachers had in some cases taken trouble to make their schools pleasant and attractive to their scholars. This should not be a difficult matter: a few coloured prints, flowers, shells, minerals, &c., tastefully arranged, effect a wonderful change in the appearance of the most dingy schoolroom, and there is certainly no reason why children should not do their work with as cheerful surroundings as possible.

I have had but little cause to find fault with the discipline in the schools under notice: the behaviour and manners of the scholars are in most cases creditable to both parents and teachers.

The North of Auckland is now well supplied with schools. I have no doubt that if the parents could be induced to send their children more regularly, and allow them to profit by the instruction placed within their reach, they would in no long time show results equal to those obtained in any part of the provincial district. Idle, unskilful, and careless teachers are being gradually replaced by young and energetic persons, some of whom have passed through our larger schools, and who, it is hoped, carry to their work in the country that knowledge of their business and those habits of order, neatness, and accuracy in which some of their predecessors were decidedly deficient.

I have, &c.,

The Chairman, Board of Education, Auckland.

JOHN S. GOODWIN, Inspector.

3. MR. O'SULLIVAN'S REPORT.

SIR,—

Board of Education, Auckland, March, 1888.

I have the honour to submit this report for the year ended the 31st December, 1887.

The number of primary schools in the education district, and the attendance of pupils, are given in the following table:—

Standard Classes.			Presented.	Absent.	Excepted.	Failed.	Passed.	Average Age of those that passed.	
								Yrs.	mos.
S 7	...	...	79	...	...	...	...	...	...
S 6	...	...	444	14	9	118	303	14	11
S 5	...	...	1,128	68	68	363	629	13	10
S 4	...	...	2,159	122	133	560	1,344	12	9
S 3	...	...	3,063	176	252	723	1,912	11	6
S 2	...	...	3,254	169	236	485	2,364	10	5
S 1	...	...	2,996	142	146	271	2,437	9	2
P.	...	...	7,507	...	...	...	...	...	...
Totals			20,630	691	844	2,520	8,989	...	

Things go on much as they did before my last report. The Board persist in refusing to consult the Inspectors on the appointment of teachers and probationers, and on other matters which anywhere out of this district would be considered in the province of the Inspectors. Appointments are made, and the Inspectors know nothing of them except when they are advertised in the newspapers: the Board still insists "on putting out their own eyes." On what principle the appointments are made to the smaller schools, which are not advertised, I am in the ridiculous position of knowing nothing whatever. It is the same about the appointment of probationers—a subject of vital importance. This I know: that the probationer system, as it is now, is but a travesty on the system which I set on foot. Meanwhile the building of hurtful schools goes merrily on. I shall give but one instance—the latest. The Board have resolved to build a school at New Lynn. This place is less than two miles from the Avondale School, and about two miles from the Waikomiti and Henderson schools. The neighbouring Committees declined to recommend its being built. This is very significant when it is borne in mind how prone Committees are to give a helping-hand to anything which will bring about the spending of money in their districts. The Inspector who was asked to examine the site reported against it. The very Board themselves once decided against building there. Yet the thing was carried by means of what I will call a private arrangement. And this in the very height of all this "pothor o'er our heads" about retrenchment. What I will call the teaching department is at present a body without a head. The Board, the Secretary, and the Committees—now one, and now the others—try their turns at driving. The Board have the least portion of this work. Every one but the Inspector is consulted. I am aware that some of the Board hug the notion, like the fly on the chariot-wheel, that they guide the vehicle. It is needless to point out that they labour under a lamentable delusion. The whole thing strongly reminds one of the saying about the effect of the plurality of cooks—qualified by the fact that in this instance these artists