

The school is conducted with great zeal, and, on the whole, in a very satisfactory manner. I would recommend an extension of the school time, now three and a-half hours daily, and the construction of a time-table. The pupils attending the school seem of a superior stamp. The school is held in a large building erected originally, I believe, for Native meetings. The side walls are but five feet high, and the lighting is, consequently, very bad. This seriously interferes with the efficient carrying on of the school. Easels for the black-boards, a ball-frame, reading-cards, and pictures of animals, &c., are required.

*Pukepoto School*: 31st May, 1876.—On roll: Boys, ; girls, : Present: Boys, ; girls, . Maps, &c.: Well supplied. (The arrangement of the desks should be altered in the manner I pointed out to the teacher.) Writing, fair; reading fair; apprehension of the meaning of words, tolerable; arithmetic, good; copying from books on slate, fair; spelling, very fair; geography, very fair; composition, tolerable. No sewing taught.

This school is conducted with great zeal, and on the whole very efficiently. Perhaps the master attempts too much. If his teaching were more concentrated and methodical, he would accomplish more with less labour. There is too much friction. The school-house is a very fair building, but requires to be painted. The site, which abuts on a high road, should be fenced. It is very desirable that sewing should be taught in the school.

Teachers, 2: Head master, Mr. Masters, and a pupil teacher.

*Awanui School*: 1st June, 1876.—On roll: Boys, 10; girls, 13=23. Of these 13 are European children. Present: 20, of whom 7 were Natives. Maps, &c.: World on Mercator's projection, New Zealand; one black-board; no ball-frame. Writing, fair; reading, fair; apprehension of the meaning of words, fair; arithmetic, tolerable; copying from books on slate, fair; spelling, middling. The above applies to two of the Native pupils, who have made very fair progress. The others present, whose attendance had been irregular, were mere beginners. The teacher informed me that there were forty Native children in the district who might attend. Inability to pay the school fee was given as the reason for their non-attendance. The master seems to have taken considerable pains with his pupils; he appears most anxious to acquaint himself with the best methods of teaching. The school is held in a Native church, which is in a ruinous state and unfit for school purposes. Access to the building is rendered very difficult by the badness of the roads immediately around it.

One master, Mr. Mathews.

*Kaitaia School*: 2nd June, 1876.—On roll: Boys, 20; girls, 12=32. Present, 27. Maps, &c.: World (Mercator's), New Zealand, Australia, England, small map of North and South Islands New Zealand; two black-boards, ball-frame, Royal Wall-cards; fixed desks along side walls—the worst possible arrangement. Writing, fair; reading, good; apprehension of the meaning of words, fair; arithmetic, fair; copying on slate from books, good; spelling, fair; composition, fair; geography, knowledge of, as yet slight; recitation, practised to some extent; sewing, taught.

I look on this school as a very promising one. The master adopts the true method of teaching. He seeks that but little shall be done at a time, and that little done thoroughly. Thus by each step the pupil gains increased power. The school requires nine movable desks, each 8 feet long; also pictures of animals, &c., diagrams, and Nelson's Hemispheres. The school-house (newly erected) is 30 x 20 feet, with porch. It appears to have been built very cheaply, the cost being, as I was informed, £70; it would be the better for being lined. The master lives with his wife and family in a house at some distance from the school, the property of the Native chief. He lives there on sufferance, and receives notice to quit at intervals. Apart from this unsatisfactory state of things, the house is such as no teacher should be expected to live in. It is small, inconvenient, and wretchedly uncomfortable, admitting the wind and rain freely.

Two teachers, Mr. and Mrs. Dunne.

POSTSCRIPT.—Many of the Native schools I have visited are doing good work, but I agree with the statement made last year by Archdeacon Clarke in his report, which I quote from memory, that they are deficient in method, organization, and drill. It may be difficult, and in some respects impossible, to apply the exact method and organization of European schools to Maori schools. I am inclined to think that the difficulties have been exaggerated. I append a copy of the regulations of the Auckland Board of Education, in which minute instructions as to methods of teaching, organization, and discipline are given. I have left a copy of these regulations at each of the Native schools I have visited. I would suggest that the teachers should be instructed to observe the regulations so far as they find it possible to do so. I have before now expressed my opinion that it is desirable that the pupils of these schools should be supplied with interesting English books, in order to extend and fix their knowledge of the language, and give them a taste for English literature. I now desire to say that I feel that, if these Native schools are to do all the good they are capable of doing, they must be made to lead to something: some future beyond them, to which they will be the threshold, must be devised.

20th June, 1876.

R. J. O'S.