



NEW ZEALAND  
**GOVERNMENT GAZETTE,**  
(PROVINCE OF WELLINGTON).

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HENRY BUNNY,  
PROVINCIAL SECRETARY.

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VOL. XXI.

MONDAY, NOVEMBER 30, 1874.

No. 33

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*Report of Inspector of Schools.*

Wellington, 15th November, 1874.

GENTLEMEN,—I do not think it will be necessary or desirable to make two examinations in the work of the standards every year; but there are special reasons for bringing before you a second report this year on the working of our schools, as they have not been reported upon for several years before my first visit, and the launching of a system of standards has made this second examination called for.

I had hoped at the beginning of the year that the serious drawbacks under which the education of the Province was struggling on, would have been, in part at least, removed by this time; that new schools would have been erected in places where all kinds of make-shifts are resorted to; that a more liberal scale of payment to teachers would have been devised; a Pupil Teacher system set on foot; a part payment by results or by the degree of the teacher's certificate inaugurated; that at least three annual scholarships to cover cost of board at the Wellington College would have been instituted; and that such other active measures would have been taken as would have tended to put this Province on something like a fair vantage ground to compete with the educational progress of the South Island Provinces. Scarcely anything has been done in the direction pointed out, but rather a check has been experienced in consequence of the uncertainty which prevailed for many months as to whether your Board would be able to meet current expenditure. Schools are still held in most unsuitable buildings, or, if the buildings be suitable, the desk and fittings are of the most primitive pattern. I very much regret that your Board has not been in a position hitherto to effect the necessary changes, and can only hope that larger grants of money will be forthcoming to put the schools in a complete state of efficiency.

I have much pleasure in reporting most favourably on the work done in the schools during the past half year. The introduction of the system of Standards has had a greater effect in creating a spirit of emulation in teachers and scholars than I anticipated. The subjoined table of figures, showing the results in the several schools and districts, should speak with an eloquence greater than words. There has been a clear increase of fifteen per cent. in the number of the children who have passed Standard I., and an increase of seven per cent. in the number who have passed Standard II. At present only 1·4 per cent. of the whole can pass Standard III., this being my first examination in that Standard. The whole increase in the averages cannot, however, be put down to the actual work done during the past six months, as many children on my first visit could pass in one, two, or even three sections of the Standard, but were plucked in the fourth section in consequence of that subject being neglected in the work of the school. One good effect in the working of the Standards has been the complete sweeping away of all that is frivolous or useless in elementary school work—such as Book-keeping, Astronomy,

and use of the Globes, much repetition of Poetry, learning Grammar and Geography by heart, long sewing lessons for girls, ~~and~~ and Algebra taught for the ~~same~~ thereof, Drawing, and Music from notes—occupying hours of instruction, Latin and Greek roots, Arithmetic worked from books only, hard spellings, sundry catechisms, and even Euclid. How far higher subjects should at present be taught in the schools is shown by the fact that only 45 children can pass Standard III. out of 3,147 *bond fide* children on the books.

I hope the time is not far distant when the larger schools, especially those in townships where no higher school exists, will ~~be able to~~ teach successfully the elements of Latin, Algebra, and other subjects of a liberal education. It must be borne in mind that the Common School is the only school for the sons of the great mass of prosperous settlers in the country, that only the very rich can afford to send a son to a High Class Boarding School and that even they cannot send all their children to such a school. There is a strong desire on the part of the educated classes in country districts to make out public schools really good and efficient schools, conducted by masters who will be able to impart to their higher classes the rudiments of a liberal education.

The town schools of Wanganui and Wellington are lowest in the scale of results; the Wellington District is the lowest of the country districts, and the Wangahu District the highest. The most advanced classes were in the Kaitake school, near Wanganui, and in the Thorndon and Boulcott street schools, Wellington. Standard III. is practically a hard standard to pass, and the 33 boys and 9 girls, who have obtained the small certificates which I have awarded, possess an evidence of having obtained a good schooling. Writing was generally badly taught, and, except in very few schools, the copy-books were not neat or carefully written. The copies were generally too difficult. Writing should be taught more as a drawing lesson from the black board. Drawing itself is the best writing lesson, and I hope soon to see a little Elementary Drawing taught.

An examination of five school teachers was held at Wanganui and Masterton. I beg to recommend that Mrs. Jordan, of Maston, and Mr. C. J. Hansard, of Tararua, receive certificates of the third class.

The results of examination may be thus compared with those of my first examination:—

Number of schools in operation on my first visit . . . . .	59
"    "    "    second visit . . . . .	58
Number of children examined on the first visit . . . . .	2381
"    "    "    second visit . . . . .	2537
Increase in six months . . . . .	206
Number of children who passed Standard I. on first visit . . . . .	800
"    "    "    "    on second visit . . . . .	1444
Increase in six months . . . . .	478
Number of children who passed Standard II. on first visit . . . . .	247
"    "    "    "    on second visit . . . . .	445
Increase in six months . . . . .	198

Although the centesimal return is 46 in Standard I., and 14 in Standard II., as struck on the numbers in the books, the results on my first visit were struck on the numbers present at the examination. The actual increase is 15 per cent. on Standard I. and 7 per cent. on Standard II. The returns do not include a large school at Feilding, which is now in operation, but was not at the time I was in the neighbourhood. The Greatford school is still closed, and the Omoko school has been closed since my last visit. A new school has been opened at Maxwell. I beg to append to my Report a short notice of each of the schools, in which will be given information not touched upon in the tabulated report of results.

I have the honor to be,

Gentlemen,

Your obedient servant,

ROBERT LEE,

Inspector of Schools.

The Education Board  
of the Province of Wellington.

TABLE OF RESULTS.

DISTRICT A. (WELLINGTON CITY).

No.	School.	Half or Full time.	Head Teacher.	Number on Books.		Present at Examination		Passed Stand I.		Passed Stand II.	Passed Stand III.	No. per cent. passed Stand I.	No. per cent. passed Stand. II.	Average Age.		Time Teacher held Charge.	
				Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.			Boys.	Girls.	Y.	M.
1	Te Aro ...	F	Mr. Holmes ...	207	182	189	157	89	52	14	9	36	6	8	6	20	6
2	Thorndon ...	F	Mr. Mowbray ...	152	81	143	73	90	41	31	10	56	18	8	8	15	9
3	Hopper street ...	H	Mrs. Wilkinson ...	35	64	37	46	9	17	1	4	26	5	7	9	1	7
4	Boulcott street ...	F	Mr. Hurley ...	80	...	71	...	35	...	18	...	44	23	7	6	1	10
5	Hill street ...	F	Mr. Newlyn ...	84	...	70	...	51	...	23	...	61	32	8	2	2	9
5	Results of District A	...	...	558	276	510	276	274	110	87	23	9	1	42	12	...	...

DISTRICT B. (WELLINGTON DISTRICT.)

1	Kaiwarra ...	F	Miss E. Stevens..	24	27	23	26	10	12	5	6	43	22	9	...	...	7
2	Johnsonville ...	F	Miss Stevens ...	19	17	18	13	9	9	1	2	50	17	7	5	...	1
3	Tawa Flat ...	F	Miss Wilson ...	22	30	11	14	7	9	2	4	30	12	9	1	...	6
4	Porirua Ferry ...	F	Mr. Carrick ...	15	14	12	10	7	7	1	2	48	10	9	...	1	...
5	Pahautanui ...	F	Mr. Singer ...	25	37	19	28	11	16	4	9	44	21	9	...	1	6
6	Horokiwi Valley ...	H	Mr. S. Singer ...	6	7	6	7	4	6	2	5	77	54	11	...	1	6
7	Karori ...	F	Mr. Wilson ...	22	23	19	15	11	8	5	5	42	22	9	2	1	4
8	S. Makara ...	H	Mr. Prendeville...	15	13	13	13	3	4	...	1	25	4	8	4	1	9
9	N. Makara ...	H	Mr. Prendeville...	11	14	9	11	3	4	...	1	28	4	9	4	...	7
10	Ohariu ...	F	Mrs. Hughes ...	15	16	11	14	6	10	...	4	51	13	9	9	1	9
11	Lower Hutt ...	F	Mr. M'Donald ...	67	38	59	29	29	18	10	2	45	11	9	9	...	2
12	Upper Hutt ...	F	Mr. Thompson ...	43	27	36	26	16	12	4	5	40	13	8	7	...	2
13	Taita ...	F	Mr. Sinclair ...	39	46	33	39	13	28	1	1	48	15	9	3	...	9
14	Wainuiomata ...	F	Miss Faithful ...	15	11	15	9	4	6	...	...	40	...	9	11	...	1
15	Belmont ...	H	Mr. Golder ...	9	10	6	6	1	5	...	...	32	...	9	3	1	5
16	Korokoro ...	H	Mr. Golder ...	8	10	4	7	1	3	...	...	22	...	9	5	...	9
16	Results of District B	...	...	355	340	294	267	135	157	35	58	6	5	42	13	...	...

DISTRICT C. (MANAWATU.)

1	Foxton ...	F	Mr. G. Scott ...	38	1	31	1	23	1	4	...	62	10	8	8	...	2
2	Palmerston ...	F	Mr. Kelling ...	26	24	16	17	3	7	2	3	20	10	8	7	1	6
3	Sandon ...	F	Mr. Williams ...	26	24	20	14	19	15	5	10	68	30	9	11	...	9
4	Carnarvon ...	F	Miss Grace ...	2	5	2	5	1	2	...	1	43	14	8	10	...	1
4	Results of District C	...	...	92	54	69	37	46	25	11	14	49	17	...	...	...	...

DISTRICT D. (RANGITIKEI.)

1	Turakina ...	F	Mr. Gouger ...	29	34	21	23	9	15	1	2	38	5	8	11	...	7
2	Turakina Valley ...	F	Mr. Jacks ...	6	7	6	7	5	5	3	4	77	54	10	2	1	6
3	Marton ...	F	Mr. Gillet ...	40	38	36	33	19	29	6	8	62	18	9	1	...	3
5	West Rangitikei ...	H	Mr. Dixon ...	5	10	3	8	3	7	3	2	67	33	9	10	...	4
6	Makirikiri ...	H	Mr. Dixon ...	9	9	4	4	...	1	...	...	6	...	9	3	...	8
9	Bull's ...	F	Mr. Locke ...	26	24	25	9	17	11	6	5	56	22	9	3	...	8
10	Upper Tutaenui ...	F	Mr. Berrens ...	33	25	25	22	18	19	7	5	64	21	9	2	1	7
12	Parewanui ...	H	Mr. M'Grath ...	10	10	9	8	9	5	4	...	70	20	10	4	...	7
13	Lower Rangitikei...	H	Mr. M'Grath ...	8	8	7	6	6	4	3	2	63	31	10	10	1	7
9	Results of District D	...	...	166	165	136	120	86	96	33	28	6	55	19	...	...	...

DISTRICT E. (WANGAHEU.)

1	River Bank ...	H	Mr. Powle ...	10	4	...	...	*	...	...	...	...	...	8	2	...	7
2	Kuitoke ...	H	Mr. Hulke ...	16	8	14	4	12	6	9	3	5	67	50	10	8	4
3	Marangae ...	H	Mr. Hulke ...	13	4	13	4	7	4	2	1	...	73	20	10	4	7
4	Mataongaonga ...	H	Mr. Williamson ...	11	11	10	10	7	8	2	...	...	68	9	10	1	4
5	Mars Hill ...	H	Mr. Williamson...	10	6	10	6	6	7	4	3	3	81	44	10	5	8
6	Matarawa ...	H	Mr. Postans ...	11	3	11	2	9	3	3	...	...	86	21	10	1	1
8	Denlair ...	H	Mr. Postans ...	5	5	5	5	3	2	1	1	...	50	20	9	8	1
7	Results of District E	...	...	76	41	63	31	44	30	21	8	8	1	64	25	...	...

\* Three Candidates Stand. I.

DISTRICT F. (WANGANUI TOWN).

No.	School.	Half or Full Time.	Head Teacher.	Number on Books.		Present at Examination.		Passed Stand. I.		Passed Stand. II.		Passed Stand. III.		No. per cent. passed Stand. I.		No. per cent. passed Stand. II.		Average Age.		Time Teacher held Charge.	
				Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Y.	M.	Y.	M.		
				1	Grammar School...	F	Mr. West ...	155	...	117	...	78	...	24	...	3	...	50	15	9	7
2	Female School ...	F	Mrs. Cooper ...	5	79	3	57	...	24	...	8	...	...	...	28	9	7	5	1	...	
3	Victoria Avenue	F	Mr. Barry ...	57	54	35	37	19	18	3	2	...	...	33	5	8	3	...	...		
3	Results of District F	...	...	217	133	155	94	97	42	27	10	3	...	40	11	...	...	...	...		

• DISTRICT G. (WANGANUI AND WAITOTARA.)

1	Aramoho ...	H	Mr. Powle ...	12	12	10	8	6	5	2	2	1	...	46	17	9	7	...	3
2	Wairoa ...	F	Mr. Rowband ...	27	21	27	15	14	9	8	2	...	...	48	21	9	8	1	2
3	Maxwell ...	F	Mr. Jones ...	11	11	7	7	4	6	...	...	...	...	46	...	9	2	...	5
3	Results of District G	...	...	50	44	44	30	24	20	10	4	1	...	47	15	...	...	...	

DISTRICT H. (FEATHERSTON.)

1	Featherston ...	F	Mr. Gulliver ...	19	17	18	12	9	9	6	...	...	...	50	17	9	6	...	9
2	Greytown ...	F	Mr. Wakelin ...	76	52	67	45	38	21	17	7	2	1	46	19	9	6	1	6
3	Moroa ...	F	Mrs. Keys ...	8	11	8	9	3	5	...	2	...	...	42	10	7	1	...	...
4	Tauhereinkau ...	F	Mrs. Blade ...	4	16	3	14	2	9	...	3	...	...	55	15	9	...	11	...
5	Kaiwairangi ...	H	Mr. Badland ...	16	7	13	6	9	4	4	2	...	...	58	26	9	6	...	4
6	Wharekaka ...	H	Mr. Badland ...	8	8	8	8	3	8	...	1	...	...	61	6	9	...	...	4
6	Results of District H	...	...	131	111	117	94	64	56	27	15	2	1	50	17	...	...	...	

DISTRICT I. (MASTERTON.)

1	East Masterton ...	F	Mr. Lillington ...	35	24	31	18	19	8	6	1	...	...	46	12	8	6	...	2
2	West Masterton ...	F	Mr. Jupp ...	22	8	18	6	14	4	3	1	...	...	60	13	10	...	2	...
3	Carterton ...	F	Mr. Armstrong ...	47	39	46	34	21	21	9	4	1	1	49	15	9	10	1	8
4	Taratahi, 1. ...	F	Mr. Tankred ...	16	18	12	15	10	15	2	7	...	...	74	27	9	4	1	6
5	Taratahi, 2. ...	F	Mr. Skipper ...	39	38	33	37	14	12	1	...	...	...	34	1	8	8	...	2
5	Results of District I	...	...	159	127	140	110	78	60	21	13	1	1	48	12	...	...	...	

SUMMARY FOR THE WHOLE PROVINCE.

District.	No. of Schools.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	No. per cent. passed Stand. I.	No. per cent. passed Stand. II.	Y.	M.	Y.	M.
A. Wellington City ...	5	558	327	510	276	274	110	87	23	9	1	42	12						
B. Wellington District ...	16	355	340	294	267	135	157	35	58	6	5	42	13						
C. Manawatu ...	4	92	54	69	37	46	25	11	14	...	...	49	17						
D. Rangitikei ...	9	166	165	136	120	86	96	33	28	6	...	55	19						
E. Wangahau ...	7	76	41	63	31	44	30	21	8	8	1	64	25						
F. Wanganui ...	3	217	133	153	94	97	42	27	10	3	...	40	11						
G. Wanganui and Waitotara ...	3	50	44	44	30	24	20	10	4	1	...	47	15						
H. Featherston ...	6	131	111	117	94	64	56	27	15	2	1	50	17						
I. Masterton ...	5	159	127	140	110	78	60	21	13	1	1	48	12						
...	58	1804	1343	1528	1039	848	396	272	173	36	9	46	14						

## APPENDIX No. 1.

A. 1. TE ARO, WELLINGTON.—This is the largest school in the Province; and, as such, there should be ample school room space, a staff of good teachers, and very strict discipline. The school is deficient in all three respects. New blocks of parallel desks, one or two large windows, more ventilation, and the re-furnishing of the class-rooms, are required. The proposed Pupil Teacher system, if adopted, would meet the second want. The master should effect the third; and, with better organisation and better teachers, it would be easier for him to do so. The standard of the attainments of the scholars is low. More careful classification is needed. There is a good tone in the school, owing to the kindly influence of Mr. Holmes, who has had charge of the school from its foundation. In justice to Mr. Holmes, it must be stated that there is a constant influx of new scholars. Of 112 children who passed standard I six months ago, only 49 remained on the books at my last examination. Not a child in this large school could pass Standard III. The son of the Hon. Wi Tako passed Standard II.

A. 2. THORNDON SCHOOL.—Since my last visit, the desks have been rearranged with advantage. The newest portion of the building should be fitted up with parallel desks. More light is wanted in the old portion of the building. The highest class of the school consisted of boys and girls seldom over 11 years of age. So long as children are removed from school at this tender age, just when they are beginning to learn with intelligence, little can be done to educate them. The school is doing good work, and will produce the best results with the material in hand. Few girls attend. The discipline is not sufficiently strict, and the smallest children were badly provided with slates and reading books. Ludwig and Webbe made two of the best passes in Standard III. of all the boys in the Province.

A. 3. HOPPER STREET, WELLINGTON.—This school is held in a "lean-to," and conducted by Mrs. Wilkinson and her daughter. It is more of an infant school than any other in the Province. Owing to the want of space, half the children attend in the mornings, and half in the afternoons. The young children are carefully taught.

A. 4. BOULCOTT STREET.—The results in Arithmetic are higher than in any other school in the Province. The other work was satisfactory. The discipline is improved, but not good. Mrs. Hurley takes great pains with the younger children. The building is unsuited for a schoolroom, being too small, too narrow, and ill-ventilated. It will not accommodate more than sixty.

A. 5. HILL STREET.—The discipline, attention to cleanliness, and the home-lesson work of this school are the best in the Province. The schoolroom itself was not tidy. This is owing very much, to the wretched organisation, as the school is literally blocked up with huge, clumsy desks, necessarily so close together, that it is hard for the children to squeeze between them, and good classification is almost impossible. The schoolroom requires windows on the side nearest the road. I missed Wilson, Te Amohau, and other sons of Maori Chiefs, who, on my last visit, were being most carefully trained by Mr. Newlyn.

B. 1. KAIWARA.—A good school under excellent discipline and management. Nearly all the children in the neighbourhood attend. The building wants repairs and six new parallel desks.

B. 2. JOHNSONVILLE.—Miss Stevens has this school in admirable order. There has been a marked progress in the short time the mistress has held charge. Six new parallel desks are wanted badly. The teacher's rooms are small and uncomfortable.

B. 3. TAWA FLAT.—Miss Wilson has altered the tone of the school, but the upper children require a master. There are no offices attached, and a dangerous unfenced stream runs by. Six desks are wanted. The children who passed Standard III. had been six years at school.

B. 4. PORIRUA FERRY.—Tone, discipline, and results low, but a better state of things hoped for under the new master. Six parallel desks badly wanted in place of the two flap desks to the side of the room. The master's accommodation is much too small for a married man. The chimney smokes badly, and he has no supply of water. The play-ground should be fenced. The school like some others, has been put in the wrong place, close by the side of the road.

B. 5. PAHAUTANUI.—Though the results are not high, the school has much improved during the past half year. The master should teach Arithmetic more by examples worked on the black board. The reading was generally good. The copy-books were not neat. The building is spacious, suitable, and well placed, but it is too low to allow of sufficient cubical area. I directed the master, Mr. Singer, to rearrange his desks, which are suitable in build.

B. 6. HOROKIWI VALLEY.—A good efficient half-time school—building and fittings sufficient for the size of the school.

B. 7. KARORI.—A great many children appear to have left the district. There is room for much improvement in the tone, discipline, and attendance. Writing and Arithmetic were poorly taught. The lower classes showed little improvement. The building is more than sufficient for the wants of the district. Rain comes down the chimney in sufficient quantity to put out the fire. There are apparently two masters' houses. All the buildings are unfinished, and the place untidy.

B. 8. SOUTH MAKARA.—School lamentably low, the copy-books wretched, and the schoolroom scribbled over with rude chalk figures left undefaced. The desks want altering so as to have much less slope. There is a teacher's residence uninhabitable. The school should be lined.

B. 9. NORTH MAKARA.—The children have made very fair progress since my last visit. A respectable class of children attend in a room rented for the purpose of a school, but much too small. The copy-books were ill written.

B. 10. OHARIU.—School is held in a lean-to by Mrs. Hughes and her daughter, who devote themselves to their work with satisfactory results.

B. 11. LOWER HUTT.—This school has been sadly neglected under the management of the late Master, Mr. Gush, now superseded. There ought to be a large and good school here. The present building, an old blockhouse, is but ill suited for a school-room, being badly lighted and inconvenient. The closets were in bad order. Mr. Macdonald, the Master in charge at the time of my visit, set himself to work in good earnest, but of late the school has again drifted.

B. 12. UPPER HUTT.—About twenty children have lately removed to the Wairarapa, and consequently the present building is nearly large enough for the numbers attending. I found little improvement since my last visit; for this the late Master, Mr. Macdonald, is to blame. The offices were dirty, and the children far from tidy.

B. 13. TAIRA.—A large and commodious building, wanting paint, like all the country schools. The arithmetic is weak; in the lower part of the school the multiplication tables were not known. The discipline is lax, but the general tone is very fair, and many respectable children attend and make good progress. I reorganized the school, the desks being fairly suitable.

B. 14. WAINUIOMATA.—Little or no progress has been made since my last visit. Miss Grace is responsible. Miss Faithful is working hard to raise the school. A porch, fireplace, and new desks are badly wanted. There is a fair residence detached.

B. 15. BELMONT.—A handful of children attend; no offices; discipline weak, but kindly. School low in results. Building not Board property.

B. 16. KOROKORO.—A half-time school with Belmont, and similar in all respects. No fireplace. Building not Board property.

C. 1. FOXTON.—Foxton is badly provided with a school. The building is worn out, there is no fireplace, and the desks are old and clumsy. There should be a good school under a competent master and mistress. The settlers are willing to supplement Government aid. All the girls attend a private school. A clock is wanted. There is a splendid paddock (fenced), containing two or three acres, on which the school stands.

C. 2. PALMERSTON.—The numbers attending have doubled in the past half-year, and the new comers are mostly young and ignorant. This must be the master's present excuse for the exceedingly low results. More parallel desks are wanted. There is a good schoolroom.

C. 3. SANDON.—The roads in this district have been almost impassable during the past winter. The teachers, Mr. and Mrs. Williams, are well qualified and trained. This promises to become a really good school. The building is large and suitable, but without a fireplace. Five more parallel desks are wanted. The playground is now fenced. A residence attached.

C. 4. CARNARVON.—During the winter the few children who attend, toil miles over wretched roads. The schoolroom is new and suitable. There is a division among the few settlers as to the best position for the school. There are very many places with a better claim for a school than Carnarvon. More children are expected to attend in the summer, if the local differences can be settled.

D. 1. TURAKINA.—An effort on the part of the settlers and the new master and mistress will be wanted to raise the Turakina School from its sunken condition. There is the present drawback of the want of a suitable building. The master's residence, and eligible site recently purchased by the Education Board, form a capital property. As soon as the new school is built, and Mr. Williamson and Mrs. Boddy are in charge, a better state of things may be looked for. Mr. Gouger, the late master, evidently felt no interest in his work.

D. 2. TURAKINA VALLEY.—Several of the children have attended for the past five or six years. The building is sufficient but wants lining; new desks, and new offices. The results of examination were satisfactory, except in the third standard. Six good candidates all failed to pass.

D. 3. MARTON.—There is not space to seat the children attending. The township is growing, and the school increasing under the efficient teaching of Mr. Gillet and Mrs. Jordan. An extension, 18 feet wide and 35 feet long is needed. This would give space for three blocks of desks 9 feet long with spaces between. The children, in their personal appearance, did not reflect the neat and prosperous condition of the township. There is a master's residence detached in a fenced playground. The roof requires repairs.

D. 5. WESTERN BANGITIKEI possesses a very good schoolroom and well-fenced playground. Formerly the children of school-going age resided near, but as they have grown up the next comers have had further to travel to school. The fifteen children now on the books are of a very respectable class, and five of them might have been expected to pass Standard III, but failed. The present master is not able to teach more than the work of the two first Standards.

D. 6. **MAKIRIKIRI**.—This school is far too distant from West Rangitikei or Greatford to be worked as a half-time school with either, unless taken on alternate days. The attendance during the past winter has been about half-a-dozen. The results of examination were most miserable; there was absolutely no sign of improvement whatever. The building is sufficient for a small school: an acre should be fenced. It is difficult to say where the school should be placed.

D. 7. **GREATFORD** School is closed for the present. About fifteen might attend. The building is new, sound, and fenced in.

D. 9. **BULLS**.—The schoolroom should be lengthened and fitted up with new parallel desks, which would give much more space. An excellent playground should be fenced. The school is well placed on the outskirts of what is becoming a populous township. The present master, Mr. Locke, is deservedly appreciated by the people. New reading books are wanted. The assistant, Miss Murphy, seems zealous and painstaking.

D. 10. **UPPER TUTAENUI**.—Mr. Berrens is a good schoolmaster. Everything pertaining to the efficiency of a school—the order, discipline, drill, manners and cleanliness of the children; buildings, fittings, playground, scheme of work, and general results of examination are well appointed, well ordered, and satisfactory. There is a fair teacher's residence attached.

D. 12. **PARAWANUI**.—Under Mr. McGrath, this school is fast improving. The building is large enough and fitted with parallel desks, badly made. The building—an old millhouse repaired, scarcely seems to represent the money spent upon it. There is a good piece of land fenced. The teacher's accommodation is small.

D. 13.—**LOWER RANGITIKEI**.—Mr. McGrath takes this everyday with Parawanui. There is no suitable furniture. Six parallel desks are wanted. The building is large enough, and the ground well fenced. The children are well taught, but more attention should be paid to the cleanliness and order of the room.

E. 1. **RIVER BANK, WANGANUI**.—On the day of my visit the rivers and creeks were higher than they had been for years. Not a child was present. The schoolroom should be lengthened, by throwing in one of the master's rooms, and building him a separate cottage. New parallel desks are wanted, the present double desk blocking up the room. The playground is large and well fenced.

E. 2. **KAITOKE**.—Mr. Hulke is a zealous and painstaking master. He is an efficient teacher, and possess all the advantages which are required to produce the best results. The children are of a good average age, they have been a long time at school, and the master has held charge for eight years. Moreover, the parents second the efforts of the master. The results are highly satisfactory. The schoolroom is fairly suitable, with improved desks. A very fair master's house is detached. A small playground is fenced. Charlotte Morgan is the best girl in attainments, I have examined.

E. 3. **MARANGAL**.—A school worked at present as a half-time school with Kaitoke, and in a good state of efficiency. It is new, well furnished, but without a fire place. Land around should be fenced. There seems but a sparse population about.

E. 4. **MATAONGAONGA**.—A great improvement has been effected since my last visit. This is owing to the careful teaching of Mr. Williamson. New parallel desks are badly wanted, and the playground should be fenced.

E. 5. **MARS' HILL**.—Mr. Williamson has made this a very good school in a very short time. The scholars attending are of a respectable class, and many are advanced pupils of 15 or 16 years of age. The building is suitable, but wants parallel desks in place of the swing desks to the side of the room. There is no fire place. The playground should be fenced.

E. 6. **MATARAWA**.—Under Mr. Postans, the new master, this school has already made excellent progress. It is well situated, with a convenient master's house close by, which should be lined and papered. The schoolroom wants a few repairs, a chair, and parallel desks in place of the usual side desks.

E. 8.—**DENLAIR**.—A new school large enough for the small settlement. The playground is a swamp, roughly fenced. No fireplace. I believe all the children formerly attending the Omoko school, now attend either Matarawa or Denlair. The results are very satisfactory.

F. 1. **GRAMMAR SCHOOL, WANGANUI**.—A great improvement is noticeable in the order, discipline, organisation, and results of examination. Few schools have in proportion, made greater progress, though the results are not high. Mr. Mair deserves commendation for his success in the junior classes. The buildings are very good—the class rooms should be fitted up with parallel desks. A good playground is well fenced, and the whole property in good order.

F. 2. **FEMALE SCHOOL, WANGANUI**.—This new school for girls only, except a very few infants, can hardly be compared with the other schools in its results. It is the only girls' school in the Province. The school is efficiently conducted by Mrs. Croper and Miss Aamodt. The building is excellent and well ordered; the furniture is suitable and good. A cupboard and another board and easel are required, with maps and diagrams on the walls.

F. 3. **VICTORIA AVENUE, WANGANUI**.—Under the new master, Mr. Barry, a great change has come over this school. It presents an appearance the very opposite of the disordered condition in which I found it six months ago. By a change in the disposition

of the desks a good organisation may be obtained. The children have made satisfactory progress. A new fence should be put up, a closet removed, and a drain cut. The room is suitable.

G. 1. ARAMOHU.—School is held in an old cottage rented for the purpose. There is a mistaken feeling in the neighbourhood that it is hardly worth while sending a child for half-a-day's schooling. William Field is the best scholar in the Provincial schools west of Wellington. The school room was untidy and the attendance irregular.

G. 2. WAIROA.—The Town Hall is used as the schoolroom, and is very badly fitted up with very long double block desks. The teacher, Mr. Rowband, exercises a refining influence over his pupils. The copy-books were neat. Very satisfactory progress has been made since my last visit.

G. 3. MAXWELL.—This is a new school. It must have been built by persons unacquainted with schools, for there is not space for a dozen children, though the building is quite an ornamental one, and cost, I understand, over £120. It is a complete failure, and almost useless. I think it had better be converted into a master's house, and a new school built. The copy-books were the neatest in the Province. I hope the master will continue to devote himself to his work.

H. 1. FEATHERSTON.—There would, in all probability, be a larger attendance if there were larger accommodation. The school is well situated, and has sufficient space around for a playground. An extension is wanted, 18 feet wide and 24 feet long, to give space for ten sets of parallel desks 9 feet long. There is a fair master's house detached. I have ordered six new desks. The discipline is rather lax, but the work done on the whole is satisfactory.

H. 2. GREYTOWN.—A new school should be built immediately. The present old room cannot accommodate 112 children if they are stowed away in every corner. Mr. Wakelin is a competent and painstaking master, and brings a good deal of intelligence to bear in all he undertakes. The school was doing good work, except perhaps in the lowest classes, which were badly provided with slates and reading books. More assistance is needed. The present site seems to me a very suitable one, if the new building is put some distance from the road.

H. 3. MOROA.—A small school, doing little work. The room would be suitable if lined and repaired. A residence is detached. The fencing is falling to pieces. The mistress is not competent to teach more than the work of Standard I. New desks wanted.

H. 4. TAUHERENIKAU.—Children are taught fairly the work of the first two Standards. The room wants more light; it is in good repair. A house is attached, and the grounds are fenced. The children are mostly girls, and the room is very clean and tidy.

H. 5. KAIWAIWAI.—The master has no suitable residence, and no other accommodation can be had. It would be best to convert the present building into a residence and build a suitable schoolroom, or else make a new arrangement for the working of all the schools on the east of the plain. As the master is about to be married the case is urgent. The school has made satisfactory progress. An acre is being fenced.

H. 6. WHAREKAKA.—Mr. Badland has done much conscientious and necessary work in this and the Kaiwaiwai school. The settlers are anxious to have a schoolroom built. The present school is held in a chapel.

I. 1. EAST MASTERTON.—Under the new master, Mr. Lillington, the school is rising from its fallen condition. The building used is the Town Hall. The old building useless. This school will, I think, in time produce good results.

I. 2. WEST MASTERTON.—The children in their appearance are a pleasing contrast to many at East Masterton. The school is carefully and efficiently conducted by Mr. Jupp, a teacher of very old standing in the Province. New desks wanted.

I. 3. CARTERTON.—As the old school, though a good sound building, is much too small for the numbers, school is held in the Town Hall close by. An extension is wanted by a room in front of the old building, by which the old part would form a wing at the north end of the new. The new room should be 20 feet by 35 feet at least, to give space for three blocks of desks 9 feet long; the old part would afford space for two other blocks 9 feet long—seating in all about 100 children, or 120 if necessary, by adding more desks or forms. The discipline is good and the results satisfactory. Arithmetic is well taught. The playground should be cleared.

I. 4. TARATAHI, No. 1 (by Carterton).—A large new school, which has increased very much in the last few months. A chapel is used as a roomy schoolhouse. At present there is an absence of method and organisation. Mr. Skipper should have assistance. Better discipline and better results will be looked for.

I. 5. TARATAHI, No. 2 (by Masterton).—School is held in an ill-lighted pent up back room of an old roadside inn. The master, Mr. Hansard, is very assiduous in his duties, and the school has made good progress. The copy-books were neat and the arithmetic very accurate.