

*Te Kao* (examined 24th April, 1899).—The grounds here are neat. There is a good vegetable garden, and, pipeclay soil notwithstanding, a small flower garden. The children (who live on the gumfields for most of the year) work well and honestly, and their behaviour is good: they show their earnestness by walking long distances to school, in some cases not less than eight miles. The teaching is in every point earnest and painstaking, and the methods are those of a man who thinks about his work. There are here, also, several pieces of apparatus, made by the Teacher, that point to the same kind of conclusion. It is, perhaps, hardly necessary to say that the results are on the whole very good.

*Ahipara* (examined 22nd April, 1899).—The sand encroachment is giving much trouble here; there is still a small flower garden, but the paddock is almost covered with driving-sand; also the schoolhouse and residence are threatened. In school there is a considerable amount of needless talking, and alacrity in obedience is not secured; also, there are attempts at copying. The attendance has been very irregular, and there has been great want of punctuality. The examination, however, shows that good work has been done by the school generally, in spite of the weak places in it.

*Pukepoto* (examined 21st April, 1899).—Children work quietly and well, and are attached to their teachers. The results of the examination are uneven; arithmetic and physical geography should be stronger. However, much work of a high order had been done. The teacher, Mr. Dunn, had for a considerable time been finding his health impaired, and his bodily vigour no longer adequate to the task of teaching a Native school. Medical and other evidence to this effect having been produced, Mr. Dunn was allowed to retire. The Department has thus lost a very satisfactory teacher.

*Pamapurua* (examined 20th April, 1899).—Teachers and scholars are on very good terms here, and punishments are not found necessary. The teaching is vigorous and direct. The school presents a very creditable appearance, and there seems to be every reason to hope that it will continue to do so. The Master has had some success in persuading the Maoris to cultivate vegetables and wheat; one Maori had 9 acres of wheat, another 2, and so on.

*Peria* (inspected 28th April, 1899).—The school has been at work less than three months, but there is very good reason to hope that we may again see here a flourishing and thoroughly satisfactory school. It will, of course, be strange if the large attendance does not fall off somewhat, but enough children should remain to enable the teachers to do really capital work.

*Parapara* (examined 27th April, 1899).—The number of passes is satisfactory, but there is room for improvement in the character of them. The nature of the results suggests that there is weakness in one or more of the following directions—very possibly in all three of them: (a) The testing of the results of each lesson; (b) independence of working; (c) sufficient use of English by pupils and scholars. It should be especially remembered that language lessons concern the ear and the tongue much more than the eye and the hand, especially in the case of young scholars. In Maori schools all questions should be answered in good English sentences. The teaching is in some respects earnest and intelligent.

*Kenana* (examined 29th April, 1899).—This is but a small school; the average for the quarter preceding the examination was only 11·41; but the people do their best and send every available child. The results were satisfactory. A new master has been appointed to Kenana, which is really a capital training-ground for a teacher not yet accustomed to Maori school work.

*Te Pupuke* (examined 1st May, 1899).—The number of small children is considerable; these show some want of attention. The elder children work heartily and honestly, and their manners are good. The garden is becoming attractive in spite of the drawbacks that attend gardening in stiff soil. It is very pleasing to note that both parties of Natives still pull together in matters relating to the school. The results were unequal; here was strength, there weakness. It may be added that the children often seem ignorant when it is only power of expression that is wanting. English is the "key subject" in Native schools. To obtain correct and confident speaking of English should be the constant aim.

*Whakarara* (examined 2nd May, 1899).—Already the Teacher has a prettily laid out flower garden, and a useful vegetable garden. The grounds throughout are neat. Both parents and children show great affection for the school and the teachers; the children work honestly. The teaching is energetic, painstaking, and intelligent. Considering the short time that has elapsed since the previous examination the results are very good. The people are themselves putting up a dividing-fence to cut off the playground, and are thus setting an excellent example.

*Hokianga District.*—Mr. T. L. Millar, Local Visitor.

*Utakura* (examined 8th August, 1899).—The children work very fairly well, but show listlessness occasionally. Results are not very large, but, circumstances considered, they are satisfactory. The population is widely scattered, and the winter roads are exceptionally bad; besides, the school is very new. Yet it stands comparison with several long-established schools in the district without being put to shame. There is one feature of the work that should be amended without delay: "sing-song" recitation should be abolished.

*Whakarapa* (examined 5th August, 1899).—But few passes were secured. Attendance had been small and irregular. The Maoris are not altogether to blame for this. The valid grounds for not regarding their default too severely are: (a) Difficulties with roads, which are long and muddy, with creeks which are tidal and often impracticable, and with hills which are high and steep; (b) the weather this year has been very bad; (c) there has been widespread and severe disease, with some fatal cases. Still, there is much apathy in the settlement, and unless marked improvement is shown speedily the Master should go to a more promising district; he could, with opportunity, do excellent work.