

not unsatisfactory. Three months after the examination the master died from the effects of a paralytic seizure. Mr. Batson had been in the service since 1894. He had been a very efficient teacher in England, but his health had often greatly interfered with his work at Ahuahu, especially towards the close of his life.

*Taumarere* (examined 15th May, 1900).—The time-table makes too little provision for the teaching of English; also, the work of the preparatory class is far too monotonous and uninteresting. The discipline of the school is decidedly good. The arithmetic is pretty weak; instruction should generally precede slate work; and oral work, with blackboard illustration, should be frequently resorted to. The teacher should remember that strong English work—to be secured only by untiring patience and care—is indispensable for success in most other subjects. The school-room is far too small for the number of pupils.

*Karetu* (examined 16th May, 1900).—This little school presents a pleasing appearance, and is as good as it looks. It is certainly an admirable civilising agency. The results were very good indeed, not needing the consideration that might have fairly been given on account of the short time that had elapsed since the previous examination. More use might be made of the conversation lesson, however; it is the best means of teaching English. At first, at least, such a lesson should be accompanied by action, which may be as dramatic as the teacher's powers admit, and as amusing.

*Whangaruru* (examined 7th March, 1900).—It was evident that the elders here were becoming aware of the benefits derivable from the school. The existence of a good spirit among the children was in evidence also, in connection with both their literary work and their conduct. This remote school is, no doubt, doing useful work; its distinctive features are (a) solidarity of sentiment with regard to the importance of the school; (b) embodiment of this sentiment in tangible outcome—regularity of attendance, and provision of means of support for the pupils. Weakness appeared in geography, and to some extent in arithmetic, but, generally, results were good.

*Poroti* (examined 5th March, 1900).—The usual inspection could not be taken; the master was suffering from some kind of sub-acute laryngitis. It has been determined that in cases of this kind the "teaching marks" of the previous year shall be repeated. At the examination very few of the passes were strong throughout, but nearly all of them were creditable. The higher work was much better than the lower; this was partly owing to the low age of the Standard I. children. The mental arithmetic of this school was strong—a pleasing feature; so was the reading of the seniors.

*Taiharuru* (examined 3rd March, 1900).—The attendance at this school fell off so seriously, and the attitude of the Maoris towards it was so faulty, that the Department decided to close soon after the examination. The master, if somewhat inclined to expect too much from his "parents," was, at all events, a careful, skilful, and well-meaning teacher, and deserved very much better treatment than he received at Taiharuru.

*Otamatea* (examined 1st May, 1900).—The results obtained, when measured by the standard of old, or thoroughly established, schools, seemed rather small, but there were indications that much useful breaking-in work had been done in spite of the fact that famine and severe fever had at times rendered the school attendance very small. There was one point that seemed to deserve much attention: the master made, quite properly, much use of collective work; but the advantage derivable from this work is of a visionary character unless thoroughly sound work by individual pupils is involved in it.

#### *Thames, Hot Lakes, Waikato, and King-country Districts.*

*Manaia* (examined Saturday, 10th March, 1900).—The master gave a capital lesson in geography; but when the examination work was being done, little or no satisfactory knowledge was shown. Generally the results were considerable in amount, but uneven. In the midst of much satisfactory work there would be evidence that one important point or another had been quite overlooked. It seemed plain that closer adherence to the Code was necessary. On the whole there appeared to be reason to believe that the elders were beginning to appreciate the school for its own sake, and that steady continuous effort on the part of the master would place and keep it on a thoroughly satisfactory basis.

*Rakaumanga* (examined 12th March, 1900).—The examination results were very meagre, the examination percentage being only 24.56. The following "summary of results" was written immediately after the examination: "This is at present a pretty difficult school. . . . The children, however, do not lack ability, and as time goes on the teachers will, no doubt, receive from them more pleasure and profit than can now be obtained." This forecast, however, was not realised, the management of the school had to be put into different hands. The latest advice shows that under its new teachers the school is doing well, most of the difficulties having disappeared.

*Raorao* (examined 16th March, 1900).—This very interesting little school is on the shore of Aotea Harbour. The Maoris of Aotea were, in the old missionary times, among the most progressive in New Zealand; but the Waikato war came, and the Aotea people were isolated for many a long year. A few years ago, however, a desire for a school was again manifested; a site was given by the Wesleyan Mission, and the school established at Raorao has been doing good work ever since. At last year's examination the results were pleasing, except at the top of the school; but the very good work shown in Standards I. and II. quite made up for the deficiencies of the three stragglers alluded to. Mental arithmetic was very pleasing throughout.

*Kawhia* (examined 17th March, 1900).—This school generally is strong in method: there is well-directed aim throughout the teaching. The results of the year's work are pleasing; a more regular attendance would have made it still better. The lower part of the school is, in the main, stronger than the upper, which is not unusual where the attendance is irregular; fitful attendance