

and the total number of names returned on the examination schedules was only thirty-five in excess of those for the year 1900. This apparent stagnation in the school attendance appears to have arisen mainly in consequence of the removal of the people from place to place, when the children remain at home either to assist in domestic work or until such times as they can be sent to school without inconvenience.

The regularity of attendance of children at school shows a slight improvement. In the year 1898 it was 85 per cent. of the roll-number, in 1899 it fell to 81·7 per cent.; but it rose the following year to 83 per cent., whilst for last year it stood at 83·3 per cent. It is difficult to say what effect the School Attendance Act of last session is likely to have upon the general regularity of attendance at school, but in the case of Native children an improvement is already noticeable at Wairoa and Mohaka. In order to foster regular attendance the Patutahi School Committee have instituted what appears to me as being a very laudable scheme. To every pupil who makes full attendances throughout the school year a silver medal is presented by the Committee, with the name of the pupil and the year in which the medal is gained engraved on it. The plan has now been in operation for four years, with the following results: First year, one medal; second year, thirteen medals; third year, sixteen medals; and last year twenty-two pupils made the full 422 attendances, one of the winners being a Native. This appears to me as a satisfactory result, and it shows what is possible without the introduction of Truant Officers, policemen, Magistrates, and Police Courts into the school life and training of young children. School Committees have it within their power to do a great deal of good in the furtherance of education in a district, and the example set by the Patutahi Committee might well be followed in places where the school attendance is not satisfactory.

For the first time in a period of twenty-three years I was unable to individually examine in standards the whole of the pupils who are returned as belonging to the schools, as shown in the tabulation given below. My absence from duty for three months as a member of the Public-school Teachers' Salaries Commission threw upon a number of teachers in Patangata and Waipawa Counties the responsibility of examining their own pupils in all standards, including Standard VI. All promotions were made by the teachers without the usual supervising control; but, having subsequently examined all the papers that were sent to me from the different schools, I am satisfied that no undue liberty was taken with the privilege they enjoyed, and I wish here to express my thanks to those teachers who carried out the full examination of their pupils during my absence from duty. With the exception named, all my usual visits to the schools throughout the district took place; and the Catholic schools were also examined, though not inspected. I do not think, however, that it will be possible any longer to continue my examination of the Catholic schools, for, though very willing to do so, the increasing number of Board schools, and the additional calls upon my time through the working of the technical classes for teachers and the operation of the Manual and Technical Instruction Act, compel me to limit external work as much as possible. In my opinion, the examination of the Catholic schools has been of public benefit, and it will be a pity if arrangements cannot be made whereby such schools may have the benefit both of inspection and examination on the lines of the Education Act.

The accompanying tabulation gives in summary form the total presentations, promotions, &c., for the year. With the exception of Standard VI., all promotions were made by the teachers in accordance with the new departmental regulations. For the convenience of comparison the results of the previous year's examinations are also added:—

## I.—BOARD SCHOOLS.

Classes.	Presented.		Examined.		Absent.		Failed.		Passed.		Percentage of Passes in		Ages.	
	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.	1901.	1900.
Above Standard VI.	79	60	...	...	...	...	...	...	...	...	...	...	...	...
Standard VI. ...	464	406	446	403	18	3	121	110	325	293	72·8	72·7	14·0	14·0
" V. ...	734	640	719	627	15	13	147	98	572	529	79·5	84·3	13·1	13·2
" IV. ...	937	947	926	928	11	22	138	121	788	804	85·1	86·9	12·2	12·3
" III. ...	1,019	1,121	1,005	1,064	14	57	141	150	864	914	86·0	85·9	11·1	11·2
" II. ...	1,066	1,067	1,054	1,017	12	50	114	101	940	916	89·2	90·0	10·0	10·2
" I. ...	1,082	1,061	1,067	997	15	74	110	86	957	911	89·7	92·3	8·8	8·9
Preparatory ...	2,675	2,719	...	...	...	...	...	...	...	...	...	...	...	...
	8,056	8,021	5,217	5,033	85	219	771	666	4,446	4,376	87·1	86·9	11·3	10·1
													*	*

## II.—CATHOLIC SCHOOLS.

Above Standard VI.	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Standard VI. ...	42	...	42	...	...	...	24	...	18	...	42·8	...	...	...
" V. ...	69	567	68	...	1	...	22	...	46	...	67·6	...	...	...
" IV. ...	125		123	...	2	...	33	...	90	...	73·1	...	...	...
" III. ...	101		100	...	1	...	14	...	86	...	86·0	...	...	...
" II. ...	113		106	...	7	...	12	...	94	...	88·7	...	...	...
" I. ...	94		91	...	3	...	11	...	80	...	88·0	...	...	...
Preparatory ...	232	311	...	...	...	...	...	...	...	...	...	...	...	...
	778	878	530	530	14	37	116	145	414	422	79·6	79·6	...	...

\* Average.