

drawing and slate writing being very good, while geography, junior arithmetic, and English were below the average. Attendance had been very irregular.

*Kopua* (examined 14th March, 1901).—The rule here is mild, but effective. The master's relations with his pupils are kindly. The school did remarkably well, and gave promise of satisfactory future development—that, of course, if the existing attendance can be increased, or at least maintained. The people of this district well understand what is for their good, and it may be hoped that they will do their best for the school.

*Te Kuiti* (examined 20th March, 1901).—Seeing that before change of masters took place this school had been becoming seriously weak, there was much ground for satisfaction with its condition at examination-time. This served to a large extent as an apology for the former teacher, and was decidedly creditable to the new master. It showed that the former had laid a solid foundation for the school-work, and that the latter had succeeded in arresting the tendency towards decline.

*Te Waotu* (examined 7th September, 1901).—When it is considered that the school had been closed from October, 1900, to April of the current year, and that prior to the period referred to there had for some time been a state of partial collapse, the results must be called decidedly satisfactory. The pupils work honestly, and are fond of school and teachers. Good garden work had been done.

*Ranana* (examined 17th August, 1901).—The pupils set about their work in a businesslike way, but there are occasional attempts to secure unlawful help. The school continues to be a very useful and creditable one, although the attainments are not yet quite as good as they might be: reading is taken in too low a tone; geography is fair; arithmetic is not very strong; the rest of the work is good.

*Tapuaeharuru* (examined 19th August, 1901).—The school had been open less than a year when the examination took place. The results were excellent. The children work honestly and heartily; their behaviour is good, and they seem to be thoroughly fond of the school and the teachers.

*Wai-o-tapu* (examined 15th August, 1901).—Wai-o-tapu continues to do well, and to be a very valuable member of the Department's system. As was to be expected, several of the older children have left, as being really too big for school. The teaching is intelligent, painstaking and on approved lines. The results were decidedly good.

*Te Awangararanui* (examined 14th August, 1901).—The children work honestly, and appear to behave well; but the school attendance is very irregular. The teaching is intelligent and painstaking, yet the results were not good; perhaps because the attendance had been so poor. The time-table needs amendment. On the whole this is a poor school.

#### *Tuhoe or Urewera District.*

*Te Houhi* (examined 12th August, 1901).—The teaching is painstaking and earnest, but there is still considerable need for improvement in method. The results are meagre; it would be unfair to blame the teachers for this in view of the fact that the attendance has been very bad indeed. On being remonstrated with, the Chairman promised to strive for improvement.

*Te Whaiti* (examined 13th August, 1901).—The attendance had not been as regular as it ought to have been. Road contracts, the Urewera Commission, and the Royal visit, superadded to inherent apathy, had kept the attendance low. These things being considered, results were in the main good. It may be hoped that when the Tuhoe land question is settled there will be a good school at Te Whaiti.

*Te Teko* (examined 20th August, 1901).—The teacher had been for many years one of the Department's most loyal officers, but he had become to some extent disqualified, by advancing age and other circumstances, for the harassing work connected with a Maori school. There were indications of the doing of much strenuous work, but the results were unequal, and in some subjects—reading and English notably—not satisfactory.

*Ruatoki* (examined 23rd August, 1901).—More abundant and more vigorous spoken English is to be desired here. After a considerable period of indifference the Maoris suddenly realised that they were risking the loss of their teacher. The consequence was that the roll-number just about doubled on the eve of the examination. Bearing these facts in mind, we may call the results satisfactory. During the "indifferent" period the pupils made about 30 per cent. of possible absences.

*Waimana* (examined 26th August, 1901).—The school tone is capital; children work heartily. The school is taking a fine position in every respect. Mr. Inspector Kirk, M.A., says: "In discipline, in attainments, and in value as a civilising agency, it is in the very front." A very good beginning has been made with technical work. The results were excellent. What is very important, Committee and people take a keen interest in their school, and work for it.

#### *Western Bay of Plenty.*

*Paeroa* (examined 6th August, 1901).—There have been many drawbacks to school work during the year; the worst has been bad attendance, resulting from maize-picking, bad weather, and indifference. One family has left, taking promising scholars away. Good work has been done, notwithstanding. The results are, in spite of difficulties, good. Methods suggested by the Department are gladly adopted by the teacher, but she frequently puts her own intelligent impress on these methods, with advantage.

*Kotukutuku* (examined 7th August, 1901).—The teaching here is intelligent, and conscientiously given. It is unfortunate that the plan urged for many years of demanding that all answers shall be in complete English sentences has not been adopted. In spite of this serious drawback it can be said that strenuous care and watchful attention have been bestowed on the school, and that the results are good.