

*Pukepoto*.—Only thirteen children were present at examination. The chief of the district, Mr. Timoti Puhipi, stated in answer to questions put to him that he could do no better than he had done; the number of pupils was very small, but he had worked hard for years to keep the school going, and now he had failed, and there was an end of the matter. The answering of the children present was better than usual, but it was found necessary to close the school. The principal causes of failure were the poverty of the Natives and their almost entire dependence on gun-digging for a livelihood.

*Pamapurua*.—It would be well if this could be considered a typical Native school; but only a few schools can be said to be quite as good all round. The only weak spot is some irregularity of attendance: this, of course, lowers the percentage.

*Kenana*.—Many of the pupils were over fifteen years of age at the time of examination. When this is the case in a new Maori school the best results cannot be expected; it is very difficult to teach old pupils to pronounce properly. The necessary allowance being made for this drawback, the results obtained were satisfactory.

*Whangape*.—The attendance had been much smaller and much more irregular than it ought to have been; consequently the results were only middling. It may be hoped that the change of masters will cause the people to renew their interest in the education of their children. In many cases a change has been found beneficial even when, as here, the former master has been irreproachable.

*Matihetihē*.—This half-time school is very useful, which is unusual; Native half-time schools seldom succeed. The teacher follows the plan so constantly urged upon our teachers, but so seldom fully adopted, of accepting from children only such answers as are expressed in correct English. The effect is very pleasing.

*Waitapu*.—The percentages gained at examination were creditable, but there was considerable weakness in two important subjects. It is desirable that the Maoris should take more pains to make the school-attendance punctual and regular.

*Whakarapa*.—What good work was done (and traces of such work were not wanting) was done in the midst of disturbing and disorganizing influences, the effects of which rendered it absolutely necessary that the school should be closed. The results shown at examination were very moderate.

*Motukaraka*.—The work done at examination was satisfactory. The garden and grounds, and indeed the premises generally, have very little of the tidiness and neatness characteristic of Native schools. Also there have been complaints; respecting which inquiries will have to be made.

*Mangamuka*.—This should be a fairly large and also a good school. It is pleasing to note that generally the standard of attainment was higher than it had been at the two previous examinations; the percentages were good also. A false idea entertained by a few of the Natives appears to have affected the school injuriously. These people thought that the closing of the school would involve the reversion of the buildings to the Maoris.

*Rangiahua*.—The teachers had been at work for little more than a couple of months, nevertheless they had made a powerful impression on a school that had become greatly disorganized. The pupils were found to be working honestly and heartily, and teachers and pupils were beginning to understand one another well.

*Waimamaku*.—This is a capital school, and it is duly prized by the Natives. It is in only a very few unimportant particulars that Waimamaku falls short of the standard that ought to be aimed at by Native-school teachers. Besides doing school-work considerably above the average, Waimamaku School is a civilising agency of great power. It should be added that the master is a clever contriver and skilful maker of useful teaching apparatus.

*Whirinaki*.—The examination results were on the whole fair. The school has been found by all the teachers who have had charge of it to be a difficult one to deal with. No master before the present one, who commenced work here last August, after the examination had been held, succeeded, as he has done, in making all the Maoris of the district enthusiastic supporters of the school. It is to be hoped that this new attitude of the Natives will be maintained.

*Omanaia*.—The number of passes obtained was not very great, but both of the percentages were satisfactory, and the school, as it always has done, made a capital show at inspection. I regret having to record the death of Mr. J. Cockroft, master of the school, who died about nine weeks after the examination took place. Mr. Cockroft was one of the most useful and faithful teachers on our staff.

*Waima*.—The master had been at work only a few weeks at the time of inspection. He shows a satisfactory amount of desire to master the details of his work, and much power of doing so. If he can get the loyal support of the Maoris he should do well.

*Otaua*.—The attendance had been improving for some time past, and further improvement was expected. But my visit was paid at an unfortunate time. Three deaths had taken place in the settlement quite recently, and of course there was a great *tangihanga*. Three or four hundred people had assembled to wait for the dead and to eat and drink the good things provided. Of course several children were absent, and the effect was that, although the character of the work was higher, the percentages were considerably lower than they had been the previous year.

*Kaikōhe*.—The results of the instruction, tested by examination, were on the whole satisfactory; but the solid and useful work done was somewhat marred by the weakness of the Fourth Standard English and the Third Standard arithmetic. With the exception referred to, the high position that this school has so long deservedly held was fully maintained.

*Ohaeawai*.—At inspection and examination symptoms of the effects of strong teaching were intermingled with those that are produced by unskilful work. The Third Standard was good, and the Fourth very poor, and so throughout. The teaching is not in all respects in accordance with approved models, but the methods are very largely the teacher's own, and tolerably well suited to the circumstances in which he has to work.