

*Huria*.—The difficulty of working this school is great, and the results this year were very moderate. Huria is a kind of town station for a considerable number of Maoris who have small interests further inland. These Natives lead miserable lives, partly at Huria, while endeavouring to get something out of their ungrateful glebe, or working precariously for Europeans in the neighbourhood; and, when such means of living fail, retiring inland and working in the bush or wearing out their constitutions on the gumfields. Children brought up under such circumstances are not likely to prove very bright scholars.

*Paeroa*.—This is one of our three foremost schools. The following extract from the “log-book” is interesting as relating to a really good school: “A visitor entering the school might be led to think, from the number of half-castes present and the general appearance of the children, that they do not live as Maoris or speak the Maori tongue. With few exceptions they are *totally ignorant* of English on first coming to the school. In every case Maori is spoken at home.”

*Maungatapu*.—Fair work was done at this school, which now appears to be quite re-established on the original site. All things being considered—the fact that the master had to work for a long time with his present pupils under very unfavourable conditions, the doubts of the Natives with regard to the wisdom of returning to Maungatapu, and their consequent tardy acquiescence in the master's measures for rendering the school thoroughly orderly and vigorous—it must be allowed that a considerable amount of credit is due to the teachers for the success achieved.

*Te Matai*.—The percentages were both very satisfactory, but nevertheless a higher result may be expected next year. If circumstances prove even fairly favourable the intelligent and highly educative work done by the master should produce first-class results. During the year preceding the examination there had been an unusually large number of small but annoying difficulties to contend with.

*Maketu*.—This is now, after a struggle lasting for many years, in a very satisfactory condition. The fact that a large proportion of the passes were made by Europeans does not detract from the credit due to the master, seeing that the Maoris who did pass were very strong in all their work.

*Matata*.—The master and the mistress have thrown themselves with great earnestness and enthusiasm into the work that they have taken in hand, and the former, who began without experience, has made rapid strides towards the attainment of good methods. The school made a capital appearance at examination. Thanks are due to the Rev. Father Madan for postponing the opening of the convent school until after our examination.

*Poroporo*.—A satisfactory start has been made here; fifteen passes were secured. Great things may be expected as time goes on if the master's health should continue to be good. He suffered much last year from a throat affection, which rendered class-teaching very difficult for him.

*Waiweka*.—The master is a good practical teacher, and satisfactory results were obtained at examination: nearly all the children that failed to pass were very young.

*Omarumutu*.—Seven children had died of fever during the year, and many of those who were convalescent were still weak at the time of the examination. The poor show made by some of the pupils, which was in decided contrast with most of the work, was probably owing to the effects of the epidemic which the school had just been suffering from.

*Torere*.—The new teacher has made a very favourable impression on the Natives, and the school is fast getting into good working order under him; the attendance has improved greatly.

*Omaio*.—The rule that where English is well taught the rest of the school work is good is exemplified here. The examination produced thoroughly satisfactory results. The passes were both numerous and strong. The maximum mark was gained for work done at examination, and generally the school showed itself to be one of the very best we have. It heads the list this year.

*Te Kaha*.—In this school there are many good points, which have frequently been referred to in former reports. On the present occasion the percentages were very good, and this shows that a great amount of hard work had been got through. Still, there are two grave faults which ought not to be discoverable in a school taught by experienced teachers. Elliptical and ungrammatical answers, often given in a low tone, are accepted, and errors in elementary composition are allowed to pass uncorrected in exercises that have been finally copied into books.

*Raukokore*.—The results of the year's work show that the teacher is a man of considerable power, as well as a very honest worker. It is to be regretted, however, that, through inability on the part of the teacher to make proper allowances for the difference between Maori and European ways, the relations between him and the Natives have been at times considerably strained.

*East Coast*.—District Superintendent, Mr. James Booth, R.M.

*Wharekahika*.—The teacher appears to be on good terms with the children and their parents. The examination results were fairly satisfactory. As is the case in many of the isolated Native schools, the pronunciation of the pupils is beginning to show decided improvement.

*Te Araroa (Kawakawa)*.—The Committee of this school works very hard, and its members show real interest in the school's welfare. The teachers evidently throw their whole heart into the work. It is very pleasing to note that the master is not only successful in school, but is regarded with strong affection by the people. The examination produced excellent results, the percentage being 100; this was the first time that such a thing had happened at any Native school. The feat, however, was repeated almost immediately afterwards at Omaio.

*Rangitukia*.—In one of the standards the English work was so poor that it endangered the passing of every child in the class. The teacher, now removed to another school, made the serious mistake of speaking Maori to the children far too frequently. It is not denied that a very sparing use of Maori may be advantageous, but, generally speaking, a school is successful in proportion as the children understand English and speak it confidently. Pronunciation had improved somewhat, but was still very defective in the upper classes. The passes gained were numerous, but generally weak.