

bar success. The strongest points at Mangamuka are the first-rate management of silent work, the clear and taking explanation of *conceptions*, and the general neatness of all written work. This will probably be a large and very successful school.

Rangiahua (examined 28th July, 1897).—The passes secured were not all strong, but there was reason to be satisfied with the work as a whole. The attendance was almost too small to warrant the continuance of the school.

Utakura (examined 28th July, 1897).—Very little in the way of examination was needed, seeing that the school had been but a short time open; four children passed, but all of these had had previous instruction elsewhere. The inspection results were encouraging. There should be a good school at Utakura when the buildings are ready.

Whirinaki (inspected 24th July, 1897).—Only the inspection took place. The school was being reorganized, and was already giving promise of good work in the future; but it seemed certain that at least a year would have to pass before the school could fairly be subjected to examination.

Omanaia (examined 23rd July, 1897).—The tone here is very good, even though the influence of the so-called spiritist craze is not yet worn out. Omanaia made an excellent show at inspection and examination; passes were both numerous and strong.

Waima (examined 22nd July, 1897).—This school produces a favourable impression on a visitor. The rule is genial as well as sufficiently effective. The Maoris appear to be showing more interest in the school. The results were decidedly pleasing, although weak places appeared in the arithmetic and the geography, and also in the pronunciation of the juniors.

Otaua (examined 21st July, 1897).—The Maoris do not display very great interest in their school, but they give it enough of a “neutral-tinted” support to keep it going. Considering that the teacher was new to Native-school teaching one could say that the examination work was satisfactory. The teaching showed a tendency to be very thorough; hence good progress may be expected later on.

Kaikohe (examined 20th July, 1897).—The children work with earnestness and good feeling; the parents, although apparently much attached to the master, seemed, at the time of the examination, to be passing through an apathetic stage. At the examination there was a mixture of weakness with considerable strength. The weakness was owing to numerous withdrawals of pupils, and substitution of younger for older children. The strength appeared especially in arithmetic and geography. The extra subjects were remarkably well done.

Mangakahia (examined 19th February, 1897).—Owing to the generally unsatisfactory attendance the results appeared to be small, but the children who had come to school regularly did well, in spite of weak spots in geography, arithmetical notation, and dictation. Later on the attendance became so small that the school had to be closed.

Te Ahuahu (examined 17th July, 1897).—The garden has a pleasing look; oranges and other trees are thriving. The examination results were in some respects unequal, but on the whole decidedly good. This is quite a satisfactory little school. Parents are now taking a very decided interest in it.

Ohaeawai (examined 19th July, 1897).—The prospects seem better than they have ever been before, but the school is in a transition stage, and consequently there is some disorganization; this we may fairly hope will have been got over by next year. On the whole, arithmetic was the best examination subject; the mental work was decidedly good. The English composition and the geography were as decidedly poor.

Taumarere (examined 7th July, 1897).—The school had had bad luck; it had lost some “certain passes” just before the examination. The schoolroom is small, and certainly overcrowded. The school continues to provide its own *raison d'être* quite satisfactorily. On the whole, the examination work was well up to the mark.

Karetu (examined 13th July, 1897).—The teaching is vigorous and interesting. The premises are in capital order. The discipline is excellent. With some weakness in English and in reading, the examination work was decidedly pleasing. The school continues to do good work. All that is wanting here is a somewhat larger attendance.

Whangaruru (examined 16th February, 1897).—This remote school, which had at first a very rudimentary form, is gradually becoming better housed and better worth housing. The work shown at the examination was, all things considered, quite satisfactory. The children labour earnestly, and seem to have failed to discover, so far, the noxious mutual-help system.

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Poroti (examined 18th February, 1897).—The top of the school was found to be strong, the bottom weak; fair work came in between. This feature is due to the existence of a Fifth Standard in the school. The Maoris here wish their children to pass the higher standards in their own school without going to Auckland. Hence the master has five standard classes, and the “preparatories” to deal with. This can hardly be done quite satisfactorily in a Maori school, or, indeed, in any small school. The rule at Poroti is mild and genial, and the school tone is good.

Taiharuru (examined 13th February, 1897).—This seaside school commands one of the prettiest views in New Zealand. The school had been worked under great disadvantages, and the master's task must have been very arduous. The examination gave better results than one had a right to expect from a school held in such a building—a small Maori cottage, by no means the best of its kind. The new school, with a new master, is now in working order, and will probably prove worthy of its lovely surroundings.

Opanaki (examined 15th March, 1897).—Weakness appeared in some parts of the examination work; the crowded state of the building might easily have caused more. A Board school has been established close at hand, and this will tend to relieve the congestion. In spite of the difficulties a large number of passes was secured, some of them fairly strong.