

or even more, often, it is to be feared, without a sufficient meal beforehand. One of the most striking features of the school is to be found in the numerous elegant appliances, devised and made by the master, for rendering facts and principles obvious to children through appeals to sensible objects.

*Ahipara* (examined 27th June, 1900).—The sand is slowly but surely covering the site, although favourable winds have lately somewhat retarded the process. Parents take some interest in the school, but the attendance of the children should be more punctual. The results at examination were decidedly encouraging, much better than any previously seen by me at Ahipara; which is a gum-digging district, and a difficult one to deal with. The passes were of a much higher character than they have usually been.

*Pukepoto* (examined 28th June, 1900).—Considered from the educational point of view, Pukepoto has only a fairly high value. The interest taken in it by the parents tends to give it this value; but as a general civilising agency the school does not come up to our standard. There is no teacher's residence connected with the school, consequently no central light by the aid of which edifying glimpses of European modes of living may be obtained by the Maoris. If one may judge from the results of nine months' work already done, the new master will be successful.

*Pamapurua* (examined 19th June, 1900).—In one way and another, the master had had a troublesome year. He informed me that although he had never before worked so hard, he could not see adequate results. The fact seemed to be that the school was unfortunate through the very low age of its junior classes. The senior work was very much better than the junior, and, with careful and continued attention to the English, it should be quite possible, this year, to have the school on a very good footing throughout. The master understands farm-work well, and endeavours to make European methods of gardening acceptable to the Maori people of his settlement.

*Parapara* (examined 20th June, 1900).—The school tone is good; what may be called the external tone is excellent, and the parents do their best for the school. Weakness in arithmetic, dictation work, and the reading of the juniors, led to general disaster. The English was good, however, and so was the reading of the seniors. The Maoris, who were present in force, bore their school's misfortune well, not to say cheerfully. There had been much and serious trouble in the settlement in the course of the year.

*Peria* (examined 18th June, 1900).—This is practically a new school. It has a large number of small children attending it. Such a state of affairs is nearly always unfavourable to a school; it often means, as it does here, a large attendance, and a comparatively small number of passes at examination time. It is a great drawback, in the strict sense of the term, and prevents a school from taking such a position among other schools as the industry of its teacher would presumably entitle it to. The school, however, has done much good work, and, all things considered, is satisfactory. The weakest spots are to be found in connection with geography and arithmetic.

*Kenana* (examined 16th June, 1900).—The school tone is good. The children are well-mannered, and not in the least sheepish. The parents take a keen interest in the work; all relations are satisfactory. The little school has apparently taken a new lease of life; the attendance has slowly but surely increased, and there is reason to expect new pupils for the lowest classes. The results, gained by a new teacher, were decidedly pleasing. The Kenana parents were present in force.

*Te Pupuke* (examined 15th June, 1900).—Here the upper part of the school is much stronger than the lower. The Standard IV. work was quite pleasing, except in arithmetic, which subject, indeed, was rather weak throughout, and very weak in Standards I. and II. Reading was poor only in the lowest classes, the children belonging to which were young. Passes were not numerous except in Standard IV. Although the soil of the school site is far from kindly, good work has been done on it. Weeds are rather too numerous; but, on the whole, the place looks well.

*Touwari* (visited 14th June, 1900).—The visit was a short one, because very heavy weather prevented arrival in time for ordinary school-work. It appeared that a very good beginning had been made.

*Whakarara* (examined 13th June, 1900).—The climate of Whakarara is very severe, and heavy gales have undone most of the promising garden work initiated by the master. The children are well in hand, and their school behaviour is good. At the examination considerable weakness in arithmetic brought down many of the pupils. In other respects the work was creditable; reading and English were decidedly strong. I gather that the teachers have been to some extent misunderstood; but their efforts to do their clients good, in school and out of it, have been most earnest, and in the main well directed.

*Hokianga District.—Mr. T. L. Millar, Local Visitor.*

*Whangape* (examined 29th June, 1900).—The task set the master here has been to evoke order out of chaos, resulting from long-continued want of a school in the district. This work has been undertaken with good-will, and in some directions there has been considerable success; very much, however, remains to be achieved before the school can be looked upon as satisfactory. Prevention of error must be considered as the proper thing to aim at, not mere correction of it: this is the first and most important lesson that the master has to learn.

*Matihetihe* (examined 2nd July, 1900).—The results were not very large and only moderately strong, except in the case of handwriting, which was very good indeed. The reading of Standard I. was weak, and caused failure of three children that were good in other respects. First Standard children may fairly be expected to read any part of the Native School Primer well, and to spell any word in it, except those that are utterly irregular. The school has made very perceptible improvement, and is, though small, decidedly useful.

*Motukaraka* (examined 28th May, 1900).—The attendance has been very irregular indeed, partly owing to sickness, but largely to the apathy of the people. In spite of this the teacher has