

to be desired; the pupils are eager, docile, and persevering. Among the many notable features of Pamoana is the excellence of the work in the extra subjects. This work has never been surpassed in our schools. Also, the general results were the best ever reached in similar circumstances: seventy-five children, including "preparatories," were examined, and fifty-nine full passes secured; most of these passes were strong, while many of them were very strong. It is hardly necessary to add that this is an excellent school. The Chairman of the school, Te Awe, to whom its great success is in some measure due, had died seven weeks before the examination took place. He was a wise and far-seeing man.

Papawai (examined 7th November, 1900).—The results generally are good. The children work quietly, and without disorder; but there is some tendency to quiet conversation and comparison of work. The remedy is not in punishment, but in the use of a watchful eye. The attendance is European rather than Maori, but five of the eight Maori children attend with some regularity. As the Maori people have always been anxious that the school should remain a Native school, it is perhaps undesirable to recommend any change.

South Island and Stewart Island.

Okoha, Pelorus (examined 27th October, 1900).—The schoolroom was clean, and fairly tidy. The children talk a little too much over the lessons, but they are already beginning to realise that school means serious work. "Coventry" is the most usual form of punishment. The teachers have secured the earnest interest and co-operation of the people, and their own work gives indications of a devotion that is bound to lead up to the best kind of success. The work done so far is very satisfactory.

Whangarae, Croiselles (examined 4th October, 1900).—The pupils show by regular and punctual attendance, and by ready attention and earnest work, that they are fond of the school and of their teachers. Much effort is bestowed on the task of getting pupils to answer always in correct and complete sentences; the result is pleasing. The results are generally good; there is no subject in which far-reaching weakness is shown. The extra subjects are very fairly well taught; modulator work might be improved.

Waikawa (examined 23rd October, 1900).—The bearing and work of the children generally suggest that the tone is satisfactory, but the irregularity of attendance is a bad indication. The time-table arrangements are incomplete. Unless school-work is done according to system—almost any system is better than none—the work must be more or less imperfect. The results were not strong, but, if the irregularity of attendance may be considered, they may be called fair. A point requiring immediate attention is the necessity for having a workable time-table, and closely following its precepts.

Wairau (examined 22nd October, 1900).—Except in so far as the indifference of the people of the settlement causes bad attendance, and finds its reflection in the school, the tone appears to be good. The children look clean, and no objectionable habits come under observation. The results were small, but that was in all probability a consequence of the wretched attendance. It appears that *haka* and *poi* dancing have been revived in the village, and this kind of work, somehow, seems always to spoil the school-work.

Mangamaunu (examined 16th October, 1900).—Work here is honest and hearty, and children seem fond of their school. There is occasionally a little talking; otherwise the order is good. There is still practically no provision for teaching the younger children English; this matter should be attended to forthwith. The school is very presentable, and is certainly doing good work. The European element preponderates, and the career of the school as a Maori school will possibly not be a very long one. The results are in the main satisfactory, but now and again the standard requirements have been overlooked.

Kaiapoi (examined 16th October, 1900).—The school year had been in many ways a troubled one, and perturbations of a serious nature never fail to leave their mark on examination results; they have not failed to do it here. There is, however, much ground for being hopeful about the future of the school. The general aspect was much more favourable than it was on the occasion of a visit that took place some months before the examination. There is much improvement in the bearing of the pupils; they were always pleasant children to deal with, but they are now more frank and open than they used to be. At the end of January the master left for South Africa with the Sixth Contingent. We all wish Captain Cossgrove a safe, and, if possible, speedy return.

Rapaki (examined 17th October, 1900).—The elder children show earnestness; improvement among the juniors is noticeable also. The master displayed great ability in handling his classes; there are very few more highly-cultured men in the service. This fact, however, would hardly be inferred from the work done by the pupils during the previous year. In extenuation of the partial breakdown that took place, it may be said that there had been many distractions, and quite a number of peculiar difficulties to contend with. We must, however, hope for much more solid work next year.

Little River, Wairewa (examined 15th October, 1900).—The work is not without good points, although results are disappointing, and not up to the mark reached in former years. Somewhat more direct aim, and considerably harder work, are all that is necessary. There is much useless talking in the school. This should be quickly and surely eliminated. No school ever did much for children unless it made them quiet and orderly. If the order here were better, the teaching would immediately become more effective.

Arowhenua (examined 18th October, 1900).—The results were, on the whole, very good; progressive improvement is taking place; this year it is of a marked character. The interest of the people in their school seems to be unabated; they evidently value it highly. At the same time it should be said that they do not greatly exert themselves to secure its success. The tone in school is really excellent. Useful kindergarten work is done, and the usual results are plainly