

it is hoped that some of them at least may be worked off in the course of the coming year. It may be mentioned that schools at Kerepehi, Piako; Parawera, in the Kihikihi district; a school under a Maori teacher at Rangiawhia, in the Mangonui District; schools at Takahiwai, near Whangarei; Tongioio, Hawke's Bay; Taumarunui, Upper Wanganui; and Whangara, East Coast, have been either completed already or have been put in hand during the current year. There are some four or five other cases that will require consideration later on.

The examination and inspection reports on the schools examined during the year 1901 show that, on the whole, the standard previously reached has been rather more than maintained. The Inspectors' reports, summarised as usual by Mr. Pope, give an opportunity for judging the value of the work done both in individual schools and on the whole. It may be observed that the number of schools that on the work of the year deserve to be called good, has increased from thirty-five for 1900 to forty-five for 1901. On the other hand, the schools at the wrong end of the list in 1901 numbered only six, a decided improvement on the ten of the previous year. The number of pupils receiving higher education, or learning trades as apprentices, is much the same as it was in 1900. This year there are still two Maori medical students at Otago University, and there are also two Maori nurses receiving hospital training.

Hand-work has received much attention during the year, especially in our village schools. In some cases work that really deserves to be called admirable has been done. The difficulties in the way of introducing hand-work into the boarding-schools have been great. St. Stephen's appears to have nearly got over its difficulties, and to be ready to make a really good beginning. There is a neatly built workshop there, and great interest in the building and equipping of it is being shown by the authorities. Te Aute has not yet been able to make the necessary arrangements, but it is hoped that there will be something done by-and-by. The authorities do not seem to be hostile to hand-work; they say merely that they do not yet see their way to set about it without endangering their own peculiar work that is already in hand.

It is understood that there is now in almost all Maori schools a good deal of manual and kindergarten work done; that the children like it, while the teachers are becoming alive to its beneficial effects on the other work of the school; and that, generally, much of the good promised in connection with this kind of work is being fully realised. Such operations as paper-folding, paper-weaving, work in plasticine, cane-weaving, and "bricklaying" are now regularly taught in most of these schools. There has also been progress made in teaching woodwork; reports show that Whirinaki School is doing excellent work of various kinds, and that the Maoris generally are showing great appreciation of the prospect opening out before them. The other two principal technical stations—at Rangitukia and Rakaumanga—are less advanced, but it is hoped that it will be possible to report satisfactory progress next year. Other smaller establishments, such as those at Mangamuka and Omanaia, are giving good promise, the latter considerably more than promise, and much good work has been already done; at Mangamuka the building is almost ready. It is announced in the report that a very successful advance in the teaching of English has been made. There is reason to believe that the method organized by the Inspectors is likely to render excellent service in the way of giving Maori children in a reasonably short time a power of speaking elementary English fluently and correctly.

It will be seen from the above that, in order to accomplish successfully the task of educating the Maoris in such a way as to raise the tone of the ordinary village community, more and more emphasis is being placed upon the teaching of English and upon manual training. This remark raises the question of the desirability of reforming the courses prescribed in the secondary boarding-schools for Maoris; for the two subjects just named must be considered as far more important than more bookish forms of instruction, which tend to unfit Maori boys and girls for the simple life of the pa, and give them no training that will enable them to perform willingly and intelligently the work that has to be done in connection with their homes. There are very few Maori