

itself invariably being well up to the mark. Success under the new conditions may safely be expected.

Tikitiki (examined 21st May, 1901).—Just before the examination the master, Mr. David Bone, had been smitten down by paralysis. He died soon after the examination. He was an upright man and a meritorious teacher—the friend of the Maoris, as well as the faithful instructor of their children. The examination results showed that a great deal of honest and successful work had been done.

Wai-o-matatini (examined 20th May, 1901).—There is much ground for satisfaction with the examination results: a great deal of excellent work was shown, while blemishes were few and unimportant. English throughout, spelling and geography of the seniors, and singing and needle-work, all deserve special commendation; so also the reading of the juniors. The late master greatly improved the school tone here. This improvement is still going on; children show increasing interest.

Tuparoa (examined 17th May, 1901).—Better-mannered children could hardly be found than those attending this school. In the higher standards the work shown is really good. The influx of juniors, resulting from the growing popularity of the teachers, has rendered the school too big for the teaching staff; hence success at examination, although great, has been somewhat less than it was in 1900. Tuparoa is, for those interested in Maori education, a very encouraging school.

Hiruharama (examined 18th May, 1901).—Much of the work shown was interesting and pleasing; some of it was excellent. In one or two cases there had been a tendency to under-rate the stringency of the examination. Teachers on the one hand and parents on the other are very far from showing any of the symptoms of mutual distrust that are painfully manifest in a few of our districts. The tone is very good.

Tokomaru (examined 15th May, 1901).—The school has been going through a critical period, such as every school has to deal with now and again. There has been a large irruption of juniors, too, hence the results are somewhat smaller than they were last year. Language-work is fairly well taught here, but what is shown needs supplementing very considerably with conversational, correct, and fluent English from every pupil.

Hawke's Bay, Taupo, Wanganui, Wairarapa.

Nuhaka (examined 25th February, 1901).—Standard I. work was, on the whole, fairly satisfactory, and some of it decidedly good. Standard II. was so weak that no pupil managed to secure a pass. The greatest weakness appeared in subjects in which very constant and diligent attention to individuals is needed; such subjects as can be taught by means of class work alone were, on the whole, well taught. At examination time the school had been open only two years and a quarter.

Tokuauu (examined 25th March, 1901).—This is a remarkably well managed school. It is, in fact, creditable to its teachers and to the Department. It has its weaknesses, but these depend on circumstances rather than on any fault in the teaching. For a long time before the examination the attendance had been small and irregular; it is needless to say that this kind of difficulty always weakens results. The main want here is more English—fluent, adequate to requirements, and correct. In spite of all drawbacks, however, the examination was very pleasing, evidently the work of an admirable school.

Karioi (examined 28th March, 1901).—It is not very difficult to secure ordinary Maori school passes, but really good ones involve the bestowal of much earnest and well considered toil. This has been applied here with capital results. It may be said also that the Karioi teachers seem quite anxious to take upon themselves full responsibility for the general welfare of the pupils committed to their care; this is obviously a highly pleasing feature.

Te Haroto (visited 3rd October, 1901).—The visit proved nearly fruitless; the master was ill in bed at the time it took place. Te Haroto gives promise of being a good little school by-and-by. The difficulties in winter time will be very considerable, when the climate is decidedly rigorous.

Pipiriki (examined 30th March, 1901).—The children that live at Pipiriki attend well, but there are many outsiders who increase the roll number, but do not greatly affect the average attendance. In spite of this drawback the work is as a whole pleasing, the weakest spot being some want of fluent and correct use of English. Here, too, the teachers show affectionate solicitude for the pupils' welfare, and the feeling is reciprocated.

Pamoana (examined 1st April, 1901).—The results were on the whole excellent. The singing and drill were remarkably good. There is here very little punishment of any kind; corporal punishment is both unnecessary and unknown. The pupils worked well at examination time; they were well-dressed and clean. The teaching is thoughtful and good—it has, one may say, the Spencerian moving equilibrium: it adjusts itself to needs, while advancing constantly and consistently.

Papawai (examined 10th December, 1901).—A pleasing feature is the improvement in the order, which has had here a tendency towards weakness. The lower classes are not quite forward enough—they have not yet free use of English; but the work of the higher classes is satisfactory, and some of it is very good indeed. On the whole it is safe to say that capital work has been done.

Southern Schools.

Okoha, Pelorus (examined 21st November, 1901).—There was no inspection; a temporary illness of one of the teachers was the cause. The examination work was found to be very satisfactory. Great soundness and facility in the English work formed quite a characteristic feature, and, with other good points, notably general intelligence, entitled the school to an excellent position.