

*Tokomaru* (examined 6th June, 1902).—The teaching is thoughtful and thorough; no general defect is observable. Conversational English is well taught here, and is already proving a most effective cause of general advance. The school continues to be a useful one, and its success is due to the earnest work done by the teachers, well backed by an energetic Chairman of Committee. The results are generally satisfactory—decidedly so.

A most pleasing fact connected with Tokomaru is that the Maoris have in the course of some eight years, by means of a kind of joint-stock company of their own, by some exercise of self-denial, and by their own skilful management, been able to put 500 acres of bush land into first-class order, to erect a shed, and to make up-to-date yards; also they are able to-day to put 8,000 of their own well-bred sheep into them on occasion. It is understood that if everything were cleared up there would be no debt, and no further loan would be required. It may be considered improbable that progress like this could have been secured in the absence of a school. A great deal of care has been taken at Tokomaru with various kinds of manual work.

*Whangara*.—This school was opened in October last. It has not yet been inspected or examined. The working average last (March) quarter was thirty-one. It is understood that good work is being done.

*Tangoio*.—This school was opened in October last under favourable auspices. There is good reason for hoping that this will be a fairly successful school. The working average last quarter was thirty.

*Papawai* (examined 26th November, 1902).—Satisfactory progress was observable in many directions. It has been found possible to bring about improvement in the general tone of the school (the order has been good for some time past). Not only has the attendance been considerably larger, but the parents, Maori and European, seem to be taking proper interest in their school. Maori parents turned up to see what was going on, and generally showed that, whatever had been the case in the past, the training of their children was no longer a matter of indifference to them. The results were decidedly good, but not quite so remarkable as they would be if the school were purely Maori. The European children find it far easier to pass our Standards I. and II. than the Maori children do. In the higher work the difference tends to disappear.

*Turanganui* (examined 27th November, 1902).—On the whole the work done was pleasing, and the tone of the little school good. The master deserved credit for work performed in somewhat difficult circumstances. It was noticed, however, that the standpoint of the teacher was somewhat different from that usually taken in our schools. He appeared as the vigilant critic and corrector of mistakes made, rather than as the guide of young travellers through an unknown and difficult country. Possibly his teaching would meet the needs of European children. It was plain, however, that his pupils had been making progress.

*Hawke's Bay, Taupo, Wanganui.*

*Nuhaka* (examined 18th March, 1902).—Too much time is here devoted to arithmetic in the junior classes; conversational English should take its place. Neatness of dress of pupils is increasing. The tone of the school is improving. The elder Maoris were present in force, and seemed to enjoy themselves while watching the work done by their children. A good beginning had been made with "occupations." Plasticine work and mat-weaving were shown. The principal weakness appears to be want of strictness in marking mistakes and seeing that these are intelligently corrected. Another error to be avoided is the acceptance of incomplete answers in English work. It is pleasing to note that, although the master knows Maori well, he teaches in English only.

*Tokaanu* (examined 14th March, 1903).—The gardens and grounds here are in a very satisfactory condition. The children's gardens—an important feature—are still well cared for. There is no repression here, but still the pupils are very quiet. Punishments are found to be unnecessary. The school is a sound and good one. Work is honestly and heartily done, and the Maoris take very great interest in the school. The extra subjects are well taught. The teaching is intelligent and well directed. The only defect noted was that at times the testing was imperfect; volunteer answering was taken to be sufficient as a test of proficiency. The general results were satisfactory.

*Kariori* (examined 17th March, 1902).—The soil here is poor; still, the garden is presentable. Provision for formal English in the lower classes is still somewhat meagre. Work here is done heartily and honestly; corporal punishment is sometimes necessary. Children without exception have learnt to work. Extra subjects are very well taught. It is pleasing to see that the Committee here, as well as those at not a few other places, have worked heartily and well. The results are decidedly good. This is in many ways a decidedly difficult school; still, the teachers have succeeded in making it very successful.

*Te Haroto* (examined 30th August, 1902).—Good work had been done in the garden, but only small success with plants could have been achieved without more shelter. The time-table should provide for interesting work for infants. The elders show very gratifying interest in the school. Generally, much good work had been done with the top and the middle of the school. Somewhat more attention to minute detail is necessary. The children have pleasing manners. On the whole, much hard and honest work has been done at this mountain school.

*Pipiriki* (examined 19th March, 1902).—The garden is neat and well cared for. The children show much confidence in their teacher. The working is not always done quite independently. Trouble has been taken with plasticine work, and pleasing objects have been the result, but little hand and eye training have been given. The reading-lesson was altogether excellent. A lesson in brick-building was intelligently followed, but more English might have been used in connection with it. The teacher has clear views about language work, and some theory is always more desirable than none. There is reason to believe, however, that the very truest theory is that which holds that a