

language is best acquired by means of conversation with those who are well acquainted with the language used. The school is doing useful work, and would do better if it were not for the tourist traffic.

Pamoana (examined 20th and 21st March, 1902).—This school was examined by Mr. (now Professor) Kirk last year. His report concluded as follows: "In all respects—as an educational organization, as a civilising agency, and as a social and moral power—this school is one of the very best. One feels that it is scarcely possible to describe it without using the language of compliment, which one likes to avoid in an official report. The teachers have certainly succeeded in arousing the most loyal and zealous spirit of co-operation. The results are excellent." Since this report was written the *kāinga Maori* recommended by Mr. Kirk, and owing very much to his earnest zeal in getting it established, is now well on its way towards complete development; there is much reason to hope that it will in the end achieve complete success. It may be added that complete success at Pamoana would probably mean in the end the establishment of three or four similar institutions one after another in other parts of the colony. Success in all these institutions would place the Maoris all over New Zealand on such a sound basis as would be likely to render their safe progress for the future quite certain, and all further differential treatment quite unnecessary, except in the Maori village schools, which will probably be best treated by allowing them gradually to become English schools as settlement of Europeans in Maori districts renders the change necessary.

Pariroa (examined 20th November, 1902).—There is already a satisfactory tone here; the people could hardly show more interest than they do. The master, who has had great experience and knows what he is doing, is attacking all the familiar special Maori-school problems at their source and conquering them at the outset. The expression "by-and-by" hardly finds place here. The reading-lesson, for example, is simply excellent. It is not a mere stumbling through an unknown story with an occasional correction grudgingly doled out by a so-called teacher. Every aid towards preparation is given before the actual reading begins, and if a flaw should be discovered later on it has to be mastered then and there, all needed help being given. When the lesson is approaching its conclusion every child's power of dealing with the difficulties in it is adequately tested. Pronunciation, comprehension, knowledge of matter, power of answering easy questions in good English must all be satisfactory; then the lesson is included amongst those known by the pupils—and with excellent reason, for nothing could have been more perfect and satisfactory than the work thus turned out by the teacher: plainly, however, there is a kind of lingering doubt in his mind as to whether he could not have done more for his pupils! The children plainly showed throughout their work the marks of similar careful and thorough training.

Southern Schools.

Okoha, Pelorus (examined 17th November, 1902).—The children generally are well behaved, and are evidently fond of their teachers, showing at the same time due respect for them. School-work is done heartily and honestly. The teacher had made a great advance since the previous examination, and had fully established a claim to be considered competent. Through illness of the teachers and sad bereavement of one of them, the amount of work done had been considerably less than usual. In spite of this the results were good. The general appearance of the village and the villagers had greatly improved. Much of this improvement may certainly be credited to the school.

Whangarāe, Croiselles (examined 14th November, 1902).—Some of the subsidiary records were not quite complete; also, there was some slight room for improvement of the establishment in the matter of tidiness. There is some needless whispering. This could be easily got rid of, seeing that the teacher does not lack firmness. Teachers and pupils are on very good terms. There should be more physical-exercise work; only a little club drill is done. These principles should receive consideration here—(1) Prevention of error is better than correction; (2) if a child shows in the course of a lesson that he has not mastered a particular detail he should be made to master it before the lesson is over. This little school is really a valuable one, partly because it is a civilising agency as well. There was a fair number of passes, none of them very strong—a usual consequence when change of teachers takes place.

Waikawa (examined 22nd November, 1902).—The garden is gay and well cared for, and the schoolroom is clean and tidy. The order is still only fairly good, although there is no really bad behaviour. There had been some improvement in the matter of directness of aim, but there was room for more. After a lesson each child taught should be able to show that he or she has made definite advance in it. With many good points, the school still requires vigorous directness of aim, and it should be realised that attainments could be made much higher than they are. The results were strong in Standard I., and nowhere else, except in needlework.

Wairau (examined 21st November, 1902).—A very weak point in this school is the attendance, which is decidedly irregular. The teachers work carefully and conscientiously. There has, however, been some improvement, due partly to the exertions of the Maori Council and partly to the work of the Chairman of the Committee. The children, however, are kept away to catch white-bait, or for other insufficient reasons. The teachers kindly provided a flagstaff for the flag, because the Maoris had not enough interest in their school to do it. This would hardly have happened across the Strait.

Mangamaunu (examined 27th October, 1902).—Admirable work has been done in the garden in spite of great disadvantages. The buildings generally are in satisfactory order. The results obtained were somewhat unequal. Some of the work has been weak, but most of it was excellent. Extra subjects are very fairly well taught; the drill is the least satisfactory. The matter of preparing children for difficulties that they will meet with in a coming lesson is not sufficiently attended to. Nearly every lesson has some new and peculiar difficulty in it, one not to be overcome without the teacher's help. This help should, if possible, be given before the children come