

is no reason to think that hard work on the part of the master was lacking. What was wanted was a higher ideal of attainment in English. There is some reason to believe that if the master could see his way to devote a greater part of his time to the securing of English—copious, fluent, and correct within reasonable limits—he would show very satisfactory work.

Peria (examined 19th August, 1902).—There has been some falling-off in the attendance; several children are now at Rangiahia, and some Europeans have returned to Oruru Board School, as they should have done. But *Peria* is still a fair-sized school, and it is doing good work on the whole. The most striking defect is some want of heartiness on the part of the children. The tone would be satisfactory if attempts to copy were not at times observable. The garden had not received much attention; perhaps because removal to the new residence had not yet taken place. Hand-work is not of much use unless it is accurate: this might be borne in mind here with regard to some of the work done, notably the carton work.

Parapara (examined 22nd August, 1902).—The teacher sets about his work in an orderly kind of way, and puts much quiet force into it—much more, indeed, than appears on the surface. He secures attention, and is increasing his own power of forming direct aims. The assistant handles her classes well; loses no time. The work that was being done by the teachers was evidently satisfactory, and likely to produce first-class results; but they had not been long enough on the ground to put their own impress on all the work that was shown. One special feature is worth mentioning: the children described in correct sentences what they saw in pictures taken from the *Weekly News*.

Rangiahia (examined 21st August, 1902).—This is an interesting school. It is in a very out-of-the-way place. It is taught by a member of the Maori race. Also, it is certainly doing good work; although the school had been open only a few months the results were decidedly pleasing—that is to say, pupils partially prepared had been brought up to the passing point. The inspector reports that the master puts a great deal of thought into his work, and is making advance towards good method. With regard to the assistant, the report is that she is satisfactorily competent. So far, it may be said, this experimental school has answered well.

Kenana (examined 20th August, 1902).—The teachers found the school much disorganized through having been closed for six months. The work of the new teachers is painstaking and intelligent; as they obtain facility their directness of aim will increase, the utility of which they already appreciate from their experience at *Kenana*. The results were meagre, but this is fully accounted for by the facts stated above. Some hand-work has been successfully done—with care and evident cultivation of children's power of observation.

Te Pupuke (examined 14th August, 1902).—The results show that a fair amount of work has been done. Serious attention should be directed to reading and word-building in the preparatory class, and to reading and *vivid voce* arithmetic in Standards I. and II. The extra subjects, except the drawing, had been well attended to, but there was a little *sliding* in the singing. The initial difficulties connected with pronunciation have not yet been overcome—*p* and *g* quite usually replace *b* and *k*, and so on. This stumbling-block should be entirely removed at the beginning of the school course; “by-and-by” has no place in this vitally important matter. There has been improvement in English work, but there is room for much more.

Touwai (examined 11th August, 1902).—The Department has reason to be proud of this school on account of the tidiness and cleanliness of its pupils, and, indeed, for other reasons also. The examination results are satisfactory; the parents take deep interest in the work; the extra subjects are well taught; and the place is in admirable order. All this first-class work has been done by a master and a mistress whose health and strength are very far below the average. The truth seems to be that indomitable pluck and energy in teachers are quite able to make head against difficulties that would quite “flatten out” merely perfunctory workers. What weakness there is here depends on the fact that initial difficulties in pronunciation have not been quite surmounted.

Whakarara (examined 12th August, 1902).—Here also the difficulties connected with pronunciation continue to present some difficulty—difficulty that should be overcome as early as possible, seeing that it stands greatly in the way of sound progress in reading, spelling, and English. The master and mistress work conscientiously, and, although some of the work was a little disappointing, there is reason to be pleased with what had been done in spite of a not very satisfactory attendance. The arithmetic work was very good throughout. The extra subjects generally were not very strong. The school tone (so far as the children are concerned) is all that could be desired. Many of the children come from a long distance.

Hokianga District.—Mr. T. L. Millar, Local Visitor.

Mr. T. L. Millar acts as local visitor of the schools in this district, and the thanks of the Department are due to him for the zeal and kindly interest he has always shown in the work, and for the benefit the schools have received therefrom.

Whangape (examined 1st September, 1902).—The place was satisfactorily tidy. The children work honestly, and are hearty in play and in work; also they show respect for their teachers; they are generally clean. The teaching throughout was intelligent, and will no doubt be stronger as the teachers get used to their new kind of work. Difficulties of one kind and another had thrown the school out of gear. Some of the work, especially the higher, had been imperfectly done, and the examination results were generally poor. There are now new teachers, and many of the peculiar difficulties that stood in the way of the former staff have been removed. On the whole, the school is in a far better condition for doing good work than it has ever been in before. An effective ferrying service on a small scale seems to have put new educational life into Whangape.

Matihetihe (examined 2nd September, 1902).—No objection can be taken to the order, which is good; nor to the behaviour of the children, which is very good. The extra subjects, especially