

great earnestness, and that the teachers are thoroughly devoted to their work." In the report on the examination it is said, "A certain amount of weakness appeared in the geography, although the paper was rather easy; also, in the arithmetic of the first-year girls part of the work was defective. Taken altogether, the results of the examination were decidedly good. The passes were numerous and generally strong." "The drawing was very good; it was of a simple character, but it was almost perfectly systematic and uniform." "The callisthenic work—pole drill—was very well done." "The singing was most pleasing. I heard a part song, an action song, and tested the sight reading." "Needlework receives great attention here, with results that could hardly be surpassed." "This has been about the best examination that I have held at Hukarere."

St. Joseph's Roman Catholic Native Girls' School, Napier.—Two visits took place in the course of 1896; one of these was paid on the 7th May by Mr. Kirk, M.A., for inspection purposes; the examination was held on the 30th November, when twenty-nine Government and ten private pupils were examined. Extracts from the reports sent in may be taken as showing the present condition of the school and its pupils. "The school rooms, offices, and dormitories are faultlessly clean and tidy, and there is a neatly kept garden." "The children behave very well, and their work, so far as I have seen it, is honest and hearty. The teaching is very largely individual teaching. This, of course, involves some loss of energy, but it has compensating features. In oral work, too much reliance is placed on simultaneous answers, or answers given by the readiest pupils. The lessons are such as secure the interest of the children. It would be well to insist that all answers should be given in correct sentences." "The children appear to be bright and intelligent, and to be well cared for in all respects." At the examination the passes were numerous, and in the main strong. Some excellent work was shown. The English, however, was below the mark. The two points needing special attention are—(1) the construction of sentences, and (2) the punctuation. The weakness with regard to these two matters tended to make the English of the senior classes seem weaker than it really was. The report says, "The easier work of the junior classes is almost without a flaw." "The drawing of the juniors has been carefully attended to, with excellent results. I find the freehand drawing of the seniors quite satisfactory; many of the girls have given in work remarkable for its firmness and decision. There has been great improvement in the subject." "A complete system of dumb-bell exercises is taught here, and well taught." "The senior classes sang correctly, after one false start, eight bars of new music (staff notation) containing a modulation into the relative minor."

Waerenga-a-hika Native Boys' School (C.E.) (examined 4th May, 1896).—All the boys—thirty-four—whose names are on the roll were present at inspection and examination. Some technical defects were found in the school records, but none of great importance. The condition of the buildings and the grounds was good. The time-table had been prepared with care, but too ample provision for the teaching of geography was made in it. The order was very good indeed. Drawing is not taught here; it should be. The singing and drill were quite satisfactory. The principal defect in the methods was found in the waste of energy in correcting for individuals work that could be better dealt with in class. The examination results were, on the whole, decidedly good, but weakness appeared in the English work of the higher standards; also in the arithmetic. The writing and the geography were good. It would be well to induce the boys here to speak only English in the playground.

The Convent School, Matata (examined 10th June, 1896).—This school had suffered considerably through the death of a valued teacher. Twenty children were present. The records were, with two or three minor defects, in very fair form. The garden is large and useful; there are some flowers in it also. The time-table devotes too little time to arithmetic. Order and tone were pleasing. Drawing-books were very neat and clean. The singing was good, but rather slow. The wand drill was excellent. In spite of considerable difficulties the examination work shown was very fair. The principal weakness found was in English pronunciation and in the appreciation of the exact meaning of sentences.

Otaki Mission School (C.E.) (examined 15th December, 1896).—There were thirty-four children on the roll. Of these, twenty-nine were present. There is now one school-room in use; it is fairly suitable, and sufficiently furnished. The desks are not of the best pattern, but they answer the purpose. Useful maps have been provided. The order is pretty good; the influx of a considerable number of new pupils has prevented further improvement in this respect. A beginning has been made with tonic sol-fa work and with drawing, in both cases with some success. The drill is excellent. Needlework is carefully attended to. The sanitary defects pointed out at the previous inspection had been carefully remedied. The examination work was sound and good throughout; none of the presented children failed. The general result was very satisfactory.

The Te Makarini Scholarship Examination for Boys (held 21st and 22nd December, 1896).—The examination centres this year were Te Aute College (Hawke's Bay), Motueka (Nelson), Kaiapoi (North Canterbury), and Omaio (Bay of Plenty). Eight candidates in all were finally admitted to the examination, two being senior candidates and six junior candidates. There were three other candidates, who, for one reason or another, did not present themselves. The senior scholarship was gained by John Denney, of Te Aute College, who did well in the more important subjects, but showed weakness in geography and history. The junior scholarships went to H. S. Park, of Motueka, and S. Martin, of Kaiapoi. Both of these, and especially Park, did well. On the whole, the work was considerably better than that of the previous year, but there is, of course, still room for improvement.

STATISTICS.

A statement of the expenditure incurred in connection with Native schools may be found in Tables Nos. I. and II. of the Appendix, Table No. II. being a classified summary of Table No. I., which gives full details. Table No. III. states the ages of the children whose names were on the
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