

with this notice, it should be mentioned that Mr. H. J. Reeves, for many years master of the Kaiapoi School, has passed away. Mr. Reeves, who did good work in his time, had been an invalid for several years before his death.]

Rapaki (examined 3rd November, 1898).—Many causes had combined to make the attendance irregular, and, consequently the work was weaker than it would otherwise have been. The principal causes were drought in the early part of the year, making it necessary for the children to carry water very long distances; the subsequent scarcity of food; and the outbreak of measles with pneumonia, which had affected nearly the whole school. Only three of the children escaped sickness. The results were, on the whole, satisfactory.

Little River (examined 4th November, 1898).—A fair number of children passed, but not many of the pupils were strong in all the subjects. The tone here could be called good, if it were not for the copying. No doubt this practice does much to weaken the general character of the work. Another habit may be referred to in passing—that of *guessing*; this is, of course, a serious business at examination time; it greatly tends to lower the number of marks secured by pupils; besides, it tends to weaken children's sense of responsibility. In spite of drawbacks, however, very much of the work was found to be satisfactory.

Arowhenua (examined 1st November, 1898).—The master teaches with vigour and earnestness. He should, however, take up a more sceptical attitude than he does with regard to the attainments of his scholars until these have been fully proved. The school presents a creditable appearance, one which shows that the teacher has the interests of the children thoroughly at heart. The results are generally satisfactory. Arithmetic is still the weakest subject.

Waikouaiti (examined 28th October, 1898).—The teaching is generally thoughtful, direct, and well driven home. There is, however, still too much tendency to let the children "learn" a lesson, and import into it divers incorrect ideas of their own, the correction of mistakes being thus the principal part of the teacher's work. It is much better to *prevent* the making of mistakes if possible. The results are generally satisfactory. The weakest subjects are still arithmetic and geography; Standard I., however, is good in arithmetic. There is a neat, well-kept garden here. This is a very pleasing feature.

The Neck, Stewart Island (examined 20th October, 1898).—When the present teacher began work on the 1st August last there was, for one reason and another, much lost ground to recover. Also, the previous examination had been held in February, 1898. When these circumstances are borne in mind, there seems to be no reason to be dissatisfied with the results. The order was not bad, but there was too much communication of one kind and another among the pupils. No doubt the school will be in a satisfactory condition next year.

The following schools have this year obtained a gross percentage of 80 or over 80:—Rangitukia, Waiapu, East Coast, under Mr. H. A. Hamilton, obtained 90.9; Wharekahika, East Coast, 89.3; Omanaia, Hokianga, 87.5; Omarumutu, Bay of Plenty, 86.3; Tokomaru, East Coast, 82.4; Ranana, Lake Rotorua, 82.1; Tikitiki, East Coast, 82; Waiomatatini, East Coast, and Te Araroa, East Coast, 81.8 each; Pukepoto, Mangonui, 81.7; Otamauru, Bay of Plenty, 81.6; Te Kao, North Cape, 81. The schools at the following places also gained 70 per cent. or more: Papawai, Whangaruru, Taiharuru, Kenana, Croiselles, Mawhitiwhiti, Taumarere, Omaio, Poroporo, Tokaanu, Utakura, Wai-o-weka, Te Kopua, Waikouaiti, Whakarapa, Whirinaki, Wairau, Pipiriki, Tuparoa, Poroti, Waimamaku, Ruatoki, Motukaraka, Kawhia, Te Matai. Thus, one school gained over 90 per cent. in 1898, as against one in 1897. Twelve schools gained over 80 per cent. in 1898, as against nine in 1897. Thirty-seven schools gained more than 70 per cent. in 1898, as against thirty in 1897 and twenty-six in 1896. Of the schools actually examined, six made less than 50 per cent., as against five in 1897 and seven in 1896.

BOARDING-SCHOOLS, ETC.

Under this heading a brief account is given of the work done at each of the four Native boarding-schools during the year 1898; there are also abstracts of the reports on the Convent Native School at Matata and the Church of England Mission Schools at Waerenga-a-Hika, Otaki, and Putiki. Information is also given with regard to the annual examination for the Te Makarini Scholarships, which are provided for from a fund established by Mr. R. D. Douglas McLean, M.H.R., in accordance with the views and wishes of the late Sir Donald McLean, and in remembrance of him. These scholarships, it may be added, have exercised an important and highly beneficial, although for the most part indirect, influence on the Native schools of New Zealand; they have also been instrumental in bringing to the Maori front many able young men who, without the aid of these scholarships, would have been quite undistinguished.

The Native College, Te Aute, Hawke's Bay.—This institution was inspected on the 2nd March, 1898, and examined on the 8th and 9th December. Extracts from the reports of these two visits should give a tolerably correct idea of the kind of results secured at Te Aute, and of the conditions under which the masters work while obtaining them. The report on the examination runs thus: "In Class V., one or two boys who had begun English rather late were weak in that subject; the others did very well indeed. In Latin, one paper was good, but the class as a whole was relatively weaker than Class IV. The boys showed that they could have done much higher work in arithmetic than that set them. Geography, physiology, algebra, and Euclid were very decidedly good." "The English in Class IV. was extremely pleasing; a great advance had been made in this subject. The Euclid was surprisingly good. Two of the Latin papers were excellent; many were very good; none were poor. Physiology, algebra, and arithmetic were highly satisfactory. The marks given for arithmetic would hardly seem to bear out this statement; but the paper set was rather catchy and difficult; experience has shown that easy papers in arithmetic are useless in this class. On the whole, this is a capital form; the Fifth Class for next year should be very considerably stronger than any other that Te Aute has yet produced. The schedules show that even the bottom boy of this class gained a fairly creditable position." "In Class III. the English composition showed that speed had been gained at the cost of accuracy. The answers in elementary Latin were good. The mathematical work varied from poor to very good. This form, too, has made a distinct advance since last year. There was only one low percentage." "The two divisions of Class I. have now made an excellent start; the