

good has already been effected is certain, and there is real ground for hoping that this good will be of a permanent character. One promising feature is the renewed interest of the Maoris in their school.

Little River (examined 19th October, 1899).—The general form of this school is good. Weakness appeared in junior geography, health-work, and drill, but the senior arithmetic was decidedly strong, and so were the reading, writing, and senior geography. The inspection report states that the school is on a much safer platform than that formerly occupied. The school is now really a Maori school with a mere sprinkling of Europeans in it; consequently, most of the old antagonisms are dying out. Also, as girls are more numerous than boys, it is probable that there will be a fairly large school here for many years to come.

Rapaki (examined 17th October, 1899).—The Rapaki Maoris have always shown interest in their school. One would, on looking over the registers, be inclined to think that this interest is too weak to beneficially affect the attendance, but the irregularities of the past year have been to a large extent owing to epidemics. There is reason to be well satisfied with the results, certainly with those obtained in the higher classes. In the lower there are some traces of the effects of want of experience, but of course the junior Teacher is daily making headway in this respect.

Arowhenua (examined 20th October, 1899).—The children presented a very pleasing appearance; they were all well dressed and clean. The prospects of the school are by no means bad, although the attendance has become rather small; there are at least a dozen small children in the settlement, and, besides, the girls outnumber the boys. Much good, and some very good, work was shown at the examination; the strongest was found in the geography and the English; the reading also, except that of Standard III., was good. Marked weakness appeared in the senior arithmetic. The work of the Preparatories was unusually satisfactory.

Waikouaiti (examined 23rd October, 1899).—The state of the buildings and grounds is extremely satisfactory. Outside interest in the school is as great as ever it was; the children work with intelligence and interest. The appearance of the school-children is good; solid comfort at home seems to be reflected in the looks and dress of the pupils. There is much to admire in this school. Its organization and discipline (the words being taken in the wider sense) are very good. Passes were fairly numerous and strong. Some want of thoroughness was perceptible in places, but on the whole the teaching had been careful and satisfactory.

The Neck, Stewart Island (examined 25th October, 1899).—There had been a certain amount of misunderstanding between some of the Maoris and their new Teacher, and this had not been without injurious effect on the school. There is reason to believe that most of this difficulty has now passed away, and to hope that the school will again be as useful as it was of old. The number of passes secured was not very large, but the work generally was pleasing. A good year's work may now be expected with very considerable confidence. The house and grounds in their present condition form a pleasing feature of a picturesque and interesting district.

Percentages gained at the schools: Each of the following schools gained in the year 1899 a gross percentage of 80 or over 80: Rangitukia, Waiapu, East Coast, under Mr. H. A. Hamilton, obtained 93·3; Omarumutu, Bay of Plenty, 86·6; Ranana, Lake Rotorua, 86·2; Croixelles, Tasman Bay, 86·0; Pamoana, Lower Wanganui River, 85·4; Te Kao, North Cape, 85·2; Tokaanu, Lake Taupo, 84·2; Karetu, Bay of Islands, 83·7; Tokomaru, East Coast, 82·5; Poroporo, Bay of Plenty, 80·9; Taumarere, Bay of Islands, 80·0. The schools at the following places, named in order of merit, also gained 70 per cent. or more: Omanaia, Whirinaki, Waioweka, Waima, Wai-o-Matatini, Arowhenua, Te Araroa, Mangamuku, Te Kopua, Te Matai, Tikitiki, Te Kaha, Pukepoto, Paeroa, Pipiriki, Waikouaiti, Torere, The Neck, Wharekahika. Thus one school gained over 90 per cent. in 1899, as against one in 1898. Eleven schools gained over 80 per cent. in 1899, as against twelve in 1898. Thirty schools gained over 70 per cent. in 1899, as against thirty-seven in 1898, thirty in 1897, and twenty-six in 1896. Of the schools actually examined, seven made less than 50 per cent., as against six in 1898 and five in 1897.

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 1899; there are also abstracts of the reports on the Church of England Mission Schools at Waerenga-a-Hika, Otaki, and Putiki, and on the Convent Native School at Matata. 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, 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 probably have been quite undistinguished.

St. Joseph's Roman Catholic Native Girls' School, Napier.—This school was inspected on the 21st February, 1899. It is an excellent institution; the teaching is of a high order; it has rigidity in the good sense, for it easily takes on a modified form when practicable and beneficial alterations are suggested: it perseveres in what is good, and readily becomes better. The domestic and external arrangements are, as always, quite satisfactory; hygienic conditions have been receiving much attention at the instigation of the school authorities. The drainage now appears to be satisfactory: the fairly effective but very cumbrous system of tanks has been superseded by more modern contrivances. In the schoolroom the rule is mild, but there is no lack of firmness. The internal tone, as shown by the relations of pupils and teachers, and the spirit in which work is done, are very pleasing; the external tone, however—the relation of the parents to the school—is