

ness of semi-civilised Maori parents to make use of the public schools; but this holds only with respect to Maoris living among or very near Europeans, and not to those who are still living in Maori districts, and are fully under the influence of Maori custom. During the past year, I regret to say, there have been deaths at one or two of the boarding-schools. This mortality has had the effect of preventing many of the parents whose children had gained scholarships from allowing them to go to the boarding-schools. The parents are in most cases unable to see that many—probably more of these boarding-school children than those who actually died at the schools—would have been carried off by the epidemics if all had remained at home. They therefore connect the school and the death as cause and effect. This is very natural, but very unfortunate.

*St. Stephen's, Parnell.*—At this school the excellent percentage, 91·46, was obtained. Three boys passed Standard IV., and three Standard III., and many passed the lower standards; four Government scholars and two other pupils passed the first examination for the “leaving certificate.” The school records were in good order, and the organization was satisfactory in the main, though the efforts of the master to cover the whole of the ground of the programme unassisted had proved to be so far a failure as to compel him to make rather undue use of monitors. The discipline and the school tone were good; the work was done heartily, and the boys were respectful and well-behaved. The methods were such as to arouse intelligence and create interest. The general impression produced by a careful inspection of the school and by examination of the work presented was that the master did as much as, and even more than, could be expected of him, and that assistance other than that given by monitors should be secured, in order that the ratio of *vivâ voce* to written work might be very considerably increased. Singing and drawing are well taught—the former by a visiting master. The domestic and outdoor manager has the house and grounds in good order. He very earnestly desires that the boys shall have as much technical instruction as possible. Several Maori apprentices live in the institution, and some of these have fitted up their bedrooms with great taste. The vegetable- and flower-gardens are in very good order. Of the work done at this school the following deserves special commendation: Arithmetic is good throughout the school, reading is generally clear and good, writing and map-drawing are well done, and the New Zealand History (Miss Bourke's little work being the text-book) is excellently learnt. On the whole it may be said that the work is very satisfactory, and that there are many marked excellences in the mental attitude and acquisitions of the boys.

*St. Joseph's Providence, Napier.*—Sixteen pupils were present at the examination held 15th December. Of these, eleven were examined for the standards, and five for the higher certificate and prize now awarded to pupils who complete their Native-school course. Of the latter four were successful; of the former four passed Standard IV., two Standard III., one Standard II., and two Standard I. The percentage gained was 77·7. The answering in history, elementary science, and domestic economy was exceedingly good, while generally the work seemed to be of a far higher order than had been previously obtained here. The whole examination was very satisfactory. No doubt much of this improvement is due to the fact that the organization for boarding-school work, which had previously been incomplete, was at the beginning of last year made perfectly definite. The authorities of the school now understand exactly what is required, and they satisfy the requirements. The general management and conduct of this school must be considered quite satisfactory, although there are some striking differences between St. Joseph's and other schools of the same class. Perhaps the most obvious point of difference is that class teaching is to a large extent replaced by constant instruction and supervision of individuals, the teaching staff being large enough to allow this. The domestic arrangements deserve very high commendation.

*Protestant Native Girls' School, Hukarere.*—This also is an excellent school. The state of the buildings and offices as regards tidiness and neatness was found to be thoroughly satisfactory. The dormitories and living-rooms are scrupulously clean, and the domestic arrangements generally reflect great credit on the matron. The organization and discipline, and especially the latter, are nearly perfect. The order is about as good as it could be. Military drill and other exercises are well done, and very thorough interest in work and play is taken by all the pupils. The methods employed are in the main satisfactory, and have in all cases the merit of appealing to and developing the intelligence of the pupils. At the examination three girls did their first year's work for the “leaving certificates and prizes,” and ten completed the Native boarding-school course by passing the second year's examination. Also, five pupils passed Standard IV., three Standard III., three Standard II., and six Standard I. Particularly good results were obtained from the highest class in each of the following subjects: Drawing, New Zealand history, elementary science, domestic economy, and needlework. Good work was done in arithmetic, spelling, and geography. The work in English composition and musical notation was very fair. The part-singing of the girls was very pleasant to listen to. Altogether very decided progress had been made during the year.

*The Native College, Te Aute.*—Fifty-nine pupils were present at inspection: forty-nine of these were Maoris, the remainder being Europeans. The average attendance for the preceding six weeks was 57·5, and the number actually on the roll was fifty-eight. The work done at this school does not coincide with that laid down in the Native Schools Code, although it covers the whole of the ground, and in the two highest classes goes far beyond it. It is therefore convenient to treat this school by itself, and to judge of the work done in it by reference to the aim and object of the authorities of the school. The school is organized much in the same way as English grammar schools having a similar number of pupils are. There are three masters, each of whom takes two classes, and considers himself responsible for the conduct and progress of the pupils under his control. The head-master, of course, exercises general supervision over and prescribes the course for each class. Otherwise, each master does his own work very much in his own way. The main difference between Te Aute and an English school of the class referred to is that English takes the place of Latin, while Latin in this school may be looked upon as a substitute for Greek taught in an English grammar school. In “English,” however, much more is included than the word