

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 stated, 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 front many able young Maoris who, without the aid of these scholarships, would very possibly have had no opportunity of showing their capacity for helping to mould the future of their people.

*The Native College, Te Aute, Hawke's Bay.*—The inspection of this institution took place on the 20th February, 1901. The only remark needed with reference to the buildings and grounds is that these are, generally, very satisfactory; except that the appearance of the main school-room is not nearly so inviting as it might easily be made, and that the bath-room needs repairs. The following remarks with regard to the methods of instruction may be of interest: (a.) It is worth noting that the new assistant's spelling lesson consisted merely of dictation and the marking of errors: in this way the principal utility that a spelling lesson should have was entirely missed; there was no obvious reason why the very same mistakes should not recur whenever the lesson happened to be repeated. (b.) Instruction in geometry is given in the best kind of way from start to finish; it is perfectly clear, and it is rational throughout; also there is no parrot work. (c.) Physiology was being taught not merely with reference to a text-book containing pictures, but with the aid of good chalk drawings made on the board, and in presence of the boys; in suitable cases the very objects to be known were actually set before them. This is, of course, a very decided step in the right direction. (d.) The instruction here given, strong and good as it is, could be considerably improved by making it involve more talking by the pupils. Silent reading and writing are no doubt of great use, but intelligently managed *vivâ voce* work, in quantity, is perhaps quite as useful in nearly all subjects. This holds good with even arithmetic and geometry, and perhaps algebra also. In purely linguistic work of all kinds the *vivâ voce* part of it is of first-class importance. (e.) In elementary arithmetic it is well to avoid cases of "irreducible residuum" as far as possible until the pupil has had sufficient training to enable him to see through such cases. Young pupils should never have problems set that are quite beyond them. Practice sums leading to fractional remainders should not be given to pupils unable to deal with fractions except by rule of thumb; and questions leading to circulating decimals should be avoided in the case of pupils unfamiliar with the nature of such decimals. (f.) There are some who believe that translation from Latin into bald or non-idiomatic English—so-called literal translation—may have its uses as a stepping-stone to something better; but the use of bad English for this purpose is hardly likely to do anything but harm. It is desirable that in the junior classes every false quantity should be carefully corrected; as children begin in this matter, so will they go on. (g.) In such work as geography or history for the lower classes very much depends on the teacher's power of creating in the minds of his pupils a living interest in the work. This is best done by travelling, so to say, from what is familiar to the class to what is unfamiliar. For a simple illustration of the principle it may be mentioned that the very best way to teach our young pupils about the customs, and general character of, say, the Chinese, would be to gradually bring the peculiarities of these people, whom the pupils do not know, into contiguity and contact with those of the Maoris, whom they do know.

The examination of the College took place on the 16th and 17th December. Only sixty-two were examined. The Sixth Form boys had already been examined for matriculation. These candidates were six in number, and four of them passed. Five classes were examined (I. to V.). In Class I., the English was rather poor; the other two subjects were well done. There was only one weak paper in each of these subjects. Class II. did creditably throughout. In Class III. the work was decidedly satisfactory. The mathematical subjects were well done, except that somewhat cumbrous methods were used in the arithmetic. English was satisfactory throughout. Of the remaining work, geography was quite up to the mark, and Latin was very fair. Class IV.: Weak papers were very few. Questions were not at all easy; but, generally, the boys did not seem to mind that very much. A little want of power was shown here and there in history and in Latin; but the work of the class as a whole was decidedly creditable to those who taught it. Class V.: This, too, was a good form. History, English, and arithmetic were very well done. The algebra generally was not over strong. About half the boys knew their Euclid well; two failed completely; the remainder did fair work. The physiology and the Latin ranged from fair to very fair.

There is much excellent work done at this school in directions other than those referred to above. The boys sing tunelessly and well, and they know something about musical notation. The drill is really excellent; most of the boys, I understand, could, on an emergency, take their place on a battle-field and behave there like men. On the whole it may safely be said that Te Aute is an institution of which Maoris may well be proud; for it is one of the most striking of the monuments that commemorate the rise of a fine race from savagery to civilisation. Any one who visits Te Aute and sees what kind of work is being done there, and who is told that only in very few cases is English the mother-tongue of the pupils, will, in proportion as he is candid and competent to judge about such matters, feel compelled to confess that Te Aute has done wonders. If danger to Te Aute should by-and-by arise from the very usual want of recognition of the fact that in the life of an institution it is constant adaptation to the general and special needs of the time that is wanted rather than conformity to a pattern adopted long ago, it would be rather a danger of its losing a considerable part of its capacity for doing good than of its falling from its premier position as the secondary Maori school for New Zealand. Te Aute has made such a good start that it would be very difficult indeed for any other school to overtake it.

*The Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.*—This school was inspected on the 28th February, 1901. Dormitories, kitchen, and dining-room were all in good order; taps in