

the results flowing from the Maoris' too rigid adherence to their rule that the attendance must be shockingly bad for at least one-third of the year, I have pleasure in saying that very substantial work has been done. The examination results were decidedly good. Unfortunately, the Otaki schoolhouse was destroyed by fire shortly after the examination. It was one of a group of buildings with quite an interesting history, dating well back in the ante-civilisation period.

The Mission School, Putiki, Whanganui.—The inspection took place on the 19th November, 1902. The juniors now receive, quite properly, a great deal of attention; they are the hope of the school. Much more time is given to arithmetic than to English: this relation should be reversed. The school tone seems to have improved; the children show encouraging signs of earnestness. There is reason to believe that the new teacher will soon be able to modify her public-school methods in all necessary directions. The principal need here at present is thorough patient grounding of the middle and bottom of the school in elementary English. The work shown gives, at the least, reason for hoping that a good show will be made next year.

Matata Convent School (inspected and examined 21st July, 1902).—The garden and grounds are quite interesting: there are many plants of a useful nature, but not often met with in this country; also, there are many ingenious contrivances for water-supply, and for utilisation of sewage. The order is good. The methods generally are pleasing and, I believe, improving. One hint is necessary: Reciting in class is hurtful or beneficial according to the use made of it. If the class pronounce every word clearly and correctly it is highly beneficial; if the pronunciation is confused and strongly flavoured with Maori it can do little but harm. The Maoris educated here are certainly beneficially affected by their training. The results as a whole are good, but in the case of the juniors it is hardly sufficiently remembered that, while the children of European parents have something to do with the training in English, we have, where Maoris are concerned, to do everything ourselves.

Waerenga-a-Hika Mission School.—Too much time is given by the juniors to "silent reading," which at the best could have but small utility. The boys work honestly and heartily. The practice of spitting on slates still lingers here; it should be abandoned. The teaching is painstaking and generally interesting. It is pleasing to notice that the pupils respond heartily to the headmaster's kindly treatment of them. Mr. McGruther, the assistant, is becoming very efficient. The school is a good one, much better than the first sight of the schoolroom would lead one to expect. The examination results are decidedly good. The extra subjects receive satisfactory attention.

The *Te Makarini Scholarships Examination* was held on the 15th and 16th December last at the centres named below: Te Aute College, at which five candidates for the senior scholarship presented themselves; there were no St. Stephen's candidates on this occasion. For the junior scholarships there were eight qualified candidates, but of these only seven were examined, Parekura Pewhairangi, of Tokomaru, not putting in an appearance. These candidates were distributed as follows: two were examined at Kawakawa, Bay of Islands; and two at Omarumutu, Bay of Plenty. At each of the following centres one candidate presented himself: Tokaanu, Lake Taupo; Whakarewarewa, Lake Rotorua; and Moutere, Nelson. The scholarships were awarded as follows: The senior scholarship went to Walter Graham, of Te Aute College, who gained 76·8 per cent. of the marks. Ebenezer Mitchell, with 67·6 per cent., and James Ferris, with 57·2 per cent., both deserve favourable mention. The junior scholarship for Native-school boys was awarded to Paranapa Petera, of Tokaanu, who gained 70·3 per cent. of the marks. The open junior scholarship was won in the first place by Paul Riwai, of Motueka Public School, with 68·3 per cent. When the proper time came, however, the scholarship was not taken up by Riwai; it was therefore given to Hiko Paro, of Wai-o-weka, who gained 66·3 per cent. of the marks; Kata Tamihana, of Ranana, Lake Rotorua, was the next, with 64·6 per cent. A great deal of the work was pleasing—very much stronger than it used to be ten years ago. Two or three of the junior candidates, however, and one of the seniors, showed want of training in producing what they actually know; occasionally it seemed as if pupils thought that a mere hint was good enough for an examiner, and that the giving of complete expression to their knowledge would be superfluous: many marks were lost in this way. However, after all deductions on this account had been made, even the work referred to could be called pleasing.

STATISTICS.

A statement of the expenditure incurred in connection with Maori schools is to be found in Tables Nos. 1 and 2 of the Appendix. Table No. 2 is a classified summary of the full details given in Table No. 1. The total expenditure for the year was (shillings and pence being neglected) £26,946. Of this, £148 was derived from Native Reserve Funds and Civil List. Deducting £5,593 for cost of buildings, fencing, and furniture, we have as the working-expenses of Native education £21,353.

Table No. 3 shows that the percentage of children under ten years of age has increased slightly. This probably indicates the existence of a tendency towards increased usefulness for outside work of children over ten.

Table No. 4: The working averages for the last three years are: 1900, average 2,500·75; 1901, average 2,592·25; 1902, average 3,005·00. It appears also that the average regularity is improving.

Table No. 5: Interesting obvious inferences may be drawn from this table when compared with those of former years. The total number of children of all races at Native schools, as on 31st December, 1902, was 3,742; for same date in the year, 1901, 3,273; in the year 1900, 3,109; in the year 1892, 2,133; in the year 1882, 2,024. Of the 3,742 pupils attending at the end of last year, 81·32 per cent. were Maori, or between Maori and half-caste; 8·98 per cent. were half-castes; and 9·7 per cent. were European. On the 31st December, 1880, the corresponding numbers were 76·46, 9·61, 13·93. The figures seem to show that we are moving towards the root of the matter, and not gradually receding from the task of educating the Maoris.