

by-and-by lead them to the correct use of idiomatic English, and will give them such knowledge of other pakeha matters as will be very good indeed for them."

To show the scope of the work done at Te Aute, it may be mentioned that there is a matriculation class at Te Aute attempting the same kind of work as is done at such institutions as Wellington College and Wanganui College, except the junior scholarships work. Portions of the syllabus of Class V. for the year 1897 will partly indicate what is done in the form next below the highest. It is not necessary to give the whole of it:—

English literature: Byron's "Prisoner of Chillon" and Macaulay's "Armada" to be learnt by heart; paraphrase, analysis, and grammar; such figures of speech and constructions as the following to be known—inserted sentence, provisional subject, complex object, adverbial objective, nominative absolute, personification, metaphor, simile, alliteration. Extracts from Scott for reading only. Macaulay's "Hampden," eleven pages; the text to be learnt by heart only.

English grammar: Smith's "Manual of English Grammar"; all the syntax, and (in etymology) noun, adjective, pronoun, verb (except pp. 62–72), and adverb.

Composition: To be able to write in idiomatic English, and to map out essays in a correct manner.

Latin: English into Latin, Wilkin's Prose Exercises, Nos. 1 to 9, on the concords; 16, place whither; 17, duration of time; 18, measure of space; 39, ablative of time; 40, ablative of place; 41 and 42, constructions with names of towns; 50 and 51, the genitive of quality; 53 and 54, *interest* and *refert*; 46 and 47, ablative absolute; 69, indirect questions; 65 and 66, on gerund and gerundive, showing duty and obligation only; 63, on the supines. Also, miscellaneous sentences illustrating "*ut*" and "*ne*"; constructions with verbs of fearing; on the passive of verbs governing the dative; on "*quin*," following verbs of doubting; on direct questions; and on all constructions in the exercises mentioned above. The "*Eclogæ*" to the end of Hannibal.

About the same standard of difficulty is set up in Euclid, algebra, arithmetic, physiology, and geography.

The Te Makarini Scholarships Examination, 1898.—Ten candidates sent in applications, and there were other inquiries besides, but only six came up eventually. Two of these were Te Aute boys; two came from St. Stephen's, Parnell; and two were from Rangitukia, in the Waiapu district. The junior scholarship was won by Niha Wiremu, of Rangitukia. His power of expression was plainly not equal to the extent of his knowledge. Two other candidates—viz., Watene Puketoki, of St. Stephen's (formerly of Te Kaha), and John McGruther, also of St. Stephen's, were very deserving. The open junior scholarship was awarded to the former of these two candidates; the senior scholarship to the latter. The work of the Te Aute candidates was very good also, but their papers gave the impression that there had been no special preparation for the examination. To rely on general knowledge, great though it be, is not a safe course for other candidates to adopt when there are competitors from St. Stephen's for the Te Makarini scholarships.

The Convent School, Matata (examined 14th August, 1897).—This school is no doubt acting as a useful civilising agency, and it may be easily seen that its power in this direction is likely to increase. Perhaps in spite of themselves, the Matata Maoris are following European custom very much more closely than they did, say, eighteen years ago. Very considerable irregularity in the attendance of some of the children caused the number of passes to be smaller than one could have wished. But the examination brought forward abundant evidence that very useful work had been done by the teachers in the course of the year.

The Mission School, Waerenga-a-Hika (examined 1st June, 1897).—The results of the examination were very good indeed. They showed that the master had been able to do excellent work single-handed; but for all that it is to be wished that some efficient help with the lower classes could be given him. This would, of course, allow him to devote more time to strengthening the few weak places that are still to be found in the upper part of the school.

The Mission School, Putiki, Wanganui (examined 1st May, 1897).—Although the work shown at examination was not without blemishes, it deserved to be called *fair* at the very worst. It seemed to the examiner that the teacher needed some advice with regard to the methods best adapted for Native-school work, and that with the aid of such hints as were given she would be able to produce much stronger work next year. As it was, a fair number of passes was secured. The school tone was good, in the senior class at all events; the children worked with spirit. Throughout, the relations between pupils and teacher were satisfactory.

The Mission School, Otaki, West Coast (examined 29th November, 1897).—The planting season and a great *hui* (meeting) had caused the attendance to be irregular for the preceding three months. It appears that there is now only one Maori really disaffected. He finds that his grandchild has not got on. It would have been very wonderful if she had got on, seeing that her half-day attendances for the preceding five years amounted to only 114. Results were not quite as good so they were at the previous examination, but, in view of the difficulties that had had to be faced during the final part of the previous quarter, they were quite sufficiently pleasing. All passed who were presented.

STATISTICS.

A statement of the expenditure incurred in connection with Native Schools may be found in Tables Nos. I. and II. of the Appendix, Table No. II. being a classified summary of Table No. I., which gives full details. Table No. III. states the ages of the children whose names were on the Native-school registers at the end of the December quarter. Table No. IV. contains statistics of the attendance during the year 1897. In Table No. V. there is as full information as can be obtained respecting the race of children attending Native schools. Table No. VI. specifies the results obtained at the standard examinations held during the year. In Table No. VII. the examination results are combined with those of an evaluation depending on estimates made at inspection. The kinds of results taken together form a basis for the computation of what is called