

I again regret to report that, except in the case of *Turakina Girls' School*, I have been unable to pay visits of either inspection or examination to the secondary schools. The examinations were conducted by the Inspector-General of Schools, and by Mr. J. Porteous, M.A., Assistant Inspector of Native Schools, who entered upon his duties towards the end of the year. The following is the substance of the report in each case:—

*St. Joseph's Roman Catholic Girls' School, Napier.*—The work done during the examination of this school has been of a very high order indeed. Special reference may be made to the very good quality of the reading, the general neatness and care of all the written work, to the singing and physical drill, and to some very fine needlework done in addition to the prescribed work. The questions in physiology were fairly well answered, but there was no evidence of practical work. Experimental science has been taken, but the absence of experimental work detracts considerably from the value of it. In nature-study, the leaves of common trees and plants, and also flowers, have been examined, and painted copies of them made in drawing-books. Three certificates of proficiency and seven of competency in Standard VI were issued. The elder girls receive instruction in cookery at the Technical School, Napier. The girls are also well trained at the Convent in sewing, darning and mending, cooking, and washing.

*Hukarere Protestant Girls' School, Napier.*—The school on the whole has passed a very fair examination. The weakest classes were Classes V and VI, and the weakest subjects throughout the school were arithmetic and geography. From the nature of many of the answers in English, physiology, and geography, it seemed that some of the pupils failed to clearly comprehend the language of the questions. On the other hand, there were many instances of very good work in the various subjects. The singing was praiseworthy. The girls sang sight tests very well indeed, and with good expression. Physical drill, with musical accompaniment, was well done. Excellent work is done in sewing, and prominence is given to instruction and practice in domestic economy. The elder girls also attend the cooking classes at the Napier Technical School.

*Queen Victoria School for Maori Girls, Auckland.*—As was suggested in last year's report, a reduction in the number of classes has been made, and evidently with satisfactory results. The school has made a very creditable appearance in most of the subjects. Reading and spelling were very good in the upper classes, whilst writing was good throughout. Good work was done in English and composition by Forms IV and V, but there was some weakness in Form III in arithmetic and geography. The singing was very good indeed, while in physical training the girls receive efficient instruction in the gymnasium of St. Stephen's at the hands of Professor Potter. The science work done by the girls consisted of elementary physiology and the elementary principles of ambulance (first aid), cookery, and agriculture. The practical knowledge of ambulance-work was good, as far as it went. School gardens have been begun, and a little practical study of plant-life and of physiology has formed part of the programme. The girls require rather more instruction in the practice and theory of cookery than they are getting under the present arrangements, although the practical instruction that they do get appears to be good. I welcome the new departure, and hope for still better results in the future.

*Native Girls' School, Turakina.*—The school has passed an excellent examination, all the girls in Standards I, III, and IV passing creditably, while six out of the seven presented in Standard V gained certificates of competency. This is, I consider, a very creditable result. The work done in English and composition, reading and writing, was well done, as was also the arithmetic in Standards I, III, and IV. The arithmetic of Standard V is of such a nature that attention is given to practical money work, and in this the class did very well. The singing was very pleasant and tuneful. Drill consists of useful Sandow exercises, and chest-measurements are taken periodically. Instruction in sewing includes cutting-out, darning, and mending, and the use of the sewing-machine. The girls are also taught cooking, including the baking of bread. I was well pleased with the manner in which the girls went about this important work. Lessons on health, and the physiology connected therewith, have also been intelligently grasped. Domestic instruction in various branches is taught practically, the girls doing the washing, ironing, and starching for the household. I consider that in the training of these girls the school is doing excellent work, and is exercising a most healthy influence on them. I shall be surprised if the decidedly practical training which the girls receive does not produce most beneficial results. The excellent condition of the school and the good work that is being done redound to the credit of the principal, who, ably seconded by his wife, evidently has the welfare of his pupils very much at heart.

*Te Aute College, Hawke's Bay.*—Taking everything into consideration, the work done by the various classes may be characterized as very fair. Some very good work in individual cases was met with in most of the subjects. In English and composition the quality of the work was good in Class V, very fair in Class IV, fair in Classes II and III. Arithmetic cannot be described as strong, although some good papers were handed in in each class. Algebra was very fair. In geometry four very good papers were presented, eight papers were good, while several of the others were moderate. Some of the answers in geometry showed that some of the boys had a very crude conception of the work. In history the answers were not of a high order. Geography was fair in Class II, and very weak in Class III. Class III had studied a portion of the "Imperial Geography," but very imperfectly. Three questions were substituted for three of the original questions. Physiology in Class V was good, and very fair in Class IV. According to the syllabus of work, some attention was given to practical work in this subject, but the answers to a question requiring the pupils to give the results of their observations were not good. The methods adopted in answering questions were good, but in many cases the writing was of inferior quality. The Latin of Class V was, on the whole, fair. Closer attention to the point of each question is necessary, and in every case care should be taken that Latin is translated into good English. Classes IV and II were, I think, below the standard which was expected of them. A training in woodwork and in the principles of agriculture would be more beneficial to a majority of the boys than