

reading, in which the enunciation, expression, modulation of voice, and comprehension of the subject matter are remarkable. The extra subjects also showed exceptional merit, the singing being a source of great pleasure. The practical training of the girls is also duly provided for, and dressmaking in all its branches, cooking, laundry-work, and training in domestic duties receive regular attention. The manners of the girls, the excellent tone and spirit which pervades the school are matters on which the authorities are to be congratulated.

Hukarere Protestant Girls' School, Napier.—The work in the lowest standards, which follow the syllabus of the Native Schools Code, was exceptionally good. In the higher classes the examination was based upon the public schools syllabus of work, and the results were on the whole very satisfactory, though the writing was much below the standard. The extra subjects here also receive careful attention, the singing being delightful. Of the training of the girls in domestic duties I formed a high opinion. Some capital specimens of various plain dishes cooked by the girls were shown and tested; the specimens in ironing and laundry-work appeared to me to be thoroughly satisfactory, while the sewing, dressmaking, &c., was excellent. Not the least important feature of the school is the change wrought in the character and general appearance of the girls by the training they receive. As I am personally acquainted with the Government scholars, at any rate, prior to their entering I am in a position to testify to the excellent work done in this respect by the authorities and teachers of the institution.

Turakina Native Girls' School, Wanganui.—In this school also the work of the higher classes follows very closely the syllabus of the public schools, that of the lower classes following the Native Schools Code. The work of the various classes was on the whole very satisfactory, though the arithmetic was an element of weakness. The girls here receive a thorough training in all branches of domestic economy, including cooking, laundry-work, nursing, and the care of infants. They have also had practical instruction in gardening, and there was a very fine show of vegetables as the result of their labours. The extra subjects also receive due attention; the singing was exceedingly enjoyable, and the specimens of work in dressmaking, &c., appeared to me to be very good indeed. A thoroughly good tone pervades the school, and the relations between pupils and teachers are extremely cordial. I think that this state of things is due in a great measure to the fact that the school, which is not large in point of numbers, is managed on practically a family system. Thus, the cooking is arranged so that teachers and pupils sit down together to the meal which has been cooked by the girls under supervision of the matron.

Queen Victoria School for Maori Girls, Auckland.—In this school also a very full programme of work, embracing practically the whole of the public schools syllabus for Standards III to VI, was offered. In the lower classes the work was, except perhaps in English, very satisfactory. In the higher classes the English composition did not appear to be up to the standard required, though in the other English subjects and arithmetic the results were very good. In the highest class the work was exceedingly creditable throughout. The extra subjects are here also features of the school work, the singing being very enjoyable, while the drill, which includes free exercises, dumb-bell and club drill, was exceptionally good. Plain sewing is taught as an ordinary school subject and dressmaking as an advanced subject, the instruction being in my opinion thoroughly well given. The girls all receive training in domestic duties, cooking, laundry-work, &c., and from the work submitted and the meal provided I should say that in this also the instruction is well given. There is also a school garden, through which the girls get an insight into the elementary principles of agriculture, combined with a due amount of practical training. The teaching had borne very satisfactory results. Ambulance-work is taken in connection with physiology, and the senior girls showed their ability to render first-aid in a business-like manner. This training should prove most useful to them, as most Maori women are very helpless in cases of accidents. The manners and general behaviour of the girls during my visit were all that one could desire.

TE MAKARINI SCHOLARSHIPS.

These scholarships are provided by Mr. R. D. Douglas McLean, Hawke's Bay, in accordance with the views and wishes of his father, the late Sir Donald McLean, and in remembrance of him. There are three scholarships—two junior and one senior. They are of the annual value of £35 per annum, and are tenable for two years at Te Aute College.

The examinations were held on the 10th and 11th December, 1906, at the following centres—viz., *Waioamatani, Tawhiti, Hapua*, and *Omaio* Native Schools, *St. Stephen's Native Boys' School*, Auckland, and *Te Aute College*, Hawke's Bay. There were six entries for the senior scholarship and eight for the junior, the former candidates coming from *St. Stephen's* and *Te Aute* Schools, the latter from the Far North, Bay of Plenty, and East Coast districts.

The senior scholarship was won by George Bertrand, *Te Aute College*, who gained 74 per cent.; and the junior scholarships by Tepana Taurere, of *Tekao Native School*, and Albert Turei, of *Rangitukia Native School*, who gained 60·8 per cent. and 58·6 per cent. respectively. The percentage of marks gained by the various candidates is, on the whole, lower than that obtained last year. The questions were somewhat more difficult, especially so, perhaps, in writing and dictation; in the last named the spelling of the candidates was weak. The candidates also lost marks through their inability to answer questions on the comprehension of the reading matter.

I have before remarked upon what, in my opinion, is the unsuitability of the test in English, which as a matter of fact is an examination in Maori. Whatever changes the trustees make in their syllabus, provision ought to be made for an examination in English, even though it may seem advisable to them to retain the examination in Maori as well.

I have again also to state that the questions in Biblical knowledge were not well answered. The arrangement of the present syllabus by which New Zealand history, Biblical knowledge, and the laws of health are grouped to form a heterogeneous mixture in one paper evidently results in the candidate attaching insufficient importance to each of these subjects.