

1896.
NEW ZEALAND.

EDUCATION: NATIVE SCHOOLS.

[In continuation of E.-2, 1895.]

Presented to both Houses of the General Assembly by Command of His Excellency.

No. 1.

EXTRACT FROM NINETEENTH ANNUAL REPORT OF THE MINISTER OF
EDUCATION.

NATIVE SCHOOLS.

The number of children attending the Native village schools increases rapidly. The average weekly roll-number in 1893 was 2,220; in 1894 it was 2,424; in 1895 it was 2,655. The strict average attendance for these three years has been as follows: 1,585 in 1893; 1,775 in 1894; and 2,084 in 1895. The average attendance in 1895 amounted to 78½ per cent. of the average roll-number. The preponderance of Maori children among the pupils is on the increase. In 1894 they constituted 73½ per cent.; but in 1895 they were 76 per cent., the remaining 24 per cent. being made up of half-caste children (9 per cent.) and European or inclining to European (15 per cent.). 46 per cent. of the pupils are over the age of ten years.

Besides the children here enumerated, there were in December, 1895, as many as 1,894 Maori and half-caste children (807 Maori, 103 half-castes living as Maori, and 984 half-castes living among Europeans) attending the ordinary public schools; and there were 75 Government scholars and 143 others at the four denominational boarding-schools for Natives. There were also 12 Maori boys apprenticed to trades (4 with blacksmiths, 3 with saddlers, 2 with printers, 2 with carpenters, and 1 with a farmer), instead of holding scholarships at boarding-schools. The Department paid half the tuition and boarding fees at a high school for one Maori girl; and one young man held from the Department a scholarship of £40 a year at Auckland University College.

The increase in the attendance at the Maori village schools is partly due to an increase in the number of schools. There were 65 village schools at the end of 1894. In 1895 four of these were closed, and one transferred to the care of the Auckland Education Board; but three old schools were reopened and six new ones established during the year, so that the number of schools at the end of the year was 69. The school at Pouto Point (at Kaipara Heads) was closed on account of the decline of the local population. Akuaku (at Open Bay) was practically absorbed by the new and larger inland school at Hiruharama. Maungatapu, near Tauranga, failed for want of attendance; Karikari, a school opened in 1894, is within seven or eight miles of it. Rawhia, a side-school dependent on the Rangiahua School at Hokianga, was transferred to the Board of Education because the residents were all European. Wharekahika School (at Hicks Bay) was closed on account of the poor attendance. It has been reopened this year with a fair prospect of revival.

The old schools reopened are at Ahipara (on the west coast of Mangonui County), Kopua (on the northern edge of the King-country), and Mangamuka (on the upper waters of the Hokianga). The average attendance (working average) at Kopua is 38, and at each of the others 37.

At Pukawa (on the south-west shore of Lake Taupo) a school was built several years ago, but owing to very peculiar circumstances it was not opened till last December: it has an average attendance of 43. Hiruharama has an attendance of 48, and bids fair to become an important school. The new schools at Kawhia and at Taiharuru (near Whangarei Heads) may be said to owe their origin to the energy of their teachers, whose pioneer work the Department has recognised by giving them regular appointments: the attendance at these schools is 40 and 33 respectively. Mawhitiwhiti is noteworthy as being the only Native school yet established by the Department in the whole stretch of country lying between Wellington and Cape Egmont. The influence by which the extension of Native-school work to this district has been hindered is well known. The attendance at Mawhitiwhiti is only 18 at present. Arowhenua is in the immediate neighbourhood of Temuka. The Education Board and the Temuka School Committee strongly supporting the often-reiterated petition of the Maori people, the Department has at last set up a Native school, where there is now an average attendance of 29.

At the date of this report a large new school at Ruatoki (in the Urewera country) is nearly ready for occupation; another large building is in progress at Pipiriki (Wanganui River); the buildings of the extinct school at Rotoiti are being removed to a site at Te Ngae, where they have been long wanted; a tender has been accepted for a school-building at Te Whaiti (Urewera); and tenders will soon be invited for one at Kokako (Waikaremoana). Negotiations are in progress for Native schools at Koriniti (Corinth, on the Wanganui) and at Karioi (on the main line of communication between Wanganui and Taupo). It will probably be found necessary to build at Kawhia, and at Karikari; and the buildings at Te Houhi (near Galatea) and at Taiharuru are quite temporary structures.

The expenditure on new buildings in 1895 was £3,077 10s. 10d. The expenditure on maintenance was £14,759 12s. 9d., accounted for as follows: Paid to teachers, £10,704 4s. 1d.; books and school requisites, £504 5s. 4d.; lantern lectures, and lanterns and slides, £203 7s. 5d.; repairs and small works, £736 12s. 5d.; inspection (including travelling), £768 8s. 3d.; sundries, £52 17s. 2d.; boarding-school subsidies, and scholarships, £1,790 0s. 1d. Now that five lanterns and a large supply of slides have been procured and distributed, there will be no expenditure for lectures, which will be delivered by the teachers.

At the end of 1895 there were 57 masters, 10 mistresses, 60 assistant mistresses, and 13 sewing-mistresses. The salaries of masters and mistresses varied from £94 to £210, and the salaries of assistants and sewing-mistresses from £7 to £50.

No. 2.

The INSPECTOR OF NATIVE SCHOOLS to the INSPECTOR-GENERAL OF SCHOOLS.

SIR,—

Wellington, 31st March, 1896.

In accordance with the terms of your standing instructions, I have the honour to lay before you my report on the general condition of the Native schools of New Zealand, and on the work done in them during the year 1895.

NUMBER OF SCHOOLS.

At the end of the year 1894 there were sixty-nine schools in full working order. In the course of 1895 six schools were opened, three were reopened, and five were closed. During the year, therefore—or some portion of it—seventy-eight schools were in operation, and at the end of the year seventy-three schools were open—viz., sixty-eight village schools (including two half-time schools), one subsidised school, and four boarding-schools. These numbers do not include the denominational schools that the Department has been asked to inspect and examine—viz., those at Matata, Waerenga-a-hika, and Otaki.

CHANGES: NEW SCHOOLS OPENED AND SCHOOLS REOPENED OR CLOSED.

In March operations commenced at Arowhenua, near Temuka, South Canterbury. There seems to be every reason to hope that success will be achieved here. The school has long been needed.—An experimental school was opened at Kawhia, on the west coast of the North Island, in June. There are many Natives here, and it is quite time that they should again have an opportunity of getting their children educated; their former school was closed during the war. It is expected that buildings will by-and-by be erected here on a suitable site.—Hiruharama, about eight or nine miles inland from Aku Aku, on the East Coast, was opened in June. The existence of this school is mainly due to the persistence of the Maori chief Tuta Nihoniho, and his desire to confer a real and lasting benefit on the people who acknowledge his chieftainship. Owing to the inland position of Hiruharama it is possible that the school may have difficulties to encounter in the first year or two of its existence, but there is every reason to anticipate eventual success.—Mawhitiwhiti is in the West Coast district, about three miles from Normanby. A fair beginning has been made here, and it may be hoped that when the Maoris of the district find that the school has no political significance whatever, except such as is involved in the tangible expression of a desire on the part of the Government to do them and their children good, they will probably begin to make full use of the advantages it affords. Their experience will show them very soon that the school is practically very beneficial to them. It is true that the establishment of the school was, and was intended to be, an experiment, but the intelligence of the West Coast Maoris must be of a much lower order than that of the other Maoris if they allow it to be an unsuccessful experiment.—Pukawa is situated on the southern shore of Lake Taupo, whence it commands one of the finest views in New Zealand. It was opened in December last with very good success; more than sixty pupils have been enrolled. A school is very much needed in the neighbourhood, but the difficulties to be contended with are very considerable.—The people of Taiharuru, near Whangarei Harbour, asked for assistance, and the Department undertook to subsidise a school that they had tried to establish. The experiment was made, and so far it has been successful. It seems probable that a school of from twenty-five to thirty children may be maintained here.

The school at Ahipara, near Reef Point, was reopened in March. There appears to be a prospect of its doing well, but the attendance is neither so large nor so regular as it well might be.—Kopua, near Alexandra, on the Waipa, was opened again in September. A very good start has been made here too.—Mangamuka was reopened in December on a new and more convenient site, and it has a very fair attendance. All these reopenings have been granted in compliance with urgent requests of the Maori people interested.

The school at Aku Aku, after maintaining a more or less precarious existence for many years, was finally closed in May last. The removal of the people inland to Hiruharama was the cause of the decay.—Pouto, Maungatapu, and Wharekahika were closed on account of the falling off in the attendance. The last-named was reopened at the beginning of the year 1896.—Rawhia was handed over to the Auckland Education Board at the beginning of the year. Very good work was done at Rawhia, but the school was in all respects "white."

NEW SCHOOLS AND NEW BUILDINGS ASKED FOR OR IN PROGRESS, AND PROPOSALS FOR REOPENING SCHOOLS THAT HAVE BEEN CLOSED.

Awararua, near Kaiwairua, Wellington.—Application was made for a school here, but as it seemed that only ten Maori pupils could be forthcoming the application was declined.

Karioi, near Ruapehu.—A rather small but very useful school could probably be maintained here if the Natives combined to secure its success.

Koriniti (Corinth), Wanganui River.—This is a very promising case. The settlement is about forty miles up the river, and may be considered the most convenient that could be chosen to serve as centre for a group of six settlements, some of them of considerable size. A suitable site has been selected, and will probably be acquired shortly.

Manukau, near Herekino.—This is another place that might perhaps support a small but useful school.

Pipiriki.—Preparations for building here have been for some time nearly complete, and it may be hoped that within a few months school work will have been commenced.

Rakaumanga, Waikato River.—Some day there will probably be a good Maori school at Rakaumanga, but the people are not yet so far agreed, or so much in earnest, as to be able to offer a suitable site.

Ranana, Te Ngae, Rotorua.—The Rotoiti buildings, rendered useless on their original site by the departure of the inhabitants of the principal settlement, are about to be removed to Ranana. There should be a good school there.

Ruatoki.—The buildings are nearly ready, and there is great reason to hope that there will be a very flourishing school at Ruatoki.

Taumaranui.—It has not been found possible to do anything at this remote settlement, or at Pukerimu, which was proposed as an alternative locality for a school.

Te Kuiti, King-country.—Application has been made for a school at Te Kuiti, but a request for the names and ages of the children that would attend, and a description of the school site that it is proposed to give, have not yet been sent in.

Te Ngaere, Whangaroa.—The Department is waiting for survey of site. It should be possible to maintain a useful school here.

Te Whaiti, Urewera Country.—The building of a schoolhouse has been sanctioned, and a site has been secured. The school will be important as an outpost.

Waikare Moana (Kokako).—Here, too, a site has been obtained for an outpost school, which should be of great utility.

Whenuakura, Patea.—It has not yet been found possible to secure at a reasonable price a suitable site for a Native school in this district. A very fair school could probably be maintained here. The district is really within the sphere of the Auckland Education Board's operations, but, somehow, the Maoris appear to have made but little use of opportunities of getting their children educated.

Waitotara.—The proposal that a school should be established up the river was declined because there seemed little reason to expect that a sufficient attendance could be maintained.

NATIVE VILLAGE SCHOOLS AT WORK DURING 1895, OR SOME PORTION OF IT; AND EXAMINED OR INSPECTED, OR BOTH.

The basis on which the schools are grouped in this report is afforded by their geographical position. Much information respecting the work done by individual schools, and their general efficiency as educational institutions, has been tabulated and printed in the appendix to this report (see Tables VI. and VII.). Additional information respecting the character and circumstances of particular schools will be found in the following paragraphs:—

The Far North.

Te Kao (examined 27th February, 1895).—The school had been open only one year after having been closed for two; these circumstances being considered, the work shown was meritorious. The attendance had been large and regular.

Parapara (examined 25th February, 1895).—Capital work had been done at this new school. The master makes very satisfactory use of his extensive knowledge of Maori, without forgetting that pupils must learn English through English. The children had attended very well.

Ahipara (inspected 28th February, 1895).—After being closed for two years the Ahipara School was reopened at the beginning of the year. It made a fair start, and has improved with great steadiness. No examination was held, but the inspection was quite satisfactory.

Pukepoto (examined 1st March, 1895).—The Maoris are keeping up a pretty good attendance—the best kind of proof of their interest in the school. The results of the year's work are very good.

Kenana (examined 23rd February, 1895).—With improved order there has been improved school tone. Most of the older Maoris show creditable interest in the work. The results were a great deal better than any shown here before. The attendance is increasing.

Te Pupuke (examined 22nd February, 1895).—The instruction is given with spirit, and is well suited to the capacities of the respective classes; it is also effective in producing good examination results. The relations between the teacher and the Maoris have been somewhat strained through the teacher's employment of questionable expedients for securing discipline.

Puketī, Whangape (examined 4th March, 1895).—The original Whangape School has been closed and its place has been taken by two schools, each of which is open three full days. The experiment was in an undeveloped stage when the examination took place, but there will be reason for great disappointment if fair results are not forthcoming in 1896.

Makora, Whangape (examined 5th March, 1895).—This is the sister school to Puketī. Both of them had been greatly troubled during the year with epidemics and with climatic difficulties. However, parents and teachers appear to have determined to do their best to improve the condition of the school, and, barring accidents, fair results may be expected next year at Makora also.

Matihetihe (examined 6th March, 1895).—Some tribal disagreement had interfered injuriously with the school, and the attendance had fallen off. The inspection work was excellent, as usual, but the examination results were not nearly so good. It is possible that the frequent epidemics had sapped the children's strength, and had rendered them unfit for study. The discipline here is first-rate.

Waitapu (examined 15th May, 1895).—The attendance had improved before my visit, but it has since fallen off very seriously. The order here and at Matihetihe is exceedingly good, and it is secured without any effort that a visitor can perceive.

Whakarapa (examined 16th May, 1895).—The large number of young children at this school proved to be an insuperable obstacle to the teacher's obtaining a high examination percentage, but the work was satisfactory and pleasing, and some of it of unusual excellence.

Waimamaku (examined 17th May, 1895).—The two lower standards showed very good work. The passes in the higher standards were, with one or two exceptions, rather weak. On the whole, there was a very considerable advance on the work of the previous year.

Whirinaki (examined 14th May, 1895).—The results this year were very unequal; the lower part of the school was decidedly good, but in the upper classes only the writing and the English were strong, while the reading and the arithmetic were far below the mark. Good passes were by no means numerous.

Omanaia (examined 10th May, 1895).—The results are satisfactory, and on the whole pleasing. The principal weakness is to be found in the pronunciation; but the English work taken collectively is in advance of what I have seen here before.

Motukaraka (examined 11th May, 1895).—The log-book records a long series of illnesses and of consequent broken attendance, and weather of exceptional severity. The results are not high, but, such as they are, they have been obtained in the face of great difficulties and discouragements.

Rangiahua (examined 13th May, 1895).—Inside the school the tone is good; the children show a fair amount of interest, and are docile and well-mannered. The school, however, is not backed up by outside sentiment. Since the examination there have been signs of revived interest, and it seems quite possible that when the school has in some way been made thoroughly accessible it will become more important.

Rawhia (examined 13th May, 1895, afternoon and evening).—This half-time school, which is and always has been really European, has, happily, been handed over to the Education Board. It showed very commendable work at the examination.

Waima (examined 9th May, 1895).—All known circumstances having been considered, the results of the work were found highly satisfactory; even in the few cases in which children ultimately failed the indications of strength in portions of the work were numerous and gratifying. The master has been removed to a larger school.

Otaua (examined 8th May, 1895).—A very pleasing change had come over this school since the previous inspection. A large additional piece of ground had been taken in, and the garden was very pretty and generally satisfactory. At the examination very great strength was shown in English, and some of the other subjects were very good also. On the whole, the results were highly gratifying.

Kaikohē (examined 7th May, 1895).—The order here is good; there is hardly any whispering, and no trifling; class changes are quietly and rapidly effected. Parents take pride in the school, and the children, especially the seniors, work with much spirit. The results were unusually high.

Mangakahia (examined 18th February, 1895).—Advance in material conditions is manifest here. Large new paddocks are being fenced in, cows are regularly milked, and there are promising new plantations. But the condition of the school is unsatisfactory, and it is to be feared that there will be little improvement until the school is removed some three miles up the valley to Parahaki, where there would be a considerable population within easy reach of the school at all times.

Ohaeawai (examined 6th May, 1895).—Better reason for being satisfied with the examination work was found than had been forthcoming for several years previously; many creditable passes were secured. It is to be regretted that the Maori parents here do not take more interest in the education of their children.

Te Ahuaku (examined 4th May, 1895).—The older Maoris do not appear to take great interest in the school, but it may be hoped that this want of enthusiasm will disappear as the teachers and the parents become better acquainted. The examination results would have seemed better if the proportion of "preparatories" had been smaller.

Karetu (examined 1st May, 1895).—The discipline is very good; when left entirely to themselves the children continue to be quite orderly. The examination results were not quite up to the usual mark, which is a very high one. The weakest points were to be found in the reading and the spelling.

Taumarere (examined 30th April, 1895).—A severe influenza epidemic in the course of the year interfered injuriously with the work of the school. The examination results were low. It is fair to add that the interval between the 1894 and 1895 examinations was unusually short. The attendance had increased considerably.

Whangaruru (examined 2nd May, 1895).—This interesting school is doing useful work; the previous year's high-water mark of attainment was reached and surpassed, and this in spite of the unavoidable increase of difficulty caused by the inclusion of higher work in the curriculum as the school grows older.

Poroti (examined 15th February, 1895).—The school tone has fallen off a little; Land Court preoccupations appeared to be the cause. The children, however, work well, although not always quite independently. Advance had taken place in most of the work since the previous year's examination. The principal defect observed was some lack of neatness in work done with pen or pencil; but even in this improvement was noticeable.

Opanaki (examined 8th March, 1895).—The "preparatory" classes form a very pleasing feature of this school; they were unusually well advanced. Generally, too, the work of the teachers was capital—a little old-fashioned, perhaps, in some respects, but sound and solid throughout. It is to be regretted that there has been so much unavoidable delay in providing suitable buildings for this important school.

Pouto (examined 22nd May, 1895).—The attendance had become too small to warrant the keeping open of the school; but the last examination was, so far as quality of work is concerned, highly successful. There could hardly have been better passes than those made by two Fourth-Standard girls. Major Clarke, the late master, has left the service, and has gone to South Africa. It is almost unnecessary to say that he was highly respected by the Department.

Mr. T. L. Millar, Postmaster at Rawene, is Local Visitor to the Hokianga schools.

The Waikato.

Te Waotu (examined 27th May, 1895).—The inspection day was exceedingly wet and boisterous, and many expedients had to be resorted to for drying the drenched children and keeping them dry; hence the inspection was not worth much. The examination, however, was duly held, and a satisfactory amount of progress was indicated by the results. The future prospects of this school appear to be excellent. There are more than thirty young children in the district.

Thermal Springs District and Bay of Plenty.—District Superintendent, Lieut.-Colonel Roberts, N.Z.C., S.M., Tauranga.

Galatea (examined 1st June, 1895).—Much weakness was shown in the English work of the Maori children; but in other respects a great advance had been made since the previous examination. The worst point in the school is the small amount of progress made by the very little ones. A fair number of satisfactory passes was secured.

Te Houhi (examined 31st May, 1895).—Honest work had been done, but much of it had been misdirected. No satisfactory progress in English can be made by Maori children without abundant drill in recognising and producing correctly the elementary sounds of the language. This they may best do by listening to simple statements, by being made to understand and take an interest in them, and by reproducing them. The teachers here work under great difficulties; the building is very unsuitable.

Te Teko (examined 3rd June, 1895).—The first thing that strikes a visitor to Te Teko School is the creditable condition of the premises. The examination results were pleasing, but there is room for improvement in the English work (and especially in the pronunciation and understanding of colloquial English). If a considerable advance in this direction could be assured the school would hold a very good position indeed. Some of the work shown was excellent.

Poroporo (examined 4th June, 1895).—Extra subjects, including sewing, are here taken out of school hours. This plan is unobjectionable when the children are healthy and the teacher sees his way to adopt it. The children want more of the kind of training that will help them to understand English readily and speak it with clearness and facility. In all other respects the work is decidedly strong and satisfactory. Improvement is plainly taking place in the manners and habits of the children—that is, from the European point of view.

Wai-o-weka (examined 14th March, 1895).—The results were small. The master's health had completely broken down, and shortly after the inspection he had to give up school work entirely. Mr. Johnson has done excellent work, first at Waikawa and then at Tuparoa. His retirement is a real loss to the Department.

Omarumutu (examined 15th March, 1895).—In spite of drawbacks, depending mainly on a severe influenza epidemic and its consequences, the school made a pretty good show. There was, however, still room for improvement in the quality of the passes. It was satisfactory to note that considerable attention had been paid to the juniors; but it is necessary to remark that the practice of allowing an inexperienced teacher to hear the younger classes read is always unsatisfactory. The results are, invariably, "sing-song" and mispronunciation.

Torere (examined 16th March, 1895).—The external appearance of Torere School and its general form are very satisfactory. The tone is excellent indeed; both parents and children take gratifying interest in the work, and respect their teacher greatly. The manners of the children are particularly good. The attendance is very regular.

Omaio (examined 18th March, 1895).—Here the pupils work with much heartiness and good will. The preparatory classes are taught with great care. The standard work is good throughout. Both inspection and examination may be considered highly satisfactory.

Te Kaha (examined 19th March, 1895).—Nothing could be better than the general outward form of this institution. The building, the garden, the grounds, and the school-room are all in perfect order. The school work was unequal; the "preparatories" and the other juniors did very well. The two upper standards were not so satisfactory—much loose, feeble answering was mixed with good work. The Maoris here are very anxious to have their children taught trades; some of them would like their boys to learn farming on the European principle.

Raukokore (examined 20th March, 1895).—This school gives promise of being at an early date well up to the mark reached by other eastern Bay of Plenty schools—one of the most thoroughly satisfactory groups in the colony. The results shown at the teacher's first examination were decidedly pleasing.

East Coast Schools.

Wharekahika (examined 22nd March, 1895).—When visited, this school was showing signs of shrinkage, not in the work by any means, but in the attendance. The master had fairly earned promotion to a less isolated district, and on his removal it was thought desirable to close the school and await developments. The Maoris soon gave satisfactory assurance of an increase in the attendance, and the school was reopened at the beginning of the new school year.

Te Araroa (examined 23rd March, 1895).—This school had suffered from an influenza epidemic of great severity; from the presence of a Land Court, during the session of which the children's education was entirely neglected by the parents; and from the operations of a tohunga who could cure all diseases except pakeha ones. It is needless to say that the diseases were invariably classified *after* the event, and that the cases that terminated unfavourably were pakeha cases. Seeing that the district had been so much troubled, it is not to be wondered at that considerable weakness appeared here and there in the examination work. The work on the whole, however, was good enough to give the school a respectable place on the list.

Rangitukia (examined 25th March, 1895).—Eighty-four children were present at the examination of this important school. In view of the number of children attending, it goes without saying that the parents take great interest in their children's education. The Rangitukia children work vigorously, and with evident liking for their work; also, their manners and general behaviour are excellent. Some weakness was shown in reading and spelling, except at the very top of the school; but many capital passes were secured.

Tikitiki (examined 26th March, 1895).—This is another large and good school. Sixty-three were present at examination. Parents and children all work admirably in the interests of the school. The lower standards now leave nothing to be desired. The upper standards are far less satisfactory, mainly because the elder pupils were not thoroughly grounded while they were in the lower standards. On the whole the work was very pleasing, all circumstances being considered.

Wai-o-matatini (examined 27th March, 1895).—The results, although smaller than those obtained at some of the other schools in the neighbourhood, were much better than might have been expected in the face of frequent changes and other untoward circumstances. The interest of the parents in their school had revived to a very considerable extent.

Tuparoa (examined 28th March, 1895).—Inspection was very satisfactory; but the examination showed that the school was weak in arithmetic and English, especially the former. The master had been greatly overweighted during the year through illness and other causes. The music and the drawing were particularly good.

Aku Aku (examined 29th March, 1895).—Very great improvement was visible all along the line, and the results were very good indeed. The school has now been removed inland to Hiruharama.

Tokomaru (examined 30th March, 1895).—This is now the last of the East Coast schools for a traveller going south. The work seen on this coast has been very encouraging. At most of the schools there has been a considerable improvement in the attendance, which is gratifying, and, better still, in the methods and work of the teachers. Tokomaru certainly stands among the first of our schools.

Wairarapa and South Island Schools.

Papawai (examined 29th November, 1895).—There is a considerable amount of apathy among the Maoris with regard to their school. The order here is good, but it appears to be secured with some difficulty. Here and there in the lower part of the school there is some weakness, but in the upper excellent work was forthcoming. General results are very creditable.

Waikawa (examined 14th November, 1895).—There were no candidates for Standard IV., but the character of the work shown was above the average. There has been considerable improvement in the attendance. The discipline is of a paternal character, and mild at that.

Wairau (examined 15th November, 1895).—Whatever fault there is in the discipline lies on the side of kindness; of course, tolerance should not be carried too far. Unless circumstances prove very unfavourable, there will be great success here next year. At all events, it will be deserved.

Mangamāunu (examined 20th November, 1895).—The results of the examination were satisfactory. This is a useful little school, doing good work amongst Maoris who really need assistance to enable them to hold their own in the presence of an advancing civilisation. The Maoris have made their principal settlement very pretty, and quite a striking feature of the landscape.

Kaiapoi (examined 2nd November, 1895).—The school tone has improved somewhat, but the apathetic attitude of some of the Maoris still has a paralysing effect on the school. With some weak spots in it, the examination work was very distinctly better than that of the previous year.

Rapaki (examined 5th November, 1895).—The children work with spirit and intelligence, and appear to be on good terms with their teachers. The rule is firm but not severe. Extra subjects are all well taught. The examination work was good, but with one weak spot—dictation needs more attention. This is a capital little school.

Wairewa, Little River (examined 4th November, 1895).—The “form” of this school is very good indeed. There is an excellent understanding between teachers and taught. A large number of passes was secured; and some of the Maori children in the higher standards answered very well indeed, but the children in the lower classes were unusually weak. Great improvement in the last-named respect seems to be indispensable.

Arowhenua (examined 22nd October, 1895).—The order here is satisfactory, the more so because it appears to depend on the children themselves, no visible effort on the part of the master being necessary. There is hardly any whispering, and no trifling. There was great reason to be satisfied with the character and the amount of work done here during the time that had elapsed since the opening of the school.

Waikouaiti (examined 24th October, 1895).—The general appearance of the children was unusually good. There has been a great revival of interest in the school on the part of the parents. The examination results were decidedly pleasing; the new master shows much aptitude for the work and plenty of the “good will.”

Colac (examined 26th October, 1895).—The children here show an excellent spirit; the school tone is very good indeed. The examination results were substantial, but several weak places manifested themselves in the course of the examination. A reference to the schedules will show that the number of passes was unusually large.

The Neck, Stewart Island (examined 30th October, 1895).—Slight delay at the island may cause the loss of a week, hence it is desirable that no time should be wasted here; in fact, only half a day was spent at the Neck on this occasion. It was found that there had been very considerable improvement all along the line, and the number of passes gained was satisfactory. There had been less improvement in writing and in spelling than in other subjects. Although rather small, this is a very useful and interesting school.

The following schools have this year obtained a gross percentage of over 80: Kaikohe, under Mr. A. G. Hamilton, made 92·8 per cent.; Tikitiki, East Coast, 89·4; Otua, Hokianga, 89·2; Aku Aku, East Coast, 87·8; Omaio, Bay of Plenty, 85·9; Rangitukia, East Coast, 85·4; Waima, Hokianga, 84·6; Tokomaru, East Coast, 84·5; Colac Bay, Southland, 83·2; Rapaki, Canterbury, 82·7; Kaiapoi, Canterbury, 81·5; Waimamaku, Hokianga, 80·3. The schools at the following places also gained 70 per cent. or more: Waitapu, Papawai, Opanaki, Te Araroa, Paeroa, Omanaia, Karetu, Pouto, Maketu, The Neck, Rawhia, Otamauru, Te Matai, Matata, Ohaeawai, Waikawa, and Te Kaha. Thus twenty-nine schools made more than 70 per cent. Only six of the schools actually examined made less than 50 per cent.

BOARDING-SCHOOLS, ETC.

Under this heading a brief account is given of the work done at each of the four Native boarding-schools during the year 1895, and also an abstract of the reports on the Convent Native School at Matata, and the Church of England Mission Schools at Waerenga-a-hika and Otaki. Some particulars are added with regard to the 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 said, have exercised an important and highly beneficial, although for the most part indirect, influence on a large number of the Native schools of New Zealand.

The Native College, Te Aute, Hawke's Bay.—The inspection of this institution took place on the 8th February, 1895, and the examination on the 12th and 13th of December. There are one or two sanitary difficulties here, and there have been more, but constant attention and progressive

improvement have done away with nearly all real ground for complaint. The most considerable of the still-existent sanitary troubles is that connected with the cubic space in the dormitories; but great care is taken to keep up a constant supply of fresh air, and visits paid to the sleeping-rooms, whether full or empty, never result in their being found "stuffy" through the presence of accumulated bad air. Moreover, the number of pupils has now been more strictly limited in order to relieve to a large extent the pressure on the dormitory space. It is to be regretted that this measure has had to be adopted, seeing that the number of Maori boys available for enrolment as pupils is much larger than the number in actual attendance, and it is not easy to see how funds for providing extra accommodation are to be provided. There are some other sanitary matters of smaller importance that have lately received or are now receiving attention. It is worth noting in connection with Te Aute that about one-third of the residents at the college (including the staff of teachers, the servants, and the European foundation-pupils) are not Maoris; and that there has never been any death among these Europeans, and hardly any case of serious illness. Hence it appears likely that such disease as there has been amongst the Maoris at Te Aute has not been due to local conditions, but rather to some peculiar constitutional weakness of the Maori boys. It may be, however, that Europeans are able to overcome local conditions, such as deficient cubic space, that would be dangerous or even fatal to delicate Maoris. But, again, very strong special evidence would be needed to make this explanation acceptable, when we know that many Europeans suffer quite as quickly as Maoris from the evil influence of foul air, bad water, or other insanitary conditions. At the examination fifty-four boys were present. A word or two may be said about each of the divisions. Very good work was done by Classes I. and II.; year by year the work of this lower part of the school grows stronger. This fact points to improvement in method—the method, in the main, of giving young Maoris their first introduction to a foreign language. The next division consists of Classes III. and IV. Here we find some boys that have been promoted from the lower part of the school, and some that have come from outside schools. They are on the whole satisfactory, but they have not as yet completely received the peculiar Te Aute impress. The Senior Fourth is a specially interesting class; it consists of young fellows pretty well advanced in all the ordinary subjects except English: to this very special attention is being directed, and with capital effect. The Class V. boys are well advanced; the character of their work may be learnt from the fact that they gained an average of over 73 per cent. of the marks allowed for papers that were for the most part more than usually difficult. Class VI. gave an excellent result throughout. Besides these divisions there was the matriculation class, the members of which were at Napier attending the annual examination. Carpentering is still taught here with beneficial results, and the boys still have their own gardens; also, due attention is paid to the extra subjects—singing, drawing, and drill. It may be added that the Te Aute boys and their teachers are looked upon in the surrounding districts as very formidable antagonists at cricket and football; their prowess as football players has been shown even in Wellington and Canterbury.

Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.—The school was inspected on the 12th February. Forty Maori boys were present; they all seemed to be in good health, and to be doing satisfactory work in school and out of it. The technical work (carpentering) is carried on systematically, but apparently insurmountable difficulties stand in the way of getting this kind of work done by any large number of the scholars. The reason is that if real work is to be accomplished the workers must be under close and constant supervision: it appears that the more you increase the number of your carpenter scholars the greater is the chance that none of them will gain much benefit from the instruction. It is gratifying to find, too, that all Government scholars receive sufficient instruction in gardening to enable them to grow crops of turnips, cabbages, onions, &c., without making mistakes. Training of this kind is evidently highly beneficial to young Maoris. The examination took place on the 29th April. Fifty-nine boys were present; out of these only forty-four were qualified by length of attendance for examination at St. Stephen's. Of these, four finished their school course by passing the final examination, and eight succeeded in passing the lower examination in the first year's work of the seniors. There were only two failures for these higher examinations. In the ordinary standard-work some weakness was shown in English and in spelling; all the rest of the work was good. One (European) passed Standard V., three passed Standard IV., four passed Standard III., six passed Standard II., and six passed Standard I. Inexcusable failures were very few. Excellent work was shown in singing, drawing, and drill. Many of the boys are really accomplished gymnasts. Not the least pleasing feature of this institution is the appearance of the schoolrooms, which is highly satisfactory.

St. Joseph's, Napier (Roman Catholic), Native Girls' School.—This school was visited twice in the course of the year 1895, once on the 7th February for inspection, and again on the 11th December for examination. Twenty-three Government and nine private pupils were examined. Of the eleven senior girls, four passed the second-year examination (one very well), five passed the first-year examination (one very well), and two were not yet due. Of the juniors, two passed Standard IV., seven passed Standard III., seven passed Standard II., and four passed Standard I. The remaining four were "preparatories," and these all showed satisfactory advancement in the elementary subjects. It may be said, therefore, that there was no failure. One case of copying was noticed, but generally the tone is very good. Relations between pupils and teachers are unexceptionable. All the extras—singing, drawing, drill, and needlework—are very well taught; for instance, the elder girls sang an "unseen" strain of twelve bars of fairly-difficult music very creditably. The examination work, so far as it went, was really admirable, and only one suggestion appeared to be needed. Some years ago it was found that, while the written work of the St. Joseph's girls was neat and accurate, there was a general lack of life and vigour in what they did. Oral examination was therefore substituted almost entirely for written. The effect has been highly

satisfactory in every respect, and the *viva voce* answering of the girls leaves little or nothing to be desired. But now the time has come when the girls may again with advantage pay great attention to written work, and their teachers have been recommended to train them to work written examination papers, without allowing their admirable oral work to deteriorate. It is hoped that the pupils will now be made able to combine the precision and thought of the one method with the life and quickness of the other.

The Protestant Native Girls' School, Hukarere, Napier.—Two visits were paid to this school in the course of the year 1895—one on the 7th February for inspection, and the other on the 10th December for examination. Fifty-six girls were examined in all. Of these, two were pupils that had finished the ordinary school course and had remained at the school for another year. The progress shown by them was quite satisfactory. Of the remaining twenty-three senior girls, two passed the second-year examination, fifteen passed the first-year examination (nine very well), two were not yet due, and four failed. Of the thirty-one juniors, three passed Standard IV., six passed Standard III., two passed Standard II., eleven passed Standard I., and the five "preparatories" all answered satisfactorily. Thus four of the juniors failed. The following extracts from the reports may be of interest: "The discipline of this school is mild and firm; no traces of severity are perceptible. The school tone is good; relations between pupils and teachers are very satisfactory—there is a fair amount of friendliness without undue familiarity." "The teaching generally is clear, definite, and interesting. Lessons in *viva voce* arithmetic; on the construction of a paradigm of an English verb, with correction of faulty uses of words in that paradigm; and on the seasons, were precise and effective as far as they went, although the teacher showed some diffidence in giving them." "The school was visited rather early in the year, but inspection at such a time is not without its uses; it probably tends to make pupils feel that school is *always* a working-place, and that smartness in beginning work is an important point in the school programme." "The extra subjects are all satisfactorily taught, and the needlework is excellent throughout." "Miss A. A. Carter had charge of the school for the greater part of the year during the absence on leave of the head-teacher. The school work was carried on by Miss Carter with enthusiasm and success."

Otaki Mission School (C.E.) (examined 8th October, 1896).—Only fifteen were present. These children worked with considerable heartiness as well as intelligence, but there were no signs of increased interest among the parents. Owing to great irregularity in the attendance the percentages gained were low, but the mistress had plainly succeeded well with the pupils that she had had a fair chance of dealing with. The weak points in the school are the order and the attendance; there are many strong ones.

Waerenga-a-hika Native Boys' School (C.E.) (examined 1st April, 1895).—Thirty-five boys were present. Hard times at Poverty Bay had, I was told, compelled the trustees to limit their operations: there are to be in future thirty-five pupils instead of forty. Gratifying improvement had been made since the previous examination, and a satisfactory number of passes was secured. The discipline was stronger than it had been, but there was still room for improvement. In a school of this class absolute silence during work should be aimed at; there should at all events be no irrelevant noise.

The Convent School, Matata (examined 6th June, 1895).—Twenty-seven children were present at examination. Of the twelve children that passed, two reached Standard III., five Standard II., and five Standard I. The discipline is good. The extra subjects are well taught. The children are clean and well-dressed, and their manners are good. The "preparatories" are well attended to. To inspect and examine this school is a very pleasant day's work. The schoolroom has been lined, and so the appearance of it has been greatly improved and the comfort increased.

The Te Makarini Scholarship Examination for Boys.—This examination was held on the 16th and 17th of December, 1895, at Lower Moutere (Nelson), Woodend (near Kaiapoi), Omaio (Bay of Plenty), Wai-o-matatini (East Coast), and Kaikohe (Bay of Islands). Nine candidates were examined for junior scholarships; there was no senior scholarship examination. Terei Ngatai, of Rangitukia, and Ernest Sherburd, of Kaiapoi, were the successful candidates, and their work was very fair. The remaining candidates sent in papers that were, on the whole, only middling. The trustees had a right to expect more and better work.

STATISTICS.

A statement of the expenditure incurred in connection with Native schools may be found in Tables 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 1895. 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 for the year. In Table No. VII. the examination results are combined with those of an evaluation depending on estimates made at inspection. The two kinds of results taken together form a basis for the computation of what is called "the gross percentage," and on this percentage the position of each individual school for 1895 is made to depend. Table No. VIII. gives the classification of pupils on the school-rolls in December, 1895. Table No. IX. shows the average age of pupils when passing the standard examinations in 1895. Table No. X. gives the numbers of pupils attending Native boarding-schools, and of Native-school boys serving their apprenticeship at the close of the year.

The total expenditure on Native schools for the year 1895 was £17,837 3s. 7d. Deducting £80 11s. 5d., paid from Native reserves funds; £1,708 15s. 5d., cost of boarding-schools, high-school fees, and apprentices; £81 4s. 8d., travelling-expenses of scholars sent to boarding-schools;

£3,077 10s. 10d., cost of buildings, fencing, furniture, &c. (including £432 9s. 8d. from Civil List, Native purposes), we have a net expenditure of £12,889 1s. 3d. on Native village schools, as against £11,754 11s. 4d. for the previous year.

With regard to the average age of children in attendance, it may suffice to remark that only twenty-four children (all Maoris) out of a total of 2,675 were under five years of age. The previous year there were forty-eight.

The average attendance for 1895 was 2,084, which was greater by 309 than the average for 1894, and greater by 499.25 than the average for 1893. Thus the average for 1893 was less than three-fourths of the average for 1895. But in 1893 the cost of village-school work was not far below five-sixths of the cost in 1895. To put it in another way, the cost per head on the average attendance in 1893 was about £6 11s. 5d., and in 1895 it was about £6 3s. 8d.

Table V. shows that there has been a satisfactory increase in the percentage of children in whom Maori blood predominates. In 1894 the percentage was 73.57, in 1895 it was 76.41. This, of course, shows that the Native schools are becoming more Maori. The percentage of half-castes for 1895 is 8.97; for the previous year it was 9.97.

The number of passes secured in 1895 is greater than that of the previous year. In Standards I., IV., and V. the increase was considerable; in Standards II., III., and VI. there was a slight decrease. The total number of passes for 1895 is 942, against 842 for 1894.

Twenty-nine schools succeeded in making a gross percentage of over 70. Twenty-nine was the number last year also.

The percentage of children in the preparatory classes was 29.9 in December, 1895, and 26.9 in December, 1894. This tendency to increase will require watching. Table No. IX. will be interesting in a few years' time, but no useful result could be obtained from a comparison of only two years' statistics respecting the age at which children pass our standards.

At the end of 1894 there were sixty-seven Government pupils at boarding-schools, and seventy-seven at the end of 1895. There were six apprentices in 1894, and twelve in 1895. Of the twelve, four were learning to be blacksmiths, two to be carpenters, two to be printers, three to be saddlers, and one was to be a farmer.

MISCELLANEOUS REMARKS.

This report should perhaps include the usual collection of unconnected short paragraphs relating to matters that are, or have been during the course of the year, in some way connected with Native schools and their work.

The School Attendance Act.

There is some difficulty in working this Act, principally because it makes no provision for costs of Court. The Act would have been more beneficial if there had been a clause in it allowing Chairmen of Committees to take proceedings without cost. This difficulty has, however, been partially overcome. Also, the provisions of the Act are hardly adequate for dealing with cases in which the distance from the Court is very great; of course, in such cases the question of travelling-expenses emerges. Still, the Act is workable, and decisions enforcing attendance have been secured. In one instance, at a school in the North, a parent refused to do his duty; the Chairman summoned him under the Act and gained the case. The fine was paid, and the school attendance in that district has been quite satisfactory ever since.

The Use of the Magic-Lantern.

The scheme inaugurated by the Hon. W. P. Reeves is now in full working order. There are five lanterns at work; these are, with the assistance of the Committees, transmitted from school to school. The course of the lanterns is so arranged as to cause every slide to be shown at every Native school in the colony. So far as we can yet learn, the plan is working very well, and the lanterns will prove to be very useful as educational appliances. The Maoris everywhere seem to take great interest in the exhibitions. The magic-lantern is a great boon to our schools, and, when once a start has been made, not very expensive.

Attention.

An attempt may here be made to correct an inadequate view, held with considerable tenacity by teachers here and there, respecting what may, from the point of view of the school-teacher as such, be called the *highest good*. Assuming that the children are honest and well-behaved, what characteristic feature in a school ought at once to convince a visitor that it is of high excellence? It is evidently believed by some teachers that if a school is perfectly quiet and orderly there cannot possibly be much amiss with it. Now, this view is very misleading, and involves confusion between satisfactory work and the *conditions* under which the best kind of work is alone possible. The *highest good* for a school is not perfect order, but perfect *attention* on the part of the children. If this is secured everything else is; where there is perfect *attention* the order and tone must be good to render this perfection possible, and the methods of the teacher and the matter of his lessons must be of great excellence to maintain it. "Attention!" then, is an admirable watch-word for a Native or any other school.

Method of Teaching Reading.

The opportunity is here taken of making a few remarks on the subject of teaching reading by the methods approved of by Mr. Kirk and myself. They are in reply to a criticism made by a gentleman whose opinion on educational matters generally is worthy of great respect. In teaching the younger classes in our schools to read, we take the greatest care to secure adequate preparation of the lesson by the children before they try to read a word of it. The criticism referred to is to the effect that what we call preparation of the lesson might advantageously be done simul-

taneously with the actual reading. No doubt it was thought that the view thus finding expression merely maintained that a plan that succeeds well in public schools ought to be quite good enough for Native schools. The fact is, however, that the suggestion proposes, not the adoption of the public-school plan, but one enormously more difficult. Public-school children in the lower classes bring with them to school a knowledge of the words they are going to use in the reading-lesson, and they know the meaning of these words. Our *preparation* consists simply in giving our Maori children this knowledge, and so putting them on the same level as that of public-school children just about to begin a new lesson. If a public-school teacher really wants to see how very useful our method is, he should get together a class of young English children knowing hardly any French, and try to make them read and understand a lesson from a French book by the process of mastering the pronunciation, meaning, and emphasis "simultaneously." The exercise would, I feel sure, prove very light-giving.

English Conversation and English Composition.

In their reports on methods much stress has been laid by the inspectors, for some years past, on the necessity of insisting on getting from Maori pupils answers in complete English sentences to ordinary questions put to them in the course of lessons. These reports have nearly always been discussed, more or less completely, by the teacher and the inspector immediately after the examinations. But it is only in a few schools that the plan alluded to has been adequately given effect to. It is now time to insist on its universal adoption, seeing that experience has shown it to be a very good one. Also, the English composition of Standard IV. children is still, in many schools, far from strong. The remedy for this should probably be to reject altogether such work in English composition as is now taken as good enough to entitle children to a weak pass in the subject.

Curious Social Phenomenon in the Hokianga District.

A rather curious illustration of the fact that the Maoris resemble the ancient Athenians in being ardent lovers of some new thing has occurred in connection with two of our Hokianga schools. These schools were for some time deprived of most of their pupils because a "spiritualistic craze" had come upon the people. It is not easy for the pakeha mind to understand exactly what the relation between table-rapping and keeping children from school really is, but for these Maoris there must have been some connection—greatly to the disgust of the teachers. The trouble has now passed away, and apparently with as little reason as it had for arriving. The case is mentioned here in order to show that Maori-school work has its own peculiar difficulties at times.

Schools for the West Coast.

Nearly the same kind of difficulty is experienced now in establishing schools on the west coast of the North Island as had to be encountered some twenty years ago, when a beginning was made on the east coast. The West Coast Maoris are, from our point of view, uneducated, and do not quite see what good is to come to them or their children from school education. Besides this general difficulty, there is the particular one that the large majority of the West Coast Maoris have for many years formed a compact body, under leaders determined, rightly or wrongly, to have nothing to do with the pakeha or his ways. A deeply ill-used people they have thought themselves, who ought not to make any kind of terms with their oppressors. The cloud seems to be lifting somewhat now, and it may be that before long these Maoris will understand that a really strong desire exists in the minds of their European fellow-countrymen, as a whole, to treat them kindly and justly. But for some time to come the work of establishing schools on the West Coast must be, to a large extent, experimental. Eventual success is certain, but it may have to be waited for.

Social Intercourse between Europeans and Maoris.

It can hardly be out of place in a report of this kind to note changes in the relations between the two races, and to call attention to new factors that are emerging—through the influence of Native education *inter alia*. As time goes on the Europeans appear to be learning how to befriend the Maoris without simultaneously leading them into error. It is now pretty generally understood by Europeans who wish the Maoris well that many of our social practices, possibly innocent enough in themselves, cannot, to use a somewhat mixed metaphor, be transplanted into unprepared soil without leading to disastrous consequences. To put it in another form: It is now more clearly understood than it used to be that what is for a European a mere expression of generosity and good-will—an invitation, say, to "have a drink"—may seem to some Maoris a warrant for and an incitement to a "drunken spree." It is likely that the increasing sobriety of the Maoris is, to some extent, attributable to the increasing wisdom of influential Europeans in this regard; although, no doubt, the good sense of the Maoris themselves counts for a great deal.

Rising Young Maoris and their Influence.

A new factor is being gradually introduced among the data on which the solution of the Maori problem depends. In bygone years all hopeful views concerning the future of the Maori were at once airily set aside with the aid of the formula—"Well, you know, you can educate the Maori up to a certain point, but—." This formula with the unutterable ending is no longer of service. There are now in New Zealand many young Maori men and women who have advanced far beyond the reach of such criticism, and are well fitted in every way to take their place among the best Europeans—if the word "best" is used in any rational sense. Besides these there are here and there to be found young Maoris of very respectable or even high literary attainments. In correspondence, then, with the external agencies and appliances that are being brought to bear on the "civilisation" of the Maoris, there is an internal force at work which is bound to become more

and more effective, probably in geometrical rather than arithmetical ratio. The young people referred to will be the Maori men and women of mark in the future, and will undoubtedly be the leaders of thought and practice among their people. Can it be doubted that the change of leadership, gradual though it be, will have a very profound effect on the destinies of the whole Maori race?

An American View of Native Schools.

It may not be considered improper to close this report with an extract from *The Nation* (the American equivalent of the *Saturday Review*) of 26th March, 1896. It is taken from a long and able article on "The Maoris," and has apparently been written by a member of the newspaper staff returning from a holiday trip to New Zealand:—

" . . . New Zealand maintains an efficient system of State education, in no department more admirable than in relation to colored citizens. There is a Native School Department, and wherever there is a likelihood of attenders a Native school is established and maintained at the cost of the State. The teaching is somewhat more elementary and practical than in the ordinary schools. There are sixty-five such, maintained at a cost of £15,000, besides four high schools for advanced Maori scholars. Maoris may attend white schools if such are convenient, and, *vice versa*, white children the Maori schools. It is the policy of the Education Department, as white settlers increase in or on the borders of a Maori district, to merge the Native schools into ordinary State schools. I visited several of the pure Maori; Maori in which there were few whites; and one lately Maori now converted into a State school. This last was especially interesting—eighty boys and girls, about equally divided as to race, mixed in their seats and classes. Surely the manners and dispositions of the dark-skinned cannot be of a low type, or the parents would never submit to such an admixture. . . . For the first time a census does not register a diminution in numbers. Educational and other influences are perhaps beginning to tell favourably. One of the enumerators in the last census reports that there is a marked decrease in general drinking habits, and adds that tribal intermarriage the Maoris 'now recognize as being a means of staying their hitherto decline.' An admirable handbook on hygiene is used in the Native schools: It is specially directed to pointing out, in the kindest spirit, the respects in which Maori customs are deficient. In the latest edition I remark several footnotes to the effect—'This was true in 1884'; 'This is not true now, in 1894,' &c.; 'Intermarriages will probably increase in number. . . . Looking to the long future, the race is more likely to be absorbed than to maintain its individuality.'

I have, &c.,

The Inspector-General of Schools.

JAMES H. POPE.

APPENDIX.

Table No. 1.

LIST of the NATIVE VILLAGE SCHOOLS, and SCHOOLS at which NATIVE CHILDREN are maintained by the Government of New Zealand, with the Expenditure on each and on General Management, during the Year 1895; and the Names, Status, and Emoluments of the Teachers as in December, 1895.

** In the column "Position in the School," H M means Head Master; H F, Head Mistress; M, that there is a Master only; F, Mistress only; A F, Assistant Female Teacher; S, Sewing-mistress.

County.	Schools.	Expenditure during 1895.				Teachers of Village Schools at the End of the Year.	Classifications of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.	
		Salaries.		Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.						Total.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.						
Mangonui	Te Kao ..	210 8 1	71 6 3	..	281 14 4	Wykes, F. R.	V.	H M	163 11 0		
	Ahipara ..	165 7 11	58 0 8	..	223 8 7	Wykes, Mrs. Morton, B. D.	IV.	A F	50 0 0	School reopened in March quarter.	
	Pukepoto ..	136 11 0	32 7 0	11 0 0	179 18 0	Morton, Mrs. Dunn, R. H.	III.	H M	39 9 0	With house allowance, £26 per annum.	
	Kenana ..	100 0 0	..	1 0 0	101 0 0	Dunn, Miss M. Harris, A. R.	V.	A F	17 11 0		
	Parapara ..	152 8 6	..	22 0 0	174 8 6	Matthews, E. W. D. Matthews, Miss E.	V.	H M	100 0 0		
	Te Pupuke ..	149 13 6	..	1 2 6	150 16 0	Moore, J.	III. ⁵	H M	121 12 3		
	Puketi and Makora (both part-time schools)	150 13 1	21 10 0	0 12 0	172 15 1	Nicholson, J.	II.	H M	24 11 3	With allowance for conveyance of goods, £10 per annum.	
	Rangiahua, and side-school at Rawhia	225 1 2	6 3 3	16 2 0	247 6 5	Hardiman, Miss M. Anderson, A.	II. ³	A F	120 12 1	School at Rawhia handed over to Auckland Education Board at end of year.	
	Whakarapa ..	159 1 7	0 5 0	..	159 6 7	Anderson, Mrs. Graham, Miss C.	..	A F	12 10 0		
	Waitapu, and side-school at Matihetihē	180 15 10	19 18 6	..	200 14 4	Flood, Mrs. Hawkins, T. B.	V.	A F	115 16 3	With allowance for horse, £10 per annum.	
Whangaroa	Whirinaki ..	258 18 11	27 12 7	..	286 11 6	Boyce, Miss L. Masters, C. M.	..	A F	25 7 8		
	Waima ..	114 14 9	19 6 0	..	134 0 9	Masters, Miss E. Masters, Miss M.	..	A F	16 18 4		
	Omanaia ..	125 8 11	1 6 0	..	126 14 11	Geissler, H. W.	V.	M	28 1 6		
	Motukaraka ..	139 14 0	13 19 5	3 10 0	157 3 5	Cockroft, Mrs. A.	V.	H F	100 0 0		
	Manganuka ..	23 0 10	12 0 6	167 0 6	202 1 10	Danaher, T. J.	IV.	H M	113 0 6		
	Waimamaku ..	195 10 0	17 15 4	32 6 6	245 11 10	Danaher, Mrs. Winkelmann, C. P.	..	S	126 6 9	School reopened in December quarter.	
	Otaua ..	129 6 4	7 0 0	..	136 6 4	Winkelmann, Mrs. Tobin, W. H. J.	III. ¹	A F	16 10 0		
	Ohacawai ..	103 8 0	36 10 0	6 8 0	146 6 0	Woods, G. E.	IV.	A F	124 16 8		
	Kalkohe ..	240 15 2	3 9 6	64 3 0	308 7 8	Woods, Mrs. Hamilton, A. G.	I. ⁴	H M	21 7 9		
	Karetu ..	121 2 10	0 8 0	..	121 10 10	Hamilton, Mrs. Woodfield, Miss E. A. Johnson, Miss S. H.	V.	A F	147 6 11		
Bay of Islands	Te Kao ..	210 8 1	71 6 3	..	281 14 4	Wykes, F. R.	V.	H M	163 11 0		
	Ahipara ..	165 7 11	58 0 8	..	223 8 7	Wykes, Mrs. Morton, B. D.	IV.	A F	50 0 0	School reopened in March quarter.	
	Pukepoto ..	136 11 0	32 7 0	11 0 0	179 18 0	Morton, Mrs. Dunn, R. H.	III.	H M	39 9 0	With house allowance, £26 per annum.	
	Kenana ..	100 0 0	..	1 0 0	101 0 0	Dunn, Miss M. Harris, A. R.	V.	A F	17 11 0		
	Parapara ..	152 8 6	..	22 0 0	174 8 6	Matthews, E. W. D. Matthews, Miss E.	V.	H M	100 0 0		
	Te Pupuke ..	149 13 6	..	1 2 6	150 16 0	Moore, J.	III. ⁵	H M	121 12 3		
	Puketi and Makora (both part-time schools)	150 13 1	21 10 0	0 12 0	172 15 1	Nicholson, J.	II.	H M	24 11 3	With allowance for conveyance of goods, £10 per annum.	
	Rangiahua, and side-school at Rawhia	225 1 2	6 3 3	16 2 0	247 6 5	Hardiman, Miss M. Anderson, A.	II. ³	A F	120 12 1	School at Rawhia handed over to Auckland Education Board at end of year.	
	Whakarapa ..	159 1 7	0 5 0	..	159 6 7	Anderson, Mrs. Graham, Miss C.	..	A F	12 10 0		
	Waitapu, and side-school at Matihetihē	180 15 10	19 18 6	..	200 14 4	Flood, Mrs. Hawkins, T. B.	V.	A F	115 16 3	With allowance for horse, £10 per annum.	

Whangaruru	..	136 14 10	2 4 6	75 0 0	213 19 4	Patrick, J. K.	..	V.	H M	115 13 10	
Taurare	..	92 12 3	1 6 8	.. 0 0	93 18 11	Patrick, Miss M.	..	V.	A F	19 17 0	
Te Ahuahu	..	136 5 2	5 18 0	.. 0 0	147 3 2	Tautari, Mrs.	..	III. ^s	F	125 11 3	
Mangakahia	..	100 0 0	10 0 0	.. 0 0	110 0 0	Batson, Mrs.	..	III. ^s	A F	27 16 0	With allowance for conveyance of goods, £10 per annum.
Poroti	..	141 8 3	9 16 0	.. 0 0	161 4 3	Mulhern, J.	..	V.	M	100 0 0	Subsidised school opened in September quarter.
Taiharuru	..	20 0 0	3 2 2	..	93 2 2	Broughton, J. H.	..	V.	M	126 4 2	School closed at end of June quarter.
Pouto Point	..	50 0 0	.. 6 11	11 7 10	50 0 0	Hastings, E. A.	..	III. ^s	M	60 0 0	With house allowance, £13 per annum.
Opanaki	..	154 10 3	10 6 11	..	176 5 0	Colton, A. H.	..	III. ^s	H M	115 17 10	With house allowance, £18 per annum.
Kawhia	..	87 11 3	12 9 5	21 16 4	121 17 0	Colton, Mrs.	..	III. ¹	A F	33 5 3	School opened in June quarter.
Kopua	..	49 19 4	41 0 11	..	91 0 3	Hamilton, T. D.	..	III. ⁶	H M	121 5 6	School reopened in September quarter.
Te Waotu	..	134 5 3	10 3 0	..	144 8 3	Young, Mrs.	..	..	A F	14 19 3	
Pukawa	..	8 6 8	10 0 0	..	18 6 8	Young, Miss E.	..	I. ^s	H F	118 1 6	
Maungatapu	..	63 2 8	9 2 0	..	72 4 8	Barnett, Mrs.	..	III.	A F	16 6 3	
Karikari	..	154 10 5	9 1 4	..	163 11 9	Ashley, Mrs.	..	..	M	100 0 0	
Huria	..	184 0 7	4 3 2	9 6 0	197 9 9	Grace, C. W.	..	V.	H M	111 4 2	School opened in December quarter.
Paeroa	..	140 19 3	9 9 10	.. 1 14 6	150 9 1	Griffin, B. F.	..	..	A F	17 2 3	With allowance for horse, £10 per annum.
Te Matai	..	223 11 11	35 7 7	..	260 14 0	Griffin, Mrs.	..	..	H F	127 2 7	
Maketu	..	179 14 0	27 18 5	29 18 0	197 9 9	Stewart, Mrs.	..	V.	A F	27 7 0	With house allowance, £26 per annum.
Te Ngae	..	116 17 2	33 16 0	1 14 0	150 13 2	Hamilton, Miss E.	..	V.	H M	117 17 6	
Mataata	..	212 2 2	5 7 6	412 4 9	629 14 5	Louch, Miss I.	..	III.	S	180 8 11	With house allowance, £26 per annum.
Te Teko	..	122 12 1	26 13 6	..	149 5 7	Capper, Mrs.	..	..	A F	32 9 3	
Galatea	..	185 9 4	24 0 9	2 16 0	212 6 1	Capper, Miss O.	..	III.	H M	145 14 0	
Te Houhi	..	180 18 1	6 13 3	2 10 0	2 10 0	Pinker, A.	..	..	A F	26 11 3	School not yet opened.
Te Whaiti	..	211 5 9	9 8 9	..	427 16 1	Walmsley, H. G.	..	V.	H M	110 11 1	
Otamauru	..	121 16 1	30 0 0	2 0 0	153 16 1	Walmsley, Mrs.	..	V.	A F	19 15 9	With allowance for conveyance of goods, £20 per annum.
Poroporo	..	208 19 7	20 16 9	20 12 0	250 8 4	Crène, P.	..	..	H M	169 1 6	With house allowance, £26 per annum, and allowance for conveyance of goods, £30 per annum.
Ruatoki	..	144 0 0	37 17 0	..	181 17 0	Crène, Mrs.	..	..	A F	23 8 3	School not yet opened.
Waioweka	..	227 8 9	3 6 0	112 10 11	343 5 8	Crène, Miss M.	..	..	A F	20 0 0	
Omarumutu	..	227 8 9	3 6 0	112 10 11	343 5 8	Wylie, Mrs.	..	V.	H M	107 0 11	
Torere	..	227 8 9	3 6 0	112 10 11	343 5 8	Wylie, J.	..	V.	A F	9 5 0	
Omaio	..	227 8 9	3 6 0	112 10 11	343 5 8	Wylie, T.	..	V.	H M	125 5 1	
	..	227 8 9	3 6 0	112 10 11	343 5 8	Wylie, Miss M. A.	..	..	A F	37 14 3	School not yet opened.

1 Also D1; 2 D2; 3 D3; 4 E1; 5 E2; 6 E3.

Little River	..	251 5 2	12 16 4	69 10 0	333 11 6	..	III.	H M	190 1 1
Geraldine	..	157 2 10	6 0 6	43 16 11	207 0 3	Moloney, Mrs.	..	S	18 15 0
Waikouaiti	..	98 2 11	1 8 6	..	99 11 5	Moloney, Miss A.	..	A F	33 11 3
Wallace..	..	264 16 4	13 14 4	..	278 10 8	Blathwayt, G.C. J.	..	H M	117 7 3
Stewart Island	..	114 14 2	3 10 0	..	118 4 2	Blathwayt, Miss R.	..	A F	22 14 6
Boarding-schools—	..	..	599 18 5	..	599 18 5	Blathwayt, H.	..	H M	96 9 7
St. Stephen's, Auckland	..	..	200 0 0	..	200 0 0	Blathwayt, Miss E.	..	A F	19 3 9
Te Aute, Hawke's Bay	..	..	280 0 0	..	280 0 0	Green, F. A.	..	H M	210 7 2
Hukarere, Hawke's Bay	..	..	495 5 0	..	495 5 0	Green, Mrs....	..	A F	31 5 0
St. Joseph's, Hawke's Bay	..	..	327 8 3	..	777 8 3	Concher, Miss J. M.	..	A F	28 7 0
Inspection	..	450 0 0	845 13 4	0 5 9	905 15 7	Von Tunzelmann, J.	..	H M	98 8 6
Other miscellaneous expenditure not chargeable to particular schools	..	59 16 6	3,869 8 1	3,117 10 10	17,878 4 5*	Von Tunzelmann, Mrs.	..	S	12 10 0
Totals	..	10,891 5 6	3,869 8 1	3,117 10 10	17,878 4 5*	..	..	..	10,617 9 4

With house allowance, £26 per annum. School opened in March quarter.

£32 7s. 6d. recovered from Native reserves funds towards maintenance of these two schools.

* Including £90 11s. 5d. paid from Native reserve funds, and £432 9s. 8d. paid from Civil List, Native purposes. Deducting recoveries, £41 0s. 10d., the result is a net expenditure of £17,897 3s. 7d. Also D1; 2 D2; 3 D3; 4 E1; 5 E2; 6 E3.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1895.

	£	s.	d.
Village-school salaries	10,313	9	11
Teachers' allowances for special objects	207	15	7
Teachers' removal allowances	182	18	7
Books and school requisites	504	5	4
Planting sites	3	12	7
Repairs and small works	732	17	10
Inspector	450	0	0
Inspectors' travelling-expenses.. .. .	168	8	3
Visits of Public School Inspectors—Subsidy to Auckland Education Board	150	0	0
Cost of lantern lectures, and purchase of lantern and slides	203	7	5
Sundries	52	17	2
Boarding-schools, high school fee, and apprenticeship	1,695	8	9
Travelling-expenses of scholars sent to boarding-schools	81	4	8
University scholarship	13	6	8
Buildings, fencing, furniture, &c.	3,077	10	10
Total	£17,837	3	7

NOTE.—Of the above total, £80 11s. 5d. was paid from Native reserves funds, and £432 9s. 8d. from Civil List, Native purposes.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1895.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	14	10	24	0.90
Five and under ten years	776	656	1,432	53.53
Ten and under fifteen years	604	476	1,080	40.37
Fifteen years and upwards	89	50	139	5.20
Totals	1,483	1,192	2,675	100.00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1895.
 [In this list the schools are arranged according to regularity of attendance. See last column.]

Schools.	School-roll.					Average Attendance.			Regularity of Attendance: Percentage of Weekly Roll-number.	
	Number belonging at Beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Average Weekly Number.	Fourth Quarter.				
						Boys.	Girls.	Total.		
										Whole Year.
Kenana	11	6	..	17	14.50	6	10	16	14.00	96.55
Hiruharama ¹ .. .. .	..	51	3	48	47.00	24	23	47	45.00	95.74
Tikitiki	50	17	4	63	62.00	26	33	59	58.50	94.35
Mawhitiwhiti ² .. .. .	..	29	5	24	24.50	18	6	24	23.00	93.88
Rapaki	26	3	1	28	28.50	19	8	27	26.75	93.86
Te Teko	47	4	4	47	47.25	24	19	43	44.00	93.12
Mangamuka ³ .. .. .	..	30	..	30	29.00	18	9	27	27.00	93.10
Torere	30	4	5	29	31.50	20	8	28	29.25	92.86
Omaio	49	11	4	56	55.75	29	23	52	51.50	92.38
Kawhia ¹ .. .. .	..	48	5	43	41.66	29	10	39	38.00	91.21
Pukepoto	22	6	1	27	26.75	11	13	24	24.25	90.65
Kopua ⁴ .. .. .	..	40	1	39	30.00	16	16	32	27.00	90.00
Taiharuru ⁵ .. .. .	..	34	6	28	30.00	17	10	27	27.00	90.00
Whangaruru	17	26	13	30	27.25	15	11	26	24.50	89.91
Waioamatatini	36	18	3	51	47.50	31	15	46	42.50	89.47
Te Kaha	40	3	7	36	39.75	21	14	35	35.50	89.31
Pukawa ⁶ .. .. .	..	32	..	32	28.00	13	12	25	25.00	89.29
Otamauru	37	11	3	45	43.00	18	20	38	38.25	88.95
Whirinaki	58	15	8	65	65.00	30	27	57	57.75	88.85
Waikouaiti	12	20	3	29	26.25	17	8	25	23.25	88.57
Te Houhi	41	14	7	48	46.75	25	15	40	40.75	87.17
Rawhia ⁷	23	6	7	22	23.25	9	9	18	20.25	87.10
Te Araroa	40	19	8	51	45.50	22	21	43	39.50	86.81
Omarumutu	52	11	11	52	55.75	20	25	45	48.25	86.55
Poroporo	42	13	9	46	45.50	24	16	40	39.00	85.71
Tokomaru	52	18	5	65	65.75	31	25	56	56.00	85.17
Rangitukia	69	35	18	86	84.00	40	34	74	71.50	85.12
Te Ahuahu	31	9	3	37	34.50	16	16	32	29.25	84.78
Little River	57	20	13	64	61.50	23	29	52	52.00	84.55
Arowhenua ⁸ .. .. .	..	41	9	32	35.75	9	19	28	30.00	83.92
Wharekahika ⁹	17	1	18	..	15.50	..	..	..	13.00	83.87
Te Puke	33	20	17	36	41.50	19	11	30	34.50	83.13
Tuparoa	58	11	2	67	64.75	27	24	51	53.75	83.01
Te Kao	62	17	11	68	69.25	30	25	55	57.00	82.31
Karetu	22	6	10	18	22.50	5	9	14	18.50	82.22
Mangamaunu	16	1	4	13	14.50	5	5	10	11.75	81.03
Raukokore	30	5	9	26	29.50	12	12	24	23.75	80.51
Puketi	22	4	3	23	22.50	9	10	19	18.00	80.00
Colac	61	23	13	71	69.50	27	31	58	55.00	79.14
Whakarapa	32	6	2	36	37.00	16	9	25	29.00	78.38
Waimamaku	48	13	4	57	56.50	27	18	45	44.25	78.32
Wairau ¹⁰ .. .. .	..	27	14	13	14.66	5	5	10	11.33	77.29
Waioweka	26	4	5	25	26.00	13	6	19	20.00	76.92
Omanaia	20	11	2	29	27.00	14	7	21	20.75	76.85
Opanaki	34	31	14	51	41.75	18	17	35	32.00	76.64
Ahipara ¹¹ .. .. .	..	60	6	54	42.75	16	24	40	32.25	75.44
Kaipoi	30	23	20	33	38.25	15	14	29	28.75	75.16
Pouto ¹²	19	2	21	..	19.50	..	..	..	14.50	74.36
Poroti	41	3	8	36	40.25	16	14	30	29.75	73.91
The Neck	29	6	9	26	27.75	10	11	21	20.50	73.87
Papawai	26	14	15	25	31.50	14	7	21	23.25	73.81
Waima	18	13	12	19	21.00	7	6	13	15.50	73.81
Matata	27	29	18	38	32.00	16	10	26	23.25	72.66
Ohacawai	18	14	6	26	25.75	12	8	20	18.50	71.84
Parapara	33	14	10	37	38.50	15	13	28	27.00	70.13
Otaua	21	16	4	33	31.75	7	12	19	22.25	70.08
Taumarere	14	11	9	16	18.25	6	7	13	12.75	69.86
Te Matai	52	24	13	63	65.50	25	21	46	45.75	69.85
Motukaraka	33	5	5	33	33.75	13	6	19	23.50	69.63
Mangakahia	21	2	3	20	20.50	5	6	11	14.25	69.51
Kaikohē	62	25	14	73	81.00	36	12	48	52.25	64.51
Matihetihe	20	7	7	20	19.75	6	6	12	12.50	63.29
Galatea	29	12	15	26	31.75	11	6	17	20.00	62.99
Maketu	40	38	29	49	59.75	15	15	30	36.75	61.51
Akuaku ¹²	28	2	30	..	29.50	..	..	..	18.00	61.02
Karikari	30	11	9	32	33.25	14	8	22	20.25	60.90
Te Wautu	25	24	14	35	38.00	11	10	21	22.50	59.21
Waikawa	17	16	6	27	28.25	8	10	18	16.50	58.41
Rangiahua	40	13	20	33	43.00	12	9	21	24.75	57.56
Makora	24	14	14	24	29.25	7	7	14	16.25	55.55
Maungatapu ⁹	20	2	22	..	23.50	..	..	..	13.00	55.32
Waitapu	14	13	11	16	19.00	4	4	8	10.50	55.26
Huria	43	16	18	41	49.00	17	10	27	27.00	55.10
Paeroa	44	17	24	37	42.50	15	8	23	21.25	50.00
Totals for 1895	2,141	1,220	686	2,675	2,655.50	1,181	957	2,138	2,084.00	78.48
Totals for 1894	1,908	1,297	787	2,418	2,423.75	1,018	860	1,878	1,775.00	73.23

¹ Opened June quarter.² Opened September quarter.³ Reopened December quarter.⁴ Reopened September quarter.⁵ Subsidised school opened September quarter.⁶ Opened December quarter.⁷ Handed over to Education Board at end of year.⁸ Opened March quarter.⁹ Closed September quarter.¹⁰ Not open during March quarter.¹¹ Reopened March quarter.¹² Closed June quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1895.

* M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European; E, European.

Schools.	M and M Q.			H.			E Q and E.			Totals.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Te Kao	36	30	66	..	2	2	..	..	..	36	32	68
Ahipara	17	25	42	4	3	7	2	3	5	23	31	54
Pukepoto	13	14	27	..	..	..	..	..	..	13	14	27
Kenana	10	7	17	..	..	..	..	..	..	10	7	17
Parapara	19	15	34	1	2	3	..	..	..	20	17	37
Te Pupuke	20	12	32	2	..	2	1	1	2	23	13	36
Whangape { Puketi	10	10	20	..	..	..	1	2	3	11	12	23
{ Makora	13	7	20	1	..	1	..	3	3	14	10	24
Rangiahua	11	7	18	..	..	..	8	7	15	19	14	33
Rawhia	2	5	7	..	..	..	9	6	15	11	11	22
Whakarapa	22	14	36	..	..	..	..	..	..	22	14	36
Waitapu	..	2	2	7	6	13	1	..	1	8	8	16
Matihetihe	7	8	15	3	2	5	..	..	..	10	10	20
Whirinaki	34	31	65	..	..	..	..	..	..	34	31	65
Waima	9	7	16	..	1	1	2	..	2	11	8	19
Omanaia	18	11	29	..	..	..	..	..	..	18	11	29
Motukaraka	17	3	20	3	3	6	3	4	7	23	10	33
Mangamuka	20	10	30	..	..	..	..	..	..	20	10	30
Waimamaku	27	21	48	3	3	6	3	..	3	33	24	57
Otaua	8	18	26	1	..	1	2	4	6	11	22	33
Ohaeawai	7	4	11	3	2	5	5	5	10	15	11	26
Kaikohu	52	15	67	2	2	4	1	1	2	55	18	73
Karetu	2	6	8	2	2	4	2	4	6	6	12	18
Whangaruru	11	10	21	..	..	..	6	3	9	17	13	30
Taumarere	7	9	16	..	..	..	..	..	..	7	9	16
Te Ahuahu	14	6	20	..	1	1	5	11	16	19	18	37
Mangakahia	8	9	17	..	..	..	1	2	3	9	11	20
Poroti	11	10	21	..	1	1	7	7	14	18	18	36
Taiharuru	16	8	24	2	2	4	..	..	..	18	10	28
Opanaki	14	5	19	2	4	6	11	15	26	27	24	51
Kawhia	21	6	27	8	4	12	2	2	4	31	12	43
Kopua	16	13	29	3	2	5	2	3	5	21	18	39
Te Waotu	14	14	28	..	1	1	3	3	6	17	18	35
Pukawa	15	17	32	..	..	..	..	..	..	15	17	32
Karikari	20	11	31	..	1	1	..	..	..	20	12	32
Huria	21	14	35	1	..	1	3	2	5	25	16	41
Paeroa	19	5	24	2	..	2	5	6	11	26	11	37
Te Matai	35	26	61	..	1	1	1	..	1	36	27	63
Maketu	19	16	35	5	3	8	3	3	6	27	22	49
Matata	19	12	31	1	..	1	2	4	6	22	16	38
Te Teko	23	19	42	3	1	4	..	1	1	26	21	47
Galatea	12	5	17	2	2	4	2	3	5	16	10	26
Te Houhi	30	15	45	1	..	1	..	2	2	31	17	48
Otamauru	20	25	45	..	..	..	..	..	..	20	25	45
Poroporo	25	16	41	2	..	2	2	1	3	29	17	46
Waioweka	14	8	22	1	..	1	2	..	2	17	8	25
Omarumutu	16	24	40	5	3	8	2	2	4	23	29	52
Torere	16	4	20	2	2	4	3	2	5	21	8	29
Omaio	29	22	51	2	3	5	..	..	..	31	25	56
Te Kaha	19	13	32	..	1	1	2	1	3	21	15	36
Raukokore	7	10	17	5	3	8	1	..	1	13	13	26
Te Ararua	26	19	45	1	2	3	1	2	3	28	23	51
Rangitukia	37	32	69	3	4	7	5	5	10	45	41	86
Tikitiki	24	30	54	3	3	6	1	2	3	28	35	63
Waiomatatini	19	10	29	13	7	20	2	..	2	34	17	51
Tuparua	28	25	53	7	6	13	..	1	1	35	32	67
Hiruharama	20	22	42	3	1	4	1	1	2	24	24	48
Tokomaru	35	22	57	..	3	3	2	3	5	37	28	65
Mawhitiwhiti	17	6	23	1	..	1	..	..	..	18	6	24
Papawai	6	3	9	1	..	1	11	4	15	18	7	25
Waikawa	11	15	26	..	..	..	1	..	1	12	15	27
Wairau	7	6	13	..	..	..	..	..	..	7	6	13
Mangamaunu	5	5	10	1	..	1	1	1	2	7	6	13
Kaipoi	10	3	13	5	8	13	2	5	7	17	16	33
Rapaki	15	6	21	3	1	4	2	1	3	20	8	28
Little River	9	14	23	..	3	3	19	19	38	28	36	64
Arowhenua	10	20	30	..	2	2	..	..	..	10	22	32
Waikouaiti	8	3	11	..	..	..	12	6	18	20	9	29
Colac Bay	7	4	11	..	..	..	26	34	60	33	38	71
The Neck	3	3	6	8	9	17	2	1	3	13	13	26
Totals for 1895	1,162	882	2,044	128	112	240	193	198	391	1,483	1,192	2,675
Totals for 1894	1,017	762	1,779	123	118	241	189	209	398	1,329	1,089	2,418

SUMMARY of Table No. 5.

Race.	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	1,162	882	2,044	76.41
Half-caste	128	112	240	8.97
European, and between half-caste and European	193	198	391	14.62
Totals	1,483	1,192	2,675	100.00

*
Table No. 6.
RESULTS of EXAMINATION, 1895.

Schools.	Number on the Roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard.
		VI.	V.	IV.	III.	II.	I.	
Te Kao	72	..	..	2	2	..	7	46 0
Ahipara*	30	..	..	..	..	..	..	..
Pukepoto	24	..	..	1	..	..	12	68 0
Kenana	13	..	..	..	3	2	2	33 0
Parapara	39	..	..	..	..	1	12	65 0
Te Pupuke	45	..	..	..	..	3	12	73 5
Puketi	22	..	..	..	..	1	1	7 0
Makora	29	..	..	..	..	1	1	8 0
Rangiahua	44	..	3	5	2	2	4	85 5
Rawhia	24	..	..	..	5	5	5	81 0
Whakarapa	37	..	..	3	3	3	6	84 5
Waitapu	21	..	..	1	1	3	1	32 0
Matihetibe	24	..	..	1	2	..	..	14 5
Whirinaki	65	..	..	4	5	2	9	94 0
Waima	22	..	..	2	..	6	3	66 0
Omanaia	24	..	..	1	2	3	5	60 0
Motukaraka	35	..	2	3	1	2	..	45 5
Mangamuka* .. .. .	..	..	..	..	..	..	..	..
Waimamaku	57	..	3	1	3	6	11	146 0
Otaua	34	1	2	..	6	3	4	89 5
Ohacawai	25	..	..	..	2	4	5	59 0
Kaikohē	82	..	2	1	13	7	9	169 5
Karetu	28	..	..	4	2	1	4	54 0
Whangaruru	31	..	..	1	2	4	3	56 0
Taumarere	17	..	..	..	..	..	3	16 0
Te Ahuahu	34	..	..	2	..	3	7	66 5
Mangakahia	22	..	1	..	1	4	2	38 0
Poroti	41	..	..	1	7	4	7	103 0
Pouto Point	21	..	..	2	1	5	2	54 0
Opanaki	41	..	..	..	2	8	10	100 5
Kawhia† .. .. .	..	..	..	..	..	..	..	..
Kopua† .. .. .	..	..	..	..	..	..	..	..
Te Waotū	37	..	..	..	..	3	5	37 5
Maungatapu	21	..	..	1	..	1	2	22 5
Karikari	25	..	..	..	..	1	8	42 0
Huria	48	..	..	..	1	..	6	30 5
Paeroa	41	..	..	..	3	4	5	69 0
Te Matai	67	..	..	1	3	9	8	113 5
Makētū	63	..	..	..	5	4	7	85 0
Matata	27	..	..	3	3	2	2	60 0
Te Teko	47	..	..	2	5	9	5	105 0
Galatea	35	..	2	..	1	2	3	39 5
Te Houhi	46	..	..	..	..	..	5	19 5
Otamauru	43	..	..	..	..	9	12	100 5
Poroporo	44	1	..	1	5	4	6	93 5
Waioweka	28	..	1	2	..	..	3	30 0
Omarumutu	58	..	..	3	4	2	7	77 5
Torere	32	..	..	3	..	2	5	48 5
Omaio	56	..	..	4	7	9	9	170 5
Te Kaha	40	..	..	8	5	6	5	134 5
Raukokore	32	..	..	2	4	3	1	52 0
Wharekahika	18	..	..	2	1	4	2	49 5
Te Araroa	42	..	1	8	3	6	1	108 5
Rangitukia	85	..	4	5	3	11	12	209 5
Tikitiki	63	..	..	4	4	8	16	193 5
Waiomatatini	43	..	..	2	1	5	3	55 0
Tuparoa	62	..	..	..	2	5	6	65 5
Hiruharama† .. .. .	..	..	..	..	..	..	..	..
Akuaku	29	..	..	2	1	4	7	79 0
Tokomaru	68	1	1	2	5	12	10	182 5
Mawhitiwhiti† .. .. .	..	..	..	..	..	..	..	..
Papawai	30	..	2	1	5	4	8	102 5
Waikawa	27	..	..	..	3	4	3	51 5
Wairau	15	..	..	..	..	1	1	8 5
Mangamaunu	13	..	..	..	1	1	6	42 0
Kaipoi	30	..	2	2	4	4	3	86 0
Rapaki	28	1	..	6	3	4	6	112 5
Little River	62	..	2	6	8	4	3	120 5
Arowhenua	35	..	..	..	4	5	7	93 0
Waikouaiti	28	..	..	2	3	3	3	55 5
Colac Bay	72	..	..	11	5	14	10	209 0
The Neck	26	..	..	2	3	3	4	68 0
Totals for 1895	2,569	4	28	120	170	255	365	..
Totals for 1894	2,314	6	12	85	174	261	304	..

* Not examined, school had been in operation only one month at time of inspection.

† Not inspected or examined.

Table No. 7.
RESULTS of INSPECTION, 1895.

[In this table the schools are arranged according to the gross percentage obtained. See last column.]

Schools.	Condition of Records and the other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Utensils, so far as this depends on the Master.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly through inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Kaikohe	10.0	10.0	8.8	8.0	9.7	46.8	92.8
Tikitiki	10.0	9.5	9.6	8.5	7.5	44.3	89.4
Otaua	8.7	8.4	7.1	7.5	7.5	50.0	89.2
Akuaku	8.6	8.5	7.5	7.2	6.0	50.0	87.8
Omaio	7.9	9.9	9.6	9.0	6.7	42.8	85.9
Rangitukia	10.0	9.6	9.3	10.0	6.7	39.8	85.4
Waima	9.2	8.9	9.8	8.5	9.5	38.7	84.6
Tokomaru	10.0	8.9	8.5	8.0	9.0	40.1	84.5
Colac Bay	10.0	8.4	8.6	9.0	7.0	40.2	83.2
Rapaki	7.6	9.3	8.9	8.5	8.0	40.4	82.7
Kaiapoi	8.6	8.4	8.8	7.5	8.2	40.0	81.5
Waimamaku	8.0	9.8	9.0	8.5	7.8	37.2	80.3
Waitapu	9.9	8.8	8.8	7.5	7.7	37.1	79.8
Papawai	8.8	8.6	7.3	7.5	4.3	41.8	78.3
Opanaki	8.1	7.3	7.5	7.5	6.5	40.7	77.6
Te Araroa	10.0	7.9	8.1	8.0	8.9	34.5	77.4
Paeroa	7.0	7.1	7.8	6.0	6.0	42.0	75.9
Omanaia	8.0	8.9	9.0	5.6	8.2	36.1	75.8
Karetu	8.2	8.0	9.5	7.0	9.5	32.4	74.6
Pouto Point	8.2	6.0	6.8	7.0	5.8	40.5	74.3
Maketu	9.0	9.6	8.0	7.0	8.3	29.8	71.7
The Neck	9.2	7.9	8.0	8.5	6.3	31.6	71.5
Rawhia	8.6	8.0	8.5	6.8	4.3	35.1	71.3
Otamauru	7.4	7.3	7.9	6.0	6.0	36.6	71.2
Te Matai	9.1	9.9	8.5	9.0	4.5	30.2	71.2
Matata	8.9	7.5	7.3	7.0	5.7	34.5	70.9
Ohaeawai	7.8	6.0	7.3	6.5	3.8	39.0	70.4
Waikawa	7.8	8.9	6.5	5.5	4.5	37.1	70.3
Te Kaha	10.0	9.5	8.5	6.5	6.3	29.5	70.3
Rangiahua	7.2	6.5	8.3	5.8	6.8	35.0	69.6
Raukokore	9.5	8.3	9.0	6.5	7.7	28.2	69.2
Whakarapa	9.0	7.1	7.5	8.0	4.3	32.8	68.7
Waikouaiti	7.1	8.5	7.5	6.0	5.3	33.2	67.6
Arowhenua	7.6	7.4	8.1	9.0	6.3	29.2	67.6
Taumarere	8.3	8.7	9.5	6.5	6.8	27.4	67.2
Te Teko	8.9	7.8	6.5	6.0	6.0	31.2	66.4
Kenana	8.6	7.5	7.6	7.5	4.8	30.3	66.3
Little River	6.2	7.4	7.8	6.5	3.8	34.1	65.8
Wharekahika	8.1	7.9	7.5	6.5	6.7	29.1	65.8
Motukaraka	8.8	7.5	8.0	7.5	8.8	24.1	64.7
Whirinaki	8.3	7.6	8.3	7.0	6.2	27.2	64.6
Poroporo	8.7	8.0	7.4	8.0	6.7	25.8	64.6
Te Pupuke	8.1	7.5	7.8	7.5	4.2	29.4	64.5
Whangaruru	7.2	7.5	7.8	6.5	4.7	30.6	64.3
Waiomatatini	8.9	6.0	8.0	8.5	4.6	28.0	64.0
Torere	8.3	9.6	9.0	6.8	8.3	21.6	63.6
Te Waotu	7.3	8.5	7.0	7.5	5.2	27.3	62.8
Mangamaunu	8.3	8.8	6.5	7.5	3.7	27.8	62.6
Tuparoa	9.3	9.0	9.3	6.5	7.2	20.6	61.9
Poroti	6.3	6.5	6.8	6.0	4.0	32.0	61.6
Te Ahuahu	8.3	7.8	6.6	6.5	3.3	28.3	61.3
Omarumutu	8.4	9.1	6.2	8.0	5.2	22.0	58.9
Mangakahia	8.0	7.8	5.6	4.5	4.0	28.6	58.5
Matihetihe	9.4	9.0	9.7	8.0	6.2	13.0	55.3
Parapara	7.4	6.5	7.8	6.5	2.5	24.2	54.9
Pukepoto	9.2	6.5	5.5	6.5	4.0	22.9	54.6
Waioweka	8.6	7.9	6.5	5.4	4.1	20.8	53.3
Galatea	6.5	6.6	7.0	6.0	7.2	19.5	52.8
Maungatapu	8.4	6.8	7.1	5.0	7.5	16.9	51.7
Karikari†	8.7	8.0	7.3	6.0	4.0	16.5	50.5
Te Kao	7.9	5.8	6.0	5.0	7.0	15.6	47.3
Wairau	6.6	7.5	5.5	6.5	6.5	13.5	46.1
Huria	8.6	4.8	6.8	6.0	4.0	13.3	43.5
Te Houhi	7.1	7.3	4.3	4.0	4.0	12.5	39.2
Makora	8.4	7.6	7.3	6.5	2.0	6.7	38.5
Puketi	8.5	7.5	7.8	6.0	1.7	5.5	37.0
Ahipara*	9.6	6.5	6.5	5.0	3.0	..	30.6
Mangamuka† .. .. .	..	..	..	..	..	..	..
Kawhia† .. .. .	..	..	..	..	..	..	..
Kopua† .. .. .	..	..	..	..	..	..	..
Hiruharama† .. .. .	..	..	..	..	..	..	..
Mawhitihiti† .. .. .	..	..	..	..	..	..	..

* Not examined, school had been in operation only one month at time of inspection.

† Not inspected or examined.

Table No. 8.
CLASSIFICATION of PUPILS on the School Rolls, December, 1895.

Standards.	Boys.	Girls.	Totals.
Preparatory classes	420	349	769
Class for Standard I.	336	266	602
" II.	286	246	532
" III.	233	189	422
" IV.	150	91	241
" V.	48	39	87
" VI.	8	8	16
Passed Standard VI.	2	4	6
Totals	1,483	1,192	2,675

Table No. 9.
AVERAGE AGE of PUPILS at Standard Examination of Schools in 1895.

Standards.	Number passed at Annual Examination.	Average Age.	
		Yrs.	Mos.
I.	365	9	8
II.	255	10	10
III.	170	12	2
IV.	120	12	11
V.	28	13	11
VI.	4	14	7

Table No. 10.
NUMBER of PUPILS at the Native Boarding-schools, &c., at the End of 1895.

School.	Government Pupils.		Private Pupils.
	Scholarship-holders.	Temporary.	
Boarding-schools—			
St. Stephen's (boys), Parnell, Auckland	23	4	34*
Te Aute (boys), Hawke's Bay	8	...	54†
Hukarere (girls), Hawke's Bay	15	...	42‡
St. Joseph's (girls), Napier	7	18	13§
University College, Auckland (boy)	1	...	...
Girls' High School, Dunedin	1	...	...
Totals	55	22	143

* Including 7 boys who are more European than Maori. † Including 2 boys who are more European than Maori, and 7 Europeans. ‡ Including 10 girls who are more European than Maori, and 1 European. § Including 4 girls who are more European than Maori, and 1 European.

NUMBER of SCHOLARSHIP-HOLDERS serving Apprenticeship to Trades at the End of 1895.

Number.	District.	Trade.
4	Opotiki	Blacksmith.
2	"	Carpenter.
2	"	Printer.
3	"	Saddler.
1	Pukepoto, Mangonui	Farmer.
Total ... 12		

Approximate Cost of Paper.—Preparation, not given; printing (1,650 copies), £20 14s. 6d.

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