

SESS. II.—1897.
NEW ZEALAND.

EDUCATION: NATIVE SCHOOLS.

[In continuation of E.-2, 1896.]

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

No. 1.

EXTRACT FROM TWENTIETH ANNUAL REPORT OF THE MINISTER OF
EDUCATION.

NATIVE SCHOOLS.

The interest taken by the Maori people in the school education of their children is constantly growing. In 1896 the number of village schools rose from 69 to 74; the number of children on the roll in December, from 2,675 to 2,862; the mean of the weekly returns of pupils on the roll, from 2,656 to 2,874; and the strict average attendance for the year, from 2,084 to 2,220. On the average, the daily attendance was equal to $77\frac{1}{4}$ per cent. of the roll-number for the time being. About 9 per cent. of the children are half-castes, about 14 per cent. are European (or inclining to European), and nearly 77 per cent. are Maori (or inclining to Maori).

In the four boarding-schools for Maoris there were, in December, 70 Government scholars and 144 others. At the same time 14 boys holding industrial scholarships were apprenticed to employers as follows:—farmers, 5; blacksmiths, 3; saddlers, 3; carpenters, 2; printer, 1. One girl was at a high school with a scholarship, and two young men held scholarships of £40 a year to enable them to study at the University College, Auckland, and Canterbury College, Christchurch. The number of Maori children at the ordinary public schools has been stated in connection with Table B.

The schools at Puketi and Makora, in Whangape Harbour, which have never been flourishing, were closed at the end of the year; the master had resigned, and the people made no sign of desiring the appointment of a successor. The school at Hicks Bay (Wharekahika), which was closed in 1895, was reopened during the year; it has a steady attendance of about 21. Six new schools were opened, two of them (Hapua and Rakaumanga) in temporary buildings, one (Ranana) in a schoolhouse removed from Rotoiti, and three (Ruatoki, Te Whaiti, and Pipiriki) in new buildings: the aggregate average attendance at these six schools is 240.

The demand for new schools is on the increase. Pamapurua has been reopened in this present year after being closed for about three years. A new school at Kokako, near Waikaremoana, was opened in February, 1897. Schools have been opened in temporary buildings at Manaia (Coromandel) and at Utakura (Hokianga). Contracts have been let for schools at Opureora (Tauranga Harbour) and at Te Kuiti (in the King-country). Tenders have been invited for new schools at Karioi (near Ruapehu) and at Corinth (Koriniti, Wanganui River); and the Public Works Department has in hand the work of removing

the long-disused buildings at Te Ngaere (near Whangaroa) to a site where a school is wanted. It is intended to build at Rao Rao (Aotea) and at Nuhaka (Hawke's Bay) as soon as titles can be secured. At Waiotapu (Thermal Springs District) arrangements are being made for the survey of a site for a school. Correspondence is in progress with the Natives, of several other places who are seeking educational advantages for their children.

A school and residence are in course of erection at Taiharuru (near Whangarei Heads), and plans are being prepared for similar buildings at Kawhia. Schools have been carried on at these places for some time in temporary buildings.

The 74 schools were under the charge of 62 masters and 12 mistresses, whose salaries range between £87 and £232; and there were 62 assistants and 16 sewing-mistresses, with salaries between £5 and £50.

The expenditure on Native schools for 1896 was as follows: Teachers' salaries and allowances, £11,744 7s.; books and school requisites, £548 0s. 3d.; repairs and small works, £394 18s. 7d.; inspection, £910 18s. 1d.; boarding-schools and scholarships, £1,892 4s. 3d.; buildings, fencing, furniture, &c., £3,039 4s. 8d.; sundries, £73 0s. 2d.: total, £18,602 13s.

No. 2.

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

SIR,—

Wellington, 31st March, 1897.

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 1896.

NUMBER OF SCHOOLS.

At the end of the year 1895 there were seventy-three schools in full working order. In the course of 1896 six schools were opened, one was reopened, and two were closed. During the year, therefore, or some portion of it, eighty schools were in operation, and at the end of the year seventy-eight schools were open—viz., seventy-four village schools (including one half-time 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 Convent, Waerenga-a-hika, and Otaki.

CHANGES: NEW SCHOOLS OPENED AND SCHOOLS REOPENED OR CLOSED.

In February an experimental school was opened at Hapua, on the northern shore of Parengarenga Harbour. This is further north than any other school in New Zealand. It has in some ways been very promising, and if it can only be made to fall into line with our other schools it will be of considerable value.—In June operations were commenced at Ruatoki, in the Urewera country. This is likely to be one of our most important centres. The attendance is large and steady. An account of the opening will be given later on in this report.—Ranana School, at Te Ngae, Lake Rotorua, was opened in August, and will probably be a capital school also; an excellent start has been made there. It is hoped that the distance between Ohinemutu, with its allurements, and Ranana is sufficiently great to safeguard this school from the kind of failure that has overtaken Native schools nearer to Rotorua and its numerous visitors.—Rakaumanga lies across the Waikato River from Huntly. It was opened experimentally in September. Its success so far has not been great; although very near to a considerable European population, and possibly for that reason, the Rakaumanga Maoris, with one or two notable exceptions, are taking but feeble interest in the efforts made to educate their children.—Pipiriki is about fifty-seven miles up the Wanganui River. School-work was begun there in suitable buildings in October last. The prospects are very decidedly encouraging.—Te Whaiti is on the Whirinaki River in the Urewera country, some twenty miles from Galatea. There should be a pretty good school there by-and-by, but as yet a really fair start has hardly been made. The school was opened in November last.

The Wharekahika School, Hicks Bay, East Coast, was reopened in March, after having been closed for a few months. The Wharekahika people have set an example that might well be followed elsewhere. They endeavour by self-sacrifice and earnestness to overcome the difficulties arising from their isolated position, and thus they manage to keep up a respectable attendance at their school.

The Puketi and Makora half-time schools, on Whangape Harbour, had to be closed for want of sufficient attendance. There would be, however, scope there for a really good school if the Whangape Maoris could only be got to take more interest in their children's education.

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

Karioi, near Mount Ruapehu.—Karioi is between Wanganui and Taupo. The climate of this place is pretty severe in the winter time, and it is possible that the attendance will sometimes be

affected by this severity. There should be a very fair school here. The building will probably be ready before the end of the year.

Koriniti (Corinth), Wanganui River.—This should be a large and, in other respects, important school. It will be fed by several considerable settlements, some of them quite comparable with Corinth itself. It, too, should be ready before the close of 1897.

Onewhero (Kauhanga), near Tuakau, Waikato.—The application was not followed up, and nothing has come of it.

Kokako, Lake Waikaremoana.—A school is about to be opened here.

Opureora, Matakana Island, Tauranga Harbour.—This ought to be a good school. The Natives promise fifty pupils. It should be at work in a few months' time.

Rao Rao, Aotea Harbour, North of Kawhia.—The Natives seem to have good reason for asking for a school; no doubt a very good attendance could be maintained. Negotiations are in the preliminary stage only.

Te Kuiti, "King Country."—The school here will soon be ready to make a start. A site has been secured and building has been authorised. Te Kuiti should have a good school, if a rather difficult one.

Te Ngaere, Whangaroa, North Auckland.—This is a case of reopening. Many years ago there was here a school that never did very much good; another attempt is now to be made under more favourable auspices. A very important feature in the new arrangements is that the buildings are to be removed to another and much more convenient site. This change will enable the children from Matauri—a considerable seaside settlement—to make full use of the school.

Pamapurua, Mangonui District.—After being closed for three years this school is about to be re-opened.

Utakura, Hokianga.—Sufficient reason has been shown for establishing a school here in connection with that at Rangiahua, Upper Waihou. A site has been chosen, and when the title can be acquired a building will be erected; meanwhile school-work will be begun in a Maori building.

Waiotapu, Thermal Springs District.—This is near a well-known resort of tourists; it is about twenty miles from Rotorua. The site offered by the Natives is some distance from the hot springs—a very decided advantage. The case is a very favourable one.

Whangarae, Croiselles Harbour, Nelson.—One or two Natives and some Europeans endeavoured to induce the Department to establish a small Native school here. Investigation showed that it was a case rather for the consideration of the Nelson Board.

Whenuakura, near Patea.—The negotiations for the establishment of a school at Whenuakura appear to have quite broken down—for the present, at all events.

Applications have also been made quite recently in some form or other for schools at the following places: Manaia, Nuhaka, Peria (reopening), Te Haroto, Manukaewa (Waihi), Te Ngakau o Hine Kuku, and Maunu. Two very promising cases—viz., Manaia, near Coromandel, and Nuhaka, Hawke's Bay—have passed through the preliminary stages with great celerity. A beginning will be made at Manaia in a few days (31st March, 1897).

NATIVE VILLAGE SCHOOLS AT WORK DURING 1896 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—Parengarenga, Mangonui, and Whangaroa.

Hapua (inspected 19th March, 1896).—The opening had taken place less than two months previously. The Natives were still enthusiastic and anxious to do what they could for their experimental school. They had drawn the scattered children of their large district into one camp. As yet it is impossible to forecast the result.

Te Kao (examined 18th March, 1896).—The school presented a pleasing appearance, and, generally, fully justified the reopening that had taken place eighteen months previously. English is the language used in the playground. It was with great regret that the Department heard of the death of Mrs. Wykes, who died of typhoid fever at the end of June. She always worked under the influence of the highest motives, and it will not be easy to fill the gap caused by her loss.

Ahipara (examined 21st March, 1896).—The reopening at Ahipara has been fairly successful, but there is considerable room for improvement in the matter of regularity of attendance. The number of passes secured was as large as could be expected under the circumstances.

Pukepoto (examined 23rd March, 1896).—The revival of this school has turned out very well. Should the school keep up its present form for another year the question of building a small residence should be considered. The daily long ride of ten miles to and from the school, besides the work in school, is in winter time too much to ask teachers to undertake.

Parapara (examined 16th March, 1896).—Parapara is fortunate in having a very enthusiastic and hard-working Committee. The children are evidently fond of their school and their teacher, and the attitude of the parents towards the school greatly assists in keeping up the tone. The year's results were really good.

Kenana (examined 13th March, 1896).—There were no strong passes, neither were there any really weak ones. The school is a small one, but it is doing good, solid work. The children exert themselves heartily and behave well. They seem really fond of school.

Te Pupuke (examined 12th March, 1896).—There is a good garden here; much hard work has been done by the teacher to improve the grounds. The teaching is done with earnestness and

clear conception of an end to be reached. The work shown by the preparatory class was not very good, but on the whole the examination gave satisfactory results. The trouble of the previous year had subsided.

Hokianga.—Local Visitor, Mr. T. L. Millar, Postmaster, Rawene.

Puketi, Whangape (examined 25th March, 1896).—The average attendance for the previous six weeks had been very low. On several occasions when the teachers, after much toil, had reached this half-time school they found no attendance. The examination gave scarcely any results.

Makora, Whangape (examined 25th March, 1896).—Here, also, the results were mainly of a negative character. This was largely owing to bad attendance and the want of promising scholars. Makora and its companion half-time school at Puketi were threatened by the Department with extinction. The Natives promised to do much better, and the schools were spared, for one year only; during this time they were to improve greatly.

Matihetihe (examined 26th March, 1896).—Work is done here only three days a week. The school still presents its attractive appearance, but the attainments of the children were not up to the usual mark. There were no strong passes. The very bad weather, too, had caused the attendance to be most irregular.

Waitapu (examined 27th July, 1896).—This school would not be worth maintaining if it were not for its connection with Matihetihe. The attendance is irregular and unpunctual. These faults depend to some extent on local physical difficulties, but the lax interest of the parents is an obstacle of at least equal importance. The results of the examination were fairly good, the material available being considered.

Whakarapa (examined 29th July, 1896).—There is good reason to believe that this school has before it a long career of quiet usefulness. The attitude of the people towards it is pleasing, and in the school itself hard and good work is being done. The children work honestly and behave well.

Waimamaku (examined 25th July, 1896).—During the early part of the year a serious domestic disturbance among the Maoris agitated the settlement, and caused a temporary collapse of the school. (On the nature of this disturbance it is unnecessary to dilate.) It seems that the worst is over now, and that better days are in store for Waimamaku. The results of the examination were on the whole good, in spite of considerable weakness in the geography and arithmetic of the upper part of the school.

Whirinaki (examined 30th July, 1896).—The Whirinaki Natives continue to show a striking amount of interest in their school, and the Committee constantly does excellent work in maintaining a regular attendance. The building here is of the old order, and not quite suitable for school purposes, and this fact interferes to some extent with the discipline. The results in the upper classes showed general weakness. In the lower classes the work was, on the whole, quite satisfactory. Through causes that it is unnecessary to specify here the school had to be broken up and closed for a considerable time, before the end of the year.

Omanaiā (examined 31st July, 1896).—The school-room is kept very clean. The garden is neat and attractive. The children in attendance work heartily and well. The "spiritist craze," referred to in last year's report, had caused great trouble and a falling-off in the attendance. Nevertheless, the examination work was decidedly good.

Motukaraka (examined 1st August, 1896).—The master deserves great credit for his work in getting the garden into good order. The examination results were decidedly unsatisfactory, and this weakness was general. There had been great irregularity in the attendance.

Rangiahua (examined 4th August, 1896).—The prospects of this school are at present rather unfavourable; the Natives appear to be removing from the district. Five families had left the settlement shortly before the examination. The results were, on the whole, satisfactory, but some of the passes were weak. It would be advisable to close the school were it not that the return of the Natives in considerable numbers is not unlikely to occur.

Mangamuka (examined 3rd August, 1896).—The school had been reopened hardly ten months before the examination took place, and there was every reason to be satisfied with the work that had been done. The results were good. Weakness was found in no subject but English: even in that it was not pronounced.

Waiima (examined 6th August, 1896).—The school has become very small, mainly through the "spiritist craze" referred to above. Moreover, the controlling and civilising influence formerly exercised by Hone Mohi Tawhai is greatly missed, and *tangis*, brass bands, dances, and their antecedents and consequents injuriously affect the school. The new master teaches conscientiously, and with pretty satisfactory results.

Otaua (examined 7th August, 1896).—Very irregular attendance had troubled the teacher. This irregularity had been largely due to want of food, resulting from the profuse hospitality of the Maoris. In spite of drawbacks, much good work had been done, but no strong passes were secured.

Bay of Islands.

Kaikohe (examined 8th August, 1896).—The school tone is very good. There is some irregularity in attendance, but for this the parents are to blame. Many of the pupils come from long distances with the utmost good-will. The school presents a very creditable appearance inside and outside, and is doing capital work. Sixty-two children were present at examination.

Mangakahia (examined 9th March, 1896).—There is little interest taken in the school by the Maoris generally, and this, of course, leads to rather defective tone among the scholars. It appears that the time for removing the school to Parahaki has not yet come; the people there are

not sufficiently in earnest, and the present Committee is opposed to removal. A fair number of children passed the standards, but none made strong passes.

Ohaeawai (examined 10th August, 1896).—In a quiet way this school is getting satisfactory results; the work done at examination was of a distinctly creditable kind. There are to be found here, however, faults and omissions that tend to impair the school's effectiveness.

Te Ahuahu (examined 11th August, 1896).—Except in one or two respects the results obtained here were good. The discipline is very fair in the main, although it is still found necessary to resort to corporal punishment. The flower garden is neat and the grounds are in fair order.

Karetu (examined 12th August, 1896).—The garden is not very well cared for, but indoors the school premises could hardly be better as regards tidiness and cleanliness. Discipline is very good. Here the girls are to the boys as 8 is to 3, a most unusual thing in Native schools. Results are generally satisfactory.

Taumarere (examined 13th August, 1896).—This is no longer a very small school. It continues to do work that is really creditable, and that more than justifies the existence of a Native school in a place in which the Department would not found a new school. The singing here deserves special mention.

Whangaruru (examined 5th March, 1896).—The Committee in a judicious way puts the necessary pressure on negligent parents, and up to the present time has been able to do so without appeal to the Court. The results in the two lower standards were in the main satisfactory. In Standard III. much weakness was shown.

Whangarei and Northern Wairoa District.

Poroti (examined 7th March, 1896).—There is a heartiness about the work and bearing of the children that is very pleasing. They are also bright and intelligent, and there is nothing slovenly in their appearance; in former times this could hardly have been said of the Poroti children. The examination showed good results of much hard work by teachers and scholars.

Taiharuru (examined 3rd March, 1896).—The drawbacks that attend work in a school-room 12 ft. by 19 ft. being taken into account, the work at this experimental school was quite satisfactory. It seems highly probable that a useful school for, say, twenty-five children could be maintained here for many years if a suitable building were provided.

Opanaki (examined 31st March, 1896).—The school appeared to have made a fairly good start under its new teacher. The examination results were decidedly satisfactory. Of course, a very considerable part of the credit for this is due to the former teacher, who had been removed to Hokianga at his own request some six months before the examination took place.

Waikato and West Coast of North Island.

Kawhia (examined 18th July, 1896).—There was no Native school at Kawhia from the time when the estrangement between the two races began, in connection with the great Waikato war, until June, 1895; then a new school was opened under favourable auspices. At the inspection the school presented a very pleasing appearance, and the results of the year's work were found to be quite satisfactory. Much more than sufficient justification for the experiment of reopening, and for now erecting permanent buildings, has been shown.

Kopua (examined 20th July, 1896).—There is good reason to believe that, in spite of considerable physical difficulties, this lately reopened school will now do well. A swing-bridge over the Waipa is needed. It is the practice for several pupils to cross in a canoe, with great risk at times. Results were decidedly good, reading being the only weak subject.

Waotu (examined 15th July, 1896).—The prospects here are encouraging. This school has not the tidy appearance nor have the children the alert attitude now common in Native schools. The pupils, however, are very happy in school, and respect and like their teacher. Good work is being done; if the discipline were better, still better work could be shown.

Mawhitiwhiti (examined 18th August, 1896).—The smallness of the attendance is disappointing, but there are signs of an inclination on the part of influential Natives, that have hitherto been holding aloof, to begin to get a share of the benefits derivable from a good school. The examination results were excellent; weakness could not be found in any subject.

Kaingaroa Plains and Urewera Country.

Galatea (examined 1st June, 1896).—There are many difficulties connected with this school. The climate is rather rigorous and the soil is generally poor. The Native feasting customs increase these difficulties by frequently causing artificial scarcity. The result for the school too often is irregular attendance of ill fed and ill clad children. There is a proposal to temporarily remove the school to a place about a mile and a half from the present schoolhouse. This experiment would be worth making, but not unless there could be adequate provision for feeding and clothing the children. There appeared to be good reason for believing that hard and honest school work had been done in the course of the year.

Te Houhi (examined 2nd June, 1896).—The educational soil here had been, so to speak, quite unbroken, and was encrusted with the unhealthy growths of centuries. This being considered, the work shown at the inspection was highly creditable. With but little technical knowledge of Native school methods, the teachers had brought their school into an interesting and satisfactory form.

Ruatoki (opened 4th June, 1896).—The school was visited on the opening day. The opportunity of giving the pupils their first lessons in the various subjects was made use of by the inspector. The Natives, and Kereru, the chief, were exceedingly enthusiastic about their new institution. As to the discipline on this the first school day the less said the better. Although there were some eighty assistant masters and mistresses working most zealously, it is to be feared that the order was far from good!

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

Paeroa (examined 13th July, 1896).—This is a mixed school. It continues to do very well. The magic-lantern work had been evidently appreciated at Paeroa; the children had retained a satisfactory amount of knowledge of the subjects that had been brought before them. The Committee supports the teacher loyally. The examination results were very good indeed.

Huria (examined 11th July, 1896).—The attendance is very irregular. The people are very poor, and their hospitality to numerous visitors of one kind and another tends to aggravate their poverty; the general result is that satisfactory work may not be expected here. The examination work was, on the whole, discouraging, but there was sufficient evidence that good work had been bestowed on the school.

Karikari (examined 10th July, 1896).—The attendance, although small, has been regular, in spite of the fact that the children have a long way to walk to school. The building is not satisfactory. It would be well if the Maungatapu buildings could be removed to a site which the Natives offer on the Te Puke Road. The results shown at the examination were poor.

Te Matai (examined 9th July, 1896).—The teaching here is very thorough and painstaking. The teachers took much trouble about the magic-lantern exhibitions, giving most of them by day. The children retain a really satisfactory amount of knowledge of the subjects brought under their notice. The examination results were, on the whole, good, and in some directions excellent.

Maketu (examined 8th July, 1896).—Good honest work is done by the children, and in a very hearty fashion. There are signs of interest on the part of the parents, but there is room for improvement in this direction. Failure of the crops has made it necessary for many of the Maoris to leave Maketu, and these have taken their children with them; hence there were many pupils absent from the examination. The results were not so high as usual.

Matata (examined 9th June, 1896).—The order here is very fair; there is some unnecessary movement, with a little whispering, but nothing to prevent the doing of excellent work. The results were such as could be obtained only by teachers having great insight into and aptitude for Native school work. The top part of the school was really excellent.

Te Teko (examined 8th June, 1896).—The civilising work done here by the master and his family has a very high value. When they came here they found a number of wild and particularly rough young people; now they have around them a band of docile and well-mannered children. There was reason to be well pleased with the amount of meritorious school work done in the course of the year.

Otamauru (examined 5th June, 1896).—The children work very well in the upper classes; well also in the lower, but rather noisily. The examination results were very pleasing; much excellent work must have been done to produce them. Weakness appeared in the geography of Standard II.; the English of that standard—a large one—deserved high praise; so did most of the arithmetic.

Poroporo (examined 6th June, 1896).—A large *hui* was going on in the settlement, and many Maoris visited the school and watched the proceedings with interest. The examination work shown on this occasion was, on the whole, very considerably better than any previously submitted to me by the same master, and that is saying a great deal.

Wai-o-weka (examined 9th April, 1896).—There had been a want of real interest in the school on the part of the parents. This had led to irregularity of attendance, and had greatly depressed the general tone of the school. Unless the apathetic attitude of the parents can be corrected, Wai-o-weka must soon lose its school. The examination results were fairly good, but there were no strong passes.

Omarumutu (examined 10th April, 1896).—The Committee of this school has always worked hard and kept up a very satisfactory attendance. At a *korero* held after the examination the members expressed the greatest affection for their teachers. Evidence that good work had been done was forthcoming, but some of the branches need very careful extra attention.

Torere (examined 11th April, 1896).—The children attend well, and settle down to their work in a business-like way. They work honestly, and behave properly. The people of the settlement show by the earnest support they give the school that they appreciate education highly. The results were fair, but there were no strong passes. The master's ill health during part of the year had hampered him considerably.

Omaio (examined 13th April, 1896).—The pupils work in a quiet and orderly fashion. Class changes are made without disturbance. The population of this place is increasing, and the interest in the school is maintained; it is, indeed, greater than ever. In spite of a falling off in some of the examination subjects, the results were decidedly good.

Te Kaha (examined 14th April, 1896).—The peculiar but decidedly satisfactory relation established between teachers and parents still exists here, and the tone of the school is very good. In school and out of it the children behave themselves well. There had been a rather severe outbreak of fever in the course of the year. This, no doubt, had tended to lower the results, which, however, were, on the whole, satisfactory.

Raukokore (examined 15th April, 1896).—There had been a large amount of sickness here, and, as usual, trouble and death had been busy in spite of the *tohunga's* practice of his profession—it would, perhaps, not be uncharitable to say in consequence of it. The examination results were, on the whole, excellent. During the year several of the elder girls have been instructed in cooking by the mistress.

East Coast.

Wharekahika (examined 20th April, 1896).—The school was reopened at the beginning of the year, after having been closed for several months. Of course, the results obtained were not entirely due to the new staff, but it was encouraging to find that the new teachers had been able to recover so quickly much of the ground lost through the closing of the school.

Te Araroa (examined 21st April, 1896).—Five lantern exhibitions had been given, with excellent results; the children had acquired a large amount of valuable information which could hardly have been gained in any other way. The examination results were, on the whole, very good. It would be difficult to overestimate the value of this school.

Rangitukia (examined 23rd April, 1896).—Here, too, the pupils have received much benefit from the lantern lectures. A very good tone exists. The teaching is generally thoughtful and interesting, and the matter of the lessons is well impressed on the minds of the scholars. On the whole, the results are large in amount, and decidedly good.

Tikitiki (examined 24th and 25th April, 1896).—An admirable school tone exists here also. The children are much attached to the school and the teachers, and they work very honestly. The school is very satisfactory in every way. The people, and especially the Chairman and the other members of the Committee, take an enthusiastic interest in it, and this interest is thoroughly justified by the creditable appearance of the school, and by the work that it does. A pleasing feature is the prompt and intelligent answering in good English.

Through the retirement of Captain Mitchell the Department has lost one of its oldest and best teachers. His work and influence, and the work and influence of his family, have been of the greatest value.

Wai-o-matatini (examined 27th April, 1896).—The teacher had had many difficulties to contend with, mainly such as are connected with an unsatisfactory school tone. The teaching, however, is painstaking and thoughtful, and the results turned out, in spite of the obstacles that had been encountered in securing them, are satisfactory on the whole. No doubt next year's work will reach the teacher's usual high standard.

Tuparoa (examined 28th April, 1896).—The children work well, and appear to be attached to the school. Attendance is not so regular as it ought to be. The school presents a very smart appearance; the children all seem to be awake, and show numerous traces of the effects of intelligent teaching. The results obtained at examination, however, were unequal—in some respects good, in others decidedly weak.

Hiruharama (examined 29th April, 1896).—The results were good, and show that a very large amount of earnest work has been done in the nine months that have passed since the opening of the school. What has been accomplished is so solid that it will probably make future examinations very successful indeed. The pupils appear very bright and attentive.

Tokomaru (examined 2nd May, 1896).—There was no general defect noticeable here. The school presents a very pleasing appearance, and is doing very good work indeed. It is satisfactory to find that the Chairman of the Committee gives the teachers loyal support. The children behave well, and their work is honest and hearty.

Papawai (examined 16th December, 1896).—A gratifying increase in the number of Maori children attending the school had taken place as the outcome and sign of increased interest on the part of the Maori parents. Of course, the introduction of a considerable number of young and uninstructed children had lowered the average attainment for the time, but there was good reason to be satisfied with the work shown.

The South Island and Stewart Island.

Waikawa (examined 3rd November, 1896).—Through unusual protraction of the whaling season, and consequent extension of the children's holidays, there was nearly a quarter's break in the thread of the school work. This destroyed all chance of a really good examination; but amid the too numerous signs of weakness many traces of honest, useful work were readily discoverable.

Wairau (examined 31st October, 1896).—Here, also, there had been long continued absence. Floods and epidemic disease had brought the attendance very low. Still, capital work had been done by the children that had attended well. The number of these was, unfortunately, small.

Mangamaunu (examined 28th October, 1896).—There is little reason to hope for an increase in the size of this school—for some time to come, at all events. Very little weakness was found in any part of the work, and the English was very good indeed. A proposal to bridge the Hapuku had fallen through, unfortunately; if this were done the prospects of the school would greatly improve.

Kaiapoi (examined 23rd October, 1896).—A pleasing number of strong subject-passes was secured. There had been many school troubles during the year. One of the worst of these eventuated in the withdrawal of several girl pupils, through fear of *makutu*, or witchcraft, I was told. One is surprised to find this superstition still lingering at Kaiapoi.

Rapaki (examined 6th October, 1896).—The school appears to be declining somewhat, so far as the number of pupils is concerned. The results of the school work are satisfactory on the whole; weakness appeared in some subjects, strength in others. The parents do what they can to promote the welfare of the school; relations between teachers and pupils are good.

Wairewa, Little River (examined 8th October, 1896).—The tone is now very good. The children are very well behaved, and every one seems to take an interest in the welfare of the school. With regard to the work, it may be said that the bottom of the school greatly needs improvement; that the middle is very fair; and the top is very satisfactorily strong. The general condition of the school is decidedly commendable.

Arowhenua, Temuka (examined 21st October, 1896).—The garden and grounds are in very pleasing order. Flower-beds are so arranged that they serve to illustrate the geographical definitions. At the examination very strong English work was shown; some weakness appeared in geography, arithmetic, and reading, but taken altogether the results were very good.

Karitane, Waikouaiti (examined 19th October, 1896).—Weakness appeared in geography generally, and in other subjects in part. Of the eleven passes three were strong. On the whole, the work was decidedly pleasing. Capital use had been made of the lantern here. The singing is improving, but more attention to light and shade is needed, especially to shade. Drawing should be better.

Colac (examined 12th October, 1896).—This school is very much overcrowded; seventy-seven children were present at inspection. The substantial examination results were secured in spite of the considerable difficulties that had been encountered in the course of the year; ill-health of the teachers was not the least of these difficulties.

The Neck, Stewart Island (examined 15th October, 1896).—This useful school continues to do its civilising work exceedingly well, while the school work, strictly so called, has advanced considerably beyond any previous "high-water mark." Of course, the whole of the credit for this is not due to the present master; but much of it is.

The following schools have this year obtained a "gross percentage" of 80 or over 80: Tikitiki, East Coast, under Captain Mitchell, made 91·4 per cent.; Omanaia, Hokianga, 87·4; Tokomaru, East Coast, 81·4; Pukepoto, Mangonui, 80·5; Waimamaku, Hokianga, 80·0. The schools at the following places also gained 70 per cent. or more: Poroporo, Tuparoa, Arowhenua, Kaikohe, Raukokore, Mangamaunu, Rangitukia, Te Kaha, The Neck, Omaio, Colac, Te Matai, Te Araroa, Waiomatatini, Karetu, Torere, Rapaki, Kaiapoi, Poroti, Mawhitiwhiti, and Kawhia. Thus twenty-six schools made more than 70 per cent., as against twenty-nine schools for 1895. Of the schools actually examined, seven made less than 50 per cent., as against six schools for 1895.

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 1896, 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. Information is also given 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, M.H.R., in accordance with the views and wishes of the late Sir Donald McLean, and in remembrance of him. These scholarships, it may be added, have exercised an important and highly beneficial, although for the most part indirect, influence on the Native schools of New Zealand; they have also been instrumental in bringing to the Maori front many able young men who, without the aid of the scholarships, would very possibly have been quite undistinguished.

Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.—The school was inspected on the 2nd March. Forty-eight boys were present. The records were in good order. The school-room, dormitories, lavatories, &c., were in a very satisfactory state. The garden and the grounds were neat and attractive. As usual, the discipline was well up to the mark. The drawing is well taught, and the results secured were satisfactory. Singing and drill were taken at the examination. The singing was hearty, and the drill was very well done. The examination was held on the 14th August. Thirty-five pupils out of forty-eight passed. The latter number included nine "preparatories." Of the seniors, three out of four passed the second year's examination; fifteen out of seventeen passed the first year's examination. In the ordinary standards one passed Standard IV., four passed Standard III., eight passed Standard II., and seven passed Standard I. Mr. Kirk's report concludes thus: "At to-day's examination excellent work has been done, and the bright and confident answering of the boys has impressed me very favourably. The results are uniformly good in all subjects."

The Native College, Te Aute, Hawke's Bay.—The inspection of this institution was held on the 8th May, and the examination on the 3rd and 4th December, 1896. Mr. Kirk, M.A., inspected the school. The following are, perhaps, the salient points of his report: "The grounds are neatly kept, and present an attractive appearance." "In person, dress, and habits the boys are clean." "Some really excellent freehand drawing is done." "In drill the teaching was patient and careful, and the result was good." "The teaching throughout is marked by thought, by careful preparation, and by thoroughness. Great care is taken to insure that backward scholars shall not escape doing their proper share of work." With regard to sanitary conditions, it is said, "The present arrangements appear to me to be really good—free from all serious objection." Mr. Kirk sums up thus: "The general appearance of the school is very pleasing indeed; the mental attitude of the boys is good, and much solid and useful work is being done. The good tone that pervades the school, and the earnestness that characterizes both work and play, are things that must impress themselves upon the individual characters of the boys."—At the examination fifty-eight boys were present. Four others were preparing for the matriculation examination about to take place at Napier. These worked one paper at the school examination; it was considered inadvisable to distract their attention from their preparation work by giving them more. Generally, the examination work of the rest of the school was very creditable, more especially as the standard of attainment for the lower forms (I. to IV.) had been greatly raised. Very great attention is now paid to the English work. Also, an effort has been made to "focus" the whole of the literary work of the school with reference to the final test to which Te Aute boys, as such, are subjected—viz., that in connection with the matriculation examination. This latter plan should tend to secure uniform and adequate results so far as scholarship is concerned. Even if it be granted that scholarship should not be the sole end and aim of Maori education, it may well be conceded that it must be useful to bring the school training of Maoris, in its final stage as a separate discipline, into line with that given to Europeans. Further on in this report a brief account of an important meeting of old Te Aute boys will be found. This will, it is hoped, give some idea of the amount of good that has been done in the past, and that is still being done by this valuable institution.

The Protestant Native Girls' School, Hukarere, Napier.—The school was inspected by Mr. H. B. Kirk, M.A., on the 6th May, and it was examined on the 1st December, 1896. Fifty-two girls were present at examination. The following extracts from the reports sent in will give a good idea of the work of the school and the results produced by it. In the inspection report Mr. Kirk says, "The teaching is marked by thought and care, and it is generally interesting. Too much reliance is, however, placed on answers given simultaneously or by the readiest children. Generally speaking, the teaching is good, but there is not sufficient work calculated to impress the results of the teaching on the minds of the children." "The school gives the impression that it is pervaded by

great earnestness, and that the teachers are thoroughly devoted to their work." In the report on the examination it is said, "A certain amount of weakness appeared in the geography, although the paper was rather easy; also, in the arithmetic of the first-year girls part of the work was defective. Taken altogether, the results of the examination were decidedly good. The passes were numerous and generally strong." "The drawing was very good; it was of a simple character, but it was almost perfectly systematic and uniform." "The callisthenic work—pole drill—was very well done." "The singing was most pleasing. I heard a part song, an action song, and tested the sight reading." "Needlework receives great attention here, with results that could hardly be surpassed." "This has been about the best examination that I have held at Hukarere."

St. Joseph's Roman Catholic Native Girls' School, Napier.—Two visits took place in the course of 1896; one of these was paid on the 7th May by Mr. Kirk, M.A., for inspection purposes; the examination was held on the 30th November, when twenty-nine Government and ten private pupils were examined. Extracts from the reports sent in may be taken as showing the present condition of the school and its pupils. "The school rooms, offices, and dormitories are faultlessly clean and tidy, and there is a neatly kept garden." "The children behave very well, and their work, so far as I have seen it, is honest and hearty. The teaching is very largely individual teaching. This, of course, involves some loss of energy, but it has compensating features. In oral work, too much reliance is placed on simultaneous answers, or answers given by the readiest pupils. The lessons are such as secure the interest of the children. It would be well to insist that all answers should be given in correct sentences." "The children appear to be bright and intelligent, and to be well cared for in all respects." At the examination the passes were numerous, and in the main strong. Some excellent work was shown. The English, however, was below the mark. The two points needing special attention are—(1) the construction of sentences, and (2) the punctuation. The weakness with regard to these two matters tended to make the English of the senior classes seem weaker than it really was. The report says, "The easier work of the junior classes is almost without a flaw." "The drawing of the juniors has been carefully attended to, with excellent results. I find the freehand drawing of the seniors quite satisfactory; many of the girls have given in work remarkable for its firmness and decision. There has been great improvement in the subject." "A complete system of dumb-bell exercises is taught here, and well taught." "The senior classes sang correctly, after one false start, eight bars of new music (staff notation) containing a modulation into the relative minor."

Waerenga-a-hika Native Boys' School (C.E.) (examined 4th May, 1896).—All the boys—thirty-four—whose names are on the roll were present at inspection and examination. Some technical defects were found in the school records, but none of great importance. The condition of the buildings and the grounds was good. The time-table had been prepared with care, but too ample provision for the teaching of geography was made in it. The order was very good indeed. Drawing is not taught here; it should be. The singing and drill were quite satisfactory. The principal defect in the methods was found in the waste of energy in correcting for individuals work that could be better dealt with in class. The examination results were, on the whole, decidedly good, but weakness appeared in the English work of the higher standards; also in the arithmetic. The writing and the geography were good. It would be well to induce the boys here to speak only English in the playground.

The Convent School, Matata (examined 10th June, 1896).—This school had suffered considerably through the death of a valued teacher. Twenty children were present. The records were, with two or three minor defects, in very fair form. The garden is large and useful; there are some flowers in it also. The time-table devotes too little time to arithmetic. Order and tone were pleasing. Drawing-books were very neat and clean. The singing was good, but rather slow. The wand drill was excellent. In spite of considerable difficulties the examination work shown was very fair. The principal weakness found was in English pronunciation and in the appreciation of the exact meaning of sentences.

Otaki Mission School (C.E.) (examined 15th December, 1896).—There were thirty-four children on the roll. Of these, twenty-nine were present. There is now one school-room in use; it is fairly suitable, and sufficiently furnished. The desks are not of the best pattern, but they answer the purpose. Useful maps have been provided. The order is pretty good; the influx of a considerable number of new pupils has prevented further improvement in this respect. A beginning has been made with tonic sol-fa work and with drawing, in both cases with some success. The drill is excellent. Needlework is carefully attended to. The sanitary defects pointed out at the previous inspection had been carefully remedied. The examination work was sound and good throughout; none of the presented children failed. The general result was very satisfactory.

The Te Makarini Scholarship Examination for Boys (held 21st and 22nd December, 1896).—The examination centres this year were Te Aute College (Hawke's Bay), Motueka (Nelson), Kaiapoi (North Canterbury), and Omaio (Bay of Plenty). Eight candidates in all were finally admitted to the examination, two being senior candidates and six junior candidates. There were three other candidates, who, for one reason or another, did not present themselves. The senior scholarship was gained by John Denney, of Te Aute College, who did well in the more important subjects, but showed weakness in geography and history. The junior scholarships went to H. S. Park, of Motueka, and S. Martin, of Kaiapoi. Both of these, and especially Park, did well. On the whole, the work was considerably better than that of the previous year, but there is, of course, still room for improvement.

STATISTICS.

A statement of the expenditure incurred in connection with Native schools may be found in Tables Nos. I. and II. of the Appendix, Table No. II. being a classified summary of Table No. I., which gives full details. Table No. III. states the ages of the children whose names were on the
2—E. 2.

Native-school registers at the end of the December quarter. Table No. IV. contains statistics of the attendance during the year 1896. In Table No. V. there is as full information as can be obtained respecting the race of children attending Native schools. Table No. VI. specifies the results obtained at the standard examinations held during the year. In Table No. VII the examination results are combined with those of an evaluation depending on estimates made at inspection. The kinds of results taken together form a basis for the computation of what is called "the gross percentage," and on this percentage the relative positions of the individual schools for the year 1896 are made to depend. Table No. VIII. gives the classification of pupils on the school rolls in December, 1896. Table No. IX. shows the average age of pupils when passing the standard examinations in 1896. Table No. X. gives the numbers of pupils attending Native boarding-schools, and of ex-Native-school boys serving their apprenticeship at the close of the year.

The total expenditure on Native schools for the year 1896 was £18,602 13s. Deducting £86 17s. 11d., paid from Native reserves funds; £1,760 18s. 6d., cost of boarding-schools, high-school fees, and apprenticing; £37 19s. 1d., travelling-expenses of children sent to boarding-schools; £3,039 4s. 8d., cost of buildings, fencing, furniture, &c. (including £1,000 from Civil List, Native purposes); University scholarships, £93 6s. 8d., we have a net expenditure of £13,584 6s. 2d. on Native village schools, as against £12,889 1s. 3d. for the previous year.

There has been little change in the age percentages for 1896 as compared with those for 1895. The most striking feature is that the children over ten are this year 47·49 per cent. of the whole; last year children over ten were only 45·57 per cent. of the whole.

The average attendance for 1896 was 2,220·25, as against 2,084 for 1895. The cost per head on the average attendance was £6 2s. 4d. for 1896, as against £6 3s. 8d. for 1895—a reduction of 1s. 4d. per head. The five schools that made the highest attendances were: Ruatoki, 98·11; Pipiriki (one quarter only), 96·30; Te Kaha, 94·00; Omaio, 93·83; and Mawhitiwhiti, 92·41.

Table No. V. shows a small increase in the percentage of children in whom Maori blood predominates. The percentage of Maoris and three-quarter Maoris was 76·41 in 1895; in 1896 it was 76·66. The percentage of half-cestes for 1895 was 8·97; for 1896 it was 9·26. The quarter-cestes and Europeans were 14·62 of the whole in 1895, as against 14·08 in 1896. There will probably be a great increase in the Maori percentage next year.

Table No. VI. shows a considerable increase in the number of passes—viz., 312. This increase is well distributed over the standards; the fourth, however, shows the least—viz., twenty-one. The total number of passes for 1895 was 942, as against 1,252 for 1896. In 1894 the passes were 842. The numbers on the roll at examination time amount to 2,812 for 1896, as compared with 2,569 for 1895.

The main results of the evaluation by inspection and examination conjointly have already been given—at the end of the detailed accounts of separate schools. The number of the schools that gained a gross percentage of over 70 was twenty-six for 1896, as against twenty-nine for 1895, and the same number for 1894.

Table No. VIII. shows a very satisfactory decrease in the percentage of pupils in the preparatory classes. Last year this number was 29·9; this year it is only 21·73. I learn that the corresponding number for the public schools is 24·9. But then the average age of passing Standard I. at public schools is eight years and eleven months, while with us it is, as shown by Table IX., nine years and ten months. Thus it is pretty plain that our percentage of preparatories *ought* to have been considerably reduced, always supposing that our First Standard is for our pupils as difficult as the public-school First Standard is for public-school pupils of similar age: it is intended to be.

At the end of 1896 there were seventy-three Government pupils at boarding-schools, as against seventy-seven at the end of 1895. There were twelve Government apprentices at the end of 1896, as against fourteen in 1895. Of these fourteen apprentices, three were learning to be blacksmiths, two to be carpenters, one to be a printer, three to be saddlers, and five to be farmers.

MISCELLANEOUS.

Conference of "Old Boys" at Te Aute College, held during the First Week of February, 1897.

Properly speaking, the account of this conference belongs to the report for the year 1897 rather than to that for 1896. But there is undoubtedly advantage in saying what has to be said on a subject before the interest in it has faded away through lapse of time. The following remarks will show how capable the young Maoris educated at Te Aute have become of realising the stern nature of the problems that must be solved by their people if they wish to avoid being rapidly swept away into oblivion more or less complete; leaving perhaps a few traces behind them in the shape of old fortifications and a few ill pronounced Maori names, or, it may be, a lingering tradition here and there of the great deeds of a lost race, remarkable for powerful physique, heroic bravery, and general mental capacity of a high order. Perhaps a few extracts and compilations from my report of the conference (written on the spot and while the impressions made were still vivid) will answer the purpose well. This will give no complete account of the work done, but at the same time the striking features of the meeting will probably be better brought out by a few sketchy general indications than by an attempt to cover the whole ground:—

"The proceedings were of a highly interesting and instructive character, and the various subjects dealt with were keenly and, for the most part, ably discussed. Besides the masters of the College and the inspector, about twenty representative 'old boys,' and two or three of the seniors now attending the school, there were present the Right Rev. the Bishop of Waiapu, the Ven. Arch-deacon S. Williams, and other clergymen of the diocese."

"Nearly every aspect of Maori life and activity was brought under review, and there was vigorous but appreciative criticism of pakeha efforts to improve the condition of the Maori. It

seems to me that much good must result from this conference, although it might, of course, easily be subjected to what may be called the 'pooh-pooh' method of criticism. At this conference many problems have got themselves stated, and also many spectres have been raised which it will not be so very easy to lay."

"Zeal and real ability are now being brought to bear on Maori questions by young men who, besides understanding the internal, the purely Maori, conditions, have as firm a grip of the external as young men could be expected to have, and it will be something to wonder at if in the course of the next few years every abuse, great and small, connected with Maori affairs as managed by the Maoris themselves, and with Maori affairs as dealt with by the pakeha, is not subjected to vigorous criticism and treatment at the hands of some of the young Maoris who have spoken at or prepared papers for this conference."

"Some of the practical educational questions discussed were as follows: 'What facilities can be afforded to Maori boys for becoming apprenticed to trades?' 'Is it likely that the Government would give liberal aid to Maori university students?' 'How is it that Maoris are not appointed masters of Native schools?' 'If thoroughly suitable Maoris could be found, would they be appointed?'"

"A very remarkable and hopeful feature in the papers read and the discussions that followed them was the obvious desire of speakers and writers to avoid all one-sidedness—to be thoroughly just."

"It may be said, in conclusion, that if the papers and reports of this conference were printed they would form a very valuable *repertoire* of information concerning Maori life, Maori customs, and Maori difficulties, and of the views concerning these matters held by those who are beginning to call themselves 'The Young Maori Party.'"

D Certificates gained by Native-school Teachers.

At the January examination for teachers' certificates three of our Native-school teachers succeeded in completing their work for Class D. It is to be hoped that Mr. A. G. Hamilton, of Kaikohe, Mr. P. Herlihy, of Poroporo, and Mr. A. H. W. Thomson, of Rakaumanga Native School, the three successful candidates, will by-and-by prove to have been but pioneers on a path that plainly leads to improved status and increased efficiency of the members of the Native-school service.

The Question of Special Treatment for Native Schools in New Districts.

An outline of the arguments used, on either side, in a discussion which took place after an examination of one of the more recently established Native schools may be of value as giving an idea of the reasons that sometimes exist for special treatment of special cases; and, on the other hand, of the reasons for acting in close accordance with the established type of action. The question under consideration was the desirability of making a certain recently established Native village school into a *quasi*-boarding-school. It was the Chairman of the Committee who brought the question up, and the arguments advanced by him may be summarised as follows:—

(a.) The Maoris of the — district are very backward in all such knowledge of the pakeha and his ways as is likely to be serviceable to them as Maoris.

(b.) They are also extremely conservative, and cling with the utmost tenacity to hurtful Maori customs.

(c.) On the other hand, they show considerable aptitude for taking up undesirable pakeha habits, and these tend to make them idle and improvident; it is of late years especially that these habits have been acquired.

(d.) Yet many of the Maoris are wise enough and affectionate enough to desire for their children effective protection from the evils which they themselves suffer from.

(e.) The preceding facts, taken together, show that there is urgent need for agencies capable of improving the Maoris, and that the time is opportune for the employment of such agencies.

(f.) If, now, the — children could, for some considerable time, be removed beyond the reach of evil influences, their parents being in the mind for the adoption of such a measure, it would probably be found at the end of that time that the young people had been furnished with a mental and moral equipment that would enable them to cope successfully with the difficulties before which the older Maoris have succumbed, and thus — would have been placed fairly on a level with the other parts of New Zealand.

There is, of course, considerable difference of form between what is here written and what the Chairman actually said, but the lines of thought are, it is believed, identical. The reply made was to the effect that separation of children from parents ought to be deprecated, not promoted; that here, as elsewhere, union is strength, and that the proper object of desire is to elevate parents and children together; that where a good strong school has been established in a Maori settlement that school is found to be a civilising centre and also a centre of coalescence for the Maoris—preventing disruption, and healing breaches already existing; that therefore the village school—the good village school—had come to be looked upon by many competent judges as an institution of very high value, and as in some respects more productive of widespread good than even the boarding-schools, although these latter have their own use as finishing institutions for specially clever children.

As this is a subject that frequently turns up, this rather full statement of both sides of the question may not improbably have some permanent utility.

CONCLUSION.

The past year has had its own peculiar difficulties. In many places there has been partial or total failure of the crops, with some resulting disorganization of school matters in the districts so affected. There has been, too, a considerable amount of illness, generally of a slight nature, but

sufficiently troublesome to break the continuity of school work. Of course, we have had to contend with the usual little fanatical outbursts by which the uninstructed among the more conservative Maoris show forth their peculiarities when a new prophet or medicine-man is obtainable. It seems, however, that attacks of this malady are becoming milder as time goes on. There has been in one or two cases, which it is quite unnecessary to particularise here, serious trouble, that has temporarily paralysed the school in which it has occurred. On the other hand, the period has been one of development. In districts in which the desire for education had never been previously manifested in a tangible form—as, for instance, the Urewera country—effective demands for schools have been satisfied; while in places more or less familiar with education living interest has suddenly, and without very manifest cause, shown itself among people who had long been contented with progress of the very easiest “jog-trot” description. On the whole, and in spite of all drawbacks, there is good reason to be pleased with the work done during the year 1896.

The Inspector-General of Schools.

I have, &c.,
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 1896; and the Names, Status, and Emoluments of the Teachers as in December, 1896.

** 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 1896.					Teachers of Village Schools at the End of the Year.	Classification 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.				£ s. d.		
Mangonui	Hapua ..	163 13 8	26 11 4	82 6 6	272 11 6	Irvine, Mrs.	V.	H F	139 18 5	School opened in March quarter.	
	Te Kao ..	178 16 9	15 9 0	1 15 0	196 0 9	Irvine, Miss Burgoyne, H. W. Burgoyne, Miss Burgoyne, Miss G. Newell, Miss	V.	A F A F A F A F S	50 0 0 26 2 2 26 8 9 12 10 0 12 10 0		
	Ahpara ..	193 18 8	32 0 0	..	225 18 8	Morton, B. D.	IV.	H M	160 6 5		
	Pukepoto ..	166 9 0	24 19 9	5 10 0	196 18 9	Morton, Mrs. Dunn, R. H.	.. ..	A F A F	35 11 0 120 16 3	With house allowance, £26 per annum. With allowance for horse, £10 per annum.
	Kenana ..	100 0 0	0 16 6	..	100 16 6	Dunn, Miss	..	A F	18 13 9		
	Parapara ..	153 15 10	0 18 0	..	154 13 10	Harris, A. R. Matthews, E. W. D.	.. ..	M H M	100 0 0 127 11 4	
	Te Pupuke ..	140 19 6	1 15 6	28 15 10	171 10 10	Matthews, Miss Moore, J. ..	.. ..	A F H M	26 3 3 124 0 2	
	Puketi and Makora (part-time schools)	143 2 0	7 19 0	1 19 0	153 0 0	Moore, Mrs. Nicholson, J. Hardiman, Miss	.. .. ..	S H M A F	12 10 0 109 2 0 22 12 6	With allowance for conveyance of goods, £10 per annum. Schools closed at end of year.
	Rangiahua	159 14 1	1 10 0	..	161 4 1	Anderson, A.	..	M	131 12 10		
	Whakarapa ..	149 7 11	11 5 0	12 10 0	173 2 11	Flood, R. P. Flood, Mrs.	.. ..	H M S	122 18 2 17 16 3	
Waitapu, and side-school at Matihētihe	171 14 3	10 6 0	4 0 0	186 0 3	Hawkins, T. B. Hawkins, Mrs.	.. ..	H M A F	140 14 1 17 13 0	With allowance for horse, £10 per annum.	
Whirinaki ..	230 10 8	14 18 0	..	245 8 8	Masters, C. M. Masters, Miss Masters, Miss M.	.. .. ..	H M A F A F	179 15 9 35 0 0 7 10 0		
Waimea ..	101 3 10	5 2 0	..	106 5 10	Geissler, H. W.	..	H M	103 5 6			
Omanaia ..	112 18 2	24 13 0	..	137 11 2	Geissler, Mrs. Cockroft, Mrs.	.. ..	S H F	8 1 6 104 0 0		
Motukaraka ..	130 9 8	15 12 7	..	146 2 3	Cockroft, Miss Danaher, T. J.	.. ..	A F H M	8 0 6 111 4 3		
Mangamuka ..	184 18 9	10 19 8	8 15 0	204 13 5	Danaher, Mrs. Minchin, T. M.	.. ..	S H M	14 2 3 146 0 7	With allowance for conveyance of goods, £5 per annum.	
Waimamaku ..	197 16 3	38 8 6	..	236 4 9	Minchin, Mrs. Winkelmann, C. P.	.. ..	H M H M	33 5 6 162 17 6		
Otaue ..	126 14 3	..	..	126 14 3	Winkelmann, Mrs. Tobin, W. H. J.	.. ..	A F M	33 14 3 109 16 0		
Mangakahia ..	100 0 0	12 0 0	..	112 0 0	Mulhern, J.	..	M	100 0 0	With allowance for conveyance of goods, £10 per annum.		

Table No. 1—continued.
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1896—continued.

County.	Schools.	Expenditure during 1896.				Teachers of Village Schools at the End of the Year.	Classification 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.					
Whakstone	Ruatoki ..	£ s. d. 117 16 7	£ s. d. 16 16 0	£ s. d. 714 12 1	£ s. d. 849 4 8	Hill, C. P. Hill, Mrs.	III.	H M A F	188 16 0 50 0 0	School opened in June quarter.
	Waioweka ..	112 8 0	35 15 6	..	148 3 6	Hailey, D. T. Hailey, Mrs.	V.	A F A F	92 11 7 11 1 3	
	Omarumutu ..	212 8 4	14 2 11	2 8 0	228 19 3	Tennent, A. P. Tennent, Mrs. Tennent, Miss	III. ⁵	H M A F A F	159 9 8 38 13 3 8 0 0	
	Torere ..	138 16 8	49 3 0	..	187 19 8	Bow, A. ..	I. ⁵	H M	119 13 4	
	Omaio ..	246 16 0	12 8 8	6 17 0	266 1 8	Bow, Miss Broderick, H. W. Broderick, Mrs.	III.	A F H M A F	23 13 0 196 1 0 50 0 0	
	Te Kaha ..	192 16 6	2 15 0	..	195 11 6	Lever, E. Lever, Miss L. Lever, Miss M.	III.	H M A F A F	160 10 10 12 10 0 9 4 6	
	Rankokore ..	137 2 9	2 17 10	1 16 2	141 16 9	Lever, Mrs. Brown, C. H. Brown, Mrs.	V.	S H M A F	12 10 0 115 18 0 17 9 0	
	Wharekahika ..	93 9 9	21 6 5	..	114 16 2	Downey, M. Downey, Mrs.	V.	H M A F	106 3 0 14 11 0	School reopened in March quarter.
	Te Araroa ..	199 18 10	1 8 0	..	201 6 10	Beattie, T. ..	I. ⁴	H M	155 17 11	
	Rangitukia ..	319 16 2	7 4 0	36 11 3	363 11 5	Beattie, Mrs. Hamilton, H. A. Porter, Miss	II. ⁴	H M A F A F	231 13 4 47 8 0	
	Tikiti ..	285 2 6	6 12 2	..	291 14 8	Hamilton, Mrs. Mitchell, J. .. Mitchell, Miss	II. ⁵	S H M A F	18 15 0 230 1 8 50 0 0	
	Waiomatatini ..	173 19 0	0 15 6	16 0 0	190 14 6	Kirkman, H. R.	V.	H M	136 13 8	
	Tuparoa ..	198 7 9	19 15 3	4 7 6	222 10 6	Robertson, Miss Leech, W. A. Leech, Miss	II. ⁶	A F H M A F	33 9 0 145 16 9 11 6 0	
	Hiruharama ..	200 18 9	2 10 10	4 4 6	207 14 1	Leech, Mrs. Lee, J. B. ..	V.	S H M	12 10 0 151 8 5	
Tokomaru ..	278 13 4	6 6 0	7 10 0	292 9 4	Lee, Mrs. .. McGavin, Mr. and Mrs. (Mrs.)	II. ⁵	A F ..	37 12 0 259 15 8	The teachers work conjointly.	
Wairoa Hawera	Kokako ..	106 16 1	3 12 6	417 13 9	417 13 9	McGavin, Miss	(Mrs.)	A F	9 0 0	School not yet opened.
	Mawhitiwhiti ..	..	..	15 3 0	125 11 7	Phillips, G. W. S. Phillips, Mrs.	I. ⁶	H M A F	108 0 4 11 17 6	

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1896.

	£	s.	d.
Village-school salaries	11,388	19	4
Teachers' allowances for special objects	233	5	0
Teachers' removal allowances	122	2	8
Books and school requisites	548	0	3
Repairs and small works	394	18	7
Inspector	450	0	0
Inspectors' travelling-expenses.. .. .	310	18	1
Visits of Public School Inspectors—Subsidy to Auckland Education Board	150	0	0
Sundries	73	0	2
Boarding-schools, high school fee, and apprenticeship	1,760	18	6
Travelling-expenses of scholars sent to boarding-schools	37	19	1
University scholarships	93	6	8
Buildings, fencing, furniture, &c.	3,039	4	8
Total	£18,602	13	0

NOTE.—Of the above total, £86 17s. 11d. was paid from Native reserves funds, and £1,000 from Civil List, Native purposes.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1896.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	23	16	39	1·36
Five and under ten years	786	678	1,464	51·15
Ten and under fifteen years	643	569	1,212	42·35
Fifteen years and upwards	89	58	147	5·14
Totals	1,541	1,321	2,862	100·00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1896.
 [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.			Whole Year.		
						Boys.	Girls.	Total.			
Ruatoki ¹	..	80	1	79	70-33	43	33	76	69-00	98-11	
Pipiriki ²	..	34	..	34	27-00	11	15	26	26-00	96-30	
Te Kaha	..	33	8	3	38	37-50	19	17	36	35-25	94-00
Omaio	..	54	11	9	56	56-75	28	25	53	53-25	93-83
Mawhitiwhiti	..	22	8	6	24	19-75	15	5	20	18-25	92-41
Waikouaiti	..	28	14	13	29	31-25	18	11	29	28-75	92-00
Hapua ³	70	8	62	59-75	30	24	54	54-75	91-63
Rapaki	..	26	10	8	28	29-75	20	8	28	27-25	91-60
Te Houhi	..	44	17	9	52	43-00	26	17	43	39-25	91-28
Wharekahika ⁴	27	4	23	22-75	12	9	21	20-75	91-21
Tikitiki	..	59	16	2	73	71-00	29	32	61	63-75	89-79
Kopua	..	35	16	8	43	40-50	15	16	31	36-25	89-51
Poroporo	..	41	8	6	43	44-75	25	14	39	39-50	88-27
Torere	..	29	7	3	33	31-50	18	11	29	27-75	88-10
Hiruharama	..	41	17	11	47	51-75	19	19	38	45-25	87-44
Te Kao ⁵	..	56	64	64	56	58-33	26	25	51	50-66	86-85
Arowhenua	..	31	12	10	33	33-75	10	20	30	29-25	86-67
Pukepoto	..	27	4	2	29	29-75	13	12	25	25-75	86-55
Mangamuka	..	29	22	8	43	41-75	23	14	37	36-00	86-23
Te Araroa	..	48	7	13	42	45-75	16	16	32	39-25	85-79
Raukokore	..	26	8	8	26	29-75	12	12	24	25-50	85-71
Omarumutu	..	52	15	11	56	57-75	17	23	45	49-25	85-28
Waima	..	13	13	3	23	21-50	7	8	15	18-25	84-88
Whangaruru	..	29	6	4	31	33-00	14	9	23	28-00	84-84
Parapara	..	34	5	2	37	35-75	17	13	30	30-25	84-62
Te Ahuahu	..	34	7	10	31	32-00	12	15	27	26-75	83-59
Little River	..	62	29	12	79	71-00	31	32	63	59-25	83-45
Waioweka	..	14	14	6	22	22-00	13	6	19	18-25	82-95
Tokomaru	..	59	15	7	67	70-25	33	24	57	58-25	82-92
Te Pupuke	..	30	8	7	31	33-50	17	8	25	27-75	82-84
Kenana	..	16	2	3	15	15-75	6	6	12	13-00	82-54
Taumarere	..	14	11	7	18	19-50	7	7	14	16-00	82-05
Te Teko	..	44	12	14	42	45-50	18	18	36	37-00	81-32
Karetu	..	16	11	4	23	22-25	5	14	19	18-00	80-90
Matihetihe	..	20	4	4	20	19-00	9	6	15	15-25	80-26
Te Whaiti ²	24	3	21	20-00	9	7	16	16-00	80-00
Colac	..	66	27	17	76	77-00	28	35	63	61-50	79-87
Waiomatatini	..	45	13	12	46	50-25	25	12	37	39-75	79-10
Whirinaki	..	63	12	18	57	64-50	18	19	37	51-00	79-07
Ranana ⁶	65	15	50	52-50	21	20	41	41-50	79-05
Otaururu	..	43	4	7	40	45-00	16	15	31	35-00	77-78
Taiharuru	..	27	16	4	39	39-75	18	9	27	30-75	77-36
Kaiapoi	..	29	13	17	25	32-75	13	10	23	25-25	77-10
Rangitukia	..	81	10	14	77	83-00	34	26	60	63-00	75-90
The Neck	..	25	14	13	26	29-00	12	9	21	22-00	75-86
Poroti	..	35	6	8	33	37-00	12	13	25	28-00	75-68
Omanaia	..	8	18	5	21	20-25	9	7	16	15-25	75-31
Te Matai	..	59	17	12	64	65-75	26	20	46	49-25	74-90
Waimamaku	..	45	9	21	33	43-00	22	13	35	32-00	74-42
Kawhia	..	37	37	13	61	56-25	30	11	41	41-75	74-22
Rakaumanga ⁶	57	23	34	40-00	9	18	27	29-50	73-75
Papawai	..	23	21	12	32	31-75	18	10	28	22-25	70-08
Opanaki	..	44	32	13	63	52-25	23	21	44	36-50	69-86
Ohaeawai	..	22	8	4	26	27-25	11	9	20	19-00	69-72
Mangamaunu	..	12	10	7	15	14-50	6	4	10	10-00	68-97
Pukawa	..	29	61	35	55	57-75	21	20	41	39-50	68-40
Makora ⁷	..	16	14	3	27	24-00	7	10	17	16-25	67-71
Motukaraka	..	33	2	7	28	32-50	10	8	18	21-75	66-92
Ahipara	..	45	13	6	52	53-25	16	22	38	35-25	66-20
Whakarapa	..	34	9	10	33	37-50	17	5	22	24-75	66-00
Te Waotu	..	34	16	9	41	42-75	15	12	27	27-75	64-91
Mangakahia	..	19	2	7	14	16-25	4	4	8	10-25	63-08
Rangiahua	..	20	1	9	12	18-75	6	4	10	11-75	62-67
Karikari	..	29	8	15	22	33-25	9	7	16	20-75	62-41
Waitapu	..	14	3	7	10	14-50	4	4	8	9-00	62-07
Otaua	..	26	7	11	22	24-75	5	7	12	15-25	61-62
Matata	..	32	21	26	27	31-25	8	7	15	19-00	60-80
Wairau	..	11	14	11	14	11-25	3	5	8	6-75	60-00
Galatea	..	20	21	10	31	26-50	9	9	18	15-75	59-43
Puketi ⁷	..	15	5	5	15	17-75	4	7	11	10-50	59-15
Waikawa	..	26	8	9	25	25-25	5	10	15	14-75	58-42
Kaikohe	..	70	9	18	61	71-50	27	7	34	41-00	57-34
Huria	..	31	23	25	29	39-75	9	9	18	22-50	56-60
Tuparoa	..	57	16	25	48	59-00	12	12	24	33-25	56-36
Paeroa	..	37	27	30	34	41-25	12	8	20	21-00	50-91
Maketu	..	40	34	39	35	52-25	10	8	18	24-50	46-89
Totals for 1896	..	2,368	1,339	845	2,862	2,874-25	1,207	1,022	2,229	2,220-25	77-25
Totals for 1895	..	2,141	1,220	686	2,675	2,655-50	1,181	957	2,138	2,084-00	78-48

¹ Opened June quarter. ² Opened December quarter. ³ Opened March quarter. ⁴ Reopened March quarter.
⁵ Not open during September quarter. ⁶ Opened September quarter. ⁷ Closed at end of year.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1896.

* * 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.
Hapua	33	22	55	1	1	2	2	3	5	36	26	62
Te Kao	29	25	54	..	..	..	..	2	2	29	27	56
Ahipara	17	26	43	2	2	4	3	2	5	22	30	52
Pukepoto	14	15	29	..	..	..	..	..	..	14	15	29
Kenana	8	7	15	..	..	..	..	..	..	8	7	15
Parapara	20	14	34	..	1	1	1	1	2	21	16	37
Te Pupuke	16	6	22	2	..	2	3	4	7	21	10	31
Puketi	7	8	15	..	..	..	..	..	..	7	8	15
Makora	11	11	22	..	..	..	1	4	5	12	15	27
Rangiahua	1	1	2	..	..	..	6	4	10	7	5	12
Whakarapa	21	11	32	..	..	..	1	..	1	22	11	33
Waitapu .. .. .	..	1	1	5	4	9	..	..	..	5	5	10
Matihetihe	9	7	16	2	2	4	..	..	..	11	9	20
Whirinaki	27	30	57	..	..	..	..	..	..	27	30	57
Waima	10	9	19	..	1	1	1	2	3	11	12	23
Omanaia	8	6	14	..	..	..	3	4	7	11	10	21
Motukaraka	12	3	15	2	4	6	3	4	7	17	11	28
Mangamuka	27	16	43	..	..	..	..	..	..	27	16	43
Waimamaku	15	11	26	2	2	4	3	..	3	20	18	38
Otaua	8	8	16	..	..	..	2	4	6	10	12	22
Ohaeawai	9	7	16	1	1	2	4	4	8	14	12	26
Kaikohe	42	12	54	3	1	4	2	1	3	47	14	61
Karetu	3	10	13	..	2	2	3	5	8	6	17	23
Whangaruru	11	9	20	..	..	..	8	3	11	19	12	31
Taumarere	9	9	18	..	..	..	..	..	..	9	9	18
Te Ahuahu	8	10	18	..	..	..	5	8	13	18	18	36
Mangakahia	7	6	13	..	..	..	..	1	1	7	7	14
Poroti	12	8	20	..	1	1	4	8	12	16	17	33
Taiharuru	19	9	28	5	2	7	2	2	4	26	13	39
Opanaki	18	11	29	..	1	1	13	20	33	31	32	63
Kawhia	33	13	46	10	4	14	..	1	1	43	18	61
Rakaumanga	9	22	31	2	1	3	..	..	..	11	23	34
Kopua	16	18	34	3	2	5	1	3	4	20	23	43
Waotu	17	15	32	1	1	2	3	4	7	21	20	41
Pukawa	29	24	53	..	2	2	..	..	..	29	26	55
Ranana	24	22	46	1	3	4	..	..	..	25	25	50
Karikari	12	8	20	1	1	2	..	..	..	13	9	22
Huria	12	11	23	1	1	2	2	2	4	15	14	29
Paeroa	16	10	26	2	1	3	2	3	5	20	14	34
Te Matai	36	25	61	1	..	1	2	2	2	39	25	64
Maketu	15	13	28	1	2	3	3	1	4	19	16	35
Matata	11	6	17	4	1	5	1	4	5	16	11	27
Te Teko	17	20	37	3	1	4	..	1	1	20	22	42
Galatea	11	7	18	2	2	4	2	7	9	15	16	31
Te Whaiti	10	11	21	..	..	..	..	..	..	10	11	21
Te Houhi	32	17	49	1	..	1	..	2	2	33	19	52
Otamauru	20	20	40	..	..	..	..	..	..	20	20	40
Poroporo	22	14	36	4	..	4	2	1	3	28	15	43
Ruatoki	42	33	75	3	1	4	..	..	..	45	34	79
Waioweka	14	7	21	1	..	1	..	..	..	15	7	22
Omarumutu	18	25	43	4	6	10	1	2	3	23	33	56
Torere	14	10	24	2	1	3	3	3	6	19	14	33
Omaio	29	21	50	1	3	4	..	2	2	30	26	56
Te Kaha	19	15	34	..	3	3	1	..	1	20	18	38
Raukokore	8	10	18	5	3	8	..	..	..	13	13	26
Wharekahika	11	6	17	..	2	2	2	2	4	13	10	23
Te Araroa	20	17	37	1	2	3	..	2	2	21	21	42
Rangitukia	36	25	61	3	3	6	5	5	10	44	33	77
Tikitiki	29	34	63	3	3	6	1	3	4	33	40	73
Waiomatatini	17	8	25	14	7	21	..	..	..	31	15	46
Tuparoa	15	16	31	9	7	16	..	1	1	24	24	48
Hiruharama	21	23	44	1	..	1	1	1	2	23	24	47
Tokomaru	36	24	60	..	5	5	1	1	2	37	30	67
Mawhitiwhiti	18	5	23	1	..	1	..	..	..	19	5	24
Pipiriki	10	19	29	4	1	5	..	..	..	14	20	34
Papawai	10	8	18	..	..	..	11	3	14	21	11	32
Waikawa	2	3	5	8	12	20	..	..	..	10	15	25
Wairau	6	8	14	..	..	..	..	..	..	6	8	14
Mangamaunu	6	4	10	..	..	..	2	3	5	8	7	15
Kaipoi	9	3	12	4	5	9	..	4	4	13	12	25
Rapaki	16	7	23	3	..	3	1	1	2	20	8	28
Little River	15	14	29	..	3	3	25	22	47	40	39	79
Arowhenua	8	18	26	1	2	3	2	2	4	11	22	33
Waikouaiti	6	3	9	..	..	..	12	8	20	18	11	29
Colac	5	5	10	1	2	3	27	36	63	33	43	76
The Neck	2	4	6	9	7	16	3	1	4	14	12	26
Totals for 1896	1,215	979	2,194	140	125	265	186	217	403	1,541	1,321	2,862
Totals for 1895	1,162	882	2,044	128	112	240	193	198	391	1,483	1,192	2,675

SUMMARY of Table No. 5.

Race.	Boys.	Girls.	Total.	Percentage.
Maori and between Maori and half-caste	1,215	979	2,194	76.66
Half-caste	140	125	265	9.26
European, and between half-caste and European	186	217	403	14.08
Totals	1,541	1,321	2,862	100.00

Table No. 6.
RESULTS OF EXAMINATION, 1896.

Schools.	Number on the Roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard.
		VI.	V.	IV.	III.	II.	I.	
Hapua*	58	..	..	..	..	..	..	..
Te Kao	58	..	..	2	3	7	18	157.5
Ahipara	56	..	1	..	..	6	14	111.5
Pukepoto	29	..	..	..	..	9	12	124.5
Kenana	16	..	..	2	2	2	1	31.0
Parapara	37	..	..	..	1	9	6	90.0
Te Pupuke	34	..	..	..	2	9	8	91.5
Puketi	23	..	..	..	..	..	3	12.5
Makora	23	..	..	..	..	..	2	15.0
Rangiahua	16	1	3	2	..	3	3	58.5
Whakarapa	36	..	..	1	2	9	7	107.5
Waitapu	13	..	..	1	..	2	2	20.0
Matihetihe	19	..	..	..	..	2	2	18.5
Whirinaki	64	..	..	3	8	7	9	126.5
Waima	22	..	..	..	3	2	4	44.5
Omanaia	21	..	..	..	4	6	7	93.5
Motukaraka	32	..	..	2	..	2	6	39.5
Mangamuka	40	..	..	..	..	4	9	70.0
Waimamaku	35	1	..	1	4	11	7	132.5
Otaua	22	1	..	2	1	2	3	52.5
Ohaeawai	28	..	..	1	3	4	4	57.0
Kaikohe	69	1	..	8	5	6	14	173.0
Karetu	21	..	..	2	8	1	5	82.5
Whangaruru	34	..	..	1	1	4	6	61.5
Taumarere	21	..	2	3	1	4	1	56.5
Te Ahuahu	30	..	..	..	3	5	7	84.5
Mangakahia	21	..	..	1	5	2	2	47.0
Poroti	39	..	..	4	2	11	11	145.0
Taiharuru	36	..	..	..	..	1	9	47.0
Opanaki	49	..	..	1	5	8	10	123.0
Kawhia	59	..	3	..	1	4	14	122.5
Rakaumanga†	..	..	..	..	..	..	..	..
Kopua	44	..	..	2	..	5	16	117.5
Te Waotu	41	..	..	..	2	5	9	71.5
Pukawa	63	..	..	..	..	..	10	43.5
Ranana†	..	..	..	..	..	..	..	..
Karikari	36	..	..	..	1	3	2	26.5
Huria	32	..	..	..	..	5	2	32.0
Paeroa	36	..	..	1	5	6	3	91.0
Te Matai	64	..	..	3	11	11	12	196.0
Maketu	46	1	..	3	3	1	8	88.5
Matata	34	..	..	3	1	3	4	65.0
Te Teko	43	..	1	4	2	4	5	88.5
Galatea	29	..	..	1	2	2	1	31.5
Te Whaiti‡	..	..	..	..	..	..	..	..
Te Houhi	44	..	..	..	..	4	9	51.5
Otamau	46	..	..	..	2	12	7	118.0
Poroporo	43	..	..	5	4	8	10	157.0
Ruatoki§	47	..	..	..	..	..	..	..
Waioweka	17	..	..	1	2	1	1	17.5
Omarumutu	61	..	..	3	3	8	12	124.5
Torere	29	..	..	3	4	6	3	79.5
Omaio	58	..	..	10	4	6	6	147.0
Te Kaha	38	..	..	6	3	5	5	96.0
Raukokore	30	..	..	7	3	3	3	90.5
Wharekahika	24	..	..	1	3	2	1	34.5
Te Araroa	46	1	3	2	6	3	6	120.0
Rangitukia	86	..	1	1	10	15	17	242.0
Tikitiki	71	..	1	2	13‡	14‡	12	241.5
Waiomatatini	50	..	1	4	6	9	10	137.0
Tuparoa	60	..	..	4	4	12	13	156.5
Hiruharama	53	..	..	..	2	4	13	79.0
Tokomaru	72	1	1	4	11	16‡	12	236.0
Mawhitiwhiti	17	..	..	..	..	..	11	63.5
Pipiriki†	..	..	..	..	..	..	..	..
Papawai	37	2	1	..	2	6	5	86.0
Waikawa	23	..	..	..	3	1	1	24.0
Wairau	15	..	..	..	..	3	2	32.5
Mangamaunu	13	..	..	1	..	4	3	49.0
Kaipoi	29	..	2	2	5	4	3	90.5
Rapaki	29	..	3	3	3	5	1	88.5
Little River	73	..	7	15	8	7	8	240.5
Arowhenua	34	..	..	4	3	7	7	120.0
Waikouaiti	32	..	2	1	2	2	4	56.5
Colac Bay	79	..	7	7	14	11	10	266.5
The Neck	27	..	1	1	5	4	4	88.0
Totals for 1896	2,812	9	40	141	216	369	477	..
Totals for 1895	2,569	4	28	120	170	255	365	..

* Not examined; school had been in operation only one month at time of inspection. † Not inspected or examined.
‡ Including one pupil, in each case, from another school. § Not examined; school was opened on day of inspection.

Table No. 7.
RESULTS of INSPECTION, 1896.

[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 timetable.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Master.	Discipline, including Order, Tone, and Funtality.	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.
Tikitiki	9.4	9.5	9.7	8.1	8.3	46.4	91.4
Omanaia	7.8	9.5	10.0	6.5	8.3	45.3	87.4
Tokomaru	9.4	7.2	8.5	7.5	8.6	40.2	81.4
Pukepoto	9.4	7.2	7.0	6.7	5.6	44.6	80.5
Waimamaku	8.7	7.7	7.7	8.7	7.0	40.2	80.0
Poroporo	9.6	8.1	8.4	8.5	7.2	37.7	79.5
Tuparoa	8.4	8.5	8.2	7.0	5.6	40.1	77.8
Arowhenua	8.1	8.9	9.3	9.0	7.0	35.1	77.4
Kaikohe	10.0	9.7	9.7	8.0	8.6	31.2	77.2
Raukokore	8.6	7.5	8.5	8.7	8.3	35.3	76.9
Mangamaunu	9.6	8.3	6.8	7.5	3.7	40.8	76.7
Rangitukia	8.3	9.7	8.7	7.7	7.3	34.9	76.6
Te Kaha	10.0	9.7	9.0	6.5	6.0	34.9	76.1
The Neck	9.3	8.6	7.9	8.5	7.0	34.8	76.1
Omaio	8.0	9.7	9.0	8.0	6.3	34.8	75.8
Colac	10.0	8.0	7.8	9.0	7.3	33.2	75.3
Te Matai	9.6	9.7	9.0	6.6	4.0	36.3	75.2
Te Araroa	10.0	8.2	9.0	8.4	7.1	32.3	75.0
Waioamatatini	9.5	8.7	6.0	7.0	6.3	37.4	74.9
Karetu	8.0	7.2	8.5	7.0	8.6	35.1	74.4
Torere	7.8	9.0	9.2	7.3	8.0	33.1	74.4
Rapaki	7.3	9.0	8.9	8.0	7.3	32.9	73.4
Kaiapoi	6.1	8.5	7.4	8.0	7.8	34.0	71.8
Poroti	5.7	7.0	7.5	5.3	3.6	41.5	70.6
Mawhitiwhiti	8.4	5.2	5.7	7.0	6.0	38.0	70.3
Kawhia	7.6	8.3	7.5	7.5	9.3	30.0	70.2
Kopua	7.6	8.0	8.0	6.4	7.0	32.2	69.2
Te Kao	7.1	9.0	7.7	6.2	7.6	30.0	67.6
Little River	5.5	7.1	8.0	7.0	5.7	34.2	67.5
Rangiahua	8.6	6.7	7.5	6.5	4.6	32.8	66.7
Papawai	9.3	8.2	7.6	7.0	6.0	28.5	66.6
Taumarere	7.1	8.6	9.0	7.0	6.3	28.4	66.4
Whakarapa	9.3	7.5	7.2	6.0	5.3	30.9	66.2
Waima	6.6	8.5	7.7	5.3	6.3	31.5	65.9
Opanaki	8.0	8.0	7.7	6.3	7.0	28.9	65.9
Omarumutu	8.5	9.0	5.7	7.0	6.0	29.6	65.8
Whangaruru	6.3	7.2	7.2	4.6	4.5	35.6	65.4
Otamauru	7.1	7.2	6.1	5.7	7.5	31.8	65.4
Te Pupuke	7.8	9.2	7.2	6.8	5.3	29.1	65.4
Paeroa	7.0	8.2	8.0	6.0	7.3	28.6	65.1
Whirinaki	8.6	7.7	7.7	7.0	7.0	26.9	64.9
Te Teko	10.0	8.9	8.0	6.0	7.0	25.0	64.9
Hiruharama	8.2	9.2	8.2	8.0	7.3	23.6	64.5
Parapara	8.0	8.0	8.7	8.8	4.0	26.8	64.3
Mangakahia	7.1	8.0	5.5	4.8	4.6	33.3	63.3
Maketu	8.3	10.0	7.5	7.0	7.5	22.7	63.0
Otaua	8.0	8.2	7.2	7.0	8.0	23.9	62.3
Wharekahika	4.8	7.5	8.2	5.0	4.0	32.2	61.7
Taiharuru	5.6	6.0	7.7	7.2	5.6	29.4	61.5
Kenana	8.6	8.0	8.2	6.0	4.8	25.5	61.1
Te Ahuahu	7.1	7.5	7.0	6.0	4.3	29.0	60.9
Waitapu	9.4	9.2	9.0	4.7	7.3	20.7	60.3
Waikouaiti	7.9	8.3	8.3	5.7	6.0	23.9	60.1
Wairau	7.0	6.8	7.4	7.5	7.7	23.6	60.0
Mangamuka	7.5	5.5	8.0	7.6	5.3	26.0	59.9
Ahipara	9.0	8.2	5.7	8.2	6.6	22.1	59.8
Motukaraka	8.5	8.0	7.0	7.0	9.0	19.6	59.1
Matata	8.4	7.6	6.9	7.5	4.8	21.9	57.1
Matihetihe	8.8	8.6	7.2	7.0	7.0	17.5	56.1
Te Waotu	7.1	6.0	5.5	7.5	5.0	24.9	56.0
Ohaeawai	7.8	6.7	7.2	5.0	4.6	23.2	54.5
Waioweka	6.3	9.2	7.2	7.0	6.0	15.6	51.3
Pukawa	6.6	6.1	6.5	5.0	4.7	21.8	50.7
Galatea	7.0	7.3	5.0	6.5	6.5	17.5	49.8
Te Houhi	7.7	7.5	5.5	4.5	5.8	17.9	48.9
Waikawa	7.3	7.5	6.9	6.2	4.0	16.1	48.8
Makora	6.1	7.5	7.0	7.7	5.0	15.0	48.3
Karikari	8.2	5.3	6.0	4.0	6.6	16.2	46.3
Huria	8.0	7.6	7.0	5.0	4.6	13.7	45.9
Puketi	7.2	7.0	7.0	7.7	5.0	8.9	42.8
Hapua*	5.8	8.3	7.0	..	..	..	21.1
Ruatoki† .. .. .	..	..	..	..	..	..	..
Ranana‡ .. .. .	..	..	..	..	..	..	..
Rakamanga‡ .. .. .	..	..	..	..	..	..	..
Pipiriki‡ .. .. .	..	..	..	..	..	..	..
Te Whaiti‡ .. .. .	..	..	..	..	..	..	..

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

† Not examined; school was opened
‡ Not inspected or examined.

† Not examined; school was opened

Table No. 8.
CLASSIFICATION of PUPILS on the School Rolls, December, 1896.

Standards.	Boys.	Girls.	Totals.
Preparatory classes	343	279	622
Class for Standard I.	411	368	779
" II.	327	263	590
" III.	250	230	480
" IV.	140	117	257
" V.	58	42	100
" VI.	9	16	25
Passed Standard VI.	3	6	9
Totals	1,541	1,321	2,862

Table No. 9.
AVERAGE AGE of PUPILS at Standard Examination of Schools in 1896.

Standards.	Number passed at Annual Examination.	Average Age.	
		Yrs.	Mos.
I.	477	9	10
II.	369	10	10
III.	216	12	4
IV.	141	13	0
V.	40	13	6
VI.	9	15	2

Table No. 10.
NUMBER of MAORI PUPILS receiving Higher Education, &c., at the End of 1896.

School.	Government Pupils.		Private Pupils.
	Scholarship- holders.	Temporary.	
Boarding-schools—			
St. Stephen's (boys), Parnell, Auckland	23	...	28*
Te Aute (boys), Hawke's Bay	5	...	59†
Hukarere (girls), Hawke's Bay	11	...	46‡
St. Joseph's (girls), Napier	6	25	11§
University College, Auckland (male student)	1	...	...
Canterbury College, Christchurch (male student)	1	...	...
Girls' High School, Dunedin	1	...	...
Totals	48	25	144

* Including 4 boys who are more European than Maori. † Including 11 Europeans. ‡ Including 6 girls who are more European than Maori. § Including 4 girls who are more European than Maori, and 1 European.

NUMBER of MAORI EX-NATIVE-SCHOOL PUPILS holding Industrial Scholarships at the End of 1896.

Number.	District.	Trade to which Scholars are apprenticed.
3	Opotiki	Blacksmith.
2	"	Carpenter.
1	"	Printer.
3	"	Saddler.
2	"	Farmer.
3	Mangonui	"
Total ... 14		

Approximate Cost of Paper.—Preparation, not given; printing 1,575) copies), £22 13s.

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STATE OF NEW YORK
OFFICE OF THE COMPTROLLER AND SURVEYOR

Account	Year	Balance	Receipts	Disbursements	Balance
100	1878	100
101	1879	100
102	1880	100
103	1881	100
104	1882	100
105	1883	100
106	1884	100
107	1885	100
108	1886	100
109	1887	100
110	1888	100
111	1889	100
112	1890	100
113	1891	100
114	1892	100
115	1893	100
116	1894	100
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118	1896	100
119	1897	100
120	1898	100
121	1899	100
122	1900	100
123	1901	100
124	1902	100
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126	1904	100
127	1905	100
128	1906	100
129	1907	100
130	1908	100
131	1909	100
132	1910	100
133	1911	100
134	1912	100
135	1913	100
136	1914	100
137	1915	100
138	1916	100
139	1917	100
140	1918	100
141	1919	100
142	1920	100
143	1921	100
144	1922	100
145	1923	100
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323	2101	100
324	2102	100
325	2103	100
326	2104	100
327	2105	100
328	2106	100
329	2107	1			