

1899.

NEW ZEALAND.

# EDUCATION: NATIVE SCHOOLS.

[In continuation of E.-2, 1898.]

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

No. 1.

EXTRACT FROM TWENTY-SECOND ANNUAL REPORT OF THE MINISTER OF  
EDUCATION.

## NATIVE SCHOOLS.

THE number of Native village schools in full working order at the end of 1898 was eighty, or six more than at the end of the previous year. The number of children on the roll, 2,972, in December, 1898, shows an increase of 108 during the year; and the average weekly number on the roll during 1898 was 3,056, or 101 more than for 1897. The strict average attendance showed an increase of 50, and reached 2,341—that is, a little over 76½ per cent. of the average roll-number. One school, that at Opanaki, was transferred to the Auckland Board; a small public school near at hand, without a proper abode, was combined with the Native school, this being made easy by the fact that the Maori children of the district had enough knowledge of English to benefit by the lessons in a public school.

Seven new schools were opened—namely, Te Kuiti, on the main line of railway from Auckland; Te Kotukutuku, near Tauranga; Koriniti (now renamed Pamoana), Wanganui River; Whakarara, near Whangaroa; Karioi, between Taupo and Wanganui; Nuhaka, near the Mahia Peninsula; and a subsidised school at Whangarae, Croiselles Harbour, on the east side of Tasman Bay.

Since the beginning of 1899 a new school has been opened at Waimana, near Ohiwa, Bay of Plenty; the schools have been reopened at Whangape, north of Hokianga; at Otamatea, Kaipara; and at Peria, Mangonui; and the schools at Karikari and Galatea have been removed to Papamoa and Awangararanui. There are about twenty-six applications for the opening of new schools; of these proposed schools, one will be opened soon, and probably about five more before the end of the year; the rest are cases which are still under consideration, or in which doubt exists as to the need for a school, or as to the support a school would receive if it were established; or cases in which the obstacles to the establishment of a school remain still unremoved.

It is worthy of note that in some districts in which anti-European feeling was formerly very strong the desire for education is beginning to take hold of the people, and not only are the schools that are already established appreciated, but proposals are being made for new schools. As examples of this promising development might be mentioned the schools set up at Rakaumanga, on the Waikato River; at Te Kuiti, in the King-country; and at Kawhia, near the landing-place

of the great Tainui canoe; and the school asked for at Parawera, near Kihikihi, formerly King Tawhiao's settlement. Similarly we might refer to the Tuhoe country, where progress on the whole has been satisfactory. On the other hand, as pointed out by the Inspector of Native Schools, the extensive district connected with Parihaka is still closed to us.

At the two boarding-schools for Maori boys there were, at the end of 1898, 117 boys, of whom 25 were Government pupils; and there was a like number (117) at the girls' boarding-schools, 53 being Government pupils. The number of industrial scholarships in force at the close of the year was seven, the holders being apprenticed, three to saddlers, one to a blacksmith, one to a carpenter, one to a coachbuilder, and one to a farmer. Two girls were holders of hospital-nursing scholarships; one Maori youth is going through his university course at Canterbury College. Since the beginning of 1899, two former pupils of Te Aute have commenced their medical course at the University of Otago.

Interesting details in reference to the Te Makarini scholarships are to be found in Mr. Pope's report.

Sixty-two out of the eighty schools in operation on 31st December, 1898, were under the charge of masters, and eighteen under mistresses; there were besides 63 assistants, and ten sewing-mistresses. The salaries paid to the head-teachers range from £100 to £248, and those for assistants and sewing-mistresses from £7 to £50.

The expenditure on Native schools for 1898 was as follows: Teachers' salaries and allowances, £13,192 11s. 4d.; books and school requisites, £560 17s. 1d.; repairs and small works, £406 19s. 7d.; inspection, £855 13s. 11d.; boarding-schools and scholarships, £1,822 11s. 5d.; buildings, fencing, furniture, &c., £5,584 15s. 5d.; sundries, £167 17s. 1d.: total, £22,591 5s. 10d.

Mr. Pope's report (Native Schools, E.—2) gives fuller details on the points referred to above, and on other matters connected with Native schools. The examination results for 1898, given therein, show that 518 children in Native schools passed Standard I.; 334, Standard II.; 226, Standard III.; 148, Standard IV.; 31, Standard V.; 10, Standard VI.: total, 1,267.

## No. 2.

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

SIR,—

Wellington, 31st March, 1899.

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 1898.

### NUMBER OF SCHOOLS.

At the end of 1897 there were seventy-eight schools in full working order; at the end of 1896 the number had been the same. In the course of 1898 seven village schools were opened, one being a subsidised school. No school was reopened, and none was closed; but one was transferred to the Auckland Board. During the year, or some portion of it, eighty-five schools were in operation, and at the end of 1898 there were eighty-four schools open—viz., eighty village schools 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 Putiki, Otaki, Waerenga-a-hika, and Matata Convent.

### CHANGES: NEW SCHOOLS OPENED AND SCHOOLS REOPENED OR CLOSED.

*Te Kuiti* Native school was opened in the March quarter of 1898. So far it has been quite successful. Further reference to *Te Kuiti* will be made later on in this report.—*Te Kotukutuku*, *Korimiti*, and *Whakarara* Schools were also opened in the March quarter, all in very favourable circumstances, and with good success; these will be more fully commented on by-and-by.—*Karioi* School, some eight or nine miles from Mount Ruapehu, was opened in the June quarter. This school will not be a very large one, but there is good ground for hoping that it will be exceedingly useful; reports received with regard to it have been encouraging; the teachers have set to work with great earnestness and enthusiasm.—*Nuhaka* School was opened in the December quarter; recent reports show that the school is going to have a large attendance, and that the Natives are taking very great interest in it.—At *Whangarae*, Croiselles Harbour, Tasman Bay, a subsidised school was established in the June quarter; further reference is made to it later on.

The school at *Opanaki* was transferred to the Auckland Education Board in the December quarter. Through the ill-health of the master and other contributing causes this school, after

making a good start, had rapidly become unsatisfactory, and, as there was close at hand a public school without a suitable abode, it seemed to be right to combine the two schools, especially as the Maoris of the district knew enough English to enable their children to profit by public-school instruction forthwith.

Besides the schools spoken of above several others have been opened or reopened since the beginning of the school year 1899, or will be opened a little later on. Such are the schools at *Wai-o-tapu*, *Whangape*, *Otamatea*, and *Peria*—all reopened; the new school at *Waimana*; and the schools removed to *Papamoa* and *Awangararamui* from *Karikari* and *Galatea* respectively.

#### PROPOSALS FOR NEW SCHOOLS.

*Maunu*.—This is on the main road from Whangarei to Poroti. The department has not seen its way to establish a Native school in the neighbourhood of two public schools, even though the needs of the Maoris are at present by no means fully supplied.

*Motiti Island*.—A visit will be paid immediately. The case appears to be a good one.

*Ngakau-o-hine-kuku and Te Haroto*.—These two settlements are near the Napier-Taupo Road. When a site has been reserved a school will probably be established for them; plans and specifications for buildings are ready.

*Ohiwa, Bay of Plenty*.—The proposal for an establishment of a school at *Punawai-Ohiwa* has fallen through. It is, however, possible that a suggestion made that we should build at *Wai-o-tahi*, in the same district, may prove fruitful.

*Onewhero, Lower Waikato*.—The proposal with regard to this district also has come to nought; but there is some prospect of its being revived.

*Oromahoe, Bay of Islands*.—This district asks for a school; a visit will be paid shortly. The prospects seem good.

*Oruanui, North Taupo*.—A preliminary visit was paid a short time ago. The department waits for further information from the Maoris.

*Parapara, Field's Track*.—The number of children in this district appears to be increasing. The district will be visited almost immediately.

*Parawera, near Kihikihi*.—This was formerly King Tawhiao's settlement; now the people are asking for a Native school.

*Poroutawhao, near Levin*.—A Native school has been asked for; the negotiations are in the preliminary stage.

*Pukerimu-Taumarunui District*.—A visit should be paid towards the close of the year; the number of children does not appear to be large, and there is some reason to suppose that the question will be complicated through the sending in of a petition by the people of Taumarunui.

*Putataka, Port Waikato*.—No advance has taken place.

*Ramote, Wairoa, Hawke's Bay*.—Action on the part of the Maoris is being waited for.

*Rangaunu, near Waimate North*.—The leading Maoris of this place were very anxious to obtain a Native school, but the existence of two public schools a short distance from Rangaunu seemed to be sufficient ground for declining the application.

*Rangiahua, in the Mangonui District*.—The position of affairs here is much the same as it was last year. There has been no solution of the difficulty.

*Ruapuke Island*.—Further progress cannot be made here until the site is secured.

*Takahiwai, near Point Marsden, Whangarei*.—An application has lately arrived from this district. The population seems to be small, but perhaps when more urgent needs have been dealt with the district might be able to establish a claim to a school.

*Tapuaeharuru, Lake Rotoiti*.—The principal settlement is at the eastern end of the lake, an not far from Rotoehu. This is a very promising case. There is a fine opening here for a permanent school of medium size.

*Te Tii, Kerikeri, Bay of Islands*.—The negotiations in this case are in the preliminary stage.

*Tikapa, Waiapu River*.—The application for a school here has been renewed. It does not appear that the conditions have greatly changed since the district was last visited.

*Touwai, near Whangaroa*.—This is a very good case; a school should be established as soon as possible.

*Wai-o-tapu* (near the tourist resort of that name).—The school will be opened soon.

*Waimana, Urewera Country*.—The school will be opened very soon.

*Waitahanui, North-east Taupo*.—It seems likely that a good case will be made out here, and that a school will soon be established.

*Whakaki, between Wairoa and Nuhaka*.—There are at the least fairly good prospects here, and the Maoris show great desire for a school. Mr. Hunter Brown is assisting the Natives by waiving his claim to the leased land which the Maoris propose to give for a school site.

*Whareponga, East Coast*.—This district was formerly served by the Aku Aku School. An application is now being made for an independent school.

#### NATIVE VILLAGE SCHOOLS AT WORK DURING 1898 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 positions. Much information respecting the work done by individual schools, and their general efficiency, 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* (examined 9th May, 1898).—This district has shown itself worthy of great consideration, by keeping its school in a flourishing condition for three years, in spite of the very discouraging surroundings. When proper buildings are erected there will certainly be an excellent school at this remote settlement. The work shown at examination was very creditable to all concerned in producing it.

*Te Kao* (examined 10th May, 1898).—The master and his assistants now have the school well in hand, and at examination extensive results of good quality were forthcoming. Only two weak points were noted—the *viva voce* arithmetic was not so good as the written work, and the use of the verb *to be* was too often dispensed with, although there had been good general progress in the English work. The parents appear to take deep interest in the welfare of the school, and the pupils regard the teachers as their best friends.

*Pamapurua* (examined 4th May, 1898).—The reopening of this school has, so far, produced good results, and there is reason to hope for continued success. The master's methods have distinctly Victorian characteristics, and with their aid pupils have imparted to them, in strenuous fashion, what it is necessary for them to know. The results at examination were very pleasing, although a little weakness appeared in English, and rather more than a little in geography. The parents are showing great interest in their school.

*Ahipara* (examined 12th May, 1898).—A small increase of work in one or two directions would have greatly improved the respectable examination results. What is wanted is, in the main, a higher ratio of oral work that can be rehearsed and heard to written exercises that can only be examined and corrected. The interest of the Maoris in their school fluctuates, and at times is very small; the elder children work with a fair amount of earnestness, the juniors more perfunctorily. There is trouble here with sand-encroachment, which may by-and-by overwhelm the schoolhouse.

*Pukepoto* (examined 13th May, 1898).—The rule is mild and genial; only one case of corporal punishment had been recorded. The relations between the Maoris and their teacher are very good indeed. What with the high price of gum, and other disturbing elements, the year's work proved somewhat less productive than usual. Still, a good number of passes, some of them decidedly meritorious, had to be recorded.

*Parapara* (examined 6th May, 1898).—At the examination great strength was shown in the English and in the dictation work of the two higher classes; the rest of the work was, at the best, only pretty fair. The master has yet to acquire familiarity with strong methods for teaching arithmetic and geography—methods as good as those used by him in his English work—and then he will obtain first-class results. The Committee and its Chairman do their work well, and the children are eager to learn, and very intelligent.

*Kenana* (examined 3rd May, 1898).—This still continues to be a very small school, although the Chairman and the Committee do their best to attract children from outlying settlements—for instance, they invited the people of Taemaaru, a little coast *kaainga*, to send their children; it is understood that difference of creed proved to be an insurmountable obstacle. The new teacher has made a very promising beginning; his pupils work rapidly and well.

*Te Pupuke* (examined 2nd May, 1898).—Many visitors were present during the greater part of the day, watching the proceedings with intelligence and evident pleasure. The weakest part of the work shown was the handwriting: an all-round slackening of the speed would be a first step towards improvement. The slate arithmetic was not very strong. The English work was very fair. "Health" and geography were very good. At a subsequent visit one of the records showed some want of care in the keeping of it.

*Whakarara* (examined 29th November, 1898).—This school was not quite a year old when the examination took place; in view of this fact, the work shown was highly satisfactory. The operations inside the school and outside of it show that a very valuable addition has been made to our staff. For gaining an influence for good over the people they come into contact with, whether these are old or young, Maori or European, and making them feel that they have an implicit usefulness that ought to be made explicit, these new teachers are hardly to be excelled.

*Hokianga District.—Mr. T. L. Millar, Local Visitor.*

*Utakura* (examined 27th July, 1898).—The pupils have a tendency to answer questions without being specially called upon to do so. At the conference with the Committee no complaints were made, and no requests; there were only expressions of complete satisfaction with the school and all its works. The teachers had formerly been rather unfortunate in having to work in mixed schools of difficult character. Here they are evidently in their element, and appear to much greater advantage.

*Whakarapa* (examined 23rd July, 1898).—The Whakarapa people might fairly be expected to take more interest in their school. Their want of interest has been shown by the irregularity of the children's attendance. There are weak spots in the school; these owe their existence to the frequent absence of the pupils. The work shown was strong enough to convince an examiner that, with regular attendance of the pupils, it would have been excellent.

*Matihetihe* (examined 14th May, 1898).—The inspection results were satisfactory. The teacher maintains good discipline, keeping all the while on good terms with her pupils. The teaching was promising, but a young teacher only three months in charge could hardly be expected to show striking results.

*Whirinaki* (examined 21st July, 1898).—There is every reason to hope that the Whirinaki people will to the utmost of their power help the teachers to make the school thoroughly satisfactory. It would be very disappointing if after maintaining a large school for many years in most

uncomfortable buildings the parents were to suffer the attendance to fall off, and the school to become weak when everything about the place is just as it should be. The examination results were very good; next year the work should be even better. The new buildings were opened on the 9th August, with great rejoicings.

*Waima* (examined 19th July, 1898).—At about the date of the examination a turning-point was reached by the Waima people. It is pleasing to learn that they have taken the safe road, and, instead of spending their time in discussing visionary schemes which from their nature cannot be realised, are returning to their accustomed occupations, and sending their children to school in rational fashion. In the untoward circumstances the results of the school-work could not be large; they were fairly satisfactory.

*Omanaia* (examined 20th July, 1898).—At the examination Omanaia gained a very high gross percentage—87·5 per cent. Great efforts were made during the Hokianga troubles to close this school, but through the courage and perseverance of the teacher all these attempts failed. The examination results were very good indeed, more especially in view of the circumstances in which they were secured.

*Motukaraka* (examined 26th July, 1898).—To a certain extent the fact that the parents' "poverty and not their will consents" is an excuse for the shortcomings of the school. Many of the pupils attend irregularly, and, of course, their interest in their work cannot be constantly maintained. If the teacher's present line of work can be persevered with it must produce good results. The preparatory class, with its many very young children, is at present the least satisfactory department of the school.

*Mangamuka* (examined 25th July, 1898).—A pleasing feature of this school is the business-like way in which the Committee discharges its functions. The formal records of its meetings are well worth reading. The examination results were not so striking as those of the previous year, but they were substantial; the arithmetic was, on the whole, the weakest part of the work. The average of marks per pass was pleasing—it was over six.

*Waimamaku* (examined 22nd July, 1898).—The results were, on the whole, very fair, but not equal to those of last year. The smallness of the attendance and the difficulty in securing regularity must be very trying to a master who does excellent work when suitable opportunity is afforded him. The district has never recovered from the tribal disruption that took place in it some years ago.

*Otaua* (examined 18th July, 1898).—The attendance had been decidedly irregular, mainly through the troubles in connection with the so-called Hauhau movement at Waima and other places. No doubt the character of the results (which were poor) depended on the attendance; the master is able to do very satisfactory work when he has the opportunity.

#### *Bay of Islands and Whangarei.*

*Ohaeawai* (examined 14th July, 1898).—The most urgent need here is for improvement in the discipline. So long as children in class are allowed to speak to one another so long will attention to work be imperfect; and unless there is close attention there can be but little intellectual achievement. Some weakness appeared in the English composition, in the writing of the juniors, and in geography, and there was but little fluency in the reading. In spite of all drawbacks, however, evidences of strength appeared in various parts of the school. The work of the "preparatories" was good.

*Kaikohē* (examined 16th July, 1898).—The results of the examination were undoubtedly poor, but this resulted from a peculiar conjunction of circumstances rather than from fault on the part of the teachers. The circumstances were change of staff, great differences between the old and the new methods, much sickness among the children, irregular attendance, and, above all, the unsettled state of the minds of the Maoris in connection with the Hauhau agitation going on in the neighbourhood. There is now reason to hope that Kaikohē will soon have recovered its honourable position among the Native schools of New Zealand.

*Karetu* (examined 13th July, 1898).—There is a very satisfactory school tone in the settlement, and in school the children work with interest and attention, and are well affected towards their teacher. Only few of our schools manage to get excellent results every year; 1898 was an off year for Karetu. The lower classes were decidedly weak, and the good work of the upper part of the school was, so to say, *diluted* with the failure in the lower.

*Whangaruru* (examined 28th April, 1898).—The results were very pleasing; the only serious fault in the work of the seniors was that the arithmetic was done too slowly. This little school well deserves to be maintained; the Chairman's report on the condition of the district gives reason to hope that better times are in store for Whangaruru. At the present time this school may be considered the most secluded in the North Auckland district.

*Taumarere* (examined 10th July, 1898).—The rule here is kindly, and the children take intelligent interest in their work. So also do the Committee and the parents. The school had had bad luck—in losing some "certain passes" just before the examination. On the whole, the results of the examination were quite satisfactory. The teacher is a very diligent and conscientious worker. The school-room is very small for the number attending.

*Te Ahuahu* (examined 15th July, 1898).—The results were not so high as they had been at the previous examination; there had been much illness among the children, and some disagreement with the Committee. Still, there were numerous traces of hard and honest work, and a very fair percentage was gained. At a subsequent visit it was reported that the troubles had to a large extent blown over.

*Poroti* (examined 25th April, 1898).—The master's work is done with purpose and enthusiasm. The most pleasing results are to be found in connection with the mental arithmetic, the geography, the reading, and the spelling; great untidiness had made the copybook writing unsatisfactory.

Misunderstandings in the settlement about matters not connected with the school had had a disturbing effect on the school.

*Taiharuru* (examined 23rd April, 1898).—If the short time that the school has been open is considered the examination results were very satisfactory. There was weakness, of course; this was most striking in the arithmetic; the pronunciation of English was very good. The order was nearly, or quite, faultless, with very little sign of constraint. There had been some misunderstanding between the teacher and the Chairman, caused mainly, I believe, by the teacher's misunderstood efforts to afford the Maoris assistance.

*Opanaki* (examined 16th May, 1898).—The results of the examination were, on the whole, tolerable. The master had been for some time out of health, and had been hardly strong enough for his work. The school was handed over to the Auckland Board in October last.

#### *Coromandel, Waikato, and "King-country."*

*Manaia* (examined 11th March, 1898).—The Manaia Maoris were, when the inspection took place, suffering from famine, caused by the long continuance of very dry weather. In view of the fact that the school had been only eleven months open the examination results deserved to be called good; but, of course, there was much weakness. This appeared chiefly in the reading and in the English, the pronunciation being as yet incorrect.

*Rakaumanga* (examined 14th March, 1898).—A large Maori meeting was to take place in a few days, and already Maoris were assembling from all the surrounding districts. Under the circumstances it could hardly be expected that great interest would be shown by the Maoris in the affairs of the school. But, at any rate, the existence of a Maori school within a mile and a half of Mahuta's permanent residence is a very favourable omen. Considering the shortness of the time that the master had been at work one might well call the examination results satisfactory. Another visit was paid to the school some months later.

*Raorao* (examined 21st March, 1898).—I learnt that "the state of nature" prevailed at Raorao some six months before the inspection. The improvement must have been very great. The rule was found to be mild, but most effective. There was every reason to be satisfied with what had been done, and the ability and industry of the teachers should soon cause them to hold a very conspicuous place on our staff.

*Kawhia* (examined 18th March, 1898).—This school was opened in 1895, and in 1898 there were many passes in all the standards except the fourth. I was given to understand that there was a good prospect of increased attendance. The discipline was very good. On the whole, there was great reason to be pleased with this interesting school, standing, as it does, within a mile of the landing-place of the great Tainui canoe, and among people who but a very short time ago regarded everything European with either aversion or contempt.

*Te Kopua* (examined 22nd March, 1898).—The buildings and grounds are in very good order. A great deal has been done in the way of reclaiming what was fast becoming a waste. The results of the examination were satisfactory; weakness appeared in one or two subjects, notably in the reading of the juniors. Some of the answering (especially the geography, the health-work, and the dictation) was very pleasing. At a subsequent visit I found a rather serious misunderstanding in progress: mere mention of it may perhaps tend to prevent repetition.

*Te Kuiti* (examined 22nd November, 1898).—This school is really in the King-country. It seems to have overcome the prejudice of the Maoris that are not yet Europeanized so far, that it is generally recognised, even by Maoris very conservative in other respects, that a school is certainly not a bad thing. So far as I can learn, the master has thoroughly made good his position here, and has given satisfaction to all that have a right to expect it. The examination results were quite satisfactory.

*Te Waotu* (examined 24th March, 1898).—There had been a considerable increase in the attendance since the previous examination, as well as a stronger feeling of the necessity for keeping the children constantly at work. This feeling, however, was not powerful enough to make the elder children attend with greater regularity; hence the lower part of the school was considerably stronger than the upper. The influx of young children had to some extent impaired the order, which had previously improved.

#### *Taupo and Wanganui.*

*Tokaanu* (examined 26th March, 1898).—This very important school in what was long considered a hopeless district, was removed to Tokaanu from Pukawa towards the close of 1897. Almost from the day it was opened it has been successful, and is now one of our very best schools. It should have a great future before it. On the whole, the examination brought to light results that were satisfactory both as to quantity and quality. The school is, and has been from the first, in very capable hands.

*Pipiriki* (examined 30th March, 1898).—As is the case with nearly all new schools, some weakness appeared in the reading and the English, but generally the results were very good, from the top of the school to the very bottom. The order is good; neither "whispering" nor "trifling" were perceptible; the children work too hard to have time for mischief. The specially weak point in this school is the irregularity of the attendance, but this will probably disappear as the school gets older. The kindergarten work is an excellent feature here.

*Korimiti* (inspected only, 31st March, 1898).—The school had been open for seven weeks only, and it was therefore the business of the settlement; a *tangihanga* happened to be in progress when the inspection was held, but even this, so far as I could judge, took quite a secondary place. It is pleasing to learn that up to the present time the excitement has hardly subsided at all. The teachers are showing capacity, industry, and enthusiasm, as they did at their former school.

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

*Kotukutuku* (examined 30th June, 1898).—The order here is good; the children, from the top to the bottom of the school, behave well. The elders of the settlement had turned up in force; it was interesting to watch their attempts to understand the nature of the proceedings. The children were well dressed, and made a capital appearance. The work shown at examination was, in relation to the time required for its production, entirely satisfactory. Altogether an excellent start has been made at this island school. [Opureora was the name of the place from which the application for this school was sent; Kotukutuku is the name of the ground on which the buildings stand.]

*Paeroa* (examined 29th June, 1898).—A specially pleasing feature of this school deserves mention—the teacher takes great trouble with the very little children, rightly judging that work of this kind will bear fruit by-and-by. The examination results were, on the whole, not quite satisfactory; but, the irregularity of the attendance being considered, they were very creditable to the teacher, who is now working in a sphere of action by no means commensurate with her zeal and capacity.

*Huria* (examined 28th June, 1898).—The examination results were not very considerable, but the work in the juniors' standards was of a higher character than is ordinarily seen here. The great irregularity of the attendance may serve as an excuse for the absence of passes in the higher standards. The Maoris of this district suffer much hardship through their inability to transport food from their settlement at Ake Ake to Huria. It appears that a short piece of road from Pye's Pa Road and a bridge would give the necessary means of communication.

*Karikari* (examined 27th June, 1898).—The order has improved greatly, and there are no indications of severity of discipline; but greater punctuality is desirable. There has been very great improvement here, and the school is now fairly on the way to do well. There was no word of complaint from the Chairman, who represented the Committee at the inspection. It may possibly be advantageous to call this the Papamoa School when the buildings are erected on the Papamoa site.

*Te Matai* (examined 25th June, 1898).—The occurrence of seven *tangihangas* in about seven weeks had made the obtaining of very large results almost impossible; but, necessary allowance for this difficulty being made, the work shown was very satisfactory—much of it could fairly be called excellent. One of the most interesting features of the inspection was connected with the kindergarten exercises gone through by the pupils in the preparatory division. This kind of work had given the youngsters admirable training, the results of which were manifested in their unusual intelligence and their interest in what goes on. The Te Matai parents still support the school, but not so strenuously as they might.

*Matata* (examined 22nd June, 1898).—The results show a distinct falling off, mainly through the irregularity of the attendance. I asked the Chairman of the Committee for his view with regard to the future of the school, and how he accounted for the irregular attendance; he informed me that some of the parents had been lax, but the Committee had been strenuous in the exercise of their duty, and would continue to be so.

*Poroporo* (examined 18th June, 1898).—It is pleasing to find that the material prosperity of the Maoris of this district is on the increase, and that the standard of comfort is much higher than it used to be. No cases of corporal punishment are recorded. Perhaps the juniors are sometimes spoken to in too loud a tone. The children looked very well; most of them were tidy, and many of them were well dressed. The examination work was pleasing, but perhaps hardly so strong as it usually is at this school.

*Oiamauru* (examined 21st June, 1898).—There is an excellent tone here. Parents are enthusiastically attached to the master and his family, and they ought to be, seeing that trouble in assisting the Maoris is given without stint. A respectable number of passes was secured, many of them strong ones. Every year satisfactory improvement is noticeable in the intellectual development of the children of this interesting Maori school.

*Te Teko* (examined 20th June, 1898).—The parents showed interest in the school by attending in force. The relations between pupils and teachers are very pleasing. Although the results of the examination were less striking than those usually secured by the present teachers, there were noted many traces of a kind of hard work well fitted to improve the base of operations for the future. A good examination may be confidently anticipated next year.

*Rotorua and Tuhoe Country.*

*Ranana* (examined 2nd July, 1898).—In Standard II. the requirements had been somewhat misunderstood; also, the drawing was rather weak. In other respects the results were very good indeed. The teachers deserve great credit for what they have done in a district where failure has been the rule and success the rare exception. Here we find an intelligent set of children that have been properly handled by able and industrious teachers. Shortly after the examination scarcity of food caused a temporary withdrawal of some of the Mokoia children.

*Galatea* (examined 5th July, 1898).—Considering the exceedingly unfavourable conditions that had prevailed at Galatea for some considerable time before the examination one may say that the work shown deserved to be called very fair. The school-building has now been removed to Te Awangaranui, a place accessible for nearly all the children in this district, and we may look forward to considerable general improvement. Widespread famine necessitated the closing of this and the two following schools for three months in the spring.

*Te Whaiti* (examined 4th July, 1898).—As might have been expected from an extremely irregular attendance the results were very small; no children succeeded in passing. Inspection results were, on the whole, satisfactory. Since the reopening took place, at the beginning of



November, the prospects of the school have improved considerably. The master appears to be rather hopeful about the future—with good reason, apparently.

*Te Houhi* (examined 6th July, 1898).—The order has improved; the amount of talking in school has decreased considerably; but there is room for further improvement—for instance, boys and girls might be taught not to giggle when put on to read. There are many indications that honest hard work has been done, and the school is not without its strong points. The principal defects depend on a wrong estimation of the accuracy required in pronunciation. This has caused all work involving reading or spelling from dictation to be weak.

*Ruatoki* (examined 16th June, 1898).—At the examination some weakness appeared in the geography and the reading. Still, much good work had been done. There was marked improvement in the arithmetic. There had been two very great drawbacks—severe frosts had cut off the crops of the Maoris, in some cases very completely; and the wife of the teacher had suffered greatly and constantly from a most painful chronic complaint, borne with much fortitude. At the end of the year the teachers had to ask for relief, which was granted them by the Department, with great sympathy and much regret. The Maoris of the district are showing much wisdom in their attitude towards the school.

#### *Bay of Plenty East.*

*Wai-o-weka* (examined 15th June, 1898).—The new teachers were doing good work both inside and outside the school; if they do not succeed in regenerating the school it is unlikely that any one else will be able to do so. The results were decidedly satisfactory. Standards II. and III. were good throughout; Standard IV., except in arithmetic. Standard I. was rather weak, but the children were pretty young. On the whole, such good work was hardly to be expected.

*Omarumutu* (examined 14th June, 1898).—The master had had up-hill work here for some time after his arrival; he had to reform the discipline, and to make the attendance regular; the children had had too much of their own way, and some of them absented themselves at pleasure. Success in both respects has been secured. The examination results were good almost throughout. It appears that depth rather than bread this aimed at here—in the earlier stages, at all events—and this in the English work especially. Hence a very hard day's work was pleasant for both teachers and examiner.

*Torere* (examined 13th June, 1898).—The master has had trouble in getting some of his pupils to come to school clean; they appear to suffer from a kind of dread of water—a kind of chronic hydrophobia. Still, the master's efforts have been at least partially successful, for the children looked very well at examination time. The Torere Maoris say that their children are less brilliant than those of other settlements; the cause assigned is the close consanguinity of the parents. But here, again, the examination failed to prove the necessity for that—or, indeed, for any—theory, for the results were really very fair, and if the arithmetic can be hardened up they will next year be very good.

*Omaio* (examined 11th June, 1898).—This school has emerged from troubles caused by change of teachers, and is now again doing capital work. The number of passes secured was, for the size of the school, not very large; the arithmetic of the two higher standards was weak, and caused many failures; the geography also was not uniformly strong. Most of the other work was really excellent. On the whole, the results may be properly characterized as “pretty good.”

*Te Kaha* (examined 10th June, 1898).—There was a very large attendance of Maoris, and after the main business was concluded a long *korero* took place. There was evidently no reason to be dissatisfied with the relations existing between the Maoris and their teachers. Of course, there was some disappointment at the small number of passes; but all recognised that the teachers had worked very hard, and were ready to expect, with me, that there would be a large pass-list next year. The tradition of this school with regard to tidiness and cleanliness has been well conserved.

*Raukokore* (examined 9th June, 1898).—There is here a certain amount of whispering in school, and this might advantageously be got rid of; but the existent order is not inconsistent with the doing of good work. There is no lack of diligence here. On the whole, there is good reason to be satisfied with the beginning made by the new master. At Mangakahia he had no chance at all, and here it will probably take him a little time to show his very best work; but the root of the matter is in him, very plainly, and he is certain to do well.

*Kokako* (examined 5th March, 1898).—At inspection time this school had not yet recovered from the troubles referred to in last year's report, and a new difficulty was beginning in connection with the unseasonable frosts and the destruction of crops that had occurred about a month previously. Thus the season was not quite opportune for an inspection. Of course, the passes were nearly all in Standard I., and some of them were not very strong. However, the results were much more satisfactory than could have been fairly expected in the circumstances.

#### *East Coast.*

*Wharekahika* (examined 7th June, 1898).—It was thought likely that several of the children attending this already small school would leave after the examination. The Maoris informed me, however, that the present roll-number would be maintained. The examination work was almost uniformly good; some of it was excellent. The teachers have evidently determined to secure whatever amount of success can be secured at Wharekahika.

*Te Araroa* (examined 6th June, 1898).—The Maoris showed themselves very anxious that the assistant teacher of the school should be retained as head teacher. After consideration it was decided that an experiment lasting a year should be made. At the examination the school did fairly well on the whole, and was decidedly good in what may be called the “literary work.” In the extra work the singing and the drill were highly commendable. Drawing was rather weak.



*Rangitukia* (examined 3rd and 4th June, 1898).—The Maoris attended in force, and watched the proceedings with great interest and enthusiasm. The general character of the work here is somewhat lowered by the necessity that appears to exist for having standards higher than the fourth. Capital work is done, but it would be even better if the master were not compelled to scatter his fire. It goes without saying that a school with a total of seventy-eight, that passes fifty-four children, and makes a gross percentage of over 90, is in most respects an admirable school; still, some weakness appeared both in *visd voce* arithmetic and in slate-work; the reading, although clear, was not very fluent; and the dictation work was somewhat uneven. The school gained 314·5 marks, a number never before reached.

*Tikitiki* (examined 2nd June, 1898).—As the Maoris and their new teachers become better acquainted so does mutual esteem increase. At the examination, passes were fairly numerous, but many of them had weak spots. Traces of hard and intelligent work were visible throughout. Any report on Tikitiki would be incomplete if it failed to make mention of the Chairman, Mr. Te Rua Huihui. Although Te Rua has been singularly unfortunate in losing member after member of his family by death, he yet, in the most self-denying way, continues to work earnestly and efficiently in order to keep the Tikitiki attendance constantly up to the mark.

*Wai-o-matatini* (examined 1st June, 1898).—The rule here is mild; at the same time the order is very good indeed, and it appears to be maintained without effort. A very large amount of work has been done. The Fifth and Sixth Standards had taken up a great deal of time. If there had been only four standards and the "preparatories" the work would have been excellent throughout. Experience has shown beyond all doubt that the site is not a healthy one. Either a new Wai-o-matatini site should be tried, or the school should be removed to Te Horo or elsewhere with as little delay as possible.

*Tuparoa* (examined 31st May, 1898).—Complete recovery from the condition into which the school had fallen had not been established when the examination took place. The master had, however, prepared the way for a new and better state of affairs, and it may be hoped that at the next examination, or the next but one at the latest, the school will be found to be thoroughly satisfactory. Speaking generally, I should say that the greatest weakness appeared in arithmetic and geography; the most satisfactory part of the work was that included under the general term "English."

*Hiruharama* (examined 30th May, 1898).—This school is worked under difficulties. The settlement is far from the coast, and from the fish and the pipis in which the heart of the Maori rejoices; the land is good, but it is cut up into runs on which most of the Maoris work, and there are no considerable Maori cultivations. The dwellings are of a temporary character, and most of the children come to school from afar, crossing many creeks by the way, and arriving at school wet; as might be expected, severe colds are very common. Still, the results were quite pleasing. Some weakness appeared in arithmetic, but generally the work was satisfactory. It was plain, too, that the teachers had, in common phrase, "caught on" very thoroughly.

*Tokomaru* (examined 28th May, 1898).—There has been a considerable falling off in the attendance. The "Tokomaru lease" has fallen in, and many Natives have gone to settle on the land at some miles distance from the school. It does not appear that the school's safety is endangered by this development. The results were large and, in the main, satisfactory. Strength was shown in geography, slate arithmetic, health work, and the English of Standard II.; weakness was manifested in the higher English, the comprehension work, and the physical geography. Tokomaru has a place among our best and most interesting schools.

#### *Wairarapa, Cook Strait, and the South Island.*

*Papawai* (examined 12th December, 1898).—The attendance at Papawai is much smaller than it ought to be. There is some reason to expect a better attendance of Maoris next year, but past experience shows that not much reliance is to be placed on such expectations. A good deal of hard work had been done by the master during the past year. The results, although not of the highest class, were satisfactory, and in one or two directions strikingly good. The geography of the school was excellent.

*Whangarae, Croiselles* (examined 8th October, 1898).—This little subsidised school has done excellent work, and has quite justified the giving of the amount of help that it has received. The results are very good indeed, and the two teachers have evidently worked hard and well. Croiselles may be found on the eastern side of Tasman Bay, and about twenty miles from Nelson.

*Waikawa, near Picton* (examined 11th October, 1898).—I am sorry to have to record here the death of Mr. George Macdonald, who was master of the Waikawa School for many years, and did much useful work both within and without the school. He was generally and highly respected. As the new teacher had been only a week in charge of the school, the results are Mr. Macdonald's. That there should have been fair results after the school had been closed for three months speaks well for the late teacher's earnestness and power.

*Wairau* (examined 10th October, 1898).—The order, formerly a rather weak point here, has improved considerably. The work of the school had been much interrupted by illness of scholars and teachers. This has now, happily, passed away, and it is pleasing to learn that the attendance has improved of late. Examination results were satisfactory. The extra subjects, especially singing and drill, are very well taught.

*Mangamaunu* (examined 19th December, 1898).—This seems to be still a useful little school, and it was said that the attendance was to increase after the holidays. At present, at all events, there seems to be no reason to close the school. At the examination there was only one failure, and there is reason to believe that the master, after seeing our methods and requirements, will produce thoroughly good results for us. The work shown at examination was decidedly promising.

*Kaiapoi* (examined 2nd November, 1898).—The garden and grounds are well cared for, and present an attractive appearance. The school children talk more than is desirable, but there is no serious ground for complaint. There had been a great deal of sickness in the pa—measles and typhoid. Several children were still away, and several of those in school were barely convalescent. In view of these facts, the results secured could well be considered satisfactory. [In connection

with this notice, it should be mentioned that Mr. H. J. Reeves, for many years master of the Kaiapoi School, has passed away. Mr. Reeves, who did good work in his time, had been an invalid for several years before his death.]

*Rapaki* (examined 3rd November, 1898).—Many causes had combined to make the attendance irregular, and, consequently the work was weaker than it would otherwise have been. The principal causes were drought in the early part of the year, making it necessary for the children to carry water very long distances; the subsequent scarcity of food; and the outbreak of measles with pneumonia, which had affected nearly the whole school. Only three of the children escaped sickness. The results were, on the whole, satisfactory.

*Little River* (examined 4th November, 1898).—A fair number of children passed, but not many of the pupils were strong in all the subjects. The tone here could be called good, if it were not for the copying. No doubt this practice does much to weaken the general character of the work. Another habit may be referred to in passing—that of *guessing*; this is, of course, a serious business at examination time; it greatly tends to lower the number of marks secured by pupils; besides, it tends to weaken children's sense of responsibility. In spite of drawbacks, however, very much of the work was found to be satisfactory.

*Arowhenua* (examined 1st November, 1898).—The master teaches with vigour and earnestness. He should, however, take up a more sceptical attitude than he does with regard to the attainments of his scholars until these have been fully proved. The school presents a creditable appearance, one which shows that the teacher has the interests of the children thoroughly at heart. The results are generally satisfactory. Arithmetic is still the weakest subject.

*Waikouaiti* (examined 28th October, 1898).—The teaching is generally thoughtful, direct, and well driven home. There is, however, still too much tendency to let the children "learn" a lesson, and import into it divers incorrect ideas of their own, the correction of mistakes being thus the principal part of the teacher's work. It is much better to *prevent* the making of mistakes if possible. The results are generally satisfactory. The weakest subjects are still arithmetic and geography; Standard I., however, is good in arithmetic. There is a neat, well-kept garden here. This is a very pleasing feature.

*The Neck, Stewart Island* (examined 20th October, 1898).—When the present teacher began work on the 1st August last there was, for one reason and another, much lost ground to recover. Also, the previous examination had been held in February, 1898. When these circumstances are borne in mind, there seems to be no reason to be dissatisfied with the results. The order was not bad, but there was too much communication of one kind and another among the pupils. No doubt the school will be in a satisfactory condition next year.

The following schools have this year obtained a gross percentage of 80 or over 80:—Rangitukia, Waiapu, East Coast, under Mr. H. A. Hamilton, obtained 90.9; Wharekahika, East Coast, 89.3; Omanaiā, Hokianga, 87.5; Omarumutu, Bay of Plenty, 86.3; Tokomaru, East Coast, 82.4; Ranana, Lake Rotorua, 82.1; Tikitiki, East Coast, 82; Waiomatatini, East Coast, and Te Araroa, East Coast, 81.8 each; Pukepoto, Mangonui, 81.7; Otamauru, Bay of Plenty, 81.6; Te Kao, North Cape, 81. The schools at the following places also gained 70 per cent. or more: Papawai, Whangaruru, Taiharuru, Kenana, Croiselles, Mawhitiwhiti, Taumarere, Omaio, Poroporo, Tokaanu, Utakura, Wai-o-weka, Te Kopua, Waikouaiti, Whakarapa, Whirinaki, Wairau, Pipiriki, Tuparoa, Poroti, Waimamaku, Ruatoki, Motukaraka, Kawhia, Te Matai. Thus, one school gained over 90 per cent. in 1898, as against one in 1897. Twelve schools gained over 80 per cent. in 1898, as against nine in 1897. Thirty-seven schools gained more than 70 per cent. in 1898, as against thirty in 1897 and twenty-six in 1896. Of the schools actually examined, six made less than 50 per cent., as against five in 1897 and seven in 1896.

#### 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 1898; there are also abstracts of the reports on the Convent Native School at Matata and the Church of England Mission Schools at Waerenga-a-Hika, Otaki, and Putiki. 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 these scholarships, would have been quite undistinguished.

*The Native College, Te Aute, Hawke's Bay*.—This institution was inspected on the 2nd March, 1898, and examined on the 8th and 9th December. Extracts from the reports of these two visits should give a tolerably correct idea of the kind of results secured at Te Aute, and of the conditions under which the masters work while obtaining them. The report on the examination runs thus: "In Class V., one or two boys who had begun English rather late were weak in that subject; the others did very well indeed. In Latin, one paper was good, but the class as a whole was relatively weaker than Class IV. The boys showed that they could have done much higher work in arithmetic than that set them. Geography, physiology, algebra, and Euclid were very decidedly good." "The English in Class IV. was extremely pleasing; a great advance had been made in this subject. The Euclid was surprisingly good. Two of the Latin papers were excellent; many were very good; none were poor. Physiology, algebra, and arithmetic were highly satisfactory. The marks given for arithmetic would hardly seem to bear out this statement; but the paper set was rather catchy and difficult; experience has shown that easy papers in arithmetic are useless in this class. On the whole, this is a capital form; the Fifth Class for next year should be very considerably stronger than any other that Te Aute has yet produced. The schedules show that even the bottom boy of this class gained a fairly creditable position." "In Class III. the English composition showed that speed had been gained at the cost of accuracy. The answers in elementary Latin were good. The mathematical work varied from poor to very good. This form, too, has made a distinct advance since last year. There was only one low percentage." "The two divisions of Class I. have now made an excellent start; the

English is capital, so far as it goes. In the other branches a standard has been reached that would have been considered totally unattainable a few years ago." The following notes are taken from the inspection schedule in the order in which they occur: (1.) State of buildings, &c.: The interior of the Te Aute school-room always seems to be less pleasing than it ought to be; a couple of coats of varnish would make the place quite smart. But perhaps this is a matter of opinion. (2.) It is of great importance that blackboards should constantly have a good "face"; it worries a master to have to write on a bad one, and the reading of the indistinct letters on a shiny surface must be very hurtful to pupils' eyes. (3.) So much has been done to beautify Te Aute that it would now be rather difficult to make it look amiss; the long-continued drought had failed to do so. It is pleasing, too, to notice that attention to the beautiful does not cause the useful to be neglected; fine crops of green and other vegetables are grown for the boys' use; this is a very important matter. (4.) Suggestions with regard to the time-table are made with hesitation, seeing that the organization of the school has been evidently thought out with unusual care. I content myself with asking two questions—(a.) Is it advisable to give a great deal more time to analytical than to synthetic English? In Form VI. six hours are devoted to the former; only one is given to the latter. (b.) In the lower school the same kind of time distribution holds good for the four lower forms: must not this lead to frequent clashing in the case of such "noisy" lessons as reading and recitation? (5.) There is, and always has been, an excellent spirit among the Te Aute boys with regard to their school work. The tone is good. (6.) The carpentry shed is now being lined, in order that it may be used as a dormitory; but carpentering, which receives much and deserved attention here, is to be taught in what is now the football dressing-room. (7.) The usual inspection of dormitories, living-rooms, kitchen, out-houses, &c., was made, with entirely satisfactory results.

*Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.*—This institution was inspected on the 10th March, 1898, and examined on 18th April. The following notes are taken from the two reports on this interesting school: (1.) The order here is good, but not so very good as to paralyse the mental activity of the boys. (2.) With regard to the tone it may suffice to say that pupils, when left to themselves, do capital silent work; those under actual instruction show satisfactory interest in their work; on occasion they can become enthusiastic about it. On the whole, the school is what Americans would call a "live" one. (3.) I watched a singing-lesson throughout, and found it very satisfactory. Only two slight faults were noted: (a) Some boys sing with the lips too close together; (b) there is a certain amount of sliding from note to note. (4.) The drawing was very good indeed. (5.) The musical-drill and gymnastic work are educative and health-giving to a high degree; the work could hardly be better. (6.) The technical work was about to be taken up again. [At a more recent visit it was found that an arrangement had been made under which each one of the senior scholars would receive an amount and kind of technical instruction that would be of real and permanent value to him; the principle depended on its concentration of the work into limited periods, instead of allowing it to be spread out thin over the whole year.] (7.) The usual careful inspection of the dormitories, living rooms, lavatories, &c., was made; also, the boys were seen at dinner, and the food on the table was inspected. The stores were examined, too, with satisfactory results. The examination took place somewhat earlier than usual, and the boys were, with one exception, "first-year pupils." Many of the boys from Native village schools showed weakness in the subjects included under the head of "writing"; especially in spelling. The arithmetic was, on the whole, strong. The other subjects ranged from fair to good. The remaining classes were generally satisfactory. St. Stephen's School is a good one, and it would, I believe, be hard to find any considerable number of schools of the same size that have done more or better work.

*The Protestant Native Girls' School, Hukarere.*—The inspection took place on the 1st March, 1898, and the examination on the 5th and 6th December. At the examination the work of the senior girls (three) was decidedly pleasing, although one of them broke down in Latin and another in algebra; the third girl gained fair marks in one of the two subjects in which she was examined. The lower classes were very good indeed; strong, sound work had been done throughout. The middle of the school, however, was decidedly weak. The classes of which it consists are constantly receiving new pupils from outside, often girls that are still far from strong in English, and that need a great deal of special attention; indeed, a special teacher for this part of the school is almost indispensable. There were five candidates for the second-year examination; these all passed. Although the seventeen girls taking the subjects for the first year showed some very good work, especially in physiology, drawing, and history, only five succeeded in passing; one of these gave in excellent work. The following extracts from the inspection report are of some interest: (1.) An indication of improved general tone amongst our Maori girls is to be found in the fact that the girls now bring clean linen back to school after the holidays, and not a stock of dirty clothes as they did formerly. (2.) The girls can, as a class, read vocal music very well; their voices are naturally tuneful, and they are very well trained. (3.) As is usual at inspection time, every part of the institution was visited; it was found to be in first-rate order. (4.) The drawing at Hukarere is always very good indeed; it is not particularly showy, but very sound.

*St. Joseph's Roman Catholic Native Girls' School, Napier.*—This school was inspected on the 1st March, 1898, and examined on the 6th and 7th December. There is very little of general interest to report this year with regard to the inspection. Most of the work done on that occasion was of the nature of a close study of the methods in use. These were found to be well thought out and quite satisfactory. The following passages from the report may be quoted: (1.) The singing is very musical and mellow; there are no bad habits; a fair knowledge of the notation has been imparted. (2.) Drawing is taught with great care, and of late years with uniformly good results. The juniors are, in their way, quite as good as the seniors. (3.) The callisthenic exercises take the form of scarf drill, a piece of rope serving as a scarf. These exercises have great value. (4.) It may be added that a careful modification of the hygienic conditions has been made. These conditions, so far as I can see, receive unremitting attention from the school authorities. At the examination there were six girls in the senior class; of these, two passed the second-year examination and four that of the first year. The girls showed some need of further training in the art of answering written questions; but the fact that all the girls passed—two of

the six *well*, and two *very well*—shows that there is no ground for complaint. All the Fourth Standard girls passed; there were six of them. The arithmetic paper was rather easy, and the girls made short work of it. There was only one weak spot; errors occurred in the spelling of past tenses and past participles of verbs and of the regular plurals of nouns. In the three lower standards the work was simply first rate. Twenty-eight girls passed; that is, all of them. The preparatory class, too, is very good as far as it goes. On the whole, the examination work shown was very highly satisfactory. Probably owing to sickness and death that occurred at St. Joseph's before the holidays, the attendance has temporarily been greatly reduced.

*The Mission School, Waerenga-a-Hika* (examined 25th May, 1898).—The order here is decidedly good—greatly improved since previous visits took place; at the same time, the rule is genial, and the boys work heartily and are on good terms with their teacher. The extra subjects, and especially singing and drill, are very well taught. The talking of Maori in school has now been nearly abolished, and the English work has made a corresponding advance. The numerical results of the examination are as follows: Three passed Standard IV.; five passed Standard III.; seven passed Standard II.; five passed Standard I.—twenty in all passed. The school is decidedly strong now; it ought to be, seeing that the master works exceedingly hard to make and keep it so.

*The Convent School, Matata* (examined, 23rd June, 1898).—The order has improved. Parents show their interest in the school by occasional visits to it; the relations between teachers and children are good. The extra subjects are well taught, especially the drill and the drawing; also, church music is well sung. There has been decided improvement in the methods. The teachers show closer acquaintance with the special needs of Maori children, with the proper means of finding the very ground of Maori incapacity for learning English correctly, and the most appropriate ways of overcoming it. The results of the examination were really pleasing. Two girls passed Standard IV., three passed Standard III., three passed Standard II., four passed Standard I.—twelve in all. There were four failures. The work of the "preparatories" was only moderately strong.

*The Mission School, Otaki, West Coast* (examined 14th December, 1898).—The order is very much better than it was formerly, but the pupils seem to require frequent reminders as to their duties, positive and negative. The year had been an eventful and troublesome one. Work was begun with the Natives in good heart, and evidently more willing to assist the teacher than they used to be. Early in the year, however, Major Kemp died; there was an enormous *tangi*, and this, with a terrible accident in the teacher's family, and much illness in the settlement, disarranged the school work for the rest of the year. The Otaki Native school does useful work in preparing Maori children for the Board school on the one hand and for Te Aute on the other. Two pupils passed Standard IV., one passed Standard III., three passed Standard II., and six passed Standard I.—twelve in all. There were two failures; the "preparatories" gained but few marks.

*The Mission School, Putiki, Whanganui River* (examined 18th November, 1898).—There has been great improvement in the order; total suppression of "whispering" is now quite within the range of possibility; but the girls are much better than the boys. The school tone appears to have improved *pari passu* with the order. The children are all properly dressed; there is no dirty-looking child in the school. The extra subjects are pretty well-taught, and the quality of the work is improving. Drawing is the weakest of the three. On the whole, there has been decided improvement; we may hope that this will be continuous and progressive; that the teacher will, during the coming year, try to make good the places that are still undeniably weak. I make out that, on the whole, the written work has been greatly strengthened, while the *viva voce* work remains more as it was last year. All the children presented (seventeen) passed—four in Standard IV., five in Standard II., and eight in Standard I. It must not be supposed that all who passed did equally well.

*The Te Makarini Scholarships Examination, 1898.*—Nineteen candidates put in an appearance at the examination rooms, of which there were ten in all—viz., at Te Aute College, Waerenga-a-Hika, Waiomatatini, Omaio, Auckland, Parapara, Rawene, Otaki, Kaitara, and Kaiapoi. For the senior scholarship, Ernest Sherburd, of Te Aute, gained the highest number of marks—720. Next came Hori Kerei, also of Te Aute, with 710. Sherburd, of course, took the scholarship, but the trustees awarded a second senior scholarship to the latter. The battle for this scholarship was very well fought; between the number of marks gained by the successful candidate and the number gained by the candidate at the bottom of the list there was a difference of only 12 per cent. The Native Village School Junior Scholarship was awarded to Te Mauri Mauheni, of Rangitukia, who headed the list of junior candidates—with a percentage of 66·6. The open junior scholarship went to the second on the list—Edward Porter Uruamo, of Woodhill Public School, Kaipara, whose percentage was 62·7. Both of these were good candidates. The next three candidates were William Allison, of Raukokore, Karaitiana Poi, of Tikitiki, and William Parker Turei, of Rangitukia, in the order in which they are named. Of the remaining eight candidates, only three gained less than 50 per cent. No doubt the adoption of a somewhat lower standard of difficulty for the junior candidates has made this year's examination more successful than usual, and there is good reason for giving the plan a further trial.

#### STATISTICS.

A statement of expenditure incurred in connection with Native schools may be found in Tables Nos. I. and II. of the appendix, Table No. II. being a classified summary of Table No. I., which gives full details. Table No. III. states the ages of the children whose names were on the Native school registers at the end of the December quarter. Table No. IV. contains statistics of the attendance during the year 1898. In Table No. V. there is given as full information as the Department could obtain 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 a valuation depending on estimates made from inspection. These 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 1898 are made to depend. Table No. VIII. gives the classification of pupils on the school rolls in December, 1898. Table No. IX. shows the average age of pupils at the time of

their passing the standard examinations in 1898. Table No. X. gives the number of pupils attending Native boarding-schools, and of ex-pupils of Native schools serving apprenticeship at the close of the year.

A few statistical facts follow; they are based on the tables above referred to. The total expenditure on Native schools during the year 1898 was £22,591 5s. 16d. Of this total, £92 2s. 1d. was paid from Native reserves funds, and £1,000 from the Civil List. The cost of buildings, fencing, furniture, &c., was £5,584 15s. 5d., and the expenses connected with boarding-school scholars and university scholars amounted to £1,822 11s. 5d. Deducting the sum of these two amounts—£7,407 6s. 10d.—from £22,591 5s. 10d. we have as remainder £15,183 19s. as the amount expended on the maintenance of eighty-one Native village schools.

The ages of pupils give percentages very similar to those shown seven years ago (for 1891). There is a falling-off in the percentage of children five years old and under ten to the extent of 3·63 per cent. This is the most considerable change that has taken place.

The total average attendance for the whole year was 2,341, as against 2,291 in 1897, 1,837 in 1891, 1,733 in 1884, and 1,171 in 1880. The most regular attendances for the year were at Matihetihe and Whangaruru, both very isolated schools. Of course, the Native school attendances would now have been very much larger than they are had it not been for the transfers that have taken place to the Auckland and other Boards.

With regard to the "race" of the children attending Native schools, the following table gives interesting results:—

	Percentages.		
	1884.	1891.	1898.
Maori, and between Maori and half-caste ...	72·69	71·23	80·65
Half-caste ...	9·70	10·71	9·93
Between half-caste and European, and European ...	17·61	18·06	9·42

It will easily be seen from this table that our attendance has of late been becoming more Maori and less European, while in the half-caste element there has been very little change for the last fourteen years. These figures show that we are doing a great deal more of our own peculiar work than we did, and less of the kind of work that can be much better done by the Boards.

An interesting result seems to be derivable from the summary to Table V. for 1898, taken in connection with the similar table for 1891. In 1891 the percentage of Maori and half-caste girl pupils taken together was 43·8. For 1898 the corresponding percentage was 43·1. It appears from this that the deficiency of females—the mark of a decaying race—has not increased to more than a barely appreciable extent. Even this decrease can be easily accounted for; it is due to the fact that in the seven years referred to many still uncivilised districts have had schools established in them, and in these the plague has not yet been quite stayed.

One thousand two hundred and sixty-seven passed in standards in the year 1898, as against 1,214 in the preceding year. The principal increase was in Standards I. and IV.

There were at the end of 1898 seventy-eight Government scholars at the four boarding-schools, and one male student at Canterbury College. There were, besides, 156 private pupils at the boarding-schools. Also seven extra Native school pupils were holding industrial scholarships.

Finally two ex-boarding-school pupils were holding hospital-nursing scholarships at the end of 1898.

#### MISCELLANEOUS MATTERS AFFECTING NATIVE SCHOOLS.

The following subjects seem to require at least brief notice at the present time. They are by no means all of equal importance, but every one of them has more or less interest attaching to it.

##### (1.) *Technical Instruction for Native Schools.*

Various attempts have been made by the Department to grapple with this important matter; it has turned out to be very difficult to deal with. The method that appeared to be most promising was that of awarding industrial scholarships to suitable boys, and apprenticing to trades those who gained them. The apprenticeships referred to last from two to four years, and Government during the first two years pays to the masters an amount equal to that which it would cost to keep the boys at St. Stephen's or Te Aute for the same length of time. In several cases this plan has failed at or near the end of the first two years—just when the scholarship payments cease. Of course, this is rather disappointing, even though the boys derive much benefit from the two years' steady employment actually secured.

In a few instances boys have been taught by their school-teachers to do a certain amount of technical work; for example, some of the Kawhia pupils have been taught quite recently by their master, Mr. Hamilton, to produce very good saddler's goods—such as belts, straps, bridles, and saddle-bags, and to execute general repairs. It will be seen later on that useful technical instruction is being given in connection with needlework.

In other cases teachers having technical ability have shown willingness to undertake the instruction of boys; but in nearly every instance there has been ground for believing that the giving of such instruction would probably injuriously interfere with the success of the school and its peculiar work—the teaching of English.

In one or two instances kindergarten work has been undertaken by an assistant teacher with considerable success; notably this was the case at Pipiriki, where excellent work was done by Mrs. Wilson in mat-making, card embroidery, and other such industries. At Te Matai also a large amount of excellent and varied work was shown by Miss Edith Capper. The technical work done at St. Stephen's and Te Aute College has already been noticed in this report.

On the whole, it may be said that while the subject of technical instruction has received much attention, and while in certain directions and over limited areas gratifying success has been achieved, the intrinsic importance of this kind of work, and the recognition that this importance is receiving throughout the educational world, point to the need of organized effort to make technical instruction everywhere an indispensable, if small, part of Native school work.

##### (2.) *Needlework for Boys in Native Schools.*

This subject was pretty fully dealt with in last year's report. It is sufficient to say here that at several of the schools lately examined the First Standard boys have shown up sewing, and that in

many cases the boys' work has been very good indeed—quite equal to that of the First Standard girls. It was found also that Maori parents generally were taking very kindly to the new departure. Except in one or two schools, where the teachers had evidently expected very little and had hardly been disappointed, quite satisfactory work had been done: the first impression made by the boys' needlework has been entirely favourable.

(3.) *The Magic Lantern in Native Schools.*

The magic-lantern system, inaugurated by the Hon. W. P. Reeves some years ago, is still in operation. There are now five lanterns in circulation, and they penetrate to the most secluded parts of New Zealand. On the whole, this is a very useful service, and in many places the advent of a lantern is looked forward to with much pleasure. Without disparagement to other parts of New Zealand the East Coast schools may be mentioned as evidencing very high appreciation of the lanterns, and as working the system with no unnecessary delays. Here and there masters have been so much pleased with the effects of the lantern work that they have been induced to purchase lanterns for themselves. It is, I think, desirable that two more lanterns should be put into circulation, and that at least three new sets of slides should be organized and sent out. It is noticeable at one or two of the schools that neither teachers nor Natives take much interest in the lantern exhibitions. The coincidence is curious.

(4.) *"The School Attendance Act, 1894."*

The success attending the working of this Act has not been quite so great as it was expected to be. While the Act was new and altogether unfamiliar a dread of what might happen to parents who kept their children away from school caused a considerable inflation of the attendance; there was ignorance about what the recent legislation could do, and still more about what it could not do. Now that the Act has been found to be tolerably innocent, because on the one hand all legal action has to be initiated by the Maoris themselves, and on the other because experience has taught that Maoris will not initiate any legal action to speak of against their relatives, the Act has been deprived of most of the terrors it originally possessed. Still, the Act is a good one, and would be very serviceable if used when really required; all that is needed is an intelligent understanding of its scope and intention, and a reasonable amount of honesty and straightforwardness in working it. It was not intended to be a violent external remedy, to be applied to whole Maori communities in a one-sided way, without any kind of consideration of the circumstances or the needs of Maori life and of Maori habits and prejudices, but rather as an aid to Committees of well-established schools, to assist them in dealing with careless and ill-conditioned parents—recalcitrant Maoris disposed to set at nought the Committee's authority and the public opinion of the settlement. Where the Act has been so employed it has been of considerable utility, and it may perhaps be hoped that as time goes on a Maori public spirit will come into being, and allow the Act to be utilised wherever its assistance is really needed. Meanwhile the teachers and the school authorities generally have been learning the salutary lesson that, on the whole, the permanent success of the Native schools must depend on the amount of enthusiasm that can be aroused in connection with them through the teaching and other training of children and their parents, rather than on any external coercion that can be brought to bear by means of legislation. Yet another lesson has been learnt in direct connection with this matter; it is that even where the Natives are very well disposed towards their schools (which is the case now in many a district where there was formerly sheer indifference) an undue tightening of the rein caused by want of consideration for parents' urgent need of the services of their children produces ultimately a very harmful effect on a school.

(5.) *The Training of Maori Girls as Hospital Nurses.*

Two "second-year girls," one from St. Joseph's, Napier, the other from Hukarere, Napier, received hospital scholarships last September. The reports that came in from time to time with regard to these scholars were quite satisfactory. The girls appeared to take interest in their work, and the hospital authorities appeared to be satisfied. Quite recently, however, the Hukarere scholar appears to have found the work irksome, and it is understood that she will give up her scholarship. Steps are already being taken to fill up the vacancy. Probably even the six months' hospital experience gained in this case will not have been without its use.

(6.) *Lines on which Further Advance in Native School Instruction should take place.*

The time has come when an advance should be made in certain departments of the Native-school work. The best proof of this is that the advance referred to has already been made in many schools—in one direction in one school, in another direction in another. There seems, indeed, to be no good reason why all these improvements should not be universalised—why the new and better position occupied by three or four schools in one particular branch of work should not be reached by the other schools; and so, also, when more than one particular branch is concerned. At all events, it will do no harm to describe the progress made at certain schools in certain subjects; this will at least show what can be done, and it may induce teachers now contented with a low degree of attainment to strive for something better. Space will not allow me to deal completely with more than the First Standard, but a few words will be added with reference to salient points in other portions of the work.

To begin with preparatory classes: In several schools nearly all the children that have been more than twelve months at school show a good general knowledge of the First Standard work, and could make weak passes for that standard if their reading were more fluent, and their *viva voce* arithmetic were stronger.

In some schools, also, the First Standard children read fluently any part of the Native School Primer, and can read with proper pronunciation and emphasis previously unseen English sentences made up of easy words of one syllable. They also spell correctly any word in the Native School Primer.

In schools where writing is especially well taught the writing on slates is neat, uniform, firm, and all the letters are satisfactorily formed. Printed capital letters are correctly transcribed; figures are neatly formed.

At many places the English for simple Maori words is given correctly; the English names of



familiar objects are known, and the plurals of nouns, regular or irregular, are correctly given. The pronunciation of all these words is nearly faultless.

In schools that are well advanced in arithmetic the addition tables are correctly known; there is no hesitation in answering questions in these tables, and there are no traces of finger-counting. Pupils are very familiar with the succession of numbers 1 to 100. Easy numeration and easy addition sums are correctly done. Throughout there is great readiness.

Boys and girls hem very neatly.

In at least two of our schools this high standard of work has recently been completely reached in all subjects. These are Ranana, near Lake Rotorua, and Koriniti, on the Wanganui River. A good approximation to it was also made at most of the schools mentioned above as having gained over 80 per cent. at examination, and by some of those that made over 70 per cent.

The First Standard work has been made the subject of special remark because it is in fact the most important. It has been noticed that when children make really sound and good First Standard passes they seldom experience any great difficulty in passing the other standards afterwards. In Standard II. some schools have made great progress in the matter of fluency in reading, in copy-book writing, elementary geography, and mental arithmetic. In Standard III. great fluency in reading and strength in grasping the meaning of any part of the Native School Reader have been found; also, correct dictation work from the same book; and good translation of English sentences. In two or three cases *viva voce* arithmetic has been found to be thoroughly strong. In Standard IV. reading has been quite fluent, pronunciation correct, and health knowledge extensive. Dictation work has been found very strong. Physical geography has been good, and *viva voce* arithmetic excellent.

It has, however, not very often been the case in the higher classes that very many such strong points have been found co-existent in one school. It is hoped that the statements here made as to what can be done with children of Native race in fairly favourable circumstances will, as was said above, have a stimulating effect on those of our teachers who, for want of knowing the actual possibilities, are inclined to be satisfied with a very moderate amount of proficiency in their pupils. It will have been noticed that great stress is laid on the importance of fluency in reading. The reason of this is that experience has made it plain that until children can read with very considerable fluency no solid progress in English work has been made. It is quite true that children who read with hesitation and frequent mispronunciation may do very fair book arithmetic and may know a great deal of geography; but, with faulty powers of expression and defective utterance, they are generally unable to show what they know of these subjects. It is only by some accident, aided by untiring patience on the part of the examiner, that what these unfortunate scholars know can ever be brought to light at examination time. Other reasons—some of them quite obvious—might be adduced for putting fluent reading in the very forefront of Native school requirements.

(7.) *Extension among the Natives of Desire for Native Schools.*

One of the most remarkable signs of change in the attitude of the Maoris towards European civilisation is to be found in the extension of the area of country in which the Native inhabitants now desire schools. A glance at the list of "New Schools opened" and of "Proposals for New Schools," given in the earlier portion of this report, will show that schools have been built, or, at least, asked for, in places that were practically inaccessible a few years ago. One of the most cheering features of this change is to be found in the fact that the soreness caused by the Maori wars of "the sixties" is being gradually removed in most districts. The fact that a large school has been established at Rakaumanga, which is close to Waihi, the settlement of Mahuta, son and successor of Tawhiao, is significant. It seems to show that much of the prejudice and ill-will naturally engendered by the old trouble is being mitigated, and it gives ground for hoping that in a few years all misunderstandings depending on the Kingite wars will have quite passed away. Another very significant fact is to be found in the receipt of an application for a school at Parawera. For a long time this settlement was the residence of Tawhiao. It is some seven miles from Kihikihi, and not very far from Orakau, where Rewi Maniapoto made his last stand against our overwhelming force. The opposition of the Urewera people to the establishment of schools has long been ended, and another Urewera school—at Waimana—is about to be opened. The only extensive district now closed to us is that connected with Parihaka. The people of this district, except a few who are more enlightened, seem determined to act in accordance with our old proverb, "To cut off their noses in order to do despite to their faces," and sturdily refuse to accept any part of the civilisation that would rescue them from certain destruction if they could make up their minds to embrace it, or that will slowly abolish them if they persist in withstanding it. There is no middle path for them. *Hakas, poi* dances, and feasting never yet saved the souls alive of any tribe or nation, and never will.

(8.) *The Death of the late Rev. W. J. Habens.*

This report may very fitly conclude with a short *in memoriam* reference to the death of our late respected Secretary and Inspector-General of Schools, the Rev. W. J. Habens, B.A. Mr. Habens was a very active and faithful friend of the Maori people; he never considered time wasted that was spent in connection with Native school affairs. Although Mr. Habens never had an opportunity of learning to speak Maori fluently, he had a very surprising grasp of the genius of the language, and was often able to explain difficult points that had caused experienced Maori linguists much trouble and perplexity. He was for several years President of the Polynesian Society. With quite characteristic thoroughness Mr. Habens always made it a point to reach the very bottom of all business that concerned the Maoris, and he appeared to take an independent and peculiar interest in it. Hence it came about that all Maoris who visited the office and had interviews with the *tino Kai-tiroiro* went away deeply impressed with his power of understanding their concerns, and feeling grateful for his kindness and sympathy. To say that the acumen, the foresight, and the wisdom of Mr. Habens were almost invaluable to Native schools and to all the officers connected with them is to put the case quite soberly. The memory of our departed chief will be, and ought to be, green for all of us for many a day, and especially for my colleague Mr. H. B. Kirk, M.A., and myself, seeing that we saw most of him and knew him best.

I have, &c.,  
JAMES H. POPE.



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 1898; and the Names, Status, and Emoluments of the Teachers as in December, 1898.

\*\* 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 1898.				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.					
Mangonui	Hapua ..	£ s. d. 206 9 1	£ s. d. 2 9 3	£ s. d. ..	£ s. d. 208 18 4	Irvine, Mrs. L. M. ..	V.	H F	162 11 11	
	Te Kao ..	208 7 11	5 14 8	25 13 9	239 16 4	Irvine, Miss F. ..	..	A F	13 4 3	
	Pamapuria ..	135 5 4	16 6 9	9 0 0	160 12 1	Irvine, Miss M. ..	..	A F	18 15 0	
	Ahipara ..	173 11 8	6 18 3	..	180 9 11	Burgoyne, Rev. H. W. ..	V.	H M	154 16 1	
	Pukepoto ..	167 19 6	12 2 10	..	180 2 4	Newell, Miss S. A. ..	..	S	32 14 0	
	Kenana ..	99 3 4	1 5 0	..	100 8 4	MacKenzie, Rev. A. ..	III.	H M	12 10 0	
	Parapara ..	153 10 7	..	..	153 10 7	May, Miss R. ..	..	A F	126 13 6	
	Peria ..	..	..	..	..	Crène, P. ..	V.	A F	21 6 0	
	Te Pupuke ..	160 18 1	9 0 0	97 7 6	97 7 6	Crène, Mrs. ... ..	..	A F	138 0 3	
	Whakarara ..	107 10 8	39 17 10	383 15 10	531 4 4	Crène, Miss M. L. ..	..	A F	20 0 0	
Whangaroa	Whakarara ..	139 18 10	40 10 8	359 5 3	539 14 9	Dunn, R. H. ..	III.	H M	11 0 3	
	Utakura ..	140 9 7	1 14 6	..	142 4 1	Dunn, Miss M. ..	..	A F	11 2 9	With house allowance, £26 per annum.
	Whakarapa ..	42 17 2	3 2 8	..	45 19 10	Crene, P., jun. ..	V.	M	100 0 0	With allowance for horse, £10 per annum.
	Matihetihē ..	233 13 0	13 13 10	699 4 1	946 10 11	Matthews, E. W. D. ..	V.	H M	121 10 1	With house allowance, £10 per annum.
Hokianga	Whirinaki ..	120 11 2	25 8 6	4 15 0	150 14 8	Matthews, Miss E. ..	..	A F	16 17 0	School not yet opened.
	Waima ..	112 16 9	0 10 0	..	113 6 9	Tennent, Mrs. M. ..	V.	H F	125 8 1	
	Waimamaku ..	128 5 7	5 17 6	..	134 3 1	Tennent, Miss G. ..	..	A F	30 0 6	
	Omanaia ..	208 3 2	8 3 3	..	216 6 5	Stanton, T. O. ..	V.	H M	142 9 3	School opened in March quarter.
	Motukaraka ..	129 10 11	6 15 10	..	136 4 9	Stanton, Mrs. ..	..	A F	35 1 3	
	Manganuka ..	116 2 4	13 10 0	..	129 12 4	Anderson, A. ..	II. <sup>4</sup>	H M	102 6 4	With house allowance, £26 per annum.
	Whakarewa ..	141 5 11	2 13 0	15 5 0	159 3 11	Anderson, Mrs. ..	..	A F	18 15 0	
	Whakarepa ..	42 17 2	3 2 8	..	45 19 10	Flood, R. P. ..	V.	H M	111 12 6	
	Matihetihē ..	233 13 0	13 13 10	699 4 1	946 10 11	Flood, Mrs. ..	..	A F	18 3 9	
	Waima ..	120 11 2	25 8 6	4 15 0	150 14 8	Kendall, Miss S. ..	V.	F	50 0 0	The salary is practically a Government subsidy.
Bay of Islands	Omanaia ..	112 16 9	0 10 0	..	113 6 9	Winkelmann, C. P. ..	II. <sup>4</sup>	H M	181 14 11	
	Motukaraka ..	128 5 7	5 17 6	..	134 3 1	Winkelmann, Mrs. ..	V.	A F	107 11 2	
	Manganuka ..	208 3 2	8 3 3	..	216 6 5	Geisser, H. W. ..	V.	H M	7 4 3	
	Waimamaku ..	129 10 11	6 15 10	..	136 4 9	Geisser, Mrs. ..	..	S	110 13 9	
Otaua	Whakarewa ..	141 5 11	2 13 0	15 5 0	159 3 11	Cockroft, Mrs. S. ..	V.	F	116 1 8	
	Whakarepa ..	42 17 2	3 2 8	..	45 19 10	Danaher, T. J. ..	IV.	H M	9 5 0	
	Matihetihē ..	233 13 0	13 13 10	699 4 1	946 10 11	Danaher, Mrs. ..	..	A F	162 14 8	With allowance for conveyance of goods, £5 per annum.
	Waimamaku ..	129 10 11	6 15 10	..	136 4 9	Minchin, T. M. ..	III.	H M	29 15 9	
Otaua	Whakarewa ..	141 5 11	2 13 0	15 5 0	159 3 11	Minchin, Mrs. ..	III. <sup>2</sup>	H M	114 3 4	
	Whakarepa ..	42 17 2	3 2 8	..	45 19 10	Tobin, W. H. J. ..	..	A F	6 10 3	
Otaua	Whakarewa ..	141 5 11	2 13 0	15 5 0	159 3 11	Tobin, Mrs. ..	..	A F	101 9 4	
	Whakarepa ..	42 17 2	3 2 8	..	45 19 10	Welsh, A. E. ..	IV. <sup>5</sup>	M	117 3 2	
Otaua	Whakarewa ..	141 5 11	2 13 0	15 5 0	159 3 11	Wood, G. E. ..	IV.	H M	117 3 2	
	Whakarepa ..	42 17 2	3 2 8	..	45 19 10	Martin, Miss K. ..	..	A F	17 0 6	





Wairoa	Nuhaka ..	75 0 0	27 17 6	543 15 3	646 12 9	9	Pinker, A. ...	III.	M	100 0 0	School opened in December quarter.
	Kokako ..	164 19 11	24 3 9	15 7 6	204 11 2	2	Gibson, A. ...	V.	H M	133 4 6	With allowance for conveyance of goods, £3 per annum.
							Gibson, Mrs.	..	A F	26 17 6	School not yet opened.
Hawke's Bay	Te Haroto ..		3 5 0		3 5 0	0	Phillips, G. W. S.	I. <sup>4</sup>	M	115 11 2	School opened in March quarter.
Hawera	Mawhitawhiti ..	130 8 3	25 1 0		155 9 3	3	Grace, C. W.	III.	H M	214 6 0	
Wanganui	Koriniti ..	240 6 8	25 18 0	397 4 5	663 9 1	1	Wilson, A. ...	V.	A F	50 0 0	
	Pipiriki ..	163 10 3	22 6 5	44 14 1	230 10 9	9	Grant, Mrs. A. L.	V.	A F	136 14 7	
	Karioi ..	66 14 11	13 10 11	673 0 2	753 6 0	0	Rutherford, Miss J.	V.	A F	31 8 0	School opened in June quarter.
Wairarapa South	Papawai ..	126 11 10	3 3 3		129 15 1	1	Clemance, P. H.	II. <sup>5</sup>	H M	107 11 9	
Sounds	Croiselles ..	29 4 7	1 15 0	7 5 6	38 5 1	1	Kelly, Miss A. M.	V.	..	..	Subsidised school, opened in June quarter.
Marlborough	Wairau ..	86 13 6	1 2 0	7 15 0	95 10 6	6	Gibbs, Miss E.	III. <sup>4</sup>	F	100 0 0	
	Mangamaunu ..	100 0 0	10 0 0		110 0 0	0	Comerford, W. H.	IV. <sup>3</sup>	F	106 0 0	
Kaikoura	Kaipoi ..	100 0 0	10 15 8		110 15 8	8	Reeves, Mrs. E. M.	V.	H F	114 7 4	
Ashley	Rapaki ..	119 14 6	16 18 0	7 2 6	143 15 0	0	Reeves, Miss F.	V.	A F	11 5 9	
Akaroa	Little River ..	138 0 10	5 0 6	4 13 6	147 19 10	10	Hastings, E. A.	V.	H M	119 13 8	
	Arowhenua ..	231 0 1	20 12 8	15 0 0	266 12 9	9	Moloney, M.	III.	H M	172 19 2	
Levels	Waikouaiti ..	146 13 2	2 6 8	1 1 6	150 1 4	4	Moloney, Miss	..	A F	16 6 0	
Waikouaiti	The Neck ..	113 17 9	5 19 10		119 17 7	7	Headley, F. J.	V. <sup>1</sup>	H M	131 15 3	With house allowance, £26 per annum.
Stewart Island	Boarding-schools—	112 6 0	18 0 6		130 6 6	6	Headley, Mrs.	V.	A F	21 13 3	
	St. Stephen's, Auckland ..		563 10 10		563 10 10	10	Blaithwayt, H.	V.	H M	104 17 8	
	Te Aute, Hawke's Bay ..		200 0 0		200 0 0	0	Blaithwayt, Miss M.	V.	A F	12 5 6	
	Hukarere, Hawke's Bay ..		325 0 0		325 0 0	0	Thompson, J. H.	V.	H M	98 14 0	
	St. Joseph's, Hawke's Bay ..		587 8 0		587 8 0	0	Thompson, Mrs.	..	A F	12 18 0	
Inspection	Other miscellaneous expenditure not chargeable to particular schools	450 0 0	402 8 11		852 8 11	11		..	..	..	
Totals		13,284 9 0	3,759 2 4	5,584 15 5	22,628 6 9*	9*		..	..	£2,452 19 3	

\* Including £92 2s. 1d. paid from Native reserve funds, and £1,000 paid from Civil List Native purposes. Deducting recoveries, £37 0s. 11d., the result is a net expenditure of £22,591 5s. 10d.

<sup>1</sup> Also C4; <sup>2</sup> also D1; <sup>3</sup> also E1; <sup>4</sup> also E2; <sup>5</sup> also E3; <sup>6</sup> also E4.

Table No. 2.

CLASSIFIED SUMMARY OF NET EXPENDITURE ON NATIVE SCHOOLS during 1898.

	£	s.	d.
Teachers' salaries .. .. .	12,579	7	4
Teachers' allowances for special objects .. .. .	331	6	8
Teachers' removal allowances .. .. .	281	17	4
Books and school requisites .. .. .	560	17	1
Planting sites .. .. .	20	0	10
Repairs and small works .. .. .	386	18	9
Musical instruments .. .. .	38	5	0
Inspector's salary .. .. .	450	0	0
Inspector's travelling-expenses.. .. .	255	13	11
Visits of Public-school Inspectors—Subsidy to Auckland Education Board .. .. .	150	0	0
Sundries .. .. .	129	12	1
Boarding-school fees and apprenticeship charges .. .. .	1,714	18	10
Travelling-expenses of scholars sent to boarding-schools .. .. .	40	19	3
University scholarships .. .. .	66	13	4
Buildings, fencing, furniture, &c. .. .. .	5,584	15	5
<b>Total .. .. .</b>	<b>£22,591</b>	<b>5</b>	<b>10</b>

NOTE.—Of the above total, £92 2s. 1d. 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, 1898.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years .. .. .	43	33	76	2·56
Five and under ten years .. .. .	826	674	1,500	50·47
Ten and under fifteen years .. .. .	690	544	1,234	41·52
Fifteen years and upwards .. .. .	108	54	162	5·45
<b>Totals .. .. .</b>	<b>1,667</b>	<b>1,305</b>	<b>2,972</b>	<b>100·00</b>

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1898.  
 [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.		
Matihetihe .. .. .	13	9	2	20	18-00	10	10	20	17-75	98-61
Whangaruru .. .. .	20	10	7	23	20-00	13	8	21	19-00	95-00
Nuhaka <sup>1</sup> .. .. .	..	50	..	50	50-00	28	19	47	47-00	94-00
Croiselles <sup>2</sup> .. .. .	..	21	5	16	16-33	7	8	15	15-33	93-87
Te Kaha .. .. .	33	9	2	40	39-75	24	13	37	37-00	93-08
Koriniti <sup>3</sup> .. .. .	..	75	5	70	68-50	39	25	64	59-00	92-91
Omaio .. .. .	49	17	5	61	58-25	29	26	55	54-00	92-70
Kenana .. .. .	10	1	1	10	10-00	4	5	9	9-25	92-50
Ruatoki .. .. .	85	5	19	71	79-00	38	31	69	73-00	92-40
Omarumutu .. .. .	50	7	7	50	51-50	24	21	45	47-50	92-23
Taiharuru .. .. .	25	2	2	25	24-25	13	9	22	22-25	91-75
Torere .. .. .	27	18	14	31	35-25	16	12	28	32-25	91-48
Poroporo .. .. .	55	4	8	51	55-00	34	15	49	50-25	91-36
Taumarere .. .. .	18	11	6	23	22-75	9	12	21	20-75	91-20
Whakarara <sup>3</sup> .. .. .	..	40	..	40	33-25	25	13	38	30-25	90-97
Karetu .. .. .	19	7	7	19	21-25	8	9	17	19-25	90-58
Raukokore .. .. .	29	4	2	31	31-75	13	15	28	28-50	89-76
Pamapurua .. .. .	23	24	14	33	30-25	13	14	27	26-75	88-42
Rangitukia .. .. .	76	24	13	87	81-25	42	33	75	71-50	88-00
Te Araroa .. .. .	35	7	2	40	38-75	16	19	35	34-00	87-74
Tikitiki .. .. .	63	11	10	64	65-00	26	31	57	56-75	87-30
Tuparoa .. .. .	36	28	7	57	54-50	27	17	44	47-25	86-69
Otamauru .. .. .	35	5	5	35	38-50	18	14	32	33-25	86-36
Utakura .. .. .	23	13	3	33	27-00	14	15	29	23-25	86-11
Te Pupuke .. .. .	36	13	14	35	40-25	21	13	34	34-50	85-71
Wharekahika .. .. .	22	2	2	22	22-50	10	7	17	19-25	85-55
Te Kopua .. .. .	31	4	4	31	32-75	17	11	28	28-00	85-49
Arowhenua .. .. .	29	7	3	33	34-25	12	15	27	29-25	85-40
Whirinaki .. .. .	54	11	10	55	58-25	22	21	43	48-25	82-83
Ranana .. .. .	40	13	17	36	39-00	16	16	32	32-25	82-69
Te Kao .. .. .	57	7	9	55	57-00	27	19	46	46-75	82-01
Waikouaiti .. .. .	24	10	10	24	24-50	12	8	20	20-00	81-63
Karioi <sup>2</sup> .. .. .	..	29	1	28	22-66	8	9	17	18-33	80-88
Little River .. .. .	59	12	26	45	53-00	19	19	38	42-50	80-18
Waioweka .. .. .	17	12	1	28	26-00	10	9	19	20-75	79-80
Manaia .. .. .	42	14	16	40	44-25	20	13	33	35-00	79-09
Waikawa <sup>4</sup> .. .. .	22	31	31	22	23-66	7	12	19	18-66	78-37
Parapara .. .. .	32	13	13	32	34-75	10	10	20	27-25	78-41
Poroti .. .. .	38	6	9	35	37-50	14	14	28	29-25	78-00
Hiruharama .. .. .	28	18	2	44	38-00	17	17	34	29-50	77-63
Waiomatatini .. .. .	44	14	20	38	50-25	21	12	33	38-75	77-11
Te Kotukutuku <sup>8</sup> .. .. .	..	54	11	43	41-50	15	13	28	32-00	77-10
Te Ahuahu .. .. .	24	10	11	23	24-00	8	10	18	18-50	77-08
Ahipara .. .. .	40	11	9	42	44-75	16	16	32	34-00	75-97
Tokomaru .. .. .	48	24	20	52	55-50	24	16	40	42-00	75-67
Rapaki .. .. .	29	11	14	26	28-25	14	5	19	21-00	74-38
Te Houhi <sup>4</sup> .. .. .	37	48	53	32	37-33	8	12	20	27-33	73-21
Te Matai .. .. .	44	21	18	47	53-75	19	17	36	39-25	73-02
Pukepoto .. .. .	29	3	9	23	27-50	8	11	19	20-00	72-72
Mawhitiwhiti .. .. .	24	3	8	19	22-00	11	2	13	16-00	72-72
Mangamuka .. .. .	48	8	8	48	49-25	18	13	31	35-75	72-58
Raorao .. .. .	34	6	6	34	36-50	11	14	25	26-25	71-91
Rakaumanga <sup>1</sup> .. .. .	69	45	28	86	82-50	26	33	59	59-00	71-51
Kawhia .. .. .	49	21	22	48	51-75	21	13	34	37-00	71-49
Tokaanu .. .. .	71	40	32	79	85-75	24	30	54	61-25	71-42
Waima .. .. .	21	10	11	20	21-50	9	6	15	15-25	70-93
Opanaki <sup>5</sup> .. .. .	40	11	51	..	46-00	..	..	..	32-33	70-28
The Neck .. .. .	24	11	8	27	24-50	11	8	19	17-00	69-38
Ohaeawai .. .. .	35	6	10	31	35-00	14	9	23	24-25	69-28
Omanaia .. .. .	15	4	2	17	18-00	3	9	12	12-25	68-05
Kaipoi .. .. .	19	18	8	29	25-00	9	7	16	17-00	68-00
Te Waotu .. .. .	33	13	8	38	37-25	12	10	22	25-00	67-11
Te Kuiti <sup>8</sup> .. .. .	..	79	30	49	57-75	25	6	31	38-75	67-09
Waimamaku .. .. .	24	5	7	22	25-75	9	6	15	17-00	66-01
Hapua .. .. .	54	12	11	55	57-00	22	14	36	37-50	65-78
Mangamaunu .. .. .	16	14	11	19	20-25	9	5	14	13-00	64-19
Pipiriki .. .. .	40	28	14	54	50-25	16	17	33	32-25	64-17
Te Teko .. .. .	29	16	9	36	37-50	13	8	21	24-00	64-00
Galatea <sup>4</sup> .. .. .	31	55	60	26	32-33	9	7	16	20-00	61-85
Whakarapa .. .. .	32	12	5	39	42-50	15	5	20	26-25	61-76
Papawai .. .. .	20	34	34	20	28-50	13	4	17	17-25	60-52
Motukaraka .. .. .	23	15	10	28	31-25	6	10	16	18-75	60-00
Wairau .. .. .	12	11	5	18	15-50	5	5	10	9-25	59-67
Paeroa .. .. .	38	15	20	33	32-75	15	5	20	19-25	58-77
Kaikohē .. .. .	34	20	13	41	46-25	16	9	25	26-75	57-83
Huria .. .. .	36	15	22	29	37-25	10	12	22	20-50	55-03
Matata .. .. .	23	17	19	21	27-00	7	6	13	14-75	54-62
Karikari .. .. .	28	13	5	36	34-00	12	7	19	17-75	52-20
Otaua .. .. .	24	15	12	27	30-75	8	4	12	15-75	51-21
Te Whaiti <sup>4</sup> .. .. .	10	45	35	20	20-33	7	3	10	9-33	45-90
Kokako .. .. .	50	22	20	52	65-00	14	12	26	27-75	42-69
Totals for 1898 .. .. .	2,556	1,439	1,023	2,972	3,056-00	1,265	1,018	2,283	2,341-00	76-60
Totals for 1897 .. .. .	2,491	1,324	951	2,864	2,954-75	1,211	1,026	2,237	2,291-50	77-55

<sup>1</sup> Opened in December quarter.<sup>2</sup> Opened in June quarter.<sup>3</sup> Opened in March quarter.<sup>4</sup> Not opened during

September quarter.

<sup>5</sup> Transferred to Auckland Education Board in December quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1898.

\* 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 .. .. .	29	18	47	1	1	2	2	4	6	32	23	55
Te Kao .. .. .	32	21	53	..	..	..	..	2	2	32	23	55
Pamapurua .. .. .	15	16	31	..	1	1	1	..	1	16	17	33
Ahipara .. .. .	22	18	40	..	..	..	..	2	2	22	20	42
Pukepoto .. .. .	10	11	21	..	..	..	..	2	2	10	13	23
Kenana .. .. .	4	6	10	..	..	..	..	..	..	4	6	10
Parapara .. .. .	16	15	31	..	1	1	..	..	..	16	16	32
Te Pupuke .. .. .	15	9	24	3	1	4	3	4	7	21	14	35
Whakarara .. .. .	21	9	30	2	1	3	3	4	7	26	14	40
Utakura .. .. .	14	13	27	..	..	..	1	5	6	15	18	33
Whakarapa .. .. .	24	14	38	..	..	..	1	..	1	25	14	39
Matihetihe .. .. .	8	8	16	2	2	4	..	..	..	10	10	20
Whirinaki .. .. .	25	27	52	..	..	..	3	..	3	28	27	55
Waima .. .. .	11	7	18	..	..	..	1	1	2	12	8	20
Omanaia .. .. .	4	4	8	..	..	..	2	7	9	6	11	17
Motukaraka .. .. .	10	4	14	3	6	9	2	3	5	15	18	33
Mangamuka .. .. .	26	21	47	1	..	1	..	..	..	27	21	48
Waimamaku .. .. .	12	6	18	..	1	1	1	3	3	13	9	22
Otaua .. .. .	10	7	17	1	1	2	3	5	8	14	13	27
Ohaeawai .. .. .	13	6	19	2	1	3	5	4	9	20	11	31
Kaikohu .. .. .	25	16	41	..	..	..	..	..	..	25	16	41
Karetu .. .. .	4	4	8	3	6	9	1	1	2	8	11	19
Whangaruru .. .. .	13	7	20	..	..	..	2	1	3	15	8	23
Taumarere .. .. .	9	14	23	..	..	..	..	..	..	9	14	23
Te Ahuahu .. .. .	10	7	17	..	..	..	2	4	6	12	11	23
Poroti .. .. .	11	8	19	1	2	3	5	8	13	17	18	35
Taiharuru .. .. .	14	5	19	2	4	6	..	..	..	16	9	25
Manala .. .. .	23	15	38	2	..	2	..	..	..	25	15	40
Rakaumanga .. .. .	14	19	33	24	25	49	2	2	4	40	46	86
Raorao .. .. .	14	18	32	1	1	2	..	..	..	15	19	34
Kawhia .. .. .	23	11	34	6	3	9	2	3	5	31	17	48
Te Kopua .. .. .	14	10	24	2	2	4	2	1	3	18	13	31
Te Kuiti .. .. .	27	7	34	1	..	1	10	4	14	38	11	49
Te Waotu .. .. .	14	8	22	2	3	5	5	6	11	21	17	38
Tokaanu .. .. .	36	38	74	..	..	..	2	3	5	38	41	79
Karikari .. .. .	22	14	36	..	..	..	..	..	..	22	14	36
Te Kotukutuku .. .. .	19	16	35	5	3	8	..	..	..	24	19	43
Huria .. .. .	12	11	23	..	2	2	2	2	4	14	15	29
Paeroa .. .. .	23	5	28	2	2	4	1	..	1	26	7	33
Te Matai .. .. .	23	21	44	1	1	2	1	..	1	25	22	47
Ranana .. .. .	18	11	29	2	5	7	..	..	..	20	16	36
Matata .. .. .	9	4	13	1	..	1	3	4	7	13	8	21
Te Teko .. .. .	16	16	32	3	1	4	..	..	..	19	17	36
Galatea .. .. .	12	8	20	2	1	3	1	2	3	15	11	26
Te Whaiti .. .. .	14	6	20	..	..	..	..	..	..	14	6	20
Te Hohui .. .. .	15	14	29	..	1	1	..	2	2	15	17	32
Otamauru .. .. .	20	15	35	..	..	..	..	..	..	20	15	35
Poroporo .. .. .	32	15	47	2	1	3	1	..	1	35	16	51
Ruatoki .. .. .	39	31	70	1	..	1	..	..	..	40	31	71
Waioweka .. .. .	12	11	23	3	..	3	..	2	2	15	13	28
Omarumutu .. .. .	22	19	41	4	2	6	1	2	3	27	23	50
Torere .. .. .	14	9	23	1	..	1	2	5	7	17	14	31
Omaio .. .. .	30	26	56	2	1	3	1	1	2	33	28	61
Te Kaha .. .. .	23	12	35	..	..	..	3	2	5	26	14	40
Raukokore .. .. .	18	12	30	5	2	7	..	2	2	15	16	31
Wharekahika .. .. .	9	5	14	1	2	3	3	2	5	13	9	22
Te Araroa .. .. .	19	19	38	..	2	2	..	..	..	19	21	40
Rangitukia .. .. .	42	27	69	3	6	9	4	5	9	49	38	87
Tikitiki .. .. .	24	30	54	3	2	5	3	2	5	30	34	64
Waiomatatini .. .. .	18	8	26	4	4	8	2	2	4	24	14	38
Tuparoa .. .. .	21	16	37	11	3	14	3	3	6	35	22	57
Hiruharama .. .. .	23	19	42	1	1	2	..	..	..	24	20	44
Tokomaru .. .. .	28	18	46	2	4	6	..	..	..	30	22	52
Kokako .. .. .	23	19	42	5	3	8	2	..	2	30	22	52
Nuhaka .. .. .	30	19	49	..	1	1	..	..	..	30	20	50
Mawhitiwhiti .. .. .	15	4	19	..	..	..	..	..	..	15	4	19
Koriniti .. .. .	40	24	64	3	2	5	1	..	1	44	26	70
Pipiriki .. .. .	25	23	48	3	3	6	..	..	..	28	26	54
Karioi .. .. .	10	12	22	1	2	3	3	..	3	14	14	28
Papawai .. .. .	6	..	6	..	..	..	9	5	14	15	5	20
Croiselles .. .. .	9	4	13	..	1	1	..	2	2	9	7	16
Waikawa .. .. .	2	5	7	5	9	14	1	..	1	8	14	22
Wairau .. .. .	9	9	18	..	..	..	..	..	..	9	9	18
Mangamaunu .. .. .	10	8	18	..	..	..	1	..	1	11	8	19
Kaiapoi .. .. .	10	4	14	3	5	8	2	5	7	15	14	29
Rapaki .. .. .	14	5	19	4	..	4	2	1	3	20	6	26
Little River .. .. .	14	12	26	..	2	2	10	7	17	24	21	45
Arowhenua .. .. .	13	17	30	1	1	2	1	..	1	15	18	33
Waikouaiti .. .. .	7	3	10	..	..	..	8	6	14	15	9	24
The Neck .. .. .	2	4	6	8	7	15	4	2	6	14	13	27
Totals for 1898 .. .. .	1,380	1,017	2,397	151	144	295	136	144	280	1,667	1,305	2,972
Totals for 1897 .. .. .	1,277	981	2,258	147	163	310	145	151	296	1,569	1,295	2,864

SUMMARY of Table No. 5.

Race.	Boys.	Girls.	Total.	Percentage.
Maori and between Maori and half-caste .. .. .	1,380	1,017	2,397	80.65
Half-caste .. .. .	151	144	295	9.93
European, and between half-caste and European .. .. .	136	144	280	9.42
Totals .. .. .	1,667	1,305	2,972	100.00



Table No. 6.  
RESULTS of EXAMINATION, 1898.

Schools.	Number on the Roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard.
		VI.	V.	IV.	III.	II.	I.	
Hapua .. .. .	55	..	..	..	4	15	9	161.0
Te Kao .. .. .	59	..	..	..	6	17	10	196.0
Pamapurua .. .. .	33	..	1	..	..	1	13	77.0
Ahipara .. .. .	47	..	..	1	1	9	12	128.5
Pukepoto .. .. .	28	..	..	4	6	4	4	103.0
Kenana .. .. .	10	..	..	1	2	1	4	49.5
Parapara .. .. .	41	..	..	4	4	1	3	59.0
Te Pupuke .. .. .	42	..	1	4	7	3	6	104.0
Whakarara .. .. .	40	..	1	1	1	1	16	92.0
Utakura .. .. .	24	..	..	..	..	1	14	77.0
Whakarapa .. .. .	42	..	..	2	3	5	7	92.0
Matihetihe .. .. .	21	..	..	..	..	..	1	4.0
Whirinaki .. .. .	55	1	..	5	6	10	10	182.0
Waima .. .. .	16	1	..	..	2	..	4	36.0
Omanuia .. .. .	17	..	..	3	4	3	2	73.5
Motukaraka .. .. .	34	..	..	2	2	6	2	67.0
Mangamuka .. .. .	47	..	..	1	1	9	7	108.0
Waimamaku .. .. .	25	1	..	3	3	..	5	66.0
Otaua .. .. .	32	..	..	1	1	1	..	16.5
Ohacawai .. .. .	35	..	..	4	2	1	6	61.5
Kaikohe .. .. .	43	..	..	..	..	1	5	23.5
Karetu .. .. .	23	..	..	2	2	3	1	41.5
Whangaruru .. .. .	19	..	..	4	4	2	2	66.5
Taumarere .. .. .	25	..	..	2	1	5	8	85.5
Te Ahuahu .. .. .	22	..	..	2	..	6	1	53.0
Poroti .. .. .	37	..	..	6	4	9	7	142.5
Taiharuru .. .. .	24	..	..	..	3	3	8	76.0
Opanaki .. .. .	50	..	..	2	4	3	16	121.5
Manata .. .. .	44	..	..	..	..	..	11	45.0
Rakaumanga .. .. .	78	..	..	..	1	3	1	24.5
Racrao .. .. .	35	..	..	..	..	..	14	62.5
Kawhia .. .. .	57	..	..	..	7	8	12	140.5
Te Kopua .. .. .	33	..	..	4	6	5	..	92.0
Te Kuiti .. .. .	49	..	..	..	..	2	12	76.5
Te Waotu .. .. .	38	..	..	2	..	1	9	53.0
Tokaanu .. .. .	89	..	..	..	6	16	18	223.5
Karikari .. .. .	35	..	..	..	..	1	6	37.5
Te Kotukutuku .. .. .	42	..	..	..	..	1	9	54.0
Huria .. .. .	28	..	..	..	..	1	5	26.0
Paeroa .. .. .	33	..	1	3	..	5	3	69.5
Te Matai .. .. .	59	..	..	4	9	5	2	118.5
Ranana .. .. .	42	..	..	..	..	8	21	156.5
Matata .. .. .	20	1	..	1	1	2	4	44.0
Te Teko .. .. .	36	..	..	2	3	..	3	36.5
Galatea .. .. .	39	1	1	1	2	3	2	52.5
Te Whaiti .. .. .	18	..	..	..	..	..	..	00.0
Te Houhi .. .. .	33	..	..	..	..	8	3	51.5
Otamauru .. .. .	40	..	..	3	7	5	2	104.0
Poroporo .. .. .	53	..	..	3	4	3	6	96.5
Ruatoki .. .. .	80	..	..	..	2	12	26	190.0
Waioweka .. .. .	27	..	..	3	3	3	5	76.0
Omarumutu .. .. .	52	..	1	5	9	7	15	216.0
Torere .. .. .	37	..	..	6	4	1	5	84.0
Omaio .. .. .	58	..	1	4	3	3	10	110.5
Te Kaha .. .. .	40	..	..	..	..	1	2	13.5
Raukokore .. .. .	33	..	3	2	5	1	2	79.0
Wharekahika .. .. .	23	..	3	3	5	3	2	97.0
Te Araroa .. .. .	38	..	..	2	7	4	9	126.0
Rangitukia .. .. .	78	..	6	5	11	15	16	314.5
Tikitiki .. .. .	64	..	1	8	9	10	6	198.5
Waiomatatini .. .. .	46	2	1	6	4	12	4	159.5
Tuparoa .. .. .	56	..	..	6	4	5	7	113.5
Hiruharama .. .. .	37	..	..	..	4	6	1	58.5
Tokomaru .. .. .	50	1	..	7	5	10	5	159.5
Kokako .. .. .	69	..	..	..	..	1	19	90.0
Nuhaka .. .. .	..	..	..	..	..	..	..	..
Mawhitiwhiti .. .. .	23	..	..	..	8	4	1	73.5
Koriniti† .. .. .	58	..	..	..	..	..	..	..
Pipiriki .. .. .	39	..	..	..	2	6	15	120.5
Karioi* .. .. .	..	..	..	..	..	..	..	..
Papawai .. .. .	25	..	..	..	3	3	3	47.0
Croiselles .. .. .	16	..	..	..	..	..	11	65.5
Waikawa .. .. .	20	..	..	..	..	1	4	16.0
Wairau .. .. .	16	..	..	..	1	5	3	47.5
Mangamaunu .. .. .	19	..	..	..	2	3	3	43.0
Kaiapoi .. .. .	30	..	..	1	2	1	5	47.0
Rapaki .. .. .	28	1	5	3	2	2	2	68.0
Little River .. .. .	46	1	4	2	3	6	4	98.5
Arowhenua .. .. .	31	..	..	6	3	5	1	77.0
Waikouaiti .. .. .	26	..	1	1	1	6	5	74.5
The Neck .. .. .	26	..	..	1	5	1	1	40.5
Totals for 1898 .. .. .	3,038	10	31	148	226	334	518	..
Totals for 1897 .. .. .	2,854	5	23	123	249	339	470	..

\* Not inspected or examined.

† Not examined.

Table No. 7.  
RESULTS of INSPECTION, 1898.

[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 Table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Teacher.	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.
Rangitukia .. .. .	10.0	9.1	8.0	9.0	7.7	47.1	90.9
Wharekahika .. .. .	9.1	7.9	9.0	7.0	8.2	48.1	89.8
Omanaia .. .. .	8.2	9.1	9.4	8.5	8.7	43.6	87.5
Omarumutu .. .. .	9.3	8.1	8.0	10.0	7.7	43.2	86.8
Tokomaru .. .. .	9.8	7.3	8.4	7.5	8.7	40.7	82.4
Ranana .. .. .	10.0	9.5	8.3	7.5	6.8	40.5	82.1
Tikitiki .. .. .	9.8	8.4	7.4	7.0	8.8	40.6	82.0
Waiomatatini .. .. .	9.8	6.3	8.6	8.0	6.0	43.1	81.8
Te Araroa .. .. .	9.2	8.8	8.4	7.7	8.0	39.7	81.8
Pukepoto .. .. .	9.5	7.5	7.6	7.5	5.7	43.9	81.7
Otamauru .. .. .	9.3	9.5	9.1	8.5	8.3	36.9	81.6
Te Kao .. .. .	10.0	8.9	8.5	8.0	8.0	37.6	81.0
Papawai .. .. .	8.3	8.4	6.9	7.0	5.6	41.8	78.0
Whangaruru .. .. .	9.1	7.5	7.8	5.0	6.7	41.6	77.7
Taiharuru .. .. .	7.9	7.1	8.0	6.5	5.3	41.8	76.6
Keana .. .. .	7.0	8.0	7.6	6.5	1.5	45.0	75.6
Croiselles .. .. .	6.8	8.5	8.5	6.4	5.0	40.3	75.5
Mawhitiwhiti .. .. .	8.9	7.3	7.9	9.0	5.6	36.3	75.0
Taumarere .. .. .	7.6	7.3	9.3	7.0	6.5	37.1	74.8
Omaio .. .. .	9.3	9.0	7.8	7.0	7.7	38.9	74.2
Poroporo .. .. .	9.9	8.4	9.0	9.5	7.7	29.3	73.8
Tokaanu .. .. .	10.0	7.1	8.1	7.5	5.3	35.7	73.7
Utakura .. .. .	9.7	6.0	8.4	7.5	4.5	37.5	73.6
Waioweka .. .. .	10.0	9.0	8.5	6.0	5.5	34.6	73.6
Te Kopua .. .. .	8.0	7.6	7.0	7.0	6.7	37.1	73.4
Waikouaiti .. .. .	8.7	8.5	8.7	6.5	7.0	33.1	72.5
Whakarapa .. .. .	9.7	9.3	7.8	8.0	7.0	30.6	72.4
Whirinaki .. .. .	7.2	6.1	8.5	7.5	5.6	37.3	72.2
Wairau .. .. .	7.5	8.0	7.0	6.0	7.7	35.8	72.0
Pipiriki .. .. .	9.1	8.3	7.3	8.0	6.0	33.3	72.0
Tuparoa .. .. .	9.1	8.4	9.1	9.0	5.8	30.6	72.0
Poroti .. .. .	7.0	5.5	6.5	6.5	4.8	41.5	71.8
Waimamaku .. .. .	8.9	9.1	8.0	8.5	6.3	30.7	71.5
Ruatoki .. .. .	9.9	8.0	8.3	5.5	6.8	32.7	71.2
Motukaraka .. .. .	9.4	8.8	7.3	7.0	8.8	29.6	70.9
Kawhia .. .. .	7.5	7.4	8.3	7.5	7.8	31.7	70.2
Te Matai .. .. .	10.0	10.0	8.4	8.0	6.3	27.3	70.0
Te Pupuke .. .. .	8.1	8.3	7.3	6.5	7.0	32.7	69.9
Te Ahuahu .. .. .	7.6	7.1	7.5	6.0	6.0	35.6	69.8
Matata .. .. .	8.8	6.9	6.8	7.0	4.4	34.8	68.7
Paeroa .. .. .	9.9	8.5	8.9	8.5	8.2	24.7	68.7
Pamapurua .. .. .	8.0	7.8	7.9	7.5	6.3	30.8	68.3
Mangamuka .. .. .	8.4	6.5	7.8	9.0	4.9	31.6	68.2
Mangamaunu .. .. .	8.3	7.8	7.8	6.0	5.0	31.5	66.4
Raukokore .. .. .	8.7	7.3	6.5	6.5	4.7	32.3	66.0
Hiruharama .. .. .	8.9	8.4	7.5	7.5	4.8	28.7	65.8
Ahipara .. .. .	9.2	7.0	6.4	5.2	5.0	32.6	65.4
Hapua .. .. .	7.3	7.0	6.9	5.0	6.3	32.6	65.1
Torere .. .. .	8.6	8.4	7.3	7.5	5.9	27.2	64.9
Karotu .. .. .	5.3	8.4	8.5	7.0	7.7	27.9	64.8
Arowhenua .. .. .	7.1	9.7	6.2	6.0	6.6	29.1	64.7
The Neck .. .. .	7.2	6.5	6.0	4.0	4.7	34.8	64.2
Kaipoi .. .. .	7.5	9.7	8.2	6.0	8.0	24.0	63.4
Opanaki .. .. .	7.8	6.9	7.6	6.0	5.3	29.7	63.3
Waima .. .. .	9.7	9.1	6.6	7.0	4.8	24.1	61.3
Rapaki .. .. .	8.1	7.5	7.5	6.0	6.6	25.5	61.2
Te Houhi .. .. .	8.1	8.5	7.1	6.5	7.5	22.9	60.6
Little River .. .. .	7.5	8.2	7.0	5.8	6.6	24.9	60.0
Te Kuiti .. .. .	8.4	7.0	6.8	7.0	4.5	26.1	59.8
Galatea .. .. .	9.1	6.5	7.5	7.5	6.5	22.6	59.7
Ohacawai .. .. .	8.2	7.5	5.6	6.0	5.7	26.5	59.5
Parapara .. .. .	8.4	6.0	8.3	6.5	5.2	25.0	59.4
Whakarara .. .. .	5.7	7.8	7.3	6.0	4.0	28.4	59.2
Raorao .. .. .	10.0	7.8	8.0	6.6	4.5	21.8	58.7
Te Teko .. .. .	9.2	7.5	6.8	6.0	5.3	23.6	58.4
Te Kotukutuku .. .. .	8.3	6.5	8.7	7.5	1.7	24.5	57.2
Te Waotu .. .. .	7.7	7.6	5.3	6.5	4.3	24.1	55.5
Te Kaha .. .. .	8.8	8.5	7.9	6.0	4.0	19.9	55.1
Kaikohe .. .. .	9.9	7.3	5.0	5.0	5.4	21.5	54.1
Karikari .. .. .	7.1	7.7	6.9	6.5	5.5	13.8	52.5
Otaua .. .. .	9.0	8.6	8.9	7.5	4.7	13.6	52.3
Huria .. .. .	8.4	8.0	7.9	6.5	3.5	15.0	49.3
Te Whaiti .. .. .	9.5	9.4	6.3	7.5	5.2	11.0	48.9
Kokako .. .. .	6.0	7.5	6.5	5.0	4.7	16.0	46.7
Manaiā .. .. .	5.5	7.0	6.0	4.0	4.0	18.8	45.3
Matihetihe .. .. .	6.6	8.0	8.3	3.0	6.2	10.8	42.9
Rakaumanga .. .. .	8.0	7.3	5.6	6.0	4.3	7.7	38.9
Waikawa .. .. .	2.1	6.5	6.2	3.7	4.3	15.8	38.6
Koriniti* .. .. .	9.8	7.6	7.5	8.0	5.0	..	37.9
Karioi† .. .. .	..	..	..	..	..	..	..
Nuhaka† .. .. .	..	..	..	..	..	..	..

\* Not inspected.

† Not inspected or examined.

Table No. 8.

CLASSIFICATION of PUPILS on the School Rolls, December, 1898.

Standards.	Boys.	Girls.	Totals.
Preparatory classes ... ..	394	304	698
Class for Standard I. ... ..	334	308	692
"    II. ... ..	375	281	656
"    III. ... ..	272	205	477
"    IV. ... ..	167	120	287
"    V. ... ..	60	71	131
"    VI. ... ..	8	10	18
Passed Standard VI. ... ..	7	6	13
Totals ... ..	1,667	1,305	2,972

Table No. 9.

AVERAGE AGE of PUPILS at Standard Examination of Schools in 1898.

Standards.	Number passed at Annual Examination.	Average Age.	
		Yrs.	Mos.
I. ... ..	518	9	10
II. ... ..	334	10	10
III. ... ..	226	11	9
IV. ... ..	148	13	1
V. ... ..	31	13	6
VI. ... ..	10	13	9

Table No. 10.

NUMBER of MAORI PUPILS receiving Higher Education, &amp;c., at the End of 1898.

School.	Government Pupils.		Private Pupils.
	Scholarship- holders.	Temporary.	
Boarding-schools—			
St. Stephen's (boys), Parnell, Auckland ... ..	19	...	29*
Te Aute (boys), Hawke's Bay ... ..	6	...	63†
Hukarere (girls), Napier ... ..	20	...	40‡
St. Joseph's (girls), Napier ... ..	1	32	24§
Canterbury College, Christchurch (male student) ... ..	1	...	
Totals ... ..	47	32	156

\* Including 1 boy who is more European than Maori.   † Including 11 Europeans.   ‡ Including 9 girls who are more European than Maori.   § Including 2 girls who are more European than Maori, and 1 European.

## NUMBER of MAORI EX-NATIVE-SCHOOL PUPILS holding Industrial Scholarships at the End of 1898.

Number.	District.	Trade to which Scholars are apprenticed.
1	Opotiki ... ..	Blacksmith.
1	" ... ..	Carpenter.
1	" ... ..	Farmer.
2	" ... ..	Saddler.
1	Auckland ... ..	Coachbuilder.
1	Bay of Islands ... ..	Saddler.
Total ... 7		

## NUMBER OF MAORI EX-NATIVE-BOARDING-SCHOOL PUPILS holding Hospital-nursing Scholarships at the End of 1898.

Number.	District Hospital.
2 (girls) ... ..	Napier Hospital.

*Approximate Cost of Paper.*—Preparation, not given; printing (1,675 copies), £21 5s. 6d.

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