

1901.  
NEW ZEALAND.

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# EDUCATION: NATIVE SCHOOLS.

[In continuation of E.-2, 1900.]

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

No. 1.

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

THE number of Maori village schools in operation at the end of 1900 was eighty-nine, one more than the number open in December, 1899. The number of children on the rolls of these schools as on the 31st December, 1900, was 3,109, or forty-four more than at the end of the previous year. The average weekly roll-number for 1900 was almost identical with that for 1899, the excess for the former year being less than two. Regularity of attendance declined from 77·95 per cent. in 1899 to 76·8 per cent. in 1900. In 1898 it was 79·5 per cent. The number of predominantly Maori children attending Maori village schools, as at the end of 1900, was 2,482, compared with 2,451 for 1899. The corresponding numbers for half-castes and children predominantly European were, for 1900, 280 and 347 respectively; for 1899 the numbers were 302 and 312 respectively. The principal change, then, in the matter of race is that the ratio of half-castes to Maoris has sensibly diminished, as has that of half-castes to Europeans.

Of the new schools opened, two seem likely to be very successful. One of these is at Touwai, a few miles from Whangaroa, and the other is at Tapuaeharuru, at the head of Lake Rotoiti. Touwai provides school accommodation for an interesting settlement in the middle of a considerable gum district; Tapuaeharuru depends on the population scattered round those portions of Lake Rotoiti that are somewhat remote from Lake Rotorua. The other schools opened in 1900 are at Okoha, Pelorus Sound, an assisted school; at Paparore, near the Awanui, Mangonui, an experimental school; and at Tapuwae, near Motukaraka, Hokianga, a half-time school. At the beginning of the current year two schools were opened, from which good results are expected, viz., at Te Haroto, on the Napier-Taupo Road, and at Oromahoe, near Pakaraka, Bay of Islands. Four schools have been closed: the Kokako school, near Waikaremoana, mainly through the rigorous climate, which makes it hard for Natives to secure sustenance for children living in that neighbourhood; the Taiharuru school, through want of appreciation of their school by the Maoris; the Huria school, because the promises of the Maoris to maintain an attendance had not been kept. The Whakarapa school was closed temporarily, because the difficulties of the district had caused the Maoris to ask for a temporary cessation of their task of maintaining an attendance.

There are still thirty-six applications for new schools on the list. Some of these appear to be good, and it is probable that when the rather numerous and often perplexing difficulties with regard to site and title have been overcome schools will be founded at the places referred to. It is not improbable that there will have to be some relaxation of the usual requirements in the case of districts in which estrangement between the two races has to a considerable extent been allowed to become chronic. Such cases are now happily very few; perhaps the most striking ones are to be found in the West Coast districts, to the north and the south of New Plymouth.

The examination reports of the schools examined during the year 1900 show that 411 children passed Standard I., 374 Standard II., 218 Standard III., 152 Standard IV., 52 Standard V., and 15 Standard VI. These numbers are higher than those of 1899, except in Standard III., where the falling-off is twenty-four, and Standard VI., where it is two. The clear increase for the year 1900 is thirty-seven. The reports of the Inspectors are summarised in Mr. Pope's annual report, the intention being to give sufficient information with regard to each particular school to enable the reader to form an adequate idea of its general value and efficiency. It appears from these reports that, while there are many schools that deserve to be called good, very few are indifferent, or worse. There are also the usual reports on the visits paid to the Maori boarding-schools—Te Aute and St. Stephen's for boys, and St. Joseph's and Hukarere for girls; these reports contain much information of an interesting nature. There are reports, too, on the denominational schools at Putiki, Matata, and Waerenga-a-Hika, and on the results of the examination for the Te Makarini scholarships. The total number of pupils receiving higher education, or some kind of technical education, at the end of 1900 was seventy-nine. This number includes two medical students at Otago University, one hospital-nursing scholar at Napier Hospital, and four apprentices to trades.

Although detailed treatment of the question of hand-and-eye and general technical training in Maori schools can only be glanced at here, seeing that most of the work done belongs properly to the current year, it will not be out of place to say that most of the proposals that were mere projects last year have been advanced more than one stage, while practical progress has been made with the works definitely sanctioned. At Kawhia the technical work that has been carried on for some years has been further developed, and a workshop has been erected. Building is going on at Rakaumanga, Rangitukia, and Whirinaki, and definite arrangements have been made for commencing carpentry work at other places. The workshops are intended principally for the purpose of giving instruction in woodwork to Maori youths who have left school, but will be available also for the older boys still attending the day-schools. Specific offers have been made to St. Stephen's and Te Aute; the former institution has decided to accept, but the authorities at Te Aute see obstacles. The task of organizing handwork has been definitely commenced at about one-half of the Maori village schools, and will be completed at the rest of these schools before the end of the year.

Sixty-four of the eighty-four full-time schools in operation at the end of 1900 were under the charge of masters, and seventeen under the charge of mistresses; one was vacant, and two were subsidised schools only. The number of assistants was seventy, and of sewing-mistresses eight. The head teachers received salaries ranging from £61 to £280; the salaries of assistants, who in nearly every case belong to the family of the head teacher, ranged from merely nominal amounts to £50.

The expenditure on Native schools was as follows: Teachers' salaries and allowances, £13,206 9s. 9d.; books and school requisites, £492 3s. 2d.; repairs and small works, and tree-planting on sites, £475 5s. 11d.; inspection, £960 19s. 10d.; boarding-schools and scholarships, £1,846 18s. 5d.; buildings, fencing, furniture, &c., £2,748 3s.; technical instruction classes (including material for workshop), £111 14s. 6d.; sundries, £143 17s. 6d.: total, £19,985 12s. 1d.

## No. 2.

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

SIR,—

Wellington, 1st February, 1901.

In accordance with the terms of my 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 by them during the year 1900.

At the end of 1899 there were eighty-eight schools in full working order; at the end of 1898 the number was eighty-four. In the course of 1900 five new village schools were opened, one of these (Tapuwae) as a half-time school; none were re-opened, and four were closed. During the year, or some portion of it, ninety-three schools were in operation, and at the end of the century there were eighty-nine schools open—viz., eighty-five village schools and four boarding-schools. These numbers do not include the denominational schools which the Department has been asked to inspect and examine—viz., those at Waerenga-a-Hika, Matata Convent, Putiki, and Otaki.

CHANGES: NEW SCHOOLS OPENED, AND SCHOOLS RE-OPENED OR CLOSED.

*Touwai* School, near Whangaroa, was opened in the March quarter of 1900. (See "*Touwai*" below). *Okoha* School, Pelorus Sound, was opened in the September quarter (see "*Okoha*" below). *Tapuaeharuru* School, at the head of the Rotoiti Lake, was opened in the same quarter. Through an unfortunate misconception the school is placed some distance from the site originally selected, which was thoroughly suitable in every respect. This school will do well unless its progress should be hindered by local jealousies, and by the desire of other settlements on the shores of the lake to have each a school for itself. *Paparore* experimental Native school: This is some five miles from Waipapakauri, near the Awanui, Mangonui. It was opened in the December quarter. The Department has reason to believe that a decidedly promising beginning has been made at this gumfields school. At *Tapuwae* a half-time school, in conjunction with Motukaraka, was opened in the December quarter. Soon after, at the beginning of this year, the schools at *Te Haroto* and *Oromahoe* were also opened.

The following schools were closed in the course of the year 1900: *Whakarapa* School, Lower Waihou, Hokianga. The difficult nature of the country affords some excuse for the tapering off of the attendance at Whakarapa, but the apathy of the parents was a considerable factor also. Had the school, with all its drawbacks, been on the East Coast or at Lake Taupo, it would have done admirable work. Whakarapa was closed at the beginning of the year. *Kokako* School, near Lake Waikaremoana, succumbed also, and had to be closed at the end of the March quarter. Its prospects were bright at first, but there were really many and great obstacles in the way of success; not the least formidable of these was the rigorous winter climate, with the accompanying difficulty of providing food for the children. It was found very difficult to grow potatoes or other usual Maori crops. *Taiharuru* School was on a beautiful spot on the coast, a few miles from Whangarei Heads; it had to be closed also. The Maoris of the district allowed their school to slip through their fingers for want of pupils. It was closed in the June quarter. Were it not that the settlement is near the sea, with its fish and *pipis*, and that the land is of fair quality, it would be possible to believe that the task the Maoris had undertaken of keeping up a school attendance had perhaps proved too hard for them. *Huria* School, near Tauranga, again gave proof of its inability to support a school. It had a long life, but was perhaps the most unprofitable of all the Maori schools. It was closed at the end of the June quarter. This year's losses, then, have been unusually severe. Unfortunately, too, the ground for hoping for restoration is in two out of the four cases very small.

PROPOSALS FOR NEW SCHOOLS.

There are still many proposals requiring further action, and some entirely new ones. A short comment may here be made on each of the cases still on the books:—

*Atiamuri, Waikato River*.—The district has been visited. Preliminary arrangements were found to be not yet complete.

*Great Barrier Island*.—Application is in its earliest stage.

*Horoera, East Cape*.—The Maoris of this settlement undoubtedly suffer some hardship through having to get their children educated at distant schools.

*Kerepehi, Piako*.—This has been found to be a very good case. Plans for buildings are being prepared.

*Kohanga, with Pakou, Lower Waikato*.—If arrangements for a suitable site can be made there ought to be a good school at Kohanga. The district is large, however, and the population is scattered; such conditions are always sources of difficulty.

*Pukeroa, Manukau, near Herekino, North Auckland*.—Application has been renewed; it is receiving consideration.

*Moteo, Hawke's Bay*.—Application is in its earliest stage.

*Motiti Island, Bay of Plenty*.—There seems to be insufficient reason for proceeding at present.

*Oruanui, near Taupo*.—The case seems to be a good one, but further information is being sought.

*Pakanae, Hokianga*.—The application was considered. It seemed undesirable that another Maori school should be established in the neighbourhood.

*Pakipaki, Hawke's Bay*.—Application was abortive.

*Papatupu, near Waitotara*.—Application was abortive.

*Parakino, Whanganui River*.—This is a settlement of considerable size, but it seems hardly desirable as yet to grant a school to every river-bank village that could support one. Of course, this principle holds good specially in the case of a village that has already had a break-down.

*Parawera, Waikato District.*—It has been decided to found a school here. The case seems to be sufficiently good.

*Pariroa, near Patea, West Coast.*—A school will be established here; success may be expected.

*Pihama, West Coast, Taranaki.*—A visit has been paid, and the case is under consideration. A school is very desirable here; but the case is difficult.

*Puniho, West Coast, Taranaki.*—A visit has been paid, and the case is under consideration. Puniho is on very much the same footing as Pihama.

*Ramote, Wairoa, Hawke's Bay.*—Further progress here seems to be impossible. The matter has been under consideration, off and on, for no less than twenty-two years. The Maoris do not manage to give a suitable site.

*Ranana te Tuarua, or Turanganui.*—This is a proposal for a small subsidised school.

*Raketepaumu, near Karioi.*—The application was informal.

*Rangaunu, near Waimate North.*—Request for a school has been renewed. The Maoris are entitled to much sympathy; but their district is, perhaps, somewhat overstocked with schools already.

*Rangiawhia, Mangonui.*—It seems likely that a Maori couple could best satisfy the requirements of this district. Also it seems fitting that a trial of a school with Maori teachers should be made; and this appears to be a proper place for making the experiment in. A beginning will probably soon be made.

*Ruapuke Island, Foveaux Strait.*—It is doubtful whether great success can be achieved at this lonely place; but another attempt is to be made.

*Takahiwai, Whangarei Harbour.*—Steps are being taken to remove the Taiharuru School to Takahiwai; fair success is certainly possible here.

*Takou Bay, North Auckland.*—The case of this school was referred to the Department by the Auckland Board. The place seems suitable for our work, but it has not yet been visited.

*Tangoio, Hawke's Bay.*—This will probably be a central school for the Maoris living along the coast to the north of Petane. If the Maoris exert themselves to secure the success of their scheme the school will do very well; but it has to be actually made.

*Tapuaekura, Lake Rotoiti.*—This application is *prima facie* based on the principle that wherever a number of children sufficient to start a small school can be found, there one should be established. This principle is unsound; for the worth of a school generally depends very much on its size. However, the application will have to be considered on its merits.

*Taumarunui, Upper Wanganui.*—There will probably be a fine school here; it ought to be opened before the close of the year.

*Raglan, West Coast, North Island.*—There have been two applications sent in from this district, but, as there is already a properly equipped Board school near at hand, the need for a Native school is by no means obvious.

*Waimarama, Cape Kidnappers.*—This is a very good opening. There might be a capital Maori school there, but the question of providing a site seems to be causing delay.

*Waitahanui, Lake Taupo East.*—It is highly probable that a good Maori school could be maintained here with the assistance of the Opepe people, which is promised.

*Whakarewarewa, Lake Rotorua.*—A school will be opened here shortly. It is very sorely needed.

*Whangara, East Coast.*—This is some eighteen miles north of Gisborne. It will be to a certain extent a mixed school, but predominantly Maori. The prospects are good.

*Whareponga, East Coast.*—This place is between four and five miles north of Waipiro. There should be a good school there. Operations will probably begin before the close of the year.

*Waitara.*—A request has been received for a Maori school at Waitara; but it was not a petition from the Maoris, and consequently could hardly be dealt with under the Native Schools Code. Besides, the Taranaki Board is in full possession at Waitara.

#### MAORI VILLAGE SCHOOLS AT WORK DURING 1899 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, including estimates of their general efficiency as educational institutions, has been tabulated and printed in the Appendix to this Report. (See Tables VI. and VII.) Additional information respecting the character and circumstances of particular schools will be found in the following paragraphs:—

##### *The Far North—Parengarenga, Mangonui, and Whangaroa.*

*Hapua* (examined Saturday, 23rd June, 1900).—The new school buildings were in fair order, but they had not been made full use of. Gardening work had not yet been begun. The pupils worked with earnestness, and, although a little more formality would hardly have been out of place, they were well in hand. The younger children proved to be exceedingly backward. The senior English work deserved high praise; if it had been considerably neater it could have been called excellent. The arithmetic was much below the mark. Generally, the results of a greatly perturbed year's work were not very satisfactory.

*Te Kao* (examined 25th June, 1900).—In spite of many serious drawbacks—proximity of gum-fields, poverty of soil, long distances to be travelled by children—this school is one of our very best. The results of the examination were highly creditable. The strongest work is shown in English, which is particularly excellent, but reading and writing are also very good. There is, however, no weak subject. The hold that this school has on the people connected with it, both parents and pupils, is truly surprising. Children quite usually walk four or five miles to school,

or even more, often, it is to be feared, without a sufficient meal beforehand. One of the most striking features of the school is to be found in the numerous elegant appliances, devised and made by the master, for rendering facts and principles obvious to children through appeals to sensible objects.

*Ahipara* (examined 27th June, 1900).—The sand is slowly but surely covering the site, although favourable winds have lately somewhat retarded the process. Parents take some interest in the school, but the attendance of the children should be more punctual. The results at examination were decidedly encouraging, much better than any previously seen by me at Ahipara; which is a gum-digging district, and a difficult one to deal with. The passes were of a much higher character than they have usually been.

*Pukepoto* (examined 28th June, 1900).—Considered from the educational point of view, Pukepoto has only a fairly high value. The interest taken in it by the parents tends to give it this value; but as a general civilising agency the school does not come up to our standard. There is no teacher's residence connected with the school, consequently no central light by the aid of which edifying glimpses of European modes of living may be obtained by the Maoris. If one may judge from the results of nine months' work already done, the new master will be successful.

*Pamapurua* (examined 19th June, 1900).—In one way and another, the master had had a troublesome year. He informed me that although he had never before worked so hard, he could not see adequate results. The fact seemed to be that the school was unfortunate through the very low age of its junior classes. The senior work was very much better than the junior, and, with careful and continued attention to the English, it should be quite possible, this year, to have the school on a very good footing throughout. The master understands farm-work well, and endeavours to make European methods of gardening acceptable to the Maori people of his settlement.

*Parapara* (examined 20th June, 1900).—The school tone is good; what may be called the external tone is excellent, and the parents do their best for the school. Weakness in arithmetic, dictation work, and the reading of the juniors, led to general disaster. The English was good, however, and so was the reading of the seniors. The Maoris, who were present in force, bore their school's misfortune well, not to say cheerfully. There had been much and serious trouble in the settlement in the course of the year.

*Peria* (examined 18th June, 1900).—This is practically a new school. It has a large number of small children attending it. Such a state of affairs is nearly always unfavourable to a school; it often means, as it does here, a large attendance, and a comparatively small number of passes at examination time. It is a great drawback, in the strict sense of the term, and prevents a school from taking such a position among other schools as the industry of its teacher would presumably entitle it to. The school, however, has done much good work, and, all things considered, is satisfactory. The weakest spots are to be found in connection with geography and arithmetic.

*Kenana* (examined 16th June, 1900).—The school tone is good. The children are well-mannered, and not in the least sheepish. The parents take a keen interest in the work; all relations are satisfactory. The little school has apparently taken a new lease of life; the attendance has slowly but surely increased, and there is reason to expect new pupils for the lowest classes. The results, gained by a new teacher, were decidedly pleasing. The Kenana parents were present in force.

*Te Pupuke* (examined 15th June, 1900).—Here the upper part of the school is much stronger than the lower. The Standard IV. work was quite pleasing, except in arithmetic, which subject, indeed, was rather weak throughout, and very weak in Standards I. and II. Reading was poor only in the lowest classes, the children belonging to which were young. Passes were not numerous except in Standard IV. Although the soil of the school site is far from kindly, good work has been done on it. Weeds are rather too numerous; but, on the whole, the place looks well.

*Touwai* (visited 14th June, 1900).—The visit was a short one, because very heavy weather prevented arrival in time for ordinary school-work. It appeared that a very good beginning had been made.

*Whakarara* (examined 13th June, 1900).—The climate of Whakarara is very severe, and heavy gales have undone most of the promising garden work initiated by the master. The children are well in hand, and their school behaviour is good. At the examination considerable weakness in arithmetic brought down many of the pupils. In other respects the work was creditable; reading and English were decidedly strong. I gather that the teachers have been to some extent misunderstood; but their efforts to do their clients good, in school and out of it, have been most earnest, and in the main well directed.

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

*Whangape* (examined 29th June, 1900).—The task set the master here has been to evoke order out of chaos, resulting from long-continued want of a school in the district. This work has been undertaken with good-will, and in some directions there has been considerable success; very much, however, remains to be achieved before the school can be looked upon as satisfactory. Prevention of error must be considered as the proper thing to aim at, not mere correction of it: this is the first and most important lesson that the master has to learn.

*Matihetihe* (examined 2nd July, 1900).—The results were not very large and only moderately strong, except in the case of handwriting, which was very good indeed. The reading of Standard I. was weak, and caused failure of three children that were good in other respects. First Standard children may fairly be expected to read any part of the Native School Primer well, and to spell any word in it, except those that are utterly irregular. The school has made very perceptible improvement, and is, though small, decidedly useful.

*Motukaraka* (examined 28th May, 1900).—The attendance has been very irregular indeed, partly owing to sickness, but largely to the apathy of the people. In spite of this the teacher has

done good work. Within the school itself the main fault is the low and indistinct tone in which the pupils speak. Answers should be given clearly and distinctly. It is a main function of a Maori school to teach the children to *speak* English. The results are, considering the bad attendance and the short time elapsed since the previous examination, satisfactory. The singing is still very good.

*Mangamuka* (inspected 29th May; examined 8th August, 1900).—The pupils here appear to take a pronounced interest in their work, and to be on satisfactory terms with their teachers. Unfortunately, however, the general, or external, tone of the school had been interfered with by a great disagreement between the master and the Chairman of the Committee—a thing always injurious to the best interests of a school. The drawing was good, and generally the results were satisfactory. The First Standard, however, was found to be not very strong; pronunciation seemed to need more attention. The weather at the former visit was stormy enough to render necessary the paying of a second visit for examination purposes.

*Utakura* (examined 30th May, 1900).—The children attend well, and show attachment to their school and their teachers. A little more independence in working is desirable. The school is a very presentable and useful one; it is in a quiet way doing a great deal of good in the district. The teacher's health has not been so satisfactory as it was formerly, but he is able to work constantly and earnestly. The results are in the main satisfactory. The singing is generally clear and good. "Modulator" work is well done.

*Omanaia* (examined 23rd May, 1900).—The interest of the people had increased somewhat, but the tone had not yet become strikingly good. The children work honestly, but, as it seemed, with no great amount of enthusiasm. They looked clean and were well-behaved. Mrs. Cockroft, after many years of faithful and effective work, had retired; her place was being taken by the young lady who was formerly assistant. The work was not strong generally, but it was decidedly creditable. The relieving teachers had done their work honestly.

*Waima* (examined 22nd May, 1900).—The teacher of this school, at any rate, is not satisfied with doing only just what the letter of the Code demands, but, having caught the spirit of the Department's requirements, he seeks to really educate his pupils. It is a pleasure to note that absence of reference to useful and interesting geographical facts in the requirements for, say, Standard II. does not prevent the teacher from dealing with them in that standard if he considers it advantageous to do so. The renewed interest of the people in the school is very pleasing, and the results are, on the whole, quite satisfactory; they are, too, the results of only ten months' work.

*Otaua* (examined 21st May, 1900).—The Fourth Standard boys had attended very irregularly, and it would have been unreasonable to expect any good work from them. These boys being left out of account, the results were in the main satisfactory. There had been here, too, a very satisfactory revival of interest in the school on the part of the people. The Chairman in particular had been earnest and assiduous. The attendance has improved very considerably, and generally the school is more successful than it has been for many years past.

*Whirinaki* (examined 24th May, 1900).—Although the literary work of this school is not strong, Whirinaki is still one of our most pleasing schools. The keen interest taken in scientific instruction is of great value, and the school ranks high as a really efficient educative and civilising agency. Still, one cannot help wishing that the ordinary scholastic work called for no apology. Some considerable allowance must, of course, be made for literary shortcomings, seeing that the school year had been a short one, and that the school had passed through a very serious crisis. Still, the results, that might in the circumstances be called not unsatisfactory, were less satisfactory than an inspection of the methods would have led one to expect.

*Waimamaku* (examined 3rd July, 1900).—There has been a great clearing up of the grounds and the garden, and there is reason to hope that they will soon reassume the pleasing appearance that they had some years ago. They are now creditable. Master and parents are on very good terms, and the school tone is improving; the children are all well-mannered. Of course, "harvest time" has hardly come as yet for the new teacher, but he has done well in the way of adapting himself to his school-work, and of learning how good results may be secured. The Department has reason to expect very good work from him next year. The drill is a pleasing feature.

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

*Kaikohu* (examined Saturday, 19th May, 1900).—The teaching is conscientious and earnest, and the master does not in any way spare himself. He sometimes fails, however, to consider sufficiently whether the means he adopts are those best suited to attain the ends he desires. The great want of the school is correct and confident spoken English, and this want accounts for some real and much apparent weakness in other subjects. There has probably been some improvement in the tone of the school since the previous inspection, but obedience and manners are still on a rather poor footing. It is worth while to note that a good and useful combination of Swedish and pole drill is very well carried out.

*Ohaeawai* (examined 18th May, 1900).—Although the master works vigorously, the order and the tone of this school could be very considerably improved. The pupils lose much time in "preparing" reading-lessons; this is work that is best done by teachers and pupils jointly. Before reading begins the teacher should safeguard his pupils against error by means of adequate explanation. Most of the mistakes made seem to depend in the main on the teacher's belief that his pupils are of necessity working when work has been given them to do. It may be added that the time-table here makes insufficient provision for English—the most important of all the Maori school subjects.

*Te Ahuahu* (examined 17th May, 1900).—Owing to the severe illness of the master the school was in the hands of his assistant; all circumstances being considered, the results achieved were

not unsatisfactory. Three months after the examination the master died from the effects of a paralytic seizure. Mr. Batson had been in the service since 1894. He had been a very efficient teacher in England, but his health had often greatly interfered with his work at Ahuahu, especially towards the close of his life.

*Taumarere* (examined 15th May, 1900).—The time-table makes too little provision for the teaching of English; also, the work of the preparatory class is far too monotonous and uninteresting. The discipline of the school is decidedly good. The arithmetic is pretty weak; instruction should generally precede slate work; and oral work, with blackboard illustration, should be frequently resorted to. The teacher should remember that strong English work—to be secured only by untiring patience and care—is indispensable for success in most other subjects. The school-room is far too small for the number of pupils.

*Karetu* (examined 16th May, 1900).—This little school presents a pleasing appearance, and is as good as it looks. It is certainly an admirable civilising agency. The results were very good indeed, not needing the consideration that might have fairly been given on account of the short time that had elapsed since the previous examination. More use might be made of the conversation lesson, however; it is the best means of teaching English. At first, at least, such a lesson should be accompanied by action, which may be as dramatic as the teacher's powers admit, and as amusing.

*Whangaruru* (examined 7th March, 1900).—It was evident that the elders here were becoming aware of the benefits derivable from the school. The existence of a good spirit among the children was in evidence also, in connection with both their literary work and their conduct. This remote school is, no doubt, doing useful work; its distinctive features are (a) solidarity of sentiment with regard to the importance of the school; (b) embodiment of this sentiment in tangible outcome—regularity of attendance, and provision of means of support for the pupils. Weakness appeared in geography, and to some extent in arithmetic, but, generally, results were good.

*Poroti* (examined 5th March, 1900).—The usual inspection could not be taken; the master was suffering from some kind of sub-acute laryngitis. It has been determined that in cases of this kind the "teaching marks" of the previous year shall be repeated. At the examination very few of the passes were strong throughout, but nearly all of them were creditable. The higher work was much better than the lower; this was partly owing to the low age of the Standard I. children. The mental arithmetic of this school was strong—a pleasing feature; so was the reading of the seniors.

*Taiharuru* (examined 3rd March, 1900).—The attendance at this school fell off so seriously, and the attitude of the Maoris towards it was so faulty, that the Department decided to close soon after the examination. The master, if somewhat inclined to expect too much from his "parents," was, at all events, a careful, skilful, and well-meaning teacher, and deserved very much better treatment than he received at Taiharuru.

*Otamatea* (examined 1st May, 1900).—The results obtained, when measured by the standard of old, or thoroughly established, schools, seemed rather small, but there were indications that much useful breaking-in work had been done in spite of the fact that famine and severe fever had at times rendered the school attendance very small. There was one point that seemed to deserve much attention: the master made, quite properly, much use of collective work; but the advantage derivable from this work is of a visionary character unless thoroughly sound work by individual pupils is involved in it.

#### *Thames, Hot Lakes, Waikato, and King-country Districts.*

*Manaiā* (examined Saturday, 10th March, 1900).—The master gave a capital lesson in geography; but when the examination work was being done, little or no satisfactory knowledge was shown. Generally the results were considerable in amount, but uneven. In the midst of much satisfactory work there would be evidence that one important point or another had been quite overlooked. It seemed plain that closer adherence to the Code was necessary. On the whole there appeared to be reason to believe that the elders were beginning to appreciate the school for its own sake, and that steady continuous effort on the part of the master would place and keep it on a thoroughly satisfactory basis.

*Rakaumanga* (examined 12th March, 1900).—The examination results were very meagre, the examination percentage being only 24.56. The following "summary of results" was written immediately after the examination: "This is at present a pretty difficult school. . . . The children, however, do not lack ability, and as time goes on the teachers will, no doubt, receive from them more pleasure and profit than can now be obtained." This forecast, however, was not realised, the management of the school had to be put into different hands. The latest advice shows that under its new teachers the school is doing well, most of the difficulties having disappeared.

*Raorao* (examined 16th March, 1900).—This very interesting little school is on the shore of Aotea Harbour. The Maoris of Aotea were, in the old missionary times, among the most progressive in New Zealand; but the Waikato war came, and the Aotea people were isolated for many a long year. A few years ago, however, a desire for a school was again manifested; a site was given by the Wesleyan Mission, and the school established at Raorao has been doing good work ever since. At last year's examination the results were pleasing, except at the top of the school; but the very good work shown in Standards I. and II. quite made up for the deficiencies of the three stragglers alluded to. Mental arithmetic was very pleasing throughout.

*Kawhia* (examined 17th March, 1900).—This school generally is strong in method: there is well-directed aim throughout the teaching. The results of the year's work are pleasing; a more regular attendance would have made it still better. The lower part of the school is, in the main, stronger than the upper, which is not unusual where the attendance is irregular; fitful attendance

cannot secure high passes. The workshop built by the master and his pupils is a creditable construction. It is well furnished with tools, obtained in various ways. The collection of articles made includes a wheelbarrow, a serviceable meat-safe, dumb-bells, Indian clubs; and numerous bridles, as well as other kinds of leather-work. Generally, the manual work seems to be very meritorious.

*Kopua* (examined 14th March, 1900).—Considering that there had been a very long interval since the closing of the school for the holidays, it may be said that the children did very fairly well at examination. It should be stated, also, that many who would have got through under ordinary conditions failed to quite reach the required standard of proficiency merely because they were somewhat "rusty." It seems to me never justifiable to play fast and loose with the standards, seeing that "hard lines" are nearly always made up for, with interest, at the next examination. "Grouping" is, properly, made considerable use of here; and it really is an admirable device, but care must be taken in the case of Maoris that no work done by the group is beyond the power of any members of it.

*Te Kuiti* (examined 20th March, 1901).—This examination would in ordinary course have taken place at the close of last year, but it was considered advisable to place the school in another group. Seeing that there has lately been a change of masters, and that before the change took place the school was becoming seriously weak, there is much reason to be gratified with its present condition, which is to a large extent an apology for the old teacher and decidedly creditable to the new; it shows that the former had done solid work for the school, and that the latter has stopped the school's tendency to become weaker. One additional remark will suffice: the school-room is really beautiful; no other term will describe it.

*Te Waotu* (examined 20th March, 1900).—A severe and fatal epidemic sickness that visited Te Waotu, and remained in the district for nearly half a year, made all the efforts of the teachers to secure good results nearly futile. Still many traces of honest work were discernible.—The report sent in ended with the expression of a wish that the teachers might have better luck next year. Unhappily this wish was not to be realised; on the 18th November Mrs. Barnett died, after a short illness. She was an enthusiastic Maori-school teacher; she took great interest in the general welfare of the Maoris, and spoke their language well. Mrs. Barnett was the eldest daughter of Mr. C. Haszard of Tarawera, and went through all the terrors of the night on which her father and other members of her family were killed by the eruption. As a teacher she was her father's pupil, and represented all that was best in the older school of Maori teachers. The death of Mrs. Barnett is widely regretted.

*Ranana* (examined 18th July, 1900).—English appears to be on the whole the weakest subject, but it is not weak enough to be called unsatisfactory. There is, however, considerable need for conversational work, which is undoubtedly the most powerful means of teaching a language. The Committee have continued to show real and earnest interest in their school. They specially request that their teachers shall not be removed. The school is very presentable indeed, and should rank high as a civilising agency. Results are not very even, but still decidedly good. The lower school is stronger than the upper.

#### *Tuhoe Districts.*

*Awangararanui* (examined 21st July, 1900).—There appears to be a fairly good school tone; the interest of the people in the school is really greater than the unsatisfactory attendance would indicate. The children here are, many of them, shy. This should as far as possible be counteracted by teaching them to speak clearly and audibly. If children are allowed to speak to their teachers in low and indistinct tones they will speak still more inaudibly and indistinctly to a stranger. The results must be regarded as quite satisfactory in view of the disheartening irregularity of attendance. The pupils that attend with reasonable regularity have nearly all done well, as have some of the others.

*Te Houhi* (examined 24th July, 1900).—The order is good; there is very little talking; class changes are made in an orderly fashion. Abundant and vigorous practice in oral English is needed here. The assistant is a very careful teacher, and she does her work intelligently, but she still needs to recognise the fact that it is far better to prevent mistakes than to correct them; she should be content to cover less ground, but should insure that every lesson is fully mastered by her scholars. Unlike most Maori schools, Te Houhi has a preponderance of girls, and this is a hopeful sign.

*Te Whaiti* (examined 23rd July, 1900).—A beginning has been made with the formation of a school tone; the children are acquiring a liking for their school, and they are evidently fond of their teacher; they work honestly also. The interest of the people in the school is growing too. If this process should continue and local jealousies were to subside, the school would probably become a very useful one. The new teachers have made an excellent beginning, and it will be surprising if they do not prove to be valuable members of the staff.

*Wai-o-tapu* (examined 20th July, 1900).—A visitor's first impression is favourable. The school walls have pictorial illustrations prepared by the teacher; also, there is already a very good garden, and a very large amount of work has been done in planting and improving the grounds; further, the school tone is manifestly good. The school has been open just eleven months. It has done and is doing excellent work. The master has succeeded in gaining the thorough respect of the people, and if, as there is good reason to expect, the attendance can be maintained, this should be one of the best schools under the Department. Ngarimu, a committee-man, has erected a horizontal bar. This is a singularly encouraging sign of interest in the school.

*Te Teko* (examined 27th July, 1900).—The discipline is not yet quite up to the mark; the children are often late, and there is some want of independence in working. With reference to the organization, too, it may be mentioned that long stretches of silent work for little children should be carefully avoided. In spite of much discouragement from irregular attendance, the teachers



have worked earnestly throughout the year. The committee gave a promise that the attendance would be improved, and it may be hoped that this promise will be kept. A hint had to be given here which is of universal application: A teacher should not work up to the questions that an inspector has asked in the past, but rather up to those that the Code would allow him to put, as questions affecting a pass.

*Ruatoki* (examined 30th June, 1900).—The school presents all the difficulties that a new school in a thoroughly Maori district is bound to present. The people have not yet realised the true object or the true value of education, and their interest is not of a vigorous kind. There are, however, signs of awakening, and this awakening will certainly receive judicious and efficient treatment at the hands of the master. The results were good on the whole, although the standard requirements had not received quite all the attention they deserve. The garden and grounds here are beginning to be very attractive.

*Waimana* (examined 31st July, 1900).—This is a new school, and it bears many characteristic marks of its newness. It takes some time for a school to put on the staid and orderly appearance of our best schools; but considerable advance in the required direction is being made; the children are already orderly and well behaved, and have a school tone; prevention, too, has been at work as well as cure, and the unwholesome practice of spitting on slates has not been allowed to take root. Much has been done also with the extra subjects. The teaching here is earnest and vigorous; both teachers have clear ideas as to what they wish to achieve, and nothing short of their ideal satisfies them. The attainments of the children are more than satisfactory, and although the school is only a year old it is thoroughly presentable and creditable.

*Kokako* (examined 21st February, 1900).—For some seven months before the examination took place the teachers were having a weary struggle against adverse influences. So far as one could see, the best had been made of the proverbial "bad job." The results were good enough to show that they would have been very good in more favourable circumstances. After the examination the school had three months' further trial, and then it was closed.

#### *The Bay of Plenty District.*

*Kotukutuku* (examined 13th August, 1900).—The discipline seems to be still rather weak; the extra subjects are only pretty fair. The teaching of ordinary subjects is careful and good; the master has a clear conception of what he wants to teach, and he teaches it. He is quite successful in gaining the attention of his pupils. The results are decidedly good. The interest displayed by the people in their school is now not very pronounced. There is a neat little garden, and the grounds generally are in a satisfactory state.

*Paeroa* (examined 13th July, 1900).—The pupils work heartily and honestly, and their behaviour and manners are excellent. Extra subjects, especially singing and drill, are well taught. The school is now as presentable and strong as it has ever been; the numbers are increasing, and several of the people are feeling renewed interest. Although the teacher shows unmistakable indications of progressiveness and a constant tendency to cast off unprofitable methods, there is one matter that needs her attention: simultaneous work is valuable in teaching, and for impressing things, but useless for testing.

*Papamoa* (examined 16th July, 1900).—The time-table is defective; much time is given to preparation of *unseen* work by young Maoris, and far too little time is given to English. The teacher's ideal is becoming higher, as what it is possible to do becomes more apparent. The manners of the children have improved very decidedly, and this improvement will, it may be hoped, be progressive, until good manners and good bearing are characteristic of the school. There are signs of a beginning of affectionate respect for the teacher. The results are good.

*Te Matai* (examined 17th July, 1900).—The results in the lower school were decidedly good. In the upper they were satisfactory, but less even. The work had been carried on for a considerable time in the absence of the master, who was suffering from a dangerous and, as it turned out, fatal disease. Mr. J. F. Capper died on the 3rd of January, 1901. He had been in the service twenty-seven years. From first to last he was one of our best teachers; diligent, intelligent, a man of affairs, and always to be relied on, Mr. Capper was a teacher that we could ill afford to lose. There is no reason to doubt that if he had worked less hard and conscientiously his life would have been preserved for many years to come. His work, unfortunately, lay in a very tiring and disappointing district. It should in justice be added that Mr. Capper's efforts were always well backed up by his wife and family.

*Matata* (examined 2nd August, 1900).—The garden is neat and useful, and the grounds are in satisfactory order. This school contains an unusual proportion of quite little children; indeed, nearly all the Maori scholars are very young. The school would do much better work were correct English sentences constantly demanded; English generally should be correct, vigorous, and abundant. The results are not good. Good work has been done, but there is much unevenness. Yet, it would be wrong not to say that the teacher has worked hard and earnestly.

*Otamauru* (examined 1st August, 1900).—In some subjects, especially in English and in reading, the teacher should set up a higher standard. The manner of teaching is good; it is patient and winning, and great care is taken with the work. The assistant mistress corrects silent work in a thorough and painstaking way. There is still much room here for improvement in pronunciation. The school had evidently made good progress since the previous examination; the results were on the whole good. The outstanding want of the school is more English—more, and better.

*Poroporo* (examined 28th June, 1900).—There is just one blemish—mutual help is not unknown. The teachers have adopted clear and definite ways of teaching, knowing what they want to teach and being satisfied with nothing short of success. They are also progressive, modifying their methods from time to time as they find it desirable to do so. The results are decidedly good, and the school generally is a very presentable one. The children answer questions

intelligently, as a rule, and without being afraid of the sound of their own voices. The extra subjects are well taught. Garden and grounds are not strikingly attractive.

*Wai-o-weka* (examined 5th June, 1900).—The garden and grounds are in excellent condition; much work has been done. The parents show considerably more attachment to the school than they did in former years; pupils and teachers too are in satisfactory accord. Last year there was a certain amount of disaster at Wai-o-weka through weakness in the reading of Standard I. This year the failure has been fully made up for, and the teachers appear to recognise that they have been benefited in every way by the apparent rigour. The examination brought capital work to light, and results were satisfactory to all concerned.

*Omarumutu* (examined 4th June, 1900).—The methods in use at this school are highly meritorious. The teaching of English is very satisfactory. Generally, it may be said that weakness to any appreciable extent occurred only in arithmetic and handwriting. In the latter subject the pupils had worked with insufficient care; in the former, the oral grounding had been insufficient. Mental arithmetic should form a vital part of every number lesson, and it should be accompanied by frequent blackboard illustration. On the whole, the results were very pleasing, and the school a good one.

*Torere* (examined 2nd June, 1900).—The results were very similar to those of the previous year; much of the work was decidedly good, some of it not so good. The senior geography and the dictation were very satisfactory. English was the weakest subject. Work seemed to be going along very smoothly. The teachers appeared to be fairly contented with their position, which, indeed, is well suited to the available teaching power. There is a large family of young children, and the master cannot reckon on very much assistance.

*Omaio* (examined 30th May, 1900).—The following summary of results was written just after the examination: "There is good reason to expect very solid work next year. Through the frequent illness of the late master, Omaio School fell off considerably in many ways. A new beginning has been made with experienced teachers, and their first examination was far more successful than could have been reasonably expected." Ten weeks afterwards the following telegram had to be sent to the sorrowing people of Omaio: "Please convey to Whanau-a-panui an expression of the deep sympathy of the officers of the Education Department with reference to the late terrible drowning accident at the Motu River." This was in reply to a telegram from Paul Ngamoki, leading chief at Omaio: "Sixteen Omaio children with two elders were drowned through canoe capsizing at Motu." Thirteen of the sixteen children had been examined at the school, and three of them had passed. This was the very saddest catastrophe that has ever occurred in connection with Maori schools. It is needless to say that the school was greatly injured by the shock; almost any other Maori school would have been ruined by it. Whanau-a-panui felt their misfortune bitterly, but they have also borne it very bravely. The indication is that the Motu ought to be bridged when funds are available; it would, unfortunately, be a very expensive piece of work.

*Te Kaha* (examined 29th May, 1900).—It was noted with much satisfaction that the master and his Committee are now on excellent terms one with the other. The work of the school is being carried on with great smoothness, and very satisfactory wisdom is being shown on both sides. The results indicated a very considerable advance since the previous year. The percentages were good, and the number of passes was creditable. It was very evident that much anxious care and very laborious work had been bestowed on the school by its teachers.

*Raukokore* (examined 6th April, 1900).—At this remote school a remarkably tidy lot of children, all looking clean and wholesome, were present at examination. Very considerable and pleasing improvement was noticed in the work of the assistant, who appeared to have grasped since the previous year most of the ideas that underlie successful elementary teaching. At the previous examination the position of the school had appeared to be rather precarious, but this year the results gave much satisfaction, and also promise of future improvement.

#### *East Coast District.*

*Wharekahika* (examined 21st May, 1900).—The examination of this school proved to be the last of a very satisfactory series of East Coast Maori school examinations; not one of these schools has done less than might have been fairly expected; most of them, including Wharekahika, have done a great deal more. The parents here turned out in force to see the examination, and showed much satisfaction with the success of their children. The latter also were much interested in their work.

*Te Araroa* (examined Saturday, 19th May, 1900).—There has been a good deal of contract work in this neighbourhood of late, and the men are obliged to leave their farming operations to the women and children; but at no time has there been reason to complain of neglect of their school by any of the people. There is no room to doubt that the improvement in the character and manners of the children is due to the kindly rule of their teachers, and to other beneficent influences exerted by them. The school-work also is very good; the English and much of the higher arithmetic were very meritorious; the spelling, too, was most satisfactory. The school is very good indeed.

*Rangitukia* (examined 17th May, 1900).—Order is maintained here without any difficulty. The idea of behaving in a disorderly manner seems unknown to the pupils. Throughout, everything is done in a most orderly and businesslike fashion. Although the spelling here is good, it is perhaps the weakest part of the work. Plenty of blackboard and "driving-home" work is the remedy. The results are not quite so large as they were last year; the average age of pupils has been reduced considerably, and the number of marks has been correspondingly lowered; but the work is of just the same quality, and highly commendable both as a whole and in parts. Of course, the change alluded to has affected somewhat the position of Rangitukia in relation to other schools, but it still holds an excellent place.

*Tikitiki* (examined 16th May, 1900).—Here also the order is very good. The children will sit quiet as long as one wishes. The rule is firm, but by no means austere. Parents take deep interest in their school. Steps have been taken by the Committee of Tikitiki and the masters of Tikitiki and Rangitukia to prevent in amicable fashion the wandering of pupils from school to school. The externals of Tikitiki School are now very pleasing. The inspection and examination numbers show a real advance all along the line, and very high results may be expected here next year. Meanwhile this year's work is quite satisfactory. [As this is going to press, news of the death of Mr. Bone, the master of the Tikitiki School, a very valuable public servant, has come to hand.]

*Wai-o-matatini* (examined 15th May, 1900).—The Master's teaching is characterized by great clearness and suitability for assimilation by his pupils. The general results of the work were far from bad; and, it should be remembered that during the previous school-year work had been suspended for five months, while the buildings were being removed to a more healthy position; also there had been a change of masters, Mr. Kirkman, the former teacher, having left for the Transvaal in December, 1899. Our death-roll was a very long one last year. Mr. Kirkman, who was a zealous and successful teacher, died in South Africa of enteric fever, after a brief but not undistinguished career as a soldier. Many members of our staff were looking forward with pleasant anticipation to Mr. Kirkman's return.

*Tuparoa* (examined 14th May, 1900).—At this school we again have excellent order. The business of the school seems to have complete possession of the pupils, and there is really no room for whispering or trifling. The behaviour of the children is frank and polite. It is pleasing to be able to report that the teachers are doing all that lies in their power for the school, and are also seeking new opportunities of assisting Maori boys and girls in their efforts to surmount difficulties depending on heredity and social environment. The results are large and of general good quality, and the teaching has been powerful and effective.

*Hiruharama* (examined 11th May, 1900).—There are peculiar difficulties here. One of the most troublesome is, apparently, the impossibility of getting a servant or a lady-help to suffer banishment to a place so far out of the way as Hiruharama really is. Hence the master and mistress, having a large family, find it necessary to work hard and constantly out of school as well as in it, and to do without rest except during the holidays. Also, it is rather difficult to secure regular attendance, although the "tone" of the place is good; for the weather is rainy and river crossings are numerous. These facts being kept in view, it is safe to say that the results are satisfactory. On the whole the teachers now have a good grasp of the problem that has to be solved here.

*Tokomaru* (examined 10th May, 1900).—This school, too, has its problem waiting for solution. Girls on their return from boarding-school, highly educated relatively, have to hang about the settlement waiting for an opening to lead the life they have learnt to appreciate. No opening comes, but sometimes lamentable disaster. The problem is to find a bridge from the boarding-school to a Pakeha's life in a Maori district. What is wanted is a kind of Maori village settlement on our well-known Pakeha lines, where the village settlers shall be, largely, boarding-school ex-pupils, male and female, with such respectable elder Maoris as may be anxious to try the new way of life, and to do without the *tangi* and other kinds of *hui*; and generally, and above all, to give up indiscriminate hospitality and general communism. It is in some such direction as this that the welfare of the Maori lies. The interval between the examinations of 1899 and 1900 was rather short; also regular attendance did not begin until some time after the conclusion of last year's work. In spite of these drawbacks results were very good indeed.

#### *Hawke's Bay, Wanganui, and Wellington.*

*Nuhaka* (examined 23rd February, 1900).—Considering the age of this school we must deem its progress satisfactory; the children are taking pleasing interest in work that is necessarily rather dry. The parents are for the most part seconding the master's efforts. At the time of the examination the school had been opened just about a year. Eighteen passes in all were secured, and the school generally had been brought to an advanced stage of preparation. This was certainly satisfactory.

*Tokaanu* (examined Saturday, 24th March, 1900).—The garden and grounds were in first-class order, and very pretty. A peculiar feature here is a system of pupils' gardens; of these there are many, all worthy imitations of the master's garden, of which they are offshoots. The results, viewed in the light of the circumstances in which they had been produced, were very good indeed. In the course of the previous year the school had suffered much through epidemic sickness, and also from the short supply of food, caused by Maori hospitality in connection with the holding of a Land Court.

*Karioi* (examined 27th March, 1900).—Arithmetic was, on the whole, the weakest subject, but good work had been done in it. The shortness of the time that the school had been opened being considered, the children had made excellent progress. It would be difficult to speak too highly of the tone of this little school. The relations existing between the teacher's family and their Maori clients give no support to the catchword that the Maori knows not gratitude. The teaching here is very thorough and painstaking and full of insight; the order is improving.

*Pipiriki* (examined 28th March, 1900).—The passes gained here were not very numerous, but their average value was high, and this is always a sign that well-directed work has been done. The teachers were toiling away heartily, in spite of some discouragement caused by the wandering life of the people as a whole. The position of this school may now be considered secure. Pipiriki School is, on the whole, a very interesting one; and there are hardly anywhere Maoris for whom a school is so necessary.

*Pamoana* (examined 29th March, 1900).—So far as the three Pamoana settlements—Koriniti, Karatia, and Atene—are concerned the external tone is first-rate; the school tone leaves nothing

to be desired; the pupils are eager, docile, and persevering. Among the many notable features of Pamoana is the excellence of the work in the extra subjects. This work has never been surpassed in our schools. Also, the general results were the best ever reached in similar circumstances: seventy-five children, including "preparatories," were examined, and fifty-nine full passes secured; most of these passes were strong, while many of them were very strong. It is hardly necessary to add that this is an excellent school. The Chairman of the school, Te Awe, to whom its great success is in some measure due, had died seven weeks before the examination took place. He was a wise and far-seeing man.

*Papawai* (examined 7th November, 1900).—The results generally are good. The children work quietly, and without disorder; but there is some tendency to quiet conversation and comparison of work. The remedy is not in punishment, but in the use of a watchful eye. The attendance is European rather than Maori, but five of the eight Maori children attend with some regularity. As the Maori people have always been anxious that the school should remain a Native school, it is perhaps undesirable to recommend any change.

*South Island and Stewart Island.*

*Okoha, Pelorus* (examined 27th October, 1900).—The schoolroom was clean, and fairly tidy. The children talk a little too much over the lessons, but they are already beginning to realise that school means serious work. "Coventry" is the most usual form of punishment. The teachers have secured the earnest interest and co-operation of the people, and their own work gives indications of a devotion that is bound to lead up to the best kind of success. The work done so far is very satisfactory.

*Whangarae, Croiselles* (examined 4th October, 1900).—The pupils show by regular and punctual attendance, and by ready attention and earnest work, that they are fond of the school and of their teachers. Much effort is bestowed on the task of getting pupils to answer always in correct and complete sentences; the result is pleasing. The results are generally good; there is no subject in which far-reaching weakness is shown. The extra subjects are very fairly well taught; modulator work might be improved.

*Waikawa* (examined 23rd October, 1900).—The bearing and work of the children generally suggest that the tone is satisfactory, but the irregularity of attendance is a bad indication. The time-table arrangements are incomplete. Unless school-work is done according to system—almost any system is better than none—the work must be more or less imperfect. The results were not strong, but, if the irregularity of attendance may be considered, they may be called fair. A point requiring immediate attention is the necessity for having a workable time-table, and closely following its precepts.

*Wairau* (examined 22nd October, 1900).—Except in so far as the indifference of the people of the settlement causes bad attendance, and finds its reflection in the school, the tone appears to be good. The children look clean, and no objectionable habits come under observation. The results were small, but that was in all probability a consequence of the wretched attendance. It appears that *haka* and *poi* dancing have been revived in the village, and this kind of work, somehow, seems always to spoil the school-work.

*Mangamaunu* (examined 16th October, 1900).—Work here is honest and hearty, and children seem fond of their school. There is occasionally a little talking; otherwise the order is good. There is still practically no provision for teaching the younger children English; this matter should be attended to forthwith. The school is very presentable, and is certainly doing good work. The European element preponderates, and the career of the school as a Maori school will possibly not be a very long one. The results are in the main satisfactory, but now and again the standard requirements have been overlooked.

*Kaiapoi* (examined 16th October, 1900).—The school year had been in many ways a troubled one, and perturbations of a serious nature never fail to leave their mark on examination results; they have not failed to do it here. There is, however, much ground for being hopeful about the future of the school. The general aspect was much more favourable than it was on the occasion of a visit that took place some months before the examination. There is much improvement in the bearing of the pupils; they were always pleasant children to deal with, but they are now more frank and open than they used to be. At the end of January the master left for South Africa with the Sixth Contingent. We all wish Captain Cossgrove a safe, and, if possible, speedy return.

*Rapaki* (examined 17th October, 1900).—The elder children show earnestness; improvement among the juniors is noticeable also. The master displayed great ability in handling his classes; there are very few more highly-cultured men in the service. This fact, however, would hardly be inferred from the work done by the pupils during the previous year. In extenuation of the partial breakdown that took place, it may be said that there had been many distractions, and quite a number of peculiar difficulties to contend with. We must, however, hope for much more solid work next year.

*Little River, Wairewa* (examined 15th October, 1900).—The work is not without good points, although results are disappointing, and not up to the mark reached in former years. Somewhat more direct aim, and considerably harder work, are all that is necessary. There is much useless talking in the school. This should be quickly and surely eliminated. No school ever did much for children unless it made them quiet and orderly. If the order here were better, the teaching would immediately become more effective.

*Arowhenua* (examined 18th October, 1900).—The results were, on the whole, very good; progressive improvement is taking place; this year it is of a marked character. The interest of the people in their school seems to be unabated; they evidently value it highly. At the same time it should be said that they do not greatly exert themselves to secure its success. The tone in school is really excellent. Useful kindergarten work is done, and the usual results are plainly

visible: the little ones are alert, and thoroughly interested in their work, as well as proud of it; also the ordinary work has very evidently been improved by the kindergarten.

*Waikouaiti* (examined 20th October, 1900).—The garden and grounds here are quite beautiful. The order is very good; when changes take place there is just a trifling “discharge of previous tension.” The school was very satisfactory this year; had it not been for a rather lamentable breakdown in the reading of Standard I. a very high place would have been secured; as it was, the school did very creditably. Ten years ago this school was on the verge of extinction; four years ago it was in almost similar plight. It is now recovering very much of its former prosperity, and appears to afford an illustration of the old proverb, “It is never too late to mend.”

*The Neck, Stewart Island* (examined 24th October, 1900).—On the whole the work shown was decidedly good, and some of it was excellent. A great advance had been made since the previous examination; there is no reason to doubt that following years will show corresponding improvement, seeing that the master puts heart into his work, and seems besides to have grasped the interesting problem that he has had to deal with at Stewart Island. The principal defect here now is an excess of mere copybook work—perhaps, on the whole, the least interesting and useful part of school-work, unless it is constantly supervised and the quantity of it is so limited that the pupils can never become tired or careless while doing it. Really this was about the only fault noticed.

#### MARKS GAINED BY THE SCHOOLS.

The results of inspection as recorded in Table No. 7, bring to the front four schools with a gross percentage of over 90—viz., Pamoana, Wanganui River, under Mr. C. W. Grace; Te Kao, Parengarenga, North Auckland, under the Rev. H. W. Burgoyne; Tokaanu, Lake Taupo, S., under Mr. A. G. Hamilton; and Wharekahika, Hicks Bay, East Coast, under Mr. H. C. Cummins. The schools at the following places gained over 80 per cent. and less than 90: Arowhenua, Karioi, Omarumutu, Poroporo, Ranana, Rangitukia, Ruatoki, Te Araroa, Te Kaha, Tokomaru, Tuparoa, Waikouaiti, Waimana, Waioweka, Whangaruru. The schools at the following places gained more than 70 per cent., but less than 80: Kaikohe, Karetu, Kawhia, Mangamaunu, Maraeroa, Omaio, Otamauru, Pipiriki, The Neck, Raukokore, Tikitiki, Waima, Wai-o-matatini, Whakarara, Whangarae, Whirinaki. Thus four schools gained over 90 per cent. in 1900 as against one in 1899. Nineteen schools gained over 80 per cent. in 1900 as against eleven in 1899. Thirty-five schools gained over 70 per cent. in 1900 as against thirty schools in 1899, thirty-seven in 1898, thirty in 1897, and twenty-six in 1896. Only ten schools made less than 50 per cent.

#### BOARDING-SCHOOLS, ETC.

Under this heading a brief account is given of the work done at each of the four Native boarding-schools during the year 1900. 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 in accordance with the views and wishes of the late Sir Donald McLean, and in remembrance of him. These scholarships, it may be stated, 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 very possibly have remained quite undistinguished.

*The Native College, Te Aute, Hawke's Bay.*—The inspection took place on the 25th April, 1900. The following extracts from the inspection schedule will perhaps give a better general idea of the institution than could be obtained from a more formal statement: (a.) There is a useful outside dormitory; an extra ventilator will be put into this before winter comes, seeing that in cold weather the windows cannot be conveniently opened. It was agreed, too, that the discharge-pipe passing at the back of the dormitory should be continued to a considerable perennial stream some yards further on. Steps were to be taken to insure removal of insanitary dust and cobwebs from the rafters in one of the school-rooms. (b.) The gardens and grounds at Te Aute are always very pleasing. It was suggested that conditions are favourable here, and that very strong reasons exist, for giving senior boys instruction in at least the rudiments of a scientific knowledge of agriculture. (c.) Practically the only punishment in use here is confinement within bounds on Saturdays. The tone seems to be thoroughly good; Maori parents generally consider it a great privilege to have their boys taught at Te Aute, and the relations between pupils and masters, particularly in the senior classes, are excellent. (d.) The extra subjects are taught with care; the drill is particularly good—it is stated that the cadet company was, at a recent inspection, considered the best but one in the colony. (e.) With regard to methods, it may be remarked that a tendency to misplace effort was noticeable in the junior class-work; *prevention* of error should be the teacher's object; correction is only incidental, and the need for it is, at the best, unfortunate. Silent work is done with very satisfactory care, the result being remarkable for its neatness and trustworthy correctness. With the exception mentioned above, the definiteness of aim in teaching is a very marked feature; the senior masters, at all events, always have an aim, go straight towards it, and generally succeed in reaching it. Another pleasing characteristic is solidarity of effort; masters and pupils co-operate admirably, and there are no stragglers. (f.) It may be said, in conclusion, that nearly everything in connection with Te Aute is entirely satisfactory.

A few remarks on the examination which took place on the 27th and 28th November, 1900, are added. Class VI.: Twelve boys were put through a “preliminary canter” for the matriculation examination of 1883. The result was that seven were adjudged to have passed. At the real examination, in December, six passed. This was the best result yet achieved by Te Aute. Class V.: The Euclid was on the whole strong and good; English was rather weak. In arith-

metic and algebra the work was very fair, although the questions were, perhaps, rather hard. Latin was not quite up to the usual form. Class IV.: Some weakness appeared in Euclid, and more in Latin; on the whole, however, the work of the boys showed ability and earnestness. Class III.: The arithmetic was very strong and good. The Latin, like that of beginners generally, was shaky in places. On the whole the work was pleasing. Class II.: As might have been expected, the work of this class is still rather crude; but good progress has been made, especially in arithmetic. The English has not quite reached the high-water mark of former years. Class I.: The three pupils presented were, of course, beginners.

*The Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.*—The inspection of this school took place on 2nd March, 1900. Fifty-one boys were present, all Maoris. The buildings and offices were, as usual, in capital order. The weather had been very hot and dry, and consequently the garden had fallen off somewhat; but a large new area had been broken up and prepared for planting and grassing. The whole of the elementary work, up to and including Standard IV., had been put into the hands of the assistant mistress, who was managing it well. The discipline is good. Singing, drawing, and drill are all very good; the gymnastic work is quite famous in Auckland. The following notes on the methods are of some importance: If pencils are held close to the points writing cannot possibly be good. It is not desirable that spelling should be made a "tack" to reading. The headmaster's "Health" lesson would have been more profitable if results had been written on the blackboard as they were secured. The work of instructing Maori children differs from public-school work in one very important respect: European children bring to school a fund of important information and training; Maoris have to receive this fund from their teachers. Hence arises a most important difference in method; Europeans may sometimes be allowed to flounder through difficulties—may, metaphorically, be thrown into the water to show if they can swim. This should never be done with Maori children. In reading, for instance, Maoris should have all the difficulties in the lesson carefully removed by "preparation," under the teacher's direct supervision and with his help, before they make an attempt to read it. If Maoris read "unseens," these should always be well within their grasp.

Any one who has visited this institution periodically for more than twenty-one years can hardly fail to realise through retrospection that vast changes have taken place in the physique and general condition of the Maori people within the period referred to—that is, of course, if the relation of the Maori people to the boys now at St. Stephen's does not differ very materially from the corresponding relation, twenty years ago. The changes are indeed very wonderful; they cover not only health and wealth, but almost body and soul.

With regard to the examination held on the 30th April, 1900, it may suffice to say that of the thirty-nine boys qualified for examination by length of attendance thirty passed—viz., eight in Standard I., four in Standard II., three in Standard IV., while thirteen passed the senior examination, first year, and two the senior examination, second year. This result is quite satisfactory.

*St. Joseph's Roman Catholic Native Girls' School, Napier.*—The inspection of this school took place on 27th February, 1900. What is technically called the tone of the school has improved much of late. The teachers have always been eager to teach, but now the girls are quite eager to learn. Parents, too, are much more anxious to have their children educated than they were formerly; also the children are sent to school cleaner than they used to be, and with better outfits. The extra subjects are, on the whole, carefully taught, and the results are pleasing. "Sliding" in singing, however, should be carefully avoided; the habit is much more easily contracted than got rid of. With regard to the examination, which was held on the 22nd November, 1900, it is worth while to state that there is no reason why either teachers or scholars should feel discouraged because the passes in the upper school are somewhat less numerous than usual, for the apparent falling-off is largely due to the fact that the Department is insisting on having thoroughly presentable work in English, which determination is in turn due to the fact that it is becoming more and more obvious that the power of writing and speaking English, of spelling it correctly, and of understanding the mutual bearing of parts of sentences must be placed in the very forefront of the secular education of the Maoris. At the examination one passed the senior examination, second year; four passed the senior examination, first year; none passed Standard IV., five passed Standard III., five passed Standard II., fifteen passed Standard I. The work of the lower school is, as usual, very good; but even here there is some need for more particular attention to English work.

*The Protestant Native Girls' School, Hukarere, Napier.*—The inspection took place on the 20th February, 1900. The general appearance of the place is pleasing, but the grass on the grounds should be mown more frequently. The pupils seem very comfortable, and on the best of terms with their teachers. Extra subjects are well taught. Without in any way reflecting on past managers and teachers, I may say that the general appearance of the institution has improved of late. While making the usual round I saw nothing that appeared to need amendment; everything was neat, and even tasteful. One remark, however, seems necessary: when an enlargement of the premises takes place, one of the principal changes should be the giving of more room for the dormitories. For ordinary weather no change is necessary; but when windows have to be shut these rooms must be stuffy. The examination of Hukarere took place on the 23rd November, 1900. The results in general were very satisfactory, and the following details may be of interest: The reading is singularly good; very heterogeneous material has been made nearly homogeneous; pronunciation and expression are nearly as good as could be desired. The general paper work (geography, New Zealand history, and physiology) was very pleasing; pupils appeared to clearly understand where the boundary between their ignorance and their knowledge lay. Spelling, except among the seniors, was generally rather weak. The copy-book work is capital, especially in the upper classes; here, too, the work is very systematic, and produces even results. The arithmetic is, on the whole, quite satisfactory; some of it is very good. The English work is

undoubtedly somewhat weak; the grammar, especially, has a decidedly mechanical character. The needlework and other extra subjects were, as usual, found to have received adequate attention. The girls' power of arranging and utilising their knowledge is evidently increasing. In the lower school the work is at about the usual level; perhaps there has been a slight falling-off in the matter of neatness, but there is no real ground for complaint. Of the senior girls, six passed the second year examination or higher, and fourteen passed for the first year. Four pupils passed Standard IV.; six passed Standard III.; two passed Standard II. There was only one First Standard girl, and she was a beginner who would probably have been more in place in her village school.

*The Mission School, Putiki, near Wanganui* (examined 4th and 5th December, 1900).—So far as one can see, earnest work is done here, but there are serious defects. The teacher desires to do high work, and probably sacrifices the lower for the higher. Results show that improvement has been taking place in the upper classes. Until, however, it becomes the practice to make the bottom of the school very strong, the teacher will always be overburdened with work. It is probable that considerable pressure results from the anxiety of parents that their children shall be speedily got ready for Te Aute or Hukarere. This school has its own uses. It educates many children who would probably grow up entirely ignorant if it did not exist.

*The Convent School, Matata, Bay of Plenty* (examined 2nd August, 1900).—The drawing here is very decidedly above the average; some of it is excellent. The other extra subjects are also satisfactory. The general results are in the main good, but a few defects were noted. Pronunciation should receive yet a little more attention; the English is not strong; correct and vigorous English is wanted. There is a very neat and attractive garden here, and the surroundings generally are pleasing. The schoolroom is clean, and all appliances are tidily arranged. The order is on the whole good, but there is a little copying.

*The Mission School, Waerenga-a-Hika, near Gisborne* (examined 7th May, 1900).—Much gardening is done here, and some of it is profitable. Order is good generally, but class changes are not effected entirely without noise. The boys work well for the most part, but occasionally too much attention is paid to business of a private, non-scholastic character. A school rarely does equally well every year, and this is an "off-year" for Waerenga-a-Hika. The school, however, has been left on a sound basis, and in a position to do well at next examination.

*The Mission School, Otaki*.—On account of Mahuta's visit to Otaki the school was practically closed at the time when the examination should have been held.

At the examination which was held on the 17th and 18th December, 1900, to decide what boys should receive the Te Makarini scholarships of the year, the senior scholarship was won by Keepa Ehau, of St. Stephen's, who gained 77·5 per cent. of the total marks. Pau Mariu, of Tokaanu Native School, received the offer of the junior scholarship; and the open scholarship was awarded to Charles Wilcox Paul, of the Woodville Public School. These two candidates made 68·4 per cent. and 66·8 per cent. respectively. Looked at as a whole, the Te Makarini work of this year is the best we have yet had. This is the first occasion on which the work of both seniors and juniors has been very good. It is especially pleasant to be able to say that the English work is improving greatly. The weakest feature, on the whole, is to be found in the subjects included under the name "writing"; the weakness was, in the main, due to the spelling, which, although nowhere very unsatisfactory, was in places far from strong. Examination centres were set up this year at Auckland, Tokaanu (South Taupo), Wairoa (Hawke's Bay), Tokomaru Bay (East Coast), Shannon (Manawatu Line), and Wai-o-weka (Bay of Plenty). Thirteen candidates in all presented themselves. The papers of two of these were temporarily mislaid, and this caused some delay in the final publication of complete results. As Pau Mariu, of Tokaanu, did not take up his scholarship, the vacancy was filled by Walton Davis, of St. Stephen's. The Trustees also awarded a scholarship to Henry Edwards, of Omarumutu, currency to commence in January, 1902. The lowest percentage gained by any junior candidate was more than 58 per cent.; the next lowest gained 64·8 per cent. Only one senior candidate obtained less than 50 per cent. At Shannon, neither of the candidates presented himself for examination.

#### 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 1900. In Table No. V. there is given as full information as the Department could obtain respecting the race of the children attending the 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 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 1900 are made to depend. Table No. VIII. gives the classification of pupils on the school rolls in December, 1900. Table No. IX. shows the average age of pupils at the time of their passing the standard examination in 1900. Table No. X. gives the number of pupils attending Native boarding-schools, of young people holding University Maori Scholarships or Nursing Hospital Scholarships, and of ex-pupils of Native schools serving apprenticeship at the close of the year.

A few statistical facts and inferences follow; these are based on the tables above referred to. We learn from Tables I. and II. that the total expenditure on Native schools for the year 1900 was £19,985 12s. 1d. Deducting £83 15s. paid from Native reserves funds; £1,776 17s. 7d. cost of boarding-schools, University Scholarships, Nursery Hospital Scholarships, and apprentices; £70 0s. 10d. travelling-expenses of scholars sent to boarding-schools; £2,763 5s. 10d. cost

of buildings, fencing, furniture, &c., we have a net expenditure of £15,375 7s. 10d. on Native village schools, as against £15,764 0s. 8d. for the previous year. Dividing this by the working average attendance, 2,500·75, we obtain £6 3s. as the cost per head per annum of average attendance.

Table III. gives the ages of pupils on the books of the Native village schools as at the 31st December, 1900. The numbers differ but little from those of the previous year. There is evidence of a tendency towards decrease in the percentages of children over and under the age limits (5–15) for public-school scholars.

Table IV. informs us that in 1900 the average weekly number on the roll was one more than it was in 1899; that there was an increase of 19 in the strict average attendance for the whole year, but a decrease of 36 in the working average, and that in the last quarter of 1900 the ratio of the boys to the girls was nearly the same as it was during the same period of 1899. It appears that, generally, the number of boys attending is greater than the number of girls, although there are many exceptions. This fact is probably partly an exemplification of the empirical law that in a declining, stationary, or only slightly increasing population more boys than girls are born, but partly it depends on the wide-reaching Maori belief that it is much more important that boys should be educated than that girls should.

Table V. allows us to see that the percentage of scholars who are either European, or predominantly European, is nearly 1 per cent. greater than it was last year, and that the percentage of half-castes is about 1 per cent. less. The percentage of Maori and predominantly Maori children has hardly changed.

Table VI. makes the total number of passes gained at Maori village schools for last year 1,222, as against 1,185 in 1899. It may be stated, also, that the number of "preparatories" showing signs of having been carefully and effectively taught has increased very much, and the greatest amount of improvement has been noticed, as a rule, in schools where kindergarten work has been attempted. It is hoped, and, indeed, confidently expected, that the introduction of hand-work for the junior classes will almost do away with the dulness and misery too often experienced by our younger pupils in small village schools, and will, besides, by brightening up the children generally, increase their interest in what has hitherto been their ordinary work. Indeed, it seems likely that this kind of improvement will be experienced in all the classes, and that, consequently, a striking effect of manual training will be that pupils will be able to do more and better work of every kind in less time than it has been wont to take.

Table VII. is an exceedingly useful one; it shows whether a school may on the whole be justly called excellent, good, very fair, fair, pretty fair, indifferent, or very poor. It is, however, by no means a rule that the teacher of a school low down on the list is an indifferent or a very poor teacher. It is not unfrequently the case that untoward circumstances, such as famine, epidemic disease, or even troubles in connection with land, will bring a really good teacher's school painfully near the bottom of the list; still, however, the "low-down" school is a poor school for the time being.

Table VIII.: The minor Tables, VIII. and IX., are beginning to be interesting. No. VIII. shows that the increase of numbers in the highest standards is relatively much greater than it is in the lowest standards, when the attendance of 1900 is compared with that of 1895. This, of course, indicates that the work has an upward tendency.

Table IX.: This shows the average age of pupils at standard examinations of schools in 1900. There has been on the whole but little change—*e.g.*, the average age of passing Standard I. is now nine years nine months; in 1895 it was nine years eight months.

Table X.: From this we find that there were seventy-four Government pupils in the boarding-schools in 1900, as against seventy-seven in 1895. The number of private pupils at these institutions during the year was 151. Four boys were holding industrial scholarships at the end of 1900—*viz.*, two saddlers, one coachbuilder, and one printer. One girl held a nursing scholarship at Napier Hospital. There was one scholar at the School of Engineering, Canterbury College. Also, two medical students were attending the Otago University.

The most interesting statistics that have come to hand, however, have been collected by the Registrar-General's Department. We learn from the census returns for 1901 that the Maori population is 42,851, against 39,623 in 1896. There is not the slightest reason to doubt that the quiet unostentatious labours of the teachers belonging to the Native schools staff have had no small share in the work of placing the Maori race on the upward grade once more.

#### THE NEW OUTLOOK.

There can be little doubt that strong effort will be put forth to render our educational work wider and deeper than it has been, but without causing extra strain on those engaged in that work. Maori schools, like other educational institutions, are feeling the newer impulse very strongly. In them, too, hand and eye on the one side and controlling mind on the other are both henceforth to get their due, and are to find their truest and, in many respects, their highest utility in their effects on each other; a closer and more rational alliance between thought and what is thought about is to be sought for; words are not to be mere symbols prettily linked together, perhaps, but only half or quarter understood. In real earnest, our children are to leave off learning mere words and sentences, the true meaning of which, it may perhaps be hoped, they will arrive at by and-by—if they are lucky. Rather, the future course is to be something like this: Our scholars are, with aid of hand and eye, to secure such familiarity with quantity, quality, and relation in connection with sensible reality, as forms, and must form, the basis of all knowledge, and of all education too, so far as the acquisition of knowledge is part of education. Hand-and-eye work is, for instance, to afford objects on the one hand, and, on the other, the endeavour to understand and describe what is seen and done is to give our children their very best opportunities of learning the correct use of language with reference to what truly is and actually happens. Similarly, it is hoped, this hand-and-eye work will largely help us to lay a better and sounder basis for arithmetic and geometry than



can possibly be found through mere abstract methods. Here, then, we probably have the real foundation of our future work. Other "occupations" there will, of course, be—geography, singing, drawing, drill, &c., and kindergarten work for the little ones; but the main movement and the very nerve of the whole business will be found in the direction above indicated. The task of organising handwork has been given to Mr. W. W. Bird, M.A., who has taken it up with great enthusiasm and much success. The completion of it will give him opportunity for paying attention to the other branch of this work, as visiting teacher. He has, however, already rendered very considerable assistance to teachers in this capacity.

Perhaps room ought to be found in this report for a few words with reference to a possible new feature of Native school work. In several quarters Maori school teachers are being asked to act as officers of Volunteer corps, and they show no reluctance. Captain Cossgrove, of Kaiapoi Maori School, has been as far as South Africa in connection with such business. It cannot be denied that a master of a Maori school, being also captain of a company, might have a highly beneficial effect on the Maori Volunteers of his district; the establishment of such a relation might gain for the master the sympathy of parents and pupils to a degree hardly to be reached in any other way. It is even possible that some scheme could be devised to keep the chain unbroken from drill in the infant classes, through cadet companies formed from three or four schools in one neighbourhood, up to companies of well-drilled citizen soldiers, partly officered by the Maori school teachers of a particular district. A short code of rules could probably deal fully with this question. It would have to treat possible dangers—two of these are pretty obvious: (1) volunteering by teachers must never in any way interfere with school work; (2) the officers must in some way be protected from incurring expense through their own enthusiasm and *esprit de corps*.

There is just one other matter that requires a word or two of comment: Those who have special professional interest in the younger Maoris are beginning to notice with much concern that the attention of these children is, in not a few cases, being drawn away from their school work, and that the regular habits to which that work is beginning to accustom them are being interfered with. The disturbing agency is a discovery recently made by the parents and friends of the children that there is money to be earned by exhibitions of *hakas*, of singing, and of *poi* dancing. This discovery not unnaturally leads to the practice of taking bands of children to give performances at distant places, or even to make tours with the same kind of object. Should this practice become widespread and inveterate it would unsettle the children greatly. Evidently it would tend to make young Maoris approach much nearer to the Gipsy type than is at all desirable; these children can readily be trained to do much better and higher work than that of serving as occasional ministers of pleasure and amusement to the Pakeha.

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



Motukaraka	108 13 8	12 18 6	..	121 12 2	Danaher, T. J.	IV.	H M	102 5 6	Tapuwas opened in December quarter.
Tapuwas (side school)	192 1 6	10 6 10	..	203 8 4	Danaher, Miss M.	III.	A F	14 10 9	With allowance for conveyance of goods, £5 per annum.
Mangamuka	105 16 3	52 18 6	..	158 14 9	Minchin, Mrs.	V.	A F	15 16 6	
Waimamaku	107 16 2	8 11 6	..	116 7 8	Henderson, W. F.	V.	S	14 13 6	
Otana	113 15 11	5 15 0	190 16 0	190 16 0	Gordon-Jones, Miss J.	IV.	H M	101 6 10	School not yet opened.
Oromahoe	155 10 2	1 7 0	0 2 0	119 12 11	Gordon-Jones, Miss B.	IV.	S	10 6 6	
Ohaeawai	113 18 6	0 5 0	..	156 17 2	Woods, G. E.	III.	H M	101 14 10	
Kaikohe	133 16 5	25 7 6	1 10 9	114 3 6	Woods, Mrs.	V.	A F	9 13 3	
Karetu	113 4 6	0 9 0	..	113 13 6	Hawkins, T. B.	V.	A F	132 6 4	
Whangaruru	95 1 4	9 6 0	..	104 7 4	Hawkins, Mrs.	V.	A F	29 11 6	
Teumarere	119 19 0	0 15 0	..	120 14 0	Johnson, Miss S. H.	V.	H M	112 4 8	
Te Ahuahu	66 13 4	..	..	66 13 4	Patrick, J. K.	V.	A F	116 12 0	
Porohi	90 17 7	3 7 8	..	94 5 3	Tautari, Miss M.	V.	F	24 8 0	
Taiharuru	150 2 3	9 16 0	..	159 18 3	Tautari, Mrs.	V.	M	116 19 0	
Takahiwai	203 17 1	26 9	7 12 11	236 16 9	Clarke, J. C.	V.	H M	100 0 0	School not open during December quarter.
Otamatea	129 9 6	2 6 0	6 13 0	138 8 6	Broughton, J. H.	V.	H M	118 5 1	
Manaia	194 6 10	1 3 6	..	195 10 4	Broughton, Mrs.	..	A F	18 15 0	School closed at end of June quarter.
Rakaumanga	108 13 4	13 19 2	..	123 12 6	..	..	..	..	School not yet opened.
Raorao	148 6 1	5 16 6	..	134 2 7	Lloyd, Miss K. B.	V.	F	85 19 11	
Kawhia	126 5 6	2 0 0	46 5 10	172 11 4	Walter, C. A.	III. <sup>6</sup>	H M	131 5 2	
Te Kopua	260 3 7	0 5 0	..	260 8 7	Walter, Mrs.	V.	A F	26 6 6	
Te Waotu	100 0 0	10 15 3	5 0 0	115 15 3	Wilson, A.	V.	H M	147 3 8	
East Taupo	118 1 5	23 5 4	6 0 0	147 6 9	Wilson, Mrs.	V.	A F	47 12 9	
West Taupo	88 0 0	0 14 0	..	88 14 0	Lundon, Miss C. H.	V.	A F	112 15 8	With allowance for conveyance of goods, £5 per annum.
Tauranga	137 0 6	2 1 6	0 12 6	139 14 6	Lundon, Miss C.	III. <sup>4</sup>	H M	22 0 6	
Te Kotukutuku	171 12 6	5 4 8	..	176 17 2	Hamilton, T. D.	IV.	A F	156 17 4	
Motiti	1 12 5	7 10 8	3 10 0	198 13 1	Frazer, W.	V.	H M	41 1 9	School not open during December quarter.
Huria	36 16 9	24 6 5	660 3 8	721 6 10	Frazer, Mrs.	V.	A F	105 1 1	School not yet opened.
Paeroa	104 2 9	9 15 1	..	113 17 10	Stanton, T. C.	V.	A F	15 13 3	With allowance for conveyance of goods £10 per annum.
Te Matai	112 17 5	13 0 0	..	125 17 5	Stanton, Mrs.	II. <sup>7</sup>	M	106 5 4	School closed at end of June quarter.
Ranana	..	..	..	..	..	..	..	23 12 9	With house allowance, £26 per annum.
Tapuaecharuru	..	..	..	..	Hamilton, A. G.	I. <sup>4</sup>	H M	201 3 11	
Mataia	..	..	..	..	Hamilton, Mrs.	V.	A F	36 2 0	School opened in September quarter.
Te Teko	..	..	..	..	Brown, Miss I.	V.	F	113 7 7	
..	..	..	..	..	Capper, J. F.	III.	H M	137 13 9	
..	..	..	..	..	Capper, Miss O.	V.	S	8 0 3	
..	..	..	..	..	Capper, Mrs.	V.	H M	12 10 0	
..	..	..	..	..	Brown, Rev. C. C.	V.	A F	155 6 2	
..	..	..	..	..	Brown, Mrs.	V.	H M	25 19 3	
..	..	..	..	..	Cummins, H. C.	V.	H M	101 4 2	
..	..	..	..	..	Cummins, Mrs.	V.	A F	17 9 6	
..	..	..	..	..	Walmsley, Mrs.	IV.	F	101 13 6	
..	..	..	..	..	Morton, B. D.	IV.	H M	98 17 9	
..	..	..	..	..	Morton, Miss J.	..	A F	14 19 3	

Table No. 1—continued  
EXPENDITURE, &c., ON NATIVE SCHOOLS FOR YEAR 1900—continued.

County.	Schools.	Expenditure during 1900.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at End of Year.	Remarks
		Salaries.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
Whakatane—contd.	Waioapu	£ s. d. 137 9 1	£ s. d. 2 11 6	£ s. d. ..	£ s. d. 140 0 7	Wykes, F. R. Watts, Miss M. A. Wylie, J. ..	V. .. ..	H M A F M	112 12 11 15 14 9 100 0 0	With allowance for conveyance of goods, £20 per annum. With allowance for conveyance of goods, £20 per annum. With house allowance, £26 per annum, and allowance for conveyance of goods £20 per annum.
	Awangararau	109 11 10	25 0 0	..	134 11 10	Wilding, C. B. Wylie, T. ..	V. ..	M M	100 0 0 100 0 0	
	Te Whaiti	100 0 0	26 1 0	..	126 1 0	Crène, P., jun. Crène, Mrs. E. Herlihy, P. ...	V. .. ..	H M A F H M	106 6 1 10 18 9 180 6 8	
	Te Houhi	130 2 6	21 19 0	..	152 1 6	Herlihy, Mrs. Lee, J. B. ...	V. ..	A F H M	43 8 0 134 8 5	
	Otamauru	121 10 10	2 2 0	..	123 12 10	Lee, Mrs. ... Brown, C. H. Brown, Mrs. ...	V. .. ..	A F H M A F	24 15 9 201 18 8 50 0 0	
	Poroporo ..	226 14 5	2 15 0	8 0	237 9 5	Levert, Miss M. Levert, Mrs. ...	V. ..	H M A F	107 8 4 8 10 0	School not yet opened.
	Ruatoki ..	162 8 4	1 19 0	..	164 7 4	Levert, Miss L. C. Broderick, H. W. Broderick, Mrs. ...	I. <sup>4</sup> .. ..	A F H M H M	8 13 3 198 12 4 50 0 0	
	Waimana	249 8 9	10 19 3	1 9	261 17 0	Moore, J. ... Moore, Mrs. ... Young, Rev. H. Young, Mrs. ...	V. .. .. ..	H M H M A F A F	130 12 2 18 15 0 168 7 3 12 10 0	
	Ohiwa ..	125 2 10	35 0 6	0 17 0	160 3 4	Young, Miss E. Halley, Rev. D. T. Halley, Mrs. ...	.. .. ..	A F H M A F	30 10 0 148 14 10 30 0 6	
	Waioweka	242 0 5	1 6 0	..	243 6 5	Mulhern, J. Mulhern, Mrs. ... Mulhern, Miss K. Ablett, C. W. Beattie, Mrs. ...	.. .. .. .. ..	H M A F A F M H F	130 12 2 18 15 0 168 7 3 12 10 0 30 10 0	
	Omarumutu	153 14 3	..	..	153 14 3	Beattie, Miss J. E. Hamilton, H. A. Hamilton, Mrs. Porter, Miss A. Bone, D. ...	III. <sup>6</sup> .. .. .. ..	H M S H M A F A F	130 12 2 18 15 0 168 7 3 12 10 0 30 10 0	
	Tonere ..	211 13 9	28 5 0	..	239 18 9	Bone, Mrs. ... Bone, Miss ... Tobin, W. H. J. Tobin, Mrs. ...	III. <sup>6</sup> .. .. ..	H M A F A F A F	130 12 2 18 15 0 168 7 3 12 10 0	
	Omaio ..	181 5 3	1 3 6	..	182 8 9	..	..	H M	168 7 3	
	Te Kaha ..	137 19 8	25 13 6	..	163 13 2	..	..	A F	18 15 0	
	Raukokore	100 0 0	15 10 0	..	115 10 0	..	..	A F	8 10 0	
	Wharekahika Te Araroa	182 5 2	14 10 0	..	196 15 2	..	..	M	8 10 6	
Rangitukia	360 18 9	16 2 0	8 0 0	385 0 9	..	..	A F	100 0 0		
Tikitiki..	219 1 6	39 8 3	3 12 6	262 2 3	..	..	A F	148 7 1		
Waiomatatini	148 8 5	42 13 0	32 5 0	223 6 5	..	..	A F	27 5 9		
					..	..	A F	280 10 2		
					..	..	A F	18 15 0		
					..	..	A F	50 0 0		
					..	..	A F	162 0 0		
					..	..	A F	18 15 0		
					..	..	A F	42 3 3		
					..	..	H M	134 11 6		
					..	..	A F	36 11 6		

Waiapu..

Tuparoa ..	..	231 15 6	5 16 0	38 0 0	275 11 6	Blathwayt, G. C. J.	V.	H M	181 1 9	
Hiruharama ..	..	205 0 2	0 4 6	..	205 4 8	Blathwayt, Miss	V.	A F	50 0 0	
Tokomaru ..	..	261 9 4	38 16 2	16 0 0	316 5 6	Downey, M.	V.	H M	167 18 8	
Nuhaka ..	..	204 10 8	..	141 10 3	346 0 11	Downey, Mrs.	II. <sup>5</sup> §	A F	41 2 3	The teachers work conjointly. (§ Mrs.
Kokako ..	..	43 10 0	2 12 6	763 15 2	46 2 6	McGavin, Mr. and Mrs.	III.	A F	260 8 9	
Te Haroto ..	..	..	..	2 16 9	763 15 2	McGavin, Miss W.	III.	A F	5 0 6	
Tangoio ..	..	..	..	3 0 0	3 0 0	Pinker, A. . .	III.	A F	145 11 8	
Pariroa ..	..	..	..	304 8 11	633 14 5	Pinker, Mrs.	III.	A F	42 7 0	
Pamoana ..	..	344 18 0	4 7 6	..	..	Grace, C. W.	III.	H M	272 11 0	School closed at end of March quarter.
Pipiriki ..	..	158 14 7	25 9 0	..	184 3 7	Grace, Mrs.	III.	A F	50 0 0	School not yet opened.
Karioi ..	..	131 2 9	1 2 6	..	132 5 3	Hallam, Miss H.	V.	A F	26 5 0	School not yet opened.
Papawai ..	..	106 7 8	7 8 0	..	113 15 8	Gibson, A. . .	III. <sup>2</sup>	H M	137 4 8	School not yet opened.
Whangarapa South ..	..	60 2 11	30 17 0	8 10 10	99 10 9	Gibson, Mrs.	III. <sup>7</sup>	A F	32 8 6	
Sounds ..	..	10 15 7	5 1 5	9 4 6	25 1 6	Grant, Miss A. L.	III. <sup>7</sup>	A F	115 17 7	
Okoha ..	..	101 16 3	11 17 0	..	113 13 3	Grant, Miss M.	III. <sup>7</sup>	H M	13 5 3	
Waikawa ..	..	100 0 0	5 10 0	7 4 10	142 14 10	Clemance, P. H.	III. <sup>7</sup>	A F	103 11 10	
Waikoura ..	..	135 3 2	11 7 8	..	146 10 10	Clemance, Mrs.	III. <sup>7</sup>	S	11 6 6	Subsidised school; £28 15s. was paid from Native reserve funds.
Ashley ..	..	169 10 8	29 2 2	..	198 12 10	..	III. <sup>4</sup>	..	..	Subsidised school; opened in September quarter.
Akaroa ..	..	130 19 4	10 13 8	..	141 13 0	Greensill, Mrs. S.	V.	F	100 0 0	
Little River ..	..	131 16 5	2 18 0	..	142 14 10	Gibbs, Miss E.	III. <sup>6</sup>	F	100 0 0	£55 was paid from Native reserve funds.
Arowhenua ..	..	166 12 9	0 18 0	..	167 10 9	Comerford, W. H.	IV. <sup>5</sup>	H M	118 14 5	
Waikouaiti ..	..	159 4 7	5 9 3	..	164 13 10	Gibson, Miss C.	III. <sup>4</sup>	A F	14 18 0	
Ruapuke ..	..	107 8 10	4 8 7	185 0 0	184 14 5	Cossgrove, D.	III. <sup>4</sup>	H M	133 13 5	
The Neck ..	..	..	..	..	141 13 0	Cossgrove, Mrs.	III. <sup>4</sup>	A F	17 11 0	
Boarding-schools—	..	..	..	..	167 10 9	Cossgrove, Miss	V.	A F	11 1 3	
St. Stephen's, Auckland ..	..	..	485 9 6	..	164 13 10	Haslings, E. A.	V.	H M	113 1 7	
Te Aute, Hawke's Bay ..	..	..	200 0 0	..	184 14 5	Tikao, Miss H.	V.	A F	110 14 2	
Hukarere, Hawke's Bay ..	..	..	410 0 0	..	167 10 9	Moloney, M.	III.	A F	8 7 10	
St. Joseph's, Hawke's Bay ..	..	..	437 2 1	..	164 13 10	Moloney, Mrs.	III.	A F	8 7 10	
Inspection ..	..	460 0 0	511 7 10	..	185 0 0	Moloney, Miss	III.	A F	8 7 10	
Technical instruction classes ..	..	20 0 0	91 14 6	..	111 17 5	Healey, F. J.	V. <sup>3</sup>	H M	125 14 8	With house allowance, £26 per annum.
Other miscellaneous expenditure not chargeable to particular schools ..	..	35 4 2	785 7 3	6 6 7	111 17 5	Healey, Mrs.	V.	A F	22 10 3	
Totals ..	..	13,362 1 8	3,912 14 6	2,784 8 0	20,059 4 2*	Blathwayt, H.	V.	H M	135 19 3	
	..	..	..	..	826 18 0	Blathwayt, Miss M.	V.	A F	29 10 6	
	..	..	..	..	..	Thompson, J. H.	V.	H M	95 17 6	School not yet opened.
	..	..	..	..	..	Thompson, Mrs.	V.	A F	8 1 6	
	..	..	..	..	..	..	..	..	80 0 0	£40 each at Whirinaki and Rakaunga.
	..	..	..	..	..	..	..	..	12,632 4 7	

\* Including £83 15s. paid from Native reserve funds. Deducting recoveries, £73 12s. 1d., the result is a net expenditure of £19,985 12s. 1d.  
<sup>1</sup> Also M.A. and B3; <sup>2</sup> also B.A.; <sup>3</sup> also C.A.; <sup>4</sup> also D1; <sup>5</sup> also E1; <sup>6</sup> also E2; <sup>7</sup> also E3; <sup>8</sup> also E4.

**Table No. 2.**  
CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1900.

	£	s.	d.
Teachers' salaries .. .. .	12,771	11	8
Teachers' allowances for special objects .. .. .	229	5	0
Teachers' removal allowances .. .. .	205	13	1
Books and school requisites .. .. .	492	3	2
Planting sites .. .. .	6	1	3
Repairs and small works .. .. .	469	4	8
Inspector's salary .. .. .	450	0	0
Inspectors' travelling-expenses.. .. .	360	19	10
Visits of Public-school Inspectors—Subsidy to Auckland Education Board .. .. .	150	0	0
Sundries .. .. .	105	17	8
Boarding-school fees and apprenticeship charges .. .. .	1,607	11	7
Travelling-expenses of scholars sent to boarding-schools .. .. .	70	0	10
University scholarships .. .. .	144	6	0
Nursing Hospital scholarship .. .. .	25	0	0
Buildings, fencing, furniture, &c. .. .. .	2,748	3	0
Warming school-rooms—cost of fuel .. .. .	14	13	1
Technical instruction classes (including material for workshops) .. .. .	111	14	6
Canterbury Jubilee Industrial Exhibition—Freight, &c., on exhibits .. .. .	23	6	9
<b>Total .. .. .</b>	<b>£19,985</b>	<b>12</b>	<b>1</b>

NOTE.—Of the above total, £83 15s. was paid from Native reserves funds.

**Table No. 3.**  
AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1900.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years .. .. .	48	26	74	2·38
Five and under ten years .. .. .	826	712	1,538	49·47
Ten and under fifteen years .. .. .	802	564	1,366	43·94
Fifteen years and upwards .. .. .	80	51	131	4·21
<b>Totals .. .. .</b>	<b>1,756</b>	<b>1,353</b>	<b>3,109</b>	<b>100·00</b>

**Table No. 4.**  
LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1900.  
[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.	Working Average: Fourth Quarter.			Whole Year.		
						Boys.	Girls.	Total.	Working.	Strict.	
Touwai <sup>1</sup> .. .. .	54	1	53	48·25	32	20	52	47·25	47·25	97·93	
Okoha <sup>2, 4</sup> .. .. .	16	..	16	13·11	7	6	13	12·50	12·50	96·15	
Waimamaku .. .. .	16	9	23	20·75	15	7	22	19·75	19·75	95·18	
Omarumutu .. .. .	49	9	64	57·25	33	26	59	54·25	53·50	94·76	
Whangaruru .. .. .	24	11	4	31	32·00	19	11	30	30·25	28·50	94·53
Paparore <sup>3</sup> .. .. .	..	23	1	22	18·00	10	7	17	17·00	17·00	94·44
Omaio .. .. .	50	17	19	48	53·25	23	21	44	50·00	50·00	93·90
Tapuaecharuru <sup>4</sup> .. .. .	..	30	..	30	23·50	9	15	24	22·00	22·50	93·62
Te Kaha .. .. .	34	8	6	36	37·25	23	11	34	34·75	33·25	93·29
Torere .. .. .	33	6	10	29	33·50	15	13	28	31·25	31·00	93·28
Waimana .. .. .	61	17	6	72	65·00	45	17	62	60·50	56·75	93·08
Pamoana .. .. .	76	10	11	75	76·75	39	32	71	71·00	71·00	92·51
Tikitiki .. .. .	57	14	8	63	66·25	26	33	59	60·00	59·25	90·57
Whirinaki .. .. .	47	14	8	53	53·00	22	26	48	48·00	47·50	90·57
Wharekahika .. .. .	14	9	2	21	17·75	9	10	19	16·00	16·00	90·14
Ahipara .. .. .	39	4	2	41	40·25	22	12	34	34·00	31·25	89·44
Poroporo .. .. .	47	14	14	47	51·00	31	14	45	45·50	45·25	89·22
Rangitukia .. .. .	85	9	12	82	85·75	43	30	73	76·50	74·75	89·21
Arowhenua .. .. .	26	10	5	31	32·25	13	15	28	28·75	28·50	89·15
Matihetihe .. .. .	15	3	2	16	16·00	8	6	14	14·25	14·25	89·06
Whangarae <sup>2</sup> .. .. .	15	6	4	17	18·25	6	9	15	16·25	16·25	89·04
Taiharuru <sup>5</sup> .. .. .	5	4	9	..	4·50	..	..	..	4·00	4·00	88·89
Ranana .. .. .	35	24	22	37	37·75	20	11	31	33·50	32·25	88·74
Waiomatatini <sup>6</sup> .. .. .	..	48	3	45	44·75	19	20	39	39·50	39·00	88·27
Raukokore .. .. .	25	7	3	29	30·00	12	12	24	26·00	25·25	86·67
Maraeroa <sup>7</sup> .. .. .	31	8	5	34	35·00	15	13	28	30·25	29·25	86·43
Whakarara .. .. .	48	7	10	45	47·00	23	15	38	40·50	38·25	86·17
Parapara .. .. .	34	6	13	27	30·50	7	14	21	26·25	24·00	86·07
Karetu .. .. .	18	5	4	19	19·25	9	7	16	16·50	16·50	85·71
Tuparoa .. .. .	58	23	9	72	66·00	31	26	57	56·00	55·00	84·85
Rapaki .. .. .	26	5	8	23	24·75	14	5	19	21·00	20·25	84·85
Otamauru .. .. .	26	1	6	21	24·25	9	10	19	20·50	19·75	84·54
Kenana .. .. .	12	4	..	16	16·00	5	8	13	13·50	13·50	84·37
Te Pupuke .. .. .	31	4	9	26	30·25	16	8	24	25·50	24·75	84·29
Taumarere .. .. .	19	9	4	24	22·25	7	13	20	18·75	18·75	84·27

Table No. 4—continued.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, &amp;c.—continued.

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.	Working Average: Fourth Quarter.			Whole Year.		
						Boys.	Girls.	Total.	Working.	Strict.	
Tokomaru .. .. .	55	19	10	64	64.25	30	24	54	54.00	51.75	84.05
Waikouaiti .. .. .	32	20	8	44	39.00	19	15	34	32.75	32.25	83.97
Poroti .. .. .	28	20	5	43	35.00	18	16	34	29.00	26.25	82.86
Te Araroa .. .. .	40	6	4	42	42.75	16	16	32	35.25	33.25	82.46
Pukepoto .. .. .	22	3	1	24	24.00	8	12	20	19.75	19.50	82.29
Te Kao .. .. .	40	26	8	58	50.25	23	24	47	41.25	40.25	82.09
Little River .. .. .	28	5	7	26	28.25	13	10	23	23.00	23.00	81.41
Hiruharama .. .. .	43	6	4	50	53.50	20	23	43	43.50	41.75	81.31
Waioweka .. .. .	30	3	2	31	29.75	12	12	24	24.00	22.50	80.67
Pamapurua .. .. .	30	12	11	31	32.25	15	10	25	26.00	25.75	80.62
Otamatea .. .. .	22	8	6	24	22.75	9	8	17	18.25	18.25	80.22
Karioi .. .. .	26	16	14	28	28.00	12	9	21	22.25	22.00	79.46
The Neck .. .. .	21	2	4	19	20.25	9	7	16	16.00	15.75	79.01
Whangape .. .. .	43	21	15	49	48.75	18	19	37	38.25	38.25	78.46
Ruatoki .. .. .	40	10	10	40	44.00	19	11	30	34.00	31.25	77.27
Te Kopua .. .. .	23	8	2	29	27.50	14	9	23	21.25	21.00	77.27
Mangamuka .. .. .	40	4	12	32	41.75	14	9	23	31.75	29.25	76.05
Peria .. .. .	55	21	14	62	63.00	27	16	43	47.75	47.50	75.79
Raorao .. .. .	32	12	8	36	34.00	15	13	28	25.50	24.75	75.00
Waima .. .. .	34	10	9	35	38.50	17	8	25	28.75	27.25	74.68
Kaikohe .. .. .	38	14	4	48	45.25	21	13	34	33.75	32.00	74.59
Waioapu .. .. .	34	23	22	35	40.25	13	10	23	29.75	29.25	73.91
Papawai .. .. .	16	16	8	24	23.25	12	7	19	17.00	16.50	73.12
Tokaanu .. .. .	61	20	25	56	63.75	19	20	39	46.50	43.25	72.94
Ohaeawai .. .. .	28	6	11	23	25.00	11	7	18	18.00	16.25	72.00
Huria <sup>5</sup> .. .. .	10	15	25	..	17.50	..	..	..	12.50	10.50	71.43
Kawhia .. .. .	52	29	19	62	58.50	26	17	43	41.50	38.50	70.94
Kaiapoi .. .. .	52	9	13	48	51.25	19	15	34	36.25	34.25	70.73
Te Kuiti .. .. .	38	16	10	44	39.00	20	9	29	27.50	26.50	70.51
Matata .. .. .	24	18	13	29	33.50	10	11	21	23.50	23.00	70.15
Te Ahuahu <sup>8</sup> .. .. .	16	14	4	26	23.33	..	..	..	16.33	15.33	70.01
Mangamaunu .. .. .	32	9	13	28	29.00	11	11	22	20.25	18.00	69.83
Te Whaiti .. .. .	8	20	13	15	15.50	6	5	11	10.75	10.00	69.35
Manaia .. .. .	39	13	13	39	39.25	19	12	31	27.00	24.50	68.79
Te Waotu <sup>8</sup> .. .. .	36	10	46	..	42.33	..	..	..	28.66	26.33	67.74
Rakaumanga .. .. .	63	32	28	67	66.00	24	24	48	44.50	42.25	67.42
Nuhaka .. .. .	66	22	24	64	76.00	29	15	44	50.75	47.75	66.78
Otaua .. .. .	17	20	8	29	28.50	12	6	18	18.75	16.75	65.79
Papamoa .. .. .	29	5	4	30	32.50	17	6	23	21.00	19.25	64.62
Omanaia .. .. .	26	31	10	47	36.00	14	15	29	23.25	21.50	64.58
Pipiriki .. .. .	37	40	26	51	51.00	20	16	36	32.00	28.75	62.75
Waikawa .. .. .	22	8	11	19	22.75	6	7	13	14.25	12.75	62.64
Paeroa .. .. .	39	20	21	38	38.75	16	8	24	24.25	23.00	62.58
Motukaraka and Tapuwae <sup>8</sup> .. .. .	27	8	2	33	30.50	12	10	22	18.75	16.00	61.48
Te Houhi .. .. .	22	3	3	22	22.00	5	6	11	13.25	11.00	60.23
Te Matai .. .. .	39	26	23	42	51.00	12	14	26	30.50	27.75	59.80
Te Teko .. .. .	31	18	16	33	40.25	13	9	22	23.75	21.00	59.01
Hapua .. .. .	37	32	29	40	53.00	14	9	23	30.75	27.25	58.02
Te Kotukutuku .. .. .	28	6	15	19	27.50	9	4	13	15.75	13.50	57.27
Awangaranui .. .. .	22	13	10	25	25.00	4	7	11	12.75	12.25	51.00
Kokako <sup>9</sup> .. .. .	23	11	34	..	32.00	..	..	..	16.00	13.00	50.00
Wairau .. .. .	11	14	7	18	18.00	7	3	10	9.00	8.00	50.00
Totals for 1900 .. .. .	2,768	1,231	890	3,109	3,256.16	1,366	1,070	2,436	2,500.75	2,453.91	76.80
Totals for 1899 .. .. .	2,688	1,352	975	3,065	3,255.00	1,360	1,041	2,401	2,537.25	2,434.75	77.95

<sup>1</sup> Opened in March quarter. <sup>2</sup> Subsidised school. <sup>3</sup> Opened in December quarter. <sup>4</sup> Opened in September quarter.  
<sup>5</sup> Closed at end of June quarter. <sup>6</sup> School work resumed at beginning of year. <sup>7</sup> Formerly known as Utakura. <sup>8</sup> Not open during December quarter. <sup>9</sup> Closed at end of March quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1900.

\*\* 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 .. .. .	21	16	37	1	..	1	..	2	2	22	18	40
Te Kao .. .. .	29	25	54	..	2	2	..	2	2	29	29	58
Paparoe .. .. .	9	5	14	2	..	2	3	3	6	14	8	22
Pamapurua .. .. .	19	12	31	..	..	..	..	..	..	19	12	31
Ahipara .. .. .	25	14	39	..	..	..	2	..	2	27	14	41
Pukepoto .. .. .	11	10	21	..	..	..	..	3	3	11	13	24
Kenana .. .. .	4	8	12	..	..	..	3	1	4	7	9	16
Parapara .. .. .	10	15	25	..	2	2	..	..	..	10	17	27
Peria .. .. .	21	8	29	4	2	6	13	14	27	38	24	62

Table No. 5—continued.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1900—contd.

Schools.	M and M Q.			H.			E Q and E.			Totals.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Te Pupuke .. .. .	14	8	22	1	1	2	2	..	2	17	9	26
Whakarara .. .. .	20	14	34	4	1	5	4	2	6	28	17	45
Touwai .. .. .	30	15	45	..	..	..	3	5	8	33	20	53
Whangape .. .. .	23	22	45	..	..	..	1	3	4	24	25	49
Maraeroa .. .. .	18	13	31	..	..	..	..	3	3	18	16	34
Matihetihe .. .. .	5	5	10	3	2	5	1	..	1	9	7	16
Whirinaki .. .. .	22	28	50	..	..	..	3	..	3	25	28	53
Waima .. .. .	23	10	33	..	..	..	1	1	2	24	11	35
Omanaia .. .. .	21	13	34	..	..	..	4	9	13	25	22	47
Motukaraka and Tapuwae .. .. .	10	7	17	6	6	12	2	2	4	18	15	33
Mangamuka .. .. .	16	11	27	3	1	4	1	..	1	20	12	32
Waimamaku .. .. .	15	6	21	1	1	2	..	..	..	16	7	23
Otaua .. .. .	18	8	26	..	..	..	2	1	3	20	9	29
Ohaeawai .. .. .	7	7	14	1	1	2	5	2	7	13	10	23
Kaikohē .. .. .	30	18	48	..	..	..	..	..	..	30	18	48
Karetu .. .. .	5	2	7	4	5	9	1	2	3	10	9	19
Whangaruru .. .. .	16	9	25	2	1	3	2	1	3	20	11	31
Taumarere .. .. .	9	15	24	..	..	..	..	..	..	9	15	24
Te Ahuahu .. .. .	12	12	24	..	..	..	1	1	2	13	13	26
Poroti .. .. .	13	7	20	1	4	5	8	10	18	22	21	43
Otamatea .. .. .	10	11	21	2	1	3	..	..	..	12	12	24
Manaia .. .. .	20	15	35	4	..	4	..	..	..	24	15	39
Rakaumanga .. .. .	35	32	67	..	..	..	..	..	..	35	32	67
Raorao .. .. .	18	16	34	1	1	2	..	..	..	19	17	36
Kawhia .. .. .	22	16	38	4	3	7	9	8	17	35	27	62
Te Kopua .. .. .	19	10	29	..	..	..	..	..	..	19	10	29
Te Kuiti .. .. .	17	4	21	..	..	..	15	8	23	32	12	44
Tokaanu .. .. .	27	26	53	1	..	1	..	2	2	28	28	56
Papamoa .. .. .	19	9	28	2	..	2	..	..	..	21	9	30
Te Kotukutuku .. .. .	12	5	17	1	1	2	..	..	..	13	6	19
Paeroa .. .. .	21	10	31	5	2	7	..	..	..	26	12	38
Te Matai .. .. .	17	20	37	1	2	3	1	1	2	19	23	42
Ranana .. .. .	21	9	30	2	5	7	..	..	..	23	14	37
Tapuaeharuru .. .. .	8	17	25	1	..	1	3	1	4	12	18	30
Matata .. .. .	9	12	21	..	..	..	4	4	8	13	16	29
Te Teko .. .. .	13	15	28	4	1	5	..	..	..	17	16	33
Waiotapu .. .. .	21	12	33	2	..	2	..	..	..	23	12	35
Awangararanui .. .. .	10	9	19	1	3	4	1	1	2	12	13	25
Te Whaiti .. .. .	8	7	15	..	..	..	..	..	..	8	7	15
Te Houhi .. .. .	8	11	19	1	2	3	..	..	..	9	13	22
Otamauru .. .. .	11	10	21	..	..	..	..	..	..	11	10	21
Poroporo .. .. .	28	14	42	3	1	4	1	..	1	32	15	47
Ruatoki .. .. .	23	13	36	..	..	..	2	2	4	25	15	40
Waimana .. .. .	45	19	64	..	..	..	8	..	8	53	19	72
Waioweka .. .. .	11	11	22	3	1	4	2	3	5	16	15	31
Omarumutu .. .. .	32	26	58	1	2	3	2	1	3	35	29	64
Torere .. .. .	14	10	24	..	1	1	2	2	4	16	13	29
Omaio .. .. .	24	22	46	..	1	1	1	..	1	25	23	48
Te Kaha .. .. .	23	11	34	..	..	..	1	1	2	24	12	36
Raukokore .. .. .	11	11	22	2	4	6	..	1	1	13	16	29
Wharekahika .. .. .	10	9	19	..	2	2	..	..	..	10	11	21
Te Araroa .. .. .	21	19	40	1	1	2	..	..	..	22	20	42
Rangitukia .. .. .	45	26	71	2	4	6	2	3	5	49	33	82
Tikitiki .. .. .	25	29	54	4	1	5	..	4	4	29	34	63
Waiomatatini .. .. .	14	12	26	10	7	17	..	2	2	24	21	45
Tuparoa .. .. .	27	24	51	12	6	18	1	2	3	40	32	72
Hiruharama .. .. .	20	24	44	1	..	1	2	3	5	23	27	50
Tokomaru .. .. .	32	26	58	3	3	6	..	..	..	35	29	64
Nuhaka .. .. .	35	22	57	3	..	3	3	1	4	41	23	64
Pamoana .. .. .	33	29	62	4	2	6	5	2	7	42	33	75
Pipiriki .. .. .	25	15	40	2	2	4	2	5	7	29	22	51
Karioi .. .. .	9	9	18	2	2	4	5	1	6	16	12	28
Papawai .. .. .	4	2	6	..	..	..	11	7	18	15	9	24
Whangarae (Croiselles) .. .. .	6	6	12	2	2	4	..	1	1	8	9	17
Okoha .. .. .	2	2	4	6	6	12	..	..	..	8	8	16
Waikawa .. .. .	..	2	2	7	8	15	1	1	2	8	11	19
Wairau .. .. .	13	4	17	..	..	..	1	..	1	14	4	18
Mangamaunu .. .. .	7	1	8	1	2	3	5	12	17	13	15	28
Kaipoi .. .. .	15	7	22	7	11	18	4	4	8	26	22	48
Rapaki .. .. .	13	5	18	4	..	4	1	..	1	18	5	23
Little River .. .. .	11	11	22	1	1	2	2	..	2	14	12	26
Arowhenua .. .. .	12	16	28	1	1	2	1	..	1	14	17	31
Waikouaiti .. .. .	7	4	11	..	..	..	18	15	33	25	19	44
The Neck .. .. .	2	1	3	8	4	12	2	2	4	12	7	19
Totals for 1900 .. .. .	1,421	1,061	2,482	155	125	280	180	167	347	1,756	1,353	3,109
Totals for 1899 .. .. .	1,415	1,036	2,451	152	150	302	158	154	312	1,725	1,340	3,065

SUMMARY of Table No. 5.

Race.	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste .. .. .	1,421	1,061	2,482	79.83
Half-caste .. .. .	155	125	280	9.01
European, and between half-caste and European .. .. .	180	167	347	11.16
Totals .. .. .	1,756	1,353	3,109	100.00



Table No. 6.  
RESULTS of EXAMINATION, 1900.

Schools.	Number on the Roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard.
		VI.	V.	IV.	III.	II.	I.	
Hapua .. .. .	60	..	..	..	..	3	3	27.0
Te Kao .. .. .	51	..	..	5	8	6	6	162.5
Pamapuria .. .. .	35	..	..	2	4	6	..	67.0
Ahipara .. .. .	40	..	..	1	3	4	6	81.0
Pukepoto .. .. .	23	..	..	1	3	2	1	37.5
Kenana .. .. .	16	..	1	1	1	2	3	39.0
Parapara .. .. .	25	..	..	..	..	..	..	..
Paparore* .. .. .	..	..	..	..	..	..	..	..
Peria .. .. .	63	..	1	..	2	6	9	100.0
Te Pupuke .. .. .	32	..	..	4	..	2	2	43.0
Touwai* .. .. .	48	..	..	..	..	..	..	..
Whakarara .. .. .	47	..	..	1	..	6	6	75.0
Whangape .. .. .	56	..	..	..	..	1	12	54.0
Maraeroa .. .. .	35	..	..	..	4	6	4	75.5
Matihetihe .. .. .	16	..	..	1	1	2	1	27.0
Whirinaki .. .. .	50	..	1	2	6	11	4	126.0
Waima .. .. .	40	..	1	2	2	3	11	95.0
Omanaia .. .. .	33	2	..	..	1	4	3	49.0
Motukaraka and Tapuwae* ..	28	..	1	1	1	2	6	54.5
Mangamuka .. .. .	42	..	..	3	3	7	5	96.5
Waimamaku .. .. .	20	..	..	..	1	3	..	23.0
Otaua .. .. .	29	..	..	1	1	1	4	35.5
Ohacawai .. .. .	24	..	..	..	5	..	5	44.0
Kaikohe .. .. .	41	..	..	..	..	11	12	105.5
Karetu .. .. .	20	..	..	2	2	7	4	84.0
Whangaruru .. .. .	30	..	3	1	3	4	4	83.0
Taumarere .. .. .	23	..	..	..	3	1	4	38.0
Te Ahuahu .. .. .	23	..	..	1	..	..	5	26.5
Poroti .. .. .	31	2	1	5	3	..	2	69.5
Taiharuru .. .. .	11	..	..	..	1	..	..	6.0
Otamatea .. .. .	24	..	..	..	..	..	..	..
Manaia .. .. .	39	..	..	..	1	11	3	83.5
Rakaumanga .. .. .	81	..	..	1	2	3	1	39.0
Raorao .. .. .	34	..	..	..	1	8	6	85.0
Kawhia .. .. .	54	..	2	2	2	8	7	114.5
Te Kopua .. .. .	24	..	..	4	1	1	2	43.0
Te Kuiti† .. .. .	..	..	..	..	..	..	..	..
Te Waotu .. .. .	45	..	..	..	2	4	5	55.5
Tokaanu .. .. .	64	..	3	8	8	8	10	232.5
Papamoa .. .. .	32	..	..	..	3	4	4	61.0
Te Kotukutuku .. .. .	26	..	..	..	..	4	2	40.5
Huria† .. .. .	..	..	..	..	..	..	..	..
Paeroa .. .. .	36	..	..	4	..	5	6	78.0
Te Matai .. .. .	49	..	..	4	3	..	8	89.5
Ranana .. .. .	38	..	..	3	5	7	7	124.0
Tapuaeharuru* .. .. .	..	..	..	..	..	..	..	..
Matata .. .. .	32	..	2	..	1	..	3	28.5
Te Teko .. .. .	39	..	..	1	1	3	8	66.5
Waiotapu .. .. .	40	..	..	..	1	..	16	93.5
Awangararanui .. .. .	27	..	..	2	4	2	2	51.5
Te Whaiti .. .. .	17	..	..	..	1	1	3	24.0
Te Houhi .. .. .	20	..	..	..	..	4	4	40.0
Otamauru .. .. .	23	..	..	2	7	2	4	81.0
Poroporo .. .. .	48	1	3	8	5	6	5	161.0
Ruatoki .. .. .	43	..	..	1	6	10	8	149.0
Waimana .. .. .	64	..	..	..	2	6	36	270.0
Waioweka .. .. .	29	..	..	1	2	3	11	112.0
Omarumutu .. .. .	55	..	..	5	8	8	7	180.0
Torere .. .. .	37	..	1	3	4	2	3	67.0
Omaio .. .. .	58	..	2	5	5	10	3	140.0
Te Kaha .. .. .	39	..	..	3	3	5	9	121.5
Raukokore .. .. .	31	3	1	..	2	4	6	89.0
Wharekahika .. .. .	17	1	1	3	2	3	2	88.0
Te Ararua .. .. .	43	1	2	5	7	3	4	131.0
Rangitukia .. .. .	88	..	8	7	12	11	7	259.5
Tikitiki .. .. .	69	..	7	8	6	4	4	175.0
Waiomatatini .. .. .	45	1	..	3	2	3	..	52.0
Tuparoa .. .. .	64	..	1	4	11	9	9	203.5
Hiruharama .. .. .	51	..	1	1	6	6	2	91.0
Tokomaru .. .. .	61	..	..	10	6	8	10	211.0
Nuhaka .. .. .	79	..	1	1	3	..	7	64.5
Kokako .. .. .	32	..	..	1	1	4	3	46.5
Pamoana .. .. .	75	..	..	..	..	45	14	402.5
Pipiriki .. .. .	40	..	..	2	1	8	2	83.0
Karioi .. .. .	29	..	1	1	..	5	7	83.0
Papawai .. .. .	25	..	1	..	4	2	4	59.5
Whangarae (Croiselles) .. ..	17	..	..	..	7	..	2	51.5
Okoha .. .. .	12	..	..	..	..	..	2	7.5
Waikawa .. .. .	20	..	..	..	1	3	4	37.5
Wairau .. .. .	16	..	..	..	..	2	..	11.5
Mangamaunu .. .. .	25	..	1	3	1	6	3	71.5
Kaipoi .. .. .	47	1	2	1	..	2	2	48.0
Rapaki .. .. .	23	..	..	2	..	4	1	33.5
Little River .. .. .	26	..	1	1	1	2	..	26.0
Arowhenua .. .. .	30	2	1	2	3	4	5	104.0
Waikouaiti .. .. .	40	1	..	3	6	5	5	113.5
The Neck .. .. .	19	..	1	3	..	6	1	69.5
Totals for 1900 .. .. .	3,133	15	52	152	218	374	411	..
Totals for 1899 .. .. .	3,214	17	40	143	242	340	403	..

\* Schools recently opened, and not qualified for examination.

† Not inspected or examined.

Table No. 7.  
RESULTS of INSPECTION, 1900.

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

Schools.	Condition of Records and the other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and 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.
Pamoana .. .. .	10.0	9.3	10.0	9.0	10.0	50.0	98.3
Wharekahika .. .. .	8.8	9.3	8.8	8.0	8.8	50.0	93.7
Te Kao .. .. .	9.9	8.8	8.6	8.7	9.0	47.3	92.3
Tokaanu .. .. .	10.0	9.9	9.8	9.0	10.0	43.1	91.8
Te Araroa .. .. .	10.0	9.3	9.0	9.0	8.5	41.1	86.9
Rangitukia .. .. .	10.0	9.0	9.0	10.0	9.3	39.5	86.8
Ranana .. .. .	10.0	9.0	8.5	7.3	8.0	43.8	86.6
Tokomaru .. .. .	10.0	9.1	9.0	9.0	8.3	40.4	85.8
Arowhenua .. .. .	8.8	9.3	8.6	8.5	8.5	41.9	85.6
Waimana .. .. .	10.0	8.5	8.8	10.0	8.0	40.0	85.3
Tuparoa .. .. .	9.8	9.5	9.3	8.0	8.2	40.0	84.8
Poroporo .. .. .	9.2	8.0	9.0	10.0	8.7	39.8	84.7
Ruatoki .. .. .	8.7	8.3	8.8	9.0	7.0	41.8	83.6
Omarumutu .. .. .	8.5	7.8	8.9	10.0	7.3	40.8	83.3
Waioweka .. .. .	10.0	9.6	8.3	6.0	6.5	42.7	83.1
Whangaruru .. .. .	9.2	7.8	8.3	7.0	6.3	43.4	82.0
Te Kaha .. .. .	9.3	9.3	8.6	8.5	5.8	40.2	81.7
Waikouaiti .. .. .	8.1	9.8	9.4	8.0	8.0	37.7	81.0
Karioi .. .. .	8.3	8.8	8.1	8.5	8.0	39.0	80.7
Karetu .. .. .	7.0	8.8	8.8	7.0	8.0	39.5	79.1
Tikitiki .. .. .	9.2	8.4	9.4	9.0	8.5	34.1	78.6
The Neck .. .. .	7.3	8.3	7.5	6.0	6.7	40.7	76.5
Waima .. .. .	9.8	9.5	8.0	8.5	6.0	33.7	75.5
Otamauru .. .. .	8.7	7.8	8.5	5.0	6.3	38.5	74.8
Waiomatatini .. .. .	9.1	7.7	7.6	7.0	7.7	35.1	74.2
Maraeroa .. .. .	9.0	9.5	9.0	7.3	6.3	32.9	74.0
Whirinaki .. .. .	10.0	8.8	9.5	7.7	7.0	30.6	73.6
Pipiriki .. .. .	9.2	9.3	8.6	8.8	8.0	28.8	72.7
Raukokore .. .. .	9.4	7.5	8.1	7.5	6.0	34.1	72.6
Kawhia .. .. .	8.3	8.6	8.9	8.5	9.3	28.7	72.3
Kaikohe .. .. .	9.8	8.5	7.5	6.3	7.0	33.0	72.1
Omaio .. .. .	8.0	7.3	7.8	8.0	6.8	34.1	72.0
Whakarara .. .. .	9.1	9.0	7.8	5.5	6.3	33.7	71.4
Whangarae (Croiselles) .. .. .	8.5	9.5	9.3	7.0	7.0	29.8	71.1
Mangamaunu .. .. .	8.0	6.8	8.5	8.0	7.3	32.1	70.7
Waiotapu .. .. .	9.7	8.3	8.5	7.0	7.3	28.9	69.7
Torere .. .. .	9.0	8.5	8.0	8.5	6.8	28.6	69.4
Kenana .. .. .	8.6	8.0	7.9	6.0	4.4	33.6	68.5
Raoroa .. .. .	7.6	7.5	8.3	7.5	6.3	31.1	68.3
Papawai .. .. .	9.4	9.0	6.3	8.0	6.7	28.7	68.1
Te Matai .. .. .	8.8	10.0	9.5	9.0	5.7	24.9	67.9
Pamapurua .. .. .	7.9	6.8	8.3	7.0	5.3	32.3	67.6
Poroti .. .. .	6.9	6.9	7.6	5.5	6.7	34.0	67.6
Awangararanui .. .. .	8.7	8.3	7.5	6.0	8.0	28.5	67.0
Hiruharama .. .. .	7.9	7.3	7.9	7.0	7.3	29.3	66.7
Te Pupuke .. .. .	9.1	7.4	7.9	6.0	7.7	27.3	65.4
Paeroa .. .. .	8.8	9.0	9.0	6.5	8.3	23.6	65.2
Mangamuka .. .. .	7.7	7.0	7.3	8.0	4.0	31.0	65.0
Rapaki .. .. .	8.7	7.9	8.3	6.5	6.8	26.6	64.8
Pukepoto .. .. .	8.3	6.1	7.5	4.0	5.6	32.9	64.4
Motukaraka and Tapuwae* .. .. .	8.8	7.3	6.5	4.8	7.7	29.1	64.2
Manaia .. .. .	6.4	8.3	7.6	7.0	5.5	29.4	64.2
Ahipara .. .. .	9.6	7.1	6.9	5.0	6.7	28.0	63.3
Taumarere .. .. .	6.6	6.3	9.5	5.7	5.0	29.4	62.5
Waimamaku .. .. .	8.2	7.6	8.0	6.0	4.4	28.0	62.2
Peria .. .. .	9.1	8.8	7.4	6.0	5.2	24.3	60.8
Nuhaka .. .. .	9.6	8.4	8.5	8.0	5.0	21.2	60.7
Te Kopua .. .. .	6.3	7.0	7.8	5.0	4.8	29.6	60.5
Kaiapoi .. .. .	8.2	9.3	7.6	6.5	7.7	21.1	60.4
Kokako .. .. .	10.0	8.1	7.6	6.5	7.3	20.6	60.1
Matihetihe .. .. .	5.7	6.0	8.1	5.0	5.8	29.3	59.9
Te Waotu .. .. .	8.3	8.3	6.4	8.0	3.3	24.1	58.4
Waikawa .. .. .	5.0	7.8	7.5	6.0	7.0	24.3	57.6
Te Houhi .. .. .	8.0	7.7	8.0	5.4	6.7	21.6	57.4
Te Teko .. .. .	8.8	8.0	6.3	6.0	6.3	21.3	56.7
Parapara .. .. .	5.9	6.6	8.1	7.5	7.7	19.8	55.6
Omanaia .. .. .	5.4	6.8	7.8	4.3	5.7	24.8	54.8
Otaua .. .. .	8.5	7.7	8.0	6.0	6.3	18.0	54.5
Ohaeawai .. .. .	8.2	7.3	6.3	4.0	5.0	23.4	54.2
Te Kotukutuku .. .. .	8.5	7.5	6.8	8.3	5.0	17.7	53.8
Little River .. .. .	6.3	6.8	6.0	4.0	5.0	25.0	53.1
Papamoā .. .. .	6.2	6.3	7.0	5.0	6.3	20.0	50.8
Wairau .. .. .	7.7	7.8	8.3	6.0	8.0	11.9	49.7
Matata .. .. .	8.3	7.3	7.8	6.0	6.0	13.3	48.7
Te Ahuahu .. .. .	6.0	6.8	7.3	..	..	27.7	47.8
Te Whaiti .. .. .	6.3	8.3	7.5	4.0	5.3	15.8	47.2
Taiharuru .. .. .	9.8	7.3	8.6	9.0	7.8	3.5	46.0
Hapua .. .. .	7.3	5.8	7.1	6.5	5.7	13.0	45.4
Whangape .. .. .	6.2	6.6	6.6	5.0	2.8	17.1	44.3
Rakaumanga .. .. .	8.3	7.9	5.1	5.5	5.0	12.3	44.1
Otamatea .. .. .	8.6	6.8	6.8	7.0	3.0	9.8	42.0
Okoha .. .. .	3.5	7.3	5.7	..	1.7	18.6	36.8
Paparore* .. .. .	..	..	..	..	..	..	..
Touwai† .. .. .	10.0	..	..	..	..	..	..
Te Kuiti† .. .. .	..	..	..	..	..	..	..
Tapuaecharuru* .. .. .	..	..	..	..	..	..	..
Huria† .. .. .	..	..	..	..	..	..	..

\* Schools recently opened, and not qualified for examination.

† Not inspected or examined.

Table No. 8.

CLASSIFICATION of PUPILS on the School Rolls, December, 1900.

Standards.	Boys.	Girls.	Totals.
Preparatory classes ... ..	474	422	896
Class for Standard I. ... ..	358	275	633
" II. ... ..	334	229	563
" III. ... ..	295	225	520
" IV. ... ..	174	123	297
" V. ... ..	87	58	145
" VI. ... ..	26	14	40
Passed Standard VI. ... ..	8	7	15
Totals ... ..	1,756	1,353	3,109

Table No. 9.

AVERAGE AGE of PUPILS at Standard Examination of Schools in 1900.

Standards.	Number passed at Annual Examination.	Average Age.	
		Yrs.	Mos.
I. ... ..	411	9	9
II. ... ..	374	11	0
III. ... ..	218	11	10
IV. ... ..	152	12	7
V. ... ..	52	13	10
VI. ... ..	15	15	0

Table No. 10.

NUMBER of MAORI PUPILS receiving Higher Education, &amp;c., at the End of 1900.

School.	Government Pupils.		Private Pupils.
	Scholarship- holders.	Temporary.	
Boarding-schools—			
St. Stephen's (boys), Parnell, Auckland ... ..	16	...	34
Te Aute (boys), Hawke's Bay ... ..	9	...	60*
Hukarere (girls), Napier ... ..	17	...	40†
St. Joseph's (girls), Napier ... ..	5	25	17‡
Otago University—			
Medical students (male) ... ..	2	...	...
Totals ... ..	49	25	151

\* Including 10 Europeans.  
who is more European than Maori.

† Including 9 girls who are more European than Maori.

‡ Including 1 girl

Table No. 10—*continued.*

## NUMBER OF MAORI EX-NATIVE-SCHOOL PUPILS holding Industrial Scholarships at the End of 1900.

Number.	District.	Trade to which Scholars are apprenticed.
1	Bay of Islands ... ..	Saddler.
1	Auckland ... ..	Saddler.
1	" ... ..	Coachbuilder.
1	Opotiki ... ..	Printer.
<b>Total ... 4</b>		

## NUMBER OF MAORI EX-NATIVE BOARDING-SCHOOL PUPILS holding Hospital-nursing Scholarships at the End of 1900.

Number.	District Hospital.
1 (girl) ... ..	Napier Hospital.

*Approximate Cost of Paper.*—Preparation, not given; printing (1,675 copies), £23 14s.

By Authority: JOHN MACKAY, Government Printer, Wellington.—1901.

*Price 9d.*]