

1903.
NEW ZEALAND.

EDUCATION: NATIVE SCHOOLS.

[In continuation of E.-2, 1902.]

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

No. 1.

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

At the beginning of the year 1902 there were 99 Maori schools of various kinds; at the end of that year the number was 107. The total number of schools has thus been increased by eight. In the course of the year nine schools had been opened or reopened, and one had been closed. Among the 107 schools above referred to were four boarding institutions and four other schools that the Department has been asked to inspect and examine. These eight schools being deducted from the total, there were available for work 99 Native village schools at the end of 1902, as against 91 at the end of 1901. Of course, neither this enumeration nor any other in this report takes account of the Maoris attending schools under the Boards, where the education is in the main identical with that given to European children.

Of the eight new schools opened in the course of 1902 it may be said that they all, with one seeming exception, break new ground. That exception is the school at Whakarewarewa; but even this school has not really been established on ground already taken up. Any one who visits Whakarewarewa to-day and carefully observes the children attending it, taking full account of the birth and inherited tendency of such pupils, and of the nature of their home training, will at once perceive that an ordinary Board school is not the place for them. About the other new schools there can be no doubt; they are all on what is really or virtually unoccupied territory, although it is possible that one or two of the schools will soon be surrounded by European dwellings. Of this kind is the Hauaroa School, near Taumarunui, far up the Wanganui River. When the question of establishing a school there was first raised there seemed little chance of there being any European settlement near at hand; now, population is fast increasing, and a railway is within easy reach. Te Kerepehi, in the Thames district, is remote; the moderate-sized school there is likely to do good work. Rangiawhia, in the far North, is the scene of an interesting experiment, which is successful and likely to continue so; the school is Maori through and through, even to the teachers, who appear to be taking up the work without much difficulty, and to require only practice. Parawera has an interesting school also; it is not very far from the scene of the famous battle of Orakau, in which Rewi, the Maniapoto chieftain, expressed his determination to fight "for ever and ever." Takahiwai School takes up new ground near Point Marsden, Whangarei Harbour. Tangoio, some miles from Petane, also has a new school. The remaining school is at Whangara, near a small coastal projection of that name between Gisborne and Tolago Bay. This is many miles from other schools. After a rather poor beginning, it is doing very fairly well. It seems that if all the

Maoris connected with the district would remain at or near their own homes there could be a large school there, but Gisborne, less than twenty miles away, has an unsettling influence on them.

The scheme for the establishment of a model Maori-school village has advanced several stages since the date of last year's report. The settlement of preliminaries in regard to the land took rather more time than was anticipated; but the site given by the Maoris has now been surveyed and formally handed over to the Department. A technical instructor has been appointed who, with the help of the Maoris, youths and adults, has put up a carpenter's workshop, and will proceed in like manner to erect the cottages, on the twenty sections into which the land has been divided, as occupants are ready for them. The Government has undertaken to find the timber and other material for the cottages, which will be occupied by Maori couples, one or both of whom have been pupils in a Native school. It is proposed that the tenants should conform to a few simple rules, the object being to lead them to acquire the art of living in European fashion. One of the most important features of the scheme is to give them such industrial training as may enable them to maintain themselves at a reasonable standard of comfort, and render the settlement self-supporting.

Of the 107 schools specially established for Maori education, four are boarding-schools: at Te Aute College, Hawke's Bay; St. Stephen's, Parnell, Auckland; St. Joseph's Convent, Napier; and Hukarere, Napier, a Protestant girls' school. These are made use of as boarding-schools for children who have distinguished themselves at the Native village schools. Four other schools belong to religious bodies; the managers of these schools have applied to the Department to examine and inspect them.

The staff of the village schools included 76 masters, 20 headmistresses, 84 assistants, and 11 sewing-teachers. The masters received salaries ranging from £271 2s. 6d. to £93 13s. 4d.; headmistresses, from £192 2s. 5d. to £55 10s.; assistants, from £50 to £7 18s. 3d.; sewing-teachers, from £18 15s. The reason why some of the assistants receive very low salaries is that they are in every case members of a teacher's family, who find it worth their while to give assistance in school for limited portions of the week.

Particulars concerning average attendance, race of pupils, success of individual schools, &c., are, as usual, given in Mr. Pope's report. It is not necessary to write at length with reference to these statistics. It will be sufficient to call attention to a few features of greater or less importance and interest. Round numbers being taken, the expenditure for the year was £26,946, including £5,594 expended on new buildings, with fencing, furniture, &c., £102 paid out of funds arising from Native reserves, and £46 from other funds for Native purposes. Deducting the amount of the last three items (£5,742), the ordinary expenditure for general purposes was £21,204. The corresponding expenditure for the previous year was £18,925. The increase, therefore, is £2,279. These two amounts—£21,204 and £18,925—for the years 1902 and 1901, however, do not correctly represent the actual cost of Native village-school education, seeing that they involve numerous items of expenditure that are the results of successful village-school education, and external adjuncts to it, rather than part of the cost of it. Such are expenditure on boarding-school fees and apprenticeship charges, travelling expenses of scholars to boarding-schools, scholarships to universities, nursing scholarships at hospitals, technical instruction, and buildings connected with it; also charges in connection with the Canterbury Exhibition: on the whole, very nearly £2,900. However, the numbers £21,204 and £18,925 best serve the purpose of a cost per head as based on the average attendance, if it is remembered that the cost per head so arrived at is about 14 per cent. too high. The average attendance for the year 1901 was 2,592·25. For 1902 it was 3,005. What may be called the gross cost per head, then, is about £7·3 for 1901 and about £7 for 1902. The true cost per head for 1902 would be about £6 0s. 5d. For 1901 it would be not very far from £6 5s. The cost per head in 1902 is therefore some 4s. 6d. less than it was in the previous year. Perfect exactness is not obtainable in this calculation, seeing that the items of expenditure in the two years are only analogous, not identical in character.

One of the most interesting items in the Inspector's report is the statement of the fact that in the year 1880 the race of the children attending Native schools could be represented by the following percentages: Maoris, 76·46; half-castes, 9·61; Europeans, 13·93. For 1902 the corresponding figures are: Maoris, 81·32; half-castes, 8·98; Europeans, 9·7. These figures, of course, indicate that Native school work is becoming more specialised than it was; that, in fact, the work of educating the Maoris is being grappled with more strenuously as time goes on.

The summary account given in the Inspector's Table 10, of the higher work done by ex-pupils of Native village schools, is also interesting; it shows that the Department does not lose sight of its more promising pupils when they have completed their village-school course. It is not necessary to reproduce here the information given in the Inspector's report.

No. 2.

THE INSPECTOR OF MAORI SCHOOLS TO THE INSPECTOR-GENERAL OF SCHOOLS.

SIR,—

In accordance with the terms of my appointment, as set forth in the Department's letter of 20th November, 1879, I have the honour to lay before you a report on the general condition of the Maori schools of New Zealand, and the work done by them during the year 1902.

At the end of 1901 there were ninety schools in full working-order; at the end of 1900 the number was eighty-nine. In the course of 1902 eight new village schools were opened, and one was reopened. During last year, or some portion of it, 103 schools were in operation, ninety-nine of these being village schools or subsidised schools, and four boarding-schools. At the end of the year, as no school had been closed, the number was still 103. If to these were added the denominational schools which the Department has been asked to inspect and examine—viz., those at Matata Convent, Putiki, Otaki, and Waerenga-a-Hika—the total number of schools would be 107. It should be added, however, that at the end of the year three schools, closed temporarily some time before, had not yet been reopened, and that therefore the number of Maori schools in operation at the end of the year was 104.

CHANGES: NEW SCHOOLS, ETC.

Whakarewarewa School, at the well-known thermal springs about a mile from Lake Rotorua, was opened in the March quarter. It has been so far very successful, in spite of the master's long and serious illness. It is believed that, in spite of the difficulty attending school-work in a Maori settlement with almost numberless distractions, there is good reason to hope that the success will be continuous. *Hauaroa* School, near Taumarunui, on the Upper Wanganui, was opened in the March quarter also. The unexpected rapidity with which the Central Railway approached Taumarunui caused the population to increase very fast. Hence it has already been necessary to give additional school accommodation. There is no reason to be doubtful about the success of this school. *Te Kerepehi* School, Thames, was opened in this quarter also. It is not likely that this will be a large school, but it should be a good one. The Maoris of the district are working hard to secure prosperity, and there is little reason to expect failure. The sickness which has been prevalent in most parts of the colony has visited *Kerepehi* also, and—it is hoped, only temporarily—has disabled its painstaking teacher. *Rangiawhia* School, Mangonui district: In the early part of the year this school also was opened. It is an experimental school, in a pre-eminently Maori district; it is being taught by Maori teachers, and by no means unsuccessfully. *Whakarapa* School, Hokianga district, which had been closed since the beginning of 1900, was reopened in the March quarter. There is a considerable Maori population in the surrounding district, and there is now reason to hope that one or two schools can be maintained there. The country is very difficult in the winter-time, and it is not easy then for the Waihou children to reach *Whakarapa*. For this reason trial is being made of a side school at Waihou. Earnest and constant work by all the teachers will, no doubt, render it possible to keep on both schools. *Parawera* School, some six or seven miles from Kihikihi, in the Waikato district, was opened in the June quarter. There have been difficulties to overcome here, and many of them; but everything is now going on prosperously, and the Maoris already seem proud of their school. *Takahiwai* School, Whangarei Harbour, began work in the September quarter. The buildings at Taiharuru, where it was not found possible to support a school, were moved to the new position near Point Marsden. There cannot be a very large attendance here; but a good little school of from twenty to thirty can be maintained with the aid of steady, persevering attention. *Tangoio* School, Hawke's Bay, began work in the same quarter. It is some twelve or thirteen miles from Napier. The opening was quite an imposing function, and much enthusiasm was displayed by the Maoris. It is expected that not a few children will come to this school from settlements further up the coast. *Whangara* School, between Gisborne and Tolago Bay, was opened in the December quarter. The attendance here was disappointing at first, but it has improved considerably with the new year; it is expected that as time goes on the settlements near this place will again be able, as they were in the past, to support quite a large school.

PROPOSALS FOR NEW SCHOOLS.

A very short comment on each case now on the books will probably be sufficient:—

Kaihoata (commonly written "*Kaiwhata*"), *Wellington Province*.—This is considered a good case for a small school.

Kohanga, Lower Waikato.—A fair opening.

Mangaorongo, King Country.—An excellent opening for a school.

Manukau, South-west of Mangonui County.—To be revisited.

Motiti Island.—No progress has been made.

Oruanui.—A satisfactory opening for a school: one is to be established shortly.

Pihama, Taranaki.—No progress; the Maori children here should attend the Board school.

Pakou, Lower Waikato.—A good opening for a school of moderate size.

Porotawhao, near Levin.—There should be a school of some kind here.

Ramoto, Wairoa.—Action is being taken.

Rawhiti or Kaingahoa.—A very good opening; a site is being acquired.

Reporua, East Coast.—Should be kept in view.

Teweri.—An application has been received from this place, which seems to be near Raetihi.

Terms of letter are too indefinite. There is difficulty in establishing communication with the applicants.

Te Kopua, near Raglan.—Will be visited soon.

Te Ti, near Kerikeri, Bay of Islands.—Application not prosecuted.

Totara, near Te Pupuke.—Will receive consideration after visit.

Waimarama, South of Cape Kidnappers.—Application has been successful.

Waingaro, Raglan District.—The name of the site is Tokikuku. This is a promising case.

Waipipi, near Waiuku.—The Department is waiting for a site. The Maoris appear to have much difficulty in giving one.

Waitahanui, Lake Taupo.—This is a good case. The school is to serve Opepe as well as Waitahanui.

MAORI VILLAGE SCHOOLS AT WORK DURING THE YEAR 1902, 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 concerning 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 25th August, 1902).—It is pleasing to learn that at this remote school the "English" is satisfactory. The teaching is interesting and thoughtful. It is not, however, always recognised that each child ought to advance with the teacher over the whole ground of the lesson. Of course that ideal is at times unattainable, but it should never be lost sight of. The general results are very unequal. Some decidedly good work has been done, and some that is really weak. On the whole the good preponderates. The teachers ought not to be satisfied until all is good. Extra subjects need considerably more attention.

Te Kao.—This school was from one cause and another closed for eight months, and it was considered undesirable and quite unnecessary to hold an examination. A new start has now been made, but the widespread epidemic sickness that has visited the colony has been severe in the far North, and has temporarily kept the attendance very low.

Paparore (examined 23rd August, 1902).—Thirty-five children were present. It is now plain that there is scope here for a permanent if not very large school. Relations of pupils with their teachers are good. Marks are given as rewards; there are no punishments. The teaching is clear, thoughtful, and thorough. Among the extra subjects singing is most successfully taught. The singing is hearty and correct, and there is appreciation of light and shade. The general results are decidedly good.

Ahipara (examined 29th August, 1902).—The teaching gives the impression that it is careful and earnest, but the teachers do not sufficiently assure themselves that the instruction is assimilated by their pupils. On the whole the results are fairly good. The reign of the billiard-table is not quite over here: the inspector saw a model of one, made on the sand, not far from the schoolhouse; the pockets were holes, probably made with a jam tin. The children at Ahipara seem not so well cared for as Native-school children generally are. Intense devotion to games of skill is, perhaps, incompatible with attention to one's children. Any way, the kind of shortcoming here alluded to has a depressing effect on visitors, now becoming accustomed to something very much better.

Pukepoto (examined 28th August, 1902).—This school, although not so large as it was a few years ago, is an excellent one. The work throughout is solid and good, whether judged from the inspection point of view, or from the results obtained at examination. It should be added that the master is fortunate in having an earnest and intelligent assistant. Singing is good. Some of the other extra work, including especially the hand-work, needs further development. It seems certain that so good a staff should have a larger school to deal with. It may be hoped that it will soon be possible to make a suitable arrangement in this direction.

Pamapurua (examined 27th August, 1902).—The school tone is only fair; the children appear to like their teacher, but obedience is not always prompt. Attempts to copy are frequent. The results were not good, but the pupils when asked in a particular way would tell the teacher things that they could not tell the inspector. This means, of course, that the English was poor. There

is no reason to think that hard work on the part of the master was lacking. What was wanted was a higher ideal of attainment in English. There is some reason to believe that if the master could see his way to devote a greater part of his time to the securing of English—copious, fluent, and correct within reasonable limits—he would show very satisfactory work.

Peria (examined 19th August, 1902).—There has been some falling-off in the attendance; several children are now at Rangiawhia, and some Europeans have returned to Oruru Board School, as they should have done. But *Peria* is still a fair-sized school, and it is doing good work on the whole. The most striking defect is some want of heartiness on the part of the children. The tone would be satisfactory if attempts to copy were not at times observable. The garden had not received much attention; perhaps because removal to the new residence had not yet taken place. Hand-work is not of much use unless it is accurate: this might be borne in mind here with regard to some of the work done, notably the carton work.

Parapara (examined 22nd August, 1902).—The teacher sets about his work in an orderly kind of way, and puts much quiet force into it—much more, indeed, than appears on the surface. He secures attention, and is increasing his own power of forming direct aims. The assistant handles her classes well; loses no time. The work that was being done by the teachers was evidently satisfactory, and likely to produce first-class results; but they had not been long enough on the ground to put their own impress on all the work that was shown. One special feature is worth mentioning: the children described in correct sentences what they saw in pictures taken from the *Weekly News*.

Rangiawhia (examined 21st August, 1902).—This is an interesting school. It is in a very out-of-the-way place. It is taught by a member of the Maori race. Also, it is certainly doing good work; although the school had been open only a few months the results were decidedly pleasing—that is to say, pupils partially prepared had been brought up to the passing point. The inspector reports that the master puts a great deal of thought into his work, and is making advance towards good method. With regard to the assistant, the report is that she is satisfactorily competent. So far, it may be said, this experimental school has answered well.

Kenana (examined 20th August, 1902).—The teachers found the school much disorganized through having been closed for six months. The work of the new teachers is painstaking and intelligent; as they obtain facility their directness of aim will increase, the utility of which they already appreciate from their experience at *Kenana*. The results were meagre, but this is fully accounted for by the facts stated above. Some hand-work has been successfully done—with care and evident cultivation of children's power of observation.

Te Pupuke (examined 14th August, 1902).—The results show that a fair amount of work has been done. Serious attention should be directed to reading and word-building in the preparatory class, and to reading and *vivd voce* arithmetic in Standards I. and II. The extra subjects, except the drawing, had been well attended to, but there was a little *sliding* in the singing. The initial difficulties connected with pronunciation have not yet been overcome—*p* and *g* quite usually replace *b* and *k*, and so on. This stumbling-block should be entirely removed at the beginning of the school course; “by-and-by” has no place in this vitally important matter. There has been improvement in English work, but there is room for much more.

Touwai (examined 11th August, 1902).—The Department has reason to be proud of this school on account of the tidiness and cleanliness of its pupils, and, indeed, for other reasons also. The examination results are satisfactory; the parents take deep interest in the work; the extra subjects are well taught; and the place is in admirable order. All this first-class work has been done by a master and a mistress whose health and strength are very far below the average. The truth seems to be that indomitable pluck and energy in teachers are quite able to make head against difficulties that would quite “flatten out” merely perfunctory workers. What weakness there is here depends on the fact that initial difficulties in pronunciation have not been quite surmounted.

Whakarara (examined 12th August, 1902).—Here also the difficulties connected with pronunciation continue to present some difficulty—difficulty that should be overcome as early as possible, seeing that it stands greatly in the way of sound progress in reading, spelling, and English. The master and mistress work conscientiously, and, although some of the work was a little disappointing, there is reason to be pleased with what had been done in spite of a not very satisfactory attendance. The arithmetic work was very good throughout. The extra subjects generally were not very strong. The school tone (so far as the children are concerned) is all that could be desired. Many of the children come from a long distance.

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

Mr. T. L. Millar acts as local visitor of the schools in this district, and the thanks of the Department are due to him for the zeal and kindly interest he has always shown in the work, and for the benefit the schools have received therefrom.

Whangape (examined 1st September, 1902).—The place was satisfactorily tidy. The children work honestly, and are hearty in play and in work; also they show respect for their teachers; they are generally clean. The teaching throughout was intelligent, and will no doubt be stronger as the teachers get used to their new kind of work. Difficulties of one kind and another had thrown the school out of gear. Some of the work, especially the higher, had been imperfectly done, and the examination results were generally poor. There are now new teachers, and many of the peculiar difficulties that stood in the way of the former staff have been removed. On the whole, the school is in a far better condition for doing good work than it has ever been in before. An effective ferrying service on a small scale seems to have put new educational life into *Whangape*.

Matihetihe (examined 2nd September, 1902).—No objection can be taken to the order, which is good; nor to the behaviour of the children, which is very good. The extra subjects, especially

the drawing, were not unsatisfactory. Some advance in method has taken place, but the children did not seem to have made much progress. In English, for example, the pupils should, with lessons of the kind in use, have made much greater progress than they had made. The best work was seen in the copy-books, which were good, and in the basket-weaving and paper-plaiting, &c. The teacher has now left the service; to be married.

Whakarapa (examined 3rd September, 1902).—There had been improvement in the condition of the buildings and appliances in the interval between this and an earlier visit. A number of young forest trees had been planted on Arbor Day. These will do something to improve the surroundings, which are somewhat inferior to those of some of the houses in the settlement. Only a low mark could be given for the order. At the second visit it was found that much improvement had been effected in the matter of cleanliness; also, the children were well dressed. The teacher had had, after a long interval, only eight months of actual teaching time in which to prepare her classes for examination. In this period decidedly good work had been done. However, in English and reading the teacher's ideal had not been set high enough. In these subjects it is difficult for a teacher to aim too high. On the whole, results were fairly good.

Motukaraka (examined 20th May, 1902).—The time-table was not perfect. Not nearly enough time is devoted to English, which is really the key to the whole position. Also, too much time (eight hours a week) is devoted to arithmetic for the preparatory class. The results were unusually small; but in estimating the value of the teacher's work in producing such results it should be remembered that he had had to face and overcome most serious difficulty in order to keep work going at all. Since inspection the school has suffered very severely from epidemic fever, which in several cases proved fatal. The history of the school has been a sad one for some time past. The side school at Tapuwae was not reopened at the beginning of the year; there is no intention to reopen it.

Mangamuka (inspected and examined 8th and 9th May, 1902).—The garden was in poor order, but illness of the teacher afforded sufficient excuse for shortcomings. There has been improvement in the school tone. The children no longer seem afraid of teachers and visitors. Of the extra subjects drawing is unusually good, but drill receives little attention, and singing none. The master could teach singing well, but his throat is now too weak for this kind of work. During the period elapsed since the previous examination the school had suffered greatly through the illness of, and accidents to, the master. This being understood, the work was satisfactory.

Maraeroa (examined 7th May, 1902).—The garden was in very good order and gave the place a very cheerful aspect. The principal fault in the organization was that insufficient time was devoted to the teaching of English. The tone of the school is good; parents and Committee show satisfactory interest, and children are eager to learn. The work is honestly done. The disability of the master through chronic and dangerous illness had rendered it difficult to carry on the school, but the mistress and her daughter managed the work as satisfactorily as the conditions would permit until Mr. Anderson's death, which took place about four months later. Mr. Anderson had been many years in the service, and had done much useful work. He was greatly respected.

Whirinaki (examined 12th May, 1902).—The garden and grounds were in fair condition. The time-table contained insufficient provision for English. The school generally appeared to be well in hand at inspection time. Extra work, with the exception of singing, was satisfactory. Great credit is due to Mrs. Smallwood for the capital work that she had done with the seniors in all their ordinary subjects and in hand-work; also to Mrs. Winkelmann for the good progress made by the juniors, of whom she had sole charge. The technical workshop and the workers in it presented a very striking and almost imposing appearance. In view of explanations given, the rather small number of passes secured seemed satisfactory. At the beginning of the current year the master asked to be retired on the ground of unsatisfactory health. This had lasted for a considerable time, and a new master was appointed early in 1903.

Waimamaku (examined 4th September, 1902).—The school is a small one, and probably there are not enough children in the district to enable the Committee to make it very much larger. Thoroughly good work was being done, and the school's continuance appeared to be fully justified. The results obtained by examination were decidedly good. The weakest point was the discipline, the order not being very good, and the tone of the Committee and the other Maoris rather apathetic. No doubt there will be improvement later on.

Omanaia (examined 13th May, 1902).—Much had been done to remove characteristic Omanaia mud from the neighbourhood of the school. Capital work had been done in the garden too, especially in the way of making the paths permanently neat and tidy. The order, tone, and discipline generally are good. Singing is rather poor. The master gave a careful lesson in arithmetic. The children would have been benefited, however, by careful number lessons, dealing (both) with work in abstract numbers, and with its application to concrete quantities. The results left no room for fault-finding. A very pleasing advance had been made in the speaking and understanding of English.

Waima.—It seemed inadvisable to hold the usual examination at Waima. From one cause and another there had been some difficulty in procuring the services of a suitable teacher who would consider Waima a satisfactory school. When the difficulty had been temporarily removed the new teacher was offered a lucrative position elsewhere, and some time passed before another satisfactory appointment could be made. Hence it was thought desirable to defer the examination till 1903.

Otaua (examined 14th May, 1902).—The garden looks less inviting than it did formerly; but the reoccupation of the residence will, no doubt, lead to a general restoration. Too little time is devoted to English. Eight half-hours per week would not be too much. The tone of the school is good. Formerly the prospects of Otaua were not very cheering; but changes in local circumstances, combined with the teacher's progress in her profession, have made it quite reasonable to look forward to having a good school here.

Bay of Islands, Whangarei, and Kaipara.

Kaikohe (examined 16th May, 1902).—This school was in a flourishing condition. Garden and grounds were very clean and pretty. The improvement in the order had been considerable, but what may be called the legitimate working-noise may still be somewhat reduced. The tone is very good; children, parents, and teachers appeared to be working very harmoniously for the benefit of the whole. As the school had been at a low ebb for some time when the present teachers took charge there was a considerable amount of reorganizing to be done and of lost ground to be recovered. The results cannot be called good. The teachers, however, are evidently doing good work, and there is no room to doubt about their future success.

Ohaeawai (examined 15th May, 1902).—The garden was not in particularly good condition. Also, the order in school was imperfect, and the ancient box on the ear was in use. The extra-subject work—except drill, which had improved considerably—was decidedly poor. Great improvement in the teaching was noted; kindergarten work and hand-work were pleasingly done, and the pupils were taking real interest in it. The inspection as a whole gave the impression that a very pleasing increase had taken place in the teacher's capacity to handle a class and to impart instruction, especially in English and allied subjects.

Te Ahuahu (examined 17th May, 1902).—At the time of examination the master was evidently ailing, and a few months after he had to ask to be relieved from duty. The results obtained here were, as might have been expected, only small. Major Clarke showed considerable aptitude for the teacher's work in the direction of being able to state things with clearness and precision, and to make what he said interesting to his pupils. He had, too, satisfactory views about "driving home" what he was teaching. Had this officer taken up teaching when much younger he would probably have been a very good teacher indeed.

Oromahoe (examined 19th May, 1902).—The garden and grounds look well, the length of time they have been in existence being considered. The time-table needs altering; longer time should be devoted to English. Order is good. The pupils are somewhat shy, but fond of their work and their teachers. Elder Maoris show much interest. Not a great deal has yet been done with extra subjects. Plenty of intelligent English work and much hard "driving home" form excellent features of work at Oromahoe. In a school only thirteen months old many serious weaknesses could be fairly condoned. Lenient treatment, however, is unnecessary here; the school already bids fair to be a very good one.

Taumarere (examined 20th May, 1902).—The building is not large enough for the work that has to be done in it; the lighting is execrable, and the ventilation is poor. The English work is insufficient; four half-hours should be devoted to English involving writing, and four to conversational work. The order and discipline generally were very decidedly good. Singing and drawing are fair; drill not so good. The teaching, done by Miss Cummings, was pleasing, and change of teachers and the shortness of the school year satisfactorily accounted for some weakness in the results. Improvement should somehow be effected in the building.

Karetu (examined 21st May, 1902).—The whole establishment is very neat and tidy; trees have grown up, and flower borders and plots are in good order. Discipline is very good indeed. The extra subjects are satisfactorily done, but dumb-bell practice should be added to the drill. A typical English lesson was decidedly good, but still it did not quite hit the mark. It was rather a conversation between the teacher and members of her class than a discussion by the pupils, "personally conducted" by the teacher. The geography and the slate-work were somewhat weak. The results were, as usual, satisfactory.

Whangaruru (examined 19th August, 1902).—The soil here is sufficiently poor, and gardening is difficult, but the teacher does his best. Buffalo-grass is being tried on the site with some success. The discipline is very fairly satisfactory. The people here take great interest in their school; also, the relations between parents and teachers are very good. Miss Patrick is a hard worker, and of great assistance to her father in managing the school. The results show that fairly good work is being done. Much more should be expected from the primer class in reading; the "roots" of arithmetic should be laid here, too.

Poroti (examined 8th August, 1902).—The teacher had begun work only a few weeks before the inspection. The children are orderly, although the silence is not complete. Corporal punishment is used occasionally. The school tone is pretty good, although there is some want of attention to orders. It was pleasant to find that a good lesson in English on conversational lines was given. The teacher had made an excellent beginning, and there was every reason to anticipate complete success. Results were good.

Takahiwai.—This new school is not far from Point Marsden, Whangarei Harbour. It was opened in the September quarter; the working average for last quarter was twenty-six.

Oiamatea (examined 27th May, 1902).—The school-children have done much to improve the garden; they have made it very pretty. The rule is mild and generally satisfactory, the order being very good. The Maoris speak very highly of the teacher and all her works. The pupils are very clean and neat. The results achieved were creditable to all concerned. The Committee have done their best, and so has the teacher, whose appointment to this rather out-of-the-way school has been more than justified. The methods in English and in writing require some strengthening—(1) Children must converse with one another under the teacher's jurisdiction; (2) they should not copy their own writing.

Thames, Hot Lakes, Waikato, and King Country.

Manaia (examined 22nd April, 1902).—The garden is neatly kept. School tone is very fairly good; the only evidence of failure in this respect is connected with the irregular attendance. The chief faults noted in the teaching were—(1) neglect of the principle that sentences are necessary for complete answers; and (2) considerable want of "driving-home" work. It is noted that the teacher speaks to his children in Maori—a poor compliment this to his success in teaching them English. Generally, the lower school was good; the upper not so good.

Te Kerepehi.—The new school at Kerepehi was visited on the 21st June, 1902. It has not yet been examined. The working average for last quarter was twenty-seven. There had been much sickness.

Rakaamanga (examined 24th April, 1902).—The flower-garden is pretty, grounds are satisfactory, and the whole place is putting on an attractive appearance. There is insufficient provision in the time-table for English, in which subject there should be an effective lesson once a day at least. There is still a little room for improvement in the matter of cleanliness. The extras receive a fair amount of attention. Methods are still susceptible of improvement. Aim of lesson beforehand; then choice of means; next execution; lastly estimate of success achieved, the latter based on careful testing, form a good outline of essentials. These matters are hardly sufficiently attended to. Results are fair to good. Senior children were not trained by the present master.

Raorao (examined 29th April, 1902).—There is a well-kept garden, with satisfactory grounds except that the blackberry is troublesome. There is some want of fluency in the reading, and the English is not strong. The English lesson disclosed the fact that Maori is used in such work; and this use is now an anachronism. Generally, however, the teaching here is careful and clear, and results were not unsatisfactory.

Kawhia (examined 28th April, 1902).—There is a gay little flower-garden here, moderately tidy. The grounds are satisfactory. The schoolroom, although tastefully decorated with pictures, was in point of tidiness and cleanliness only fair. There is a tendency towards "copying," a baneful obstacle to real progress. The teaching is intelligent and interesting, but is somewhat lacking in the constant careful testing-work that secures real progress. The work on the whole is unequal, some of it being very good and some decidedly below the average.

Te Kopua (examined 26th April, 1902).—The garden was beginning to take on again the good form that it had lost. A fault in the time-table is that it provides that the preparatory class shall sit at silent work for consecutive half-hours. Answers in complete English sentences are not always demanded. Small as this school is it is a good one, and it is hoped the people will not allow it to be closed. Results were in the main decidedly satisfactory.

Te Kuiti (examined 1st and 2nd May, 1902).—The school-room is clean and very attractive. Garden is pretty, well cared for, and useful. Order and tone are good, and the children are clean. Extra subjects are fairly taught. The school is a most valuable civilising agency, and the teachers are devoted to their work. The results are somewhat unequal, the same children doing excellent work in some subjects and poor work in others. It is hard to believe, with the teachers, that nervousness accounts for this.

Hauarua (visited 9th May, 1902).—This new school is on the Upper Wanganui, at Taumarunui. When the school was visited it had only recently been opened. Some inspection work was done, but there was no material for a regular inspection. The prospects were decidedly good. It had been foreseen that this would be the case if the railway were pushed on to the neighbourhood of Taumarunui. It was judged safer to begin building in a small way, with a limited attendance in view, and with the intention of enlarging if necessity should arise. It has arisen, and much more speedily than was anticipated.

Te Waotu (examined 6th May, 1902).—The desks had been very much inked; also, the garden and grounds were far from prepossessing. The master, who has been used to public-schools, is fast acquiring insight into the peculiar features of Native-school work. The results were decidedly good, especially as they were secured after only six months' work. There is some reason to think that the tone might be improved. Native-school children seldom fear the inspector, much less their teacher, as they seem to do here.

Ranana (examined 3rd July, 1902).—The order here is not quite so good as it might be; on the whole, however, the superabundant noise is the result of hard work and enthusiasm. The new class-room will, no doubt, mitigate this inconvenience to a very considerable extent. The school tone is excellent in every respect. The results of the examination were generally good; some of the work was decidedly pleasing, but the geography was not up to the mark; the matter of the lessons had been good, but it had not all been driven home. Both of the percentages were satisfactory, and this always means that much hard work has been done.

Whakarewarewa (visited 4th July, 1902).—It was found that the school as a whole had made an excellent beginning, and had become very workable. Nor did there appear to be any grounds for expecting future failure. Among noteworthy features the reading was very remarkable; by means of a method of his own invention the master had managed to get really capital English reading in a very short time. Of course, there were limitations in several directions, but, for all that, the progress made was really excellent. The extra work—drill and singing, especially the latter—was exceedingly well done. Rounds and part songs were sung very creditably.

Waiotapu (examined 4th July, 1902).—A creditable amount of work has been done in the garden, and there are also pupils' gardens. The frosts are very severe here, but the efforts to cultivate have been successful. The children are generally frank and outspoken, and on good terms with their teachers. The parents show interest; generally the tone is good. The master is untiringly industrious, and his school is very good and useful, just what a school at such an outlying station should be. The results were quite pleasing, and the visit generally was extremely gratifying and satisfactory. Although the school is very new the work in the extra subjects is quite presentable.

Te Awangararamui (examined 9th July, 1902).—The children here are fairly well in hand, but the features usually accompanying irregular attendance were present—notably, inability to take part in current work. Parents show a mild kind of interest at examination time, but have not enough to make them send their children regularly to school. There was much that was pleasing in the results. Taking all circumstances into consideration, there is but little reason to be dissatisfied with the work of the teacher.

Tuhoe or Urewera District.

Te Houhi (examined 8th July, 1902).—The children seem anxious to do well, and the school tone has improved; there is, however, still some copying. Teachers should never be satisfied till this detestable practice is got rid of. There was a notable change in the appearance of the children; all were clean and most of them were well dressed. Drill here is very poor. With all its shortcomings, many of them depending on the remoteness of the settlement, this school has been an important civilising agency. I note great improvement in several respects; if copying could be done away with and English could be improved the school would be far from bad.

Te Whaiti (examined 7th July, 1902).—The children here are not unruly; but they simply have no conception of the necessity for silence in school. This was about the only fault observed. The school tone is admirable. Improvement in the matter of cleanliness has taken place, although there is room for more. The children here are young and somewhat difficult to teach; but they have been made something of by their present and former teachers. Unless one is very much mistaken, these out-of-the-way schools form a fine training-ground for new teachers that have teaching capacity and little experience.

Te Teko (examined 11th July, 1902).—A *korero* with the Committee showed that the Maoris are delighted with the work of their new teacher, and that they themselves are prepared to work hard in order to keep him with them. The recent disorganization of the school being taken account of, its condition must be considered exceedingly good. First-class preparation has been made for next year's work, and very fine results have been achieved. Also, much altogether new ground has been admirably opened. The school drill is admirable.

Ruatoki (examined 14th July, 1902).—The Tuhoe Maoris are taking great interest in the education of their children, and are very proud of having the largest Native school. The order is good; while the pupils are full of life and spirit, they are not uproarious or turbulent. The examination work has proved almost as satisfactory as that done at inspection; but of course it has not been quite possible to dispose of all the consequences of the disorganization that had previously prevailed, through causes not likely to recur. The school is evidently very prosperous now, and its general outlook is highly satisfactory. The singing here is particularly good, as is also the tonic sol-fa work. One would gladly have heard more of it. Both of the head-teachers are very competent.

Waimana (examined 15th July, 1902).—The whole establishment is in a creditable condition. The drawing here is taking a distinctly technical form, and it is good. The drill also gave considerable satisfaction. Here is to be seen in practice the rule that nothing is good enough in teaching except the best. It would be wrong to say that the best is always secured, but at least it is constantly striven for. One lesson was striking: A short drama was acted by two boys; this was repeated by others; finally the two parts were taken by divisions: thus English, elocution, meanings of words and phrases were taught at one time. Also, the subject of the lesson was "brisk bodily exercise." This was exemplified practically: hence health-work was included in the lesson. The mistress's fourfold English lesson was also almost perfect. Considering that the school is only three years old, it may be said to be perfectly satisfactory.

Western Bay of Plenty.

Kotukutuku (examined 25th July, 1902).—This lonely school is quite presentable so far as externals are concerned. The master had the children well in hand, although the silence during work was not perfect. The elder Maoris are somewhat remiss in attending to and cherishing their school, but the children are on excellent terms with their teacher. The work in the extra subjects was rather poor. Mr. Leech is a thoughtful and industrious teacher; he goes his own way in many respects, but he had done capital work since the Inspector's previous visit. I am sorry to have to record the death of Mrs. Leech, who also had done much good work for the Department and for the Maoris—as much, indeed, as her very delicate health allowed her to do.

Paeroa, near Tauranga (examined 24th July, 1902).—The order here is very good indeed; there is no "trifling." This school is now greatly increased both in size and in importance, and the teachers and their parents are showing their zeal by living in a Maori house in the very heart of the settlement. A change almost always causes serious temporary disturbance in a school; the present case is no exception. The new teacher is, however, doing excellent work, and has made considerable advance along the Maori school path on which she has recently entered. It takes even an experienced teacher some time to learn thoroughly all the devices by which young Maoris are helped to overcome the great language difficulty which meets them at the beginning of their course.

Papamoā (examined 23rd July, 1902).—The teacher's work had improved very considerably; in some respects it was quite strong and good in the higher classes. In the lower work there was still much room for improvement. Unfortunately, it is just in this work that strenuous toil is indispensable. *P* should not be sounded when *b* is printed; "tok" should not take the place of "dog." In reading, every phrase should be properly pronounced; the meaning of every word should be mastered. These are hard terms, but they are the conditions of success. The motto must be "The very best." Could it not be truly objected that this kind of task would take much time? It could, but it would be time well spent. Evidence was not wanting, however, to show that the teacher has the ability to do high-class work.

Te Matai (examined 22nd July, 1902).—The attendance at this school is exceedingly irregular. It is the flax industry that causes the inconvenience. It may be hoped that this difficulty will soon be overcome now that the regulations required by the School Attendance Act have been sanctioned by the Minister. It is, of course, right that parents should receive reasonable assistance from their children; but it is right also that children should be protected from the effects of the greed or the carelessness of their parents. There is reason to hope that the new regulations will be found to give the required protection. The results of the examination were as good as could be expected in the circumstances. Pupils at Te Matai have made good progress in English.

Matata (inspected 21st July, 1902).—The new teacher handles a class and a school well ; with fair opportunity results of such teaching should be very satisfactory. There is, of course, much to be learnt yet concerning Maori capacities and shortcomings, but this will not take very long. The teacher has a quiet dignity of manner which is very effective. After consultation it was decided that no examination should be held. It soon became plain that there was as yet no material on which to operate. The teacher and the Maoris were already on excellent terms.

Otamauru (examined 18th July, 1902).—Relations between teacher and pupils were found to be decidedly good. Perfect understanding between teacher and parents had not yet been secured. Capital work had been done in garden and grounds. The personal appearance and habits of the children were decidedly good. Teachers show here a most refreshing enthusiasm with regard to the school, its work, and the welfare of the pupils. The best Standard V. class ever examined by me here or elsewhere awaited me at this little school. One was a late pupil of Mr. Herlihy; the other two had been taught by Mr. Crène, junior. They all seemed to be invulnerable. The new teachers here give promise of being among our very best in quite a short time. The extra subjects require some looking up.

Poroporo (examined 17th July, 1902).—At the time of the visit the teachers had not been long here. They had had some difficulties and prejudices to encounter, but they had certainly kept the school in good working-order. While the results secured are undoubtedly the work of their predecessors (removed to the Waikato District after a successful career), the new teachers deserve credit for having the school well in hand—so well indeed that it gives one the impression that its work is proceeding as if nothing in particular had happened. It was pleasing to find that the teachers, with the aid of the Organizing Instructor, had already learnt to give an effective English lesson of the kind especially required in our schools.

Wai-o-weka (examined 15th May, 1902).—The teaching is thoroughly well given, and is on lines that are the result of careful thought. There is no observable general defect. The teacher has very competent assistance. The results were, generally, very good. From being a small and somewhat uncertain school this has become a large one, giving good promise of permanency. The European element is not considerable. The Maoris are drawn from considerable distances. Manual work is good. Plasticine work is excellent.

Omarumutu (examined 17th May, 1902).—The results of the examination were fairly good, but they might well have been more equal. There is great lack of fluency in reading ; also, the enunciation in Standard IV. is poor. The English was not strong anywhere, and was weak in the upper school. The arithmetic was fair, and the writing satisfactory. Dictation and spelling were not very strong. Geography was generally good, but the physical work was weak. Pronunciation was fair. Neatness of work was not remarkable. On the whole there had been a considerable falling-off since the previous examination. The master had been and was still very ill. This, of course, had put the school out of gear. No doubt it has long since recovered.

Torere (visited 19th May, 1902).—Seeing that Mr. Moore, the master, had been very seriously ill, and had not been in the school at all for three months, it was deemed useless to hold an examination. Three months under a new teacher using the methods belonging to another system would necessarily be fatal to the children's chance of passing well. Since examination time Mr. Moore has done some work in school, but he has not been able to regain his health or his power of doing successful work. Hence the Department has lost his services. Mr. Moore has done much good work for the Department.

Omaio (examined 20th May, 1902).—The teaching at this school is, speaking generally, clear and intelligent. English is well taught on the whole, except that there is in the oral lessons a tendency to make the word, instead of the sentence, the unit for teaching purposes. The examination results were good, except in arithmetic, which is decidedly weak here, and in reading, which is not strong. The extra subjects are well taught, except the book-work in drawing ; singing and drill are good. The school-work proceeds quietly and in orderly fashion. There is some want of honesty in the work of the pupils ; stringent precautions against copying are necessary. There are still visible traces of the last *hakihiaki* outbreak.

Te Kaha (examined 21st May, 1902).—The order and tone of *Te Kaha* are first-rate ; also, the children are clean, except for a few lingering traces of *hakihiaki*. The instruction is generally fairly up to date, although there is still room for improvement in the teaching of English. Teachers still seem to find difficulty in making the sentence, rather than the word, the basis of language ; but that is the best and most probably the only truly good way. The first step is to demand that every answer shall be a complete sentence. It may be mentioned also that there is still some difficulty experienced in making it a rule to find how far each effort to teach has been successful—how far each child has grasped what it was the teacher's wish that he should grasp. The results generally are very decidedly good. The one weak point here is, unfortunately, the master's health, which has been far from good.

Raukokore (examined 22nd May, 1902).—The results below Standard IV. were fairly good, but the improvements suggested at the previous examination had not been made. The principles that answers should be given in complete sentences, and that inexact sentences should never be taken as final seem in some schools very hard to enforce ; in others a little trouble and perseverance seems to do away with the difficulty. The assistant takes great and fruitful pains with her classes. The school continues to do good work under its master—who is a veteran, in several senses. His consistent, kindly earnestness has quite won the Maoris, and they speak of him very affectionately.

East Coast and Wairarapa.

Wharekahika (examined 24th May, 1902).—This little school made an excellent appearance at examination ; the children are well-behaved and their attainments are good. The results generally were very satisfactory. The *technique* is really good ; only one defect was noted—the teacher did not quite ascertain that he had carried each child with him right through the lesson.

The school tone is very good. The Committee deserve great credit for maintaining a good attendance in rather unfavourable circumstances. The roll number was nineteen, and the average attendance for the year was 18·06.

Te Araroa (examined 26th May, 1902).—A peculiar disciplinary expedient works well here. Marks are given—bad marks—and a child that secures a stated number of marks has to do extra work. The teaching here is very painstaking, conscientious, and intelligent. The principal *desideratum* is more, and more confident, English. Of course, correctness should always be secured, towards the end of a lesson if not at the beginning. This school, although not so large as it used to be, continues to be very valuable, not only as an educational instrument, but as a civilising agency. It would not be easy to overestimate the value of the work done here. Results are decidedly good.

Rangitukia (examined 27th and 28th May, 1902).—In the matter of size this is one of our best schools; so also in other respects. The extra subjects are well taught. Cartonwork and scale drawing (plan and elevation) take the place of the old freehand. It is a great improvement. Singing is tuneful and hearty. Physical drill is well done, and the cadet corps has made a very satisfactory beginning with military drill. Throughout the methods are well chosen, and the teaching is intelligent and thorough. The school results were decidedly good. The workshop was of little use just then, because the Union Steamship Company had lost the timber for the benches. When a new supply of timber arrived, this difficulty would be obviated. At inspection the teacher was able to show good work, done by individual scholars; he had also done a good deal of theoretical work with the class. During the year the school had suffered much from limited food-supply.

Tikitiki (examined 29th and 30th May, 1902).—In view of the fact that the new master had had only a short time in which to prepare his pupils for examination, the results were in many respects decidedly good. The work now before the teacher is to secure abundant spoken English—clear, confident, and correct. Answers in complete sentences should always be demanded, even from the lowest standard. It is imperative that the master should pay great attention to this matter, which lies, so to say, directly in the road to complete success, and may be made either a most valuable aid if attended to, or a fatal obstacle if neglected. Each class should have a daily conversational lesson lasting not less than half an hour. The school tone is decidedly satisfactory, and the order is good.

Wai-o-matatini (examined 31st May, 1902, Saturday).—The school tone, so far as it depends on the master, is good. Wherever this teacher goes he is respected by the Maoris: this is certainly the case here. Also, there are many strong points in the general work of the school, and the pass-marks gained are fairly numerous, although a little disappointing. This weakness was, no doubt, to a large extent due to a great *hui* held two months previously, which demoralised the school to a regrettable extent. Most of the children gave their whole time to the incidental delights of the *hui*, and several of the older girls were away for weeks, acting as waitresses. The effect of all this on the school was necessarily bad; it could but give a general aspect of slovenliness to much of the examination and inspection work, which would have proved satisfactory had it not been for the fatal influence of what must be called long-continued deadening distraction of the children's attention from their every-day life and duty.

Tuparoa (examined 3rd and 4th June, 1902).—The "extra subjects" work was so good that full marks had to be given for it. An organized effort is being made here by the people to provide a midday meal for children from a distance. It will be very interesting to watch the progress of this effort. The school is still a model of organization. The children take a great part in this themselves, and show real capacity for doing so. They are well drilled, well-mannered, and well taught. The results, generally, are good, in some cases very good, although the arithmetic of the upper standards is a little disappointing. It may be of service to remark that it is not difficult to find why the highly organized methods in use here do not always yield quite the expected results. It is simply because it is insufficient for children merely to know things, valuable as knowledge is; it is indeed very important that children should know the reason for everything they are asked to do, but it is still more important that they should at the earliest moment be made able to put knowledge into practice. In many cases practice may advantageously precede complete knowledge. It is a matter for regret that the Department is about to lose the faithful and valuable services of Mr. G. C. Blathwayt. Every member of the Department that has become fully acquainted with his admirable work wishes Mr. Blathwayt and his family great success in the sphere they are about to occupy.

Whareponga (visited 5th June, 1903).—No formal examination of the school was held, but two children who had been taught at other schools were examined, and passed. Thirty-four children's names only were on the roll of this new school—about the number expected. The master has good methods, and his school had made a very satisfactory advance. At inspection the master gave an English lesson that deserved to be called very good indeed. The following remarks would, it was thought, be useful to the master: (1) Explanation and comprehension work should precede a reading-lesson; (2) mental arithmetic should be taken first, not last.

Hiruharama (examined 2nd and 3rd June, 1902).—The discipline is good. The extra subjects—except the drawing, which is poor—are well up to the mark. The teaching as a whole is intelligently and patiently given. No general defect was observed, but there is still considerable want of appreciation of the potentialities of Maori-school teaching. In Standard IV. work suitable for Standard III was being done. The methods are good, in fact, but too slowly developed. It is also not always recognised that the point gained is only a starting-point for something beyond. The people are very fond of their teachers, and are most anxious that they should not be removed. The results, though not nearly so good as the teaching had led one to expect, could not, in view of the teacher's two serious illnesses, be considered unsatisfactory.

Tokomaru (examined 6th June, 1902).—The teaching is thoughtful and thorough; no general defect is observable. Conversational English is well taught here, and is already proving a most effective cause of general advance. The school continues to be a useful one, and its success is due to the earnest work done by the teachers, well backed by an energetic Chairman of Committee. The results are generally satisfactory—decidedly so.

A most pleasing fact connected with Tokomaru is that the Maoris have in the course of some eight years, by means of a kind of joint-stock company of their own, by some exercise of self-denial, and by their own skilful management, been able to put 500 acres of bush land into first-class order, to erect a shed, and to make up-to-date yards; also they are able to-day to put 8,000 of their own well-bred sheep into them on occasion. It is understood that if everything were cleared up there would be no debt, and no further loan would be required. It may be considered improbable that progress like this could have been secured in the absence of a school. A great deal of care has been taken at Tokomaru with various kinds of manual work.

Whangara.—This school was opened in October last. It has not yet been inspected or examined. The working average last (March) quarter was thirty-one. It is understood that good work is being done.

Tangoio.—This school was opened in October last under favourable auspices. There is good reason for hoping that this will be a fairly successful school. The working average last quarter was thirty.

Papawai (examined 26th November, 1902).—Satisfactory progress was observable in many directions. It has been found possible to bring about improvement in the general tone of the school (the order has been good for some time past). Not only has the attendance been considerably larger, but the parents, Maori and European, seem to be taking proper interest in their school. Maori parents turned up to see what was going on, and generally showed that, whatever had been the case in the past, the training of their children was no longer a matter of indifference to them. The results were decidedly good, but not quite so remarkable as they would be if the school were purely Maori. The European children find it far easier to pass our Standards I. and II. than the Maori children do. In the higher work the difference tends to disappear.

Turanganui (examined 27th November, 1902).—On the whole the work done was pleasing, and the tone of the little school good. The master deserved credit for work performed in somewhat difficult circumstances. It was noticed, however, that the standpoint of the teacher was somewhat different from that usually taken in our schools. He appeared as the vigilant critic and corrector of mistakes made, rather than as the guide of young travellers through an unknown and difficult country. Possibly his teaching would meet the needs of European children. It was plain, however, that his pupils had been making progress.

Hawke's Bay, Taupo, Wanganui.

Nuhaka (examined 18th March, 1902).—Too much time is here devoted to arithmetic in the junior classes; conversational English should take its place. Neatness of dress of pupils is increasing. The tone of the school is improving. The elder Maoris were present in force, and seemed to enjoy themselves while watching the work done by their children. A good beginning had been made with "occupations." Plasticine work and mat-weaving were shown. The principal weakness appears to be want of strictness in marking mistakes and seeing that these are intelligently corrected. Another error to be avoided is the acceptance of incomplete answers in English work. It is pleasing to note that, although the master knows Maori well, he teaches in English only.

Tokaanu (examined 14th March, 1903).—The gardens and grounds here are in a very satisfactory condition. The children's gardens—an important feature—are still well cared for. There is no repression here, but still the pupils are very quiet. Punishments are found to be unnecessary. The school is a sound and good one. Work is honestly and heartily done, and the Maoris take very great interest in the school. The extra subjects are well taught. The teaching is intelligent and well directed. The only defect noted was that at times the testing was imperfect; volunteer answering was taken to be sufficient as a test of proficiency. The general results were satisfactory.

Karioi (examined 17th March, 1902).—The soil here is poor; still, the garden is presentable. Provision for formal English in the lower classes is still somewhat meagre. Work here is done heartily and honestly; corporal punishment is sometimes necessary. Children without exception have learnt to work. Extra subjects are very well taught. It is pleasing to see that the Committee here, as well as those at not a few other places, have worked heartily and well. The results are decidedly good. This is in many ways a decidedly difficult school; still, the teachers have succeeded in making it very successful.

Te Haroto (examined 30th August, 1902).—Good work had been done in the garden, but only small success with plants could have been achieved without more shelter. The time-table should provide for interesting work for infants. The elders show very gratifying interest in the school. Generally, much good work had been done with the top and the middle of the school. Somewhat more attention to minute detail is necessary. The children have pleasing manners. On the whole, much hard and honest work has been done at this mountain school.

Pipiriki (examined 19th March, 1902).—The garden is neat and well cared for. The children show much confidence in their teacher. The working is not always done quite independently. Trouble has been taken with plasticine work, and pleasing objects have been the result, but little hand and eye training have been given. The reading-lesson was altogether excellent. A lesson in brick-building was intelligently followed, but more English might have been used in connection with it. The teacher has clear views about language work, and some theory is always more desirable than none. There is reason to believe, however, that the very truest theory is that which holds that a

language is best acquired by means of conversation with those who are well acquainted with the language used. The school is doing useful work, and would do better if it were not for the tourist traffic.

Pamoana (examined 20th and 21st March, 1902).—This school was examined by Mr. (now Professor) Kirk last year. His report concluded as follows: "In all respects—as an educational organization, as a civilising agency, and as a social and moral power—this school is one of the very best. One feels that it is scarcely possible to describe it without using the language of compliment, which one likes to avoid in an official report. The teachers have certainly succeeded in arousing the most loyal and zealous spirit of co-operation. The results are excellent." Since this report was written the *kacinga Maori* recommended by Mr. Kirk, and owing very much to his earnest zeal in getting it established, is now well on its way towards complete development; there is much reason to hope that it will in the end achieve complete success. It may be added that complete success at Pamoana would probably mean in the end the establishment of three or four similar institutions one after another in other parts of the colony. Success in all these institutions would place the Maoris all over New Zealand on such a sound basis as would be likely to render their safe progress for the future quite certain, and all further differential treatment quite unnecessary, except in the Maori village schools, which will probably be best treated by allowing them gradually to become English schools as settlement of Europeans in Maori districts renders the change necessary.

Pariroa (examined 20th November, 1902).—There is already a satisfactory tone here; the people could hardly show more interest than they do. The master, who has had great experience and knows what he is doing, is attacking all the familiar special Maori-school problems at their source and conquering them at the outset. The expression "by-and-by" hardly finds place here. The reading-lesson, for example, is simply excellent. It is not a mere stumbling through an unknown story with an occasional correction grudgingly doled out by a so-called teacher. Every aid towards preparation is given before the actual reading begins, and if a flaw should be discovered later on it has to be mastered then and there, all needed help being given. When the lesson is approaching its conclusion every child's power of dealing with the difficulties in it is adequately tested. Pronunciation, comprehension, knowledge of matter, power of answering easy questions in good English must all be satisfactory; then the lesson is included amongst those known by the pupils—and with excellent reason, for nothing could have been more perfect and satisfactory than the work thus turned out by the teacher: plainly, however, there is a kind of lingering doubt in his mind as to whether he could not have done more for his pupils! The children plainly showed throughout their work the marks of similar careful and thorough training.

Southern Schools.

Okoha, Pelorus (examined 17th November, 1902).—The children generally are well behaved, and are evidently fond of their teachers, showing at the same time due respect for them. School-work is done heartily and honestly. The teacher had made a great advance since the previous examination, and had fully established a claim to be considered competent. Through illness of the teachers and sad bereavement of one of them, the amount of work done had been considerably less than usual. In spite of this the results were good. The general appearance of the village and the villagers had greatly improved. Much of this improvement may certainly be credited to the school.

Whangarāe, Croiselles (examined 14th November, 1902).—Some of the subsidiary records were not quite complete; also, there was some slight room for improvement of the establishment in the matter of tidiness. There is some needless whispering. This could be easily got rid of, seeing that the teacher does not lack firmness. Teachers and pupils are on very good terms. There should be more physical-exercise work; only a little club drill is done. These principles should receive consideration here—(1) Prevention of error is better than correction; (2) if a child shows in the course of a lesson that he has not mastered a particular detail he should be made to master it before the lesson is over. This little school is really a valuable one, partly because it is a civilising agency as well. There was a fair number of passes, none of them very strong—a usual consequence when change of teachers takes place.

Waikawa (examined 22nd November, 1902).—The garden is gay and well cared for, and the schoolroom is clean and tidy. The order is still only fairly good, although there is no really bad behaviour. There had been some improvement in the matter of directness of aim, but there was room for more. After a lesson each child taught should be able to show that he or she has made definite advance in it. With many good points, the school still requires vigorous directness of aim, and it should be realised that attainments could be made much higher than they are. The results were strong in Standard I., and nowhere else, except in needlework.

Wairau (examined 21st November, 1902).—A very weak point in this school is the attendance, which is decidedly irregular. The teachers work carefully and conscientiously. There has, however, been some improvement, due partly to the exertions of the Maori Council and partly to the work of the Chairman of the Committee. The children, however, are kept away to catch white-bait, or for other insufficient reasons. The teachers kindly provided a flagstaff for the flag, because the Maoris had not enough interest in their school to do it. This would hardly have happened across the Strait.

Mangamaunu (examined 27th October, 1902).—Admirable work has been done in the garden in spite of great disadvantages. The buildings generally are in satisfactory order. The results obtained were somewhat unequal. Some of the work has been weak, but most of it was excellent. Extra subjects are very fairly well taught; the drill is the least satisfactory. The matter of preparing children for difficulties that they will meet with in a coming lesson is not sufficiently attended to. Nearly every lesson has some new and peculiar difficulty in it, one not to be overcome without the teacher's help. This help should, if possible, be given before the children come

face to face with the difficulty, and so fall into error, waste time, and form wrong impressions, that have to be, with great labour, corrected. Generally it is better to prevent mistakes than to correct them when made. On the other hand, if a mistake has been made, a mere correction of it should not be held to be sufficient. It should be ascertained that the child can go over the same ground without mistake; then, and not till then, the particular piece of work is done.

Kaiapoi (examined 23rd October, 1902).—The garden and grounds here are in good order. The drawing is pretty fair, but there is still some want of accuracy. Singing and drill are good. The time-table had not been adjusted to altered requirements. The general results were not great, but they were won in the face of great difficulty—through absence of scholars, dissensions among the people of the *kaainga*, illness of Mrs. Cossgrove, and absence of Captain Cossgrove in South Africa. These circumstances were quite sufficient to render the doing of first-rate work impossible. It is greatly to the credit of the Misses Cossgrove that they should have succeeded in maintaining good discipline in spite of many discouragements and annoyances. Had they failed altogether in the face of such difficulty it would not have been a thing to wonder at.

Rapaki (examined 24th October, 1902).—The garden is very neat, and the grounds are in satisfactory order. The discipline is good. In drawing, the work still suffers through lack of exact treatment. The master was not well at inspection time, and he was therefore not asked to do inspection work. There is some reason to be despondent about the future of this school, seeing that there are but few young children to take the place of those about to leave. Small though the school is, its appearance at inspection was decidedly good, as were the results of the examination.

Arowhenua (examined 21st October, 1902).—Garden and grounds are attractive. The pupils work honestly and heartily; a good tone seems to prevail. The "extras" are fairly good. Careful thought and hard work are put into all lessons, and development is sure to take place. The principal difficulties to be overcome are—(1) There is need for profound belief in the doctrine that it is better to prevent mistakes than to correct them; (2) there is equal need for treating any given mistake as something that must never occur again; and (3) the teacher must satisfy himself before giving the matter up that his precautions taken with this view are adequate. The results generally were satisfactory, but much improvement in arithmetic is necessary.

Wairewa, Little River (examined 30th October, 1902).—This school has recovered almost completely from the condition into which it had fallen some two or three years ago; it is now doing very good work, although there is still something to be gained in style and in discipline. The master has been making rapid advance in practical appreciation of Maori-school aims and methods. He makes his teaching clear, concrete, and interesting. The examination results are good. There is, however, room for more exactness in the work of the children. The following were the defects noticed in the course of that work: The writing is fair, but there is still room for improvement; there should be much closer imitation of the models; figures are not always clear and sharp. In pronunciation the final *g* needs much attention.

Waikouaiti (examined 7th October, 1902).—There is little need for any kind of punishment here; the order is thoroughly good. The garden is in excellent taste, and the whole *form* of the place is very satisfactory. The time-table shows with great exactness what is to be done and what is done. Satisfactory advance has been made with carton and other hand-work. The teaching is clear and good; the attention of the pupils is gained at the beginning and maintained till the end of a lesson. Some further care is required to prevent all the answering from being the work of the cleverest children only. This is a really good school, one of the very best as a civilising agency; it is also generally satisfactory from the point of view of attainments. Among much excellent work there are some weak places in two subjects at the least—geography and arithmetic.

The Neck, Stewart Island (examined Saturday, 11th October, 1902).—The attendance at this school has fallen off greatly. It is doubtful whether it will ever again be possible to bring it quite back to its former prosperous state. The re-opening at Ruapuke has to some extent weakened the next school; but in the circumstances a second school could hardly have been done without. The master's teaching is clear, and he secures the attention of his scholars, but he still finds difficulty about making sure that every child has mastered all that has been done in the course of the lesson. The number of passes is satisfactory; but there is one unsatisfactory feature—no child has passed without one recorded weakness.

Ruapuke (examined 10th October, 1902).—This remote school is in some respects very interesting, and it is certainly justifying its existence. The master evidently does hard work, and the teaching is effective. Considering that only seven months' work had been done since the previous examination, the Inspector was able to pronounce the results good. A beginning has been made with elementary hand-work. Only an elementary stage has been reached as yet in the extra-subject work, except in the drawing, in which considerable progress has been made. A curious fault is noticed here—the last syllable of a word is often dropped, especially when it is *ing*.

MARKS GAINED AT THE NATIVE VILLAGE SCHOOLS.

The results of inspection, given in Table No. 7, place three schools in the front line, with gross percentage over 90, viz.: Pamoana, Wanganui River, under Mr. C. W. Grace; Waimana, Tuho Country, under Mr. C. H. Brown; and Te Araroa, East Coast, under Mrs. Beattie. The schools at the following places gained more than 80 per cent. and less than 90: Tokaanu, Tokomaru Bay, Ranana, Pukepoto, Karioi, Waikouaiti, Whakarara. The schools at the places whose names follow gained more than 70 per cent. and less than 80: Touwai, Tuparoa, Waiotapu, Wharekahika, Te Teko, Whangaruru, Karetu, Raorao, Papawai, Paparore, Te Kaha, Wai-o-weka, Rangitukia, Pariroa, Ruatoki, Omaio, Arowhenua, Te Kuiti, Tikitiki, Omanaia, Ruapuke, Whirinaki, Waiomatatini, Ahipara. Fifty schools made more than 50 per cent. and less than 70 per cent. Only four schools made less than 50 per cent., and two of these were only partly examined. Besides

the schools dealt with above there are eleven other Native schools not taken note of in this enumeration; of these, three were closed temporarily and eight have been opened only recently. Results, as shown by percentage figures, have in them elements of chance when merits of schools are in question. But a school that makes 70 per cent. is generally a very fair one; one that makes 60 per cent. is not necessarily a poor one.

BOARDING-SCHOOLS, ETC.

Under this heading is to be found a brief statement of the facts connected with the inspection and examination of the four Native boarding-schools in the course of the year 1902. There are given also abstracts of the reports on the Church of England Mission Schools at Putiki, Otaki, and Waerenga-a-Hika, and on the Convent Native School at Matata. There is also information with regard to the annual examination for the Te Makarini scholarships, which are provided for from a fund established by Mr. R. D. Douglas McLean, in accordance with the views and wishes of the late Sir Donald McLean, and in remembrance of him. These scholarships, it may be said, have exercised an important and highly beneficial, although mainly indirect, influence on the Native schools of New Zealand. They have also been instrumental in bringing to the front many able young Maoris who would, without the aid of these scholarships, very possibly have had no opportunity of showing their capacity for the work of helping to mould the future of their people.

St. Joseph's Roman Catholic Girls' School, Napier.—The inspection took place on the 25th March, 1902. The total number of children inspected was forty-nine. The average attendance of Government scholars for the four preceding quarters had been 22·85. The records were in good order. As is usual here, the buildings, including outhouses, and furniture were in good order; there was at any rate no insanitary condition of an obvious character. Garden and grounds were neat, and likely to give pupils good impressions as to what the surroundings of a homestead might possibly be made—in a word, to give them high ideals. Twenty hours a week are here devoted to subjects other than needlework and extra subjects, including manual and kindergarten work, which receive very satisfactory attention; singing, drawing, and drill are all pleasingly done. The order is good. What noise there is is that of bees at work, and not the result of effort to kill time. The school tone is really admirable. The girls have learnt to work hard and with interest—a most important factor in the utility of their residence here. All seemed healthy and contented. The usual discussion and exemplification of method formed an important part of the inspection—possibly with useful results. The examination took place on the 10th December, 1902. Of Government pupils, three passed Standard I.; six, Standard II.; five Standard III.; three, Standard IV. Five passed the examination for the first year; of these, two were good and one was very good. Twenty private pupils passed, including two second-year girls—both were very fair; and one first-year pupil, who was good. It was pleasing to note that the English of the elder girls had greatly improved. The English of the juniors was very strong. The needlework was particularly good this year; some of the stitching and oversewing work was really exquisite. Also, the hand-work had been done with great success; the scheme covered much ground. Plasticine work is to be taken up at once. In future none are to be admitted as Government pupils unless they have already passed Standard IV.

Hukarere Protestant Girls' School, Napier.—The inspection took place on the 24th March, 1902. The total number of girls inspected was fifty-four. The school documents were in good order. The average attendance for the four previous quarters was 47·96. This school takes twenty Government scholars. Garden and grounds looked well, although the season was far advanced; a tennis-court was being made. With regard to the time-table, it could be said that it was a matter for regret that more room for hand-work had not been found in it. The juniors do plasticine and brush-work. The subject was on the table, but there should have been more of it. The only indication of defect in the school tone was the dilatory way in which pupils returned to school after the midsummer vacation. This defect has now been corrected by means of a strict rule on the subject. It may be remarked for the information of the junior teachers here that in the case of young Maori children it is not the amount of ground gone over that is of the greatest importance; it is rather the thoroughness with which the ground is worked. Ten lines of a reading-lesson will, if well mastered, be of far more value as progress-producing work than a hundred lines of mere perfunctory reading. The results of the inspection were decidedly satisfactory. There was here a strong staff working in the best kind of spirit, and there seemed every reason to hope that there would be a successful examination at the end of the year. It remains to be said that the drawing and drill are good; the singing is very satisfactorily taught by Mr. Sharpe, of the Cathedral. At the examination, which took place on the 9th December, six children passed Standard I.; seven passed Standard II.; two passed Standard III.; five passed Standard IV.; six children passed the first-year examination—one fairly well and one very well. The examination work of this class seems to show that there is reason for insisting on higher attainment in English and in spelling at some of our village schools. Seven girls passed the second-year examination, two doing well and one very well. Six girls passed the third-year examination, two doing well and two very well. On the whole this is a highly creditable result. The work of the two upper classes was very pleasing, showing as it did that the girls had a thorough grip of what they were supposed to know. The English of the third-year girls was decidedly strong, and the answers to the questions in the general paper were highly meritorious. Four girls in the upper divisions showed a little weakness in arithmetic. There is reason to believe that sanitary conditions are quite satisfactory.

The Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.—The inspection was held on the 3rd March, 1902. Fifty-seven boys were present at inspection; the average attendance for the four preceding quarters had been 58·54. About one-half of the boys in attendance are Government scholars. The place has its usual creditable appearance, and the sanitary arrange-

ments seem to be quite complete; the trouble with *hakiaki* had been unimportant. There will probably be some change in the drawing; it is no doubt desirable that a more distinctly technical character should be given to it, although this point has already received some attention. The workshop (now complete, in good working-order, and very satisfactorily utilised) was in progress, the boys doing much of the work of construction, under the supervision of a skilful technical instructor. The boys read the musical scale, and take intervals very well—even fairly difficult ones; rounds are pleasingly sung. The drill is very creditable to the teachers, Messrs. Carrollo and Smith. The interest shown in the boys by their teachers is very great—and indeed it is deserved. Better work is not often seen than the physical exercises done by these boys. The examination took place on the 5th May, 1902. Fifty-four boys were examined. The lower classes, taught by Miss Lumsden, who deserves much credit for her work, obtained passes as follows: Seven passed Standard I., and one failed; six passed Standard II., and none failed; four passed Standard III., and none failed; and three passed Standard IV., none failed. It was hardly to be expected that the senior classes, with their double change of teachers—which took place in the one year, during a portion of which the headmaster was taking his holiday—would do quite as well as they ordinarily do, and they certainly did not; in the circumstances, however, the results in these classes were capital. The arithmetic had suffered somewhat more than the other parts of the work. Of the twenty-two boys qualified by attendance to take up the examination for the first year, twelve passed, one well. Of the nine qualified for the second year's work, eight passed, one well.*

Te Aute College, Hawke's Bay (inspected 26th March, 1902).—The average attendance for the previous year had been 66·78. The garden and grounds of this institution are very pretty, and well fitted to give the boys a love for a combination of natural beauty with order and neatness. I would suggest that a general time-table is of great use to a visitor. The detailed tables will be quite satisfactory when they provide for some manual—in addition to the literary and scientific work—but a "conspectus" can hardly be obtained from separate documents. All the boys seem to be thoroughly in earnest about their work, and to value the opportunity afforded them by their residence at Te Aute. The singing and the drill are very good. The drawing is, in the senior classes, fairly strong and good; it is improving in the junior class. Possibly a junction will take place later on between the drawing and the carpentry. The teaching here is very strong and good throughout. I ventured to make one or two suggestions, but with much caution. It is undesirable that an institution already doing first-class work should be troubled with proposals that might possibly, in the circumstances, "change all that," if acted upon; not that the suggestions would necessarily be useless, but their adoption might not quite suit their context—existing circumstances.

As at other schools so here, figures with regard to the dietary scale at present in use have been made up; they were obtained from the headmaster: Meat, $1\frac{1}{2}$ lb. per boy per diem; bread and potatoes, *ad lib.*; sugar, $1\frac{1}{4}$ lb. per week (golden syrup being included); butter, $\frac{1}{2}$ lb. per week. There is no fish-supply. Cabbage and *puka* when obtainable, so also rhubarb. *Paukena* in the winter. Rice, $\frac{1}{4}$ lb. per week. Plum-pudding twice a week. Jam occasionally as a treat. Milk with tea and in puddings. Dormitories are as usual; I have before now been in the most crowded of them at 4 o'clock in the morning, and have not found the atmosphere objectionable. W.C. and other sanitary arrangements are in first-rate order. I am persuaded that everything is satisfactory. Dr. Pomare had visited the school lately. He left only one recommendation, since given effect to. One additional remark may be made. The two junior masters occupy one large room. They are, both, active and enthusiastic workers, and it is therefore desirable that they should constantly pay attention to the problem of reducing noise to a minimum. The noise referred to is that due to determination to do sound and impressive work, and not to disorder. It is therefore creditable, although very inconvenient.

The examination took place on the 12th and 13th of December. The boys of Form VI. were away at the matriculation examination, leaving fifty-four boys to be examined at the college. On the whole, the results were very satisfactory. Of course, there were a few cases of breakdown; these were—one in Form V., one doubtful in Form IV., two in Form III. The work of the two lower classes was relatively less presentable. Form II. was relatively stronger than Form I., and showed some decidedly satisfactory work. The following boys passed with distinction: Form I., Momo te Aonui; Form II., H. Wills and E. Mitchell; Form III., H. Grinnell and Hiroti Turu; Form IV., J. Jury, E. Ellison, Broughton, and Wharetini Rangi, all very good; Form V., Ehan Keepa, Te Anga Tukere, W. Walker, all very good also. These names are given in order of merit in each class. High marks were obtained in the following subjects: Forms IV. and V. obtained excellent marks for Euclid. Physiology marks were generally high. Form V. did admirable work in history, and also in English. Only moderately high marks were obtained for Latin; but the questions were certainly not easy. Algebra was good in Form III., and in some cases very good in Forms IV. and V. The arithmetic of Form IV. was good; some of the papers in Form V. were very good. On the whole, this was a very successful examination, perhaps the best as yet held at Te Aute. Mr. Bird, M.A., gave much valuable assistance in examining the papers.

The Maori Mission School, Otaki.—The school was inspected on the 18th November, and examined on the 21st of the same month. The school tone is very pleasant indeed; teacher and children are on good terms. The parents, however, do not keep their children constantly at school. The teaching is meritorious, and the merit increases as time goes on. While regretting

* As a kind of appendix to the report on St. Stephen's a note is added showing how the technical work is managed: The boys work in squads of four. A squad will work with their director in the mornings four hours a day for a whole week, thus losing their morning's school-work. In the afternoons another squad of four will work for a whole week four hours in the afternoons, thus losing their afternoon's school-work. This rotation will continue until all eligible boys are exhausted; then the "rota" will recommence.

the results flowing from the Maoris' too rigid adherence to their rule that the attendance must be shockingly bad for at least one-third of the year, I have pleasure in saying that very substantial work has been done. The examination results were decidedly good. Unfortunately, the Otaki schoolhouse was destroyed by fire shortly after the examination. It was one of a group of buildings with quite an interesting history, dating well back in the ante-civilisation period.

The Mission School, Putiki, Whanganui.—The inspection took place on the 19th November, 1902. The juniors now receive, quite properly, a great deal of attention; they are the hope of the school. Much more time is given to arithmetic than to English: this relation should be reversed. The school tone seems to have improved; the children show encouraging signs of earnestness. There is reason to believe that the new teacher will soon be able to modify her public-school methods in all necessary directions. The principal need here at present is thorough patient grounding of the middle and bottom of the school in elementary English. The work shown gives, at the least, reason for hoping that a good show will be made next year.

Matata Convent School (inspected and examined 21st July, 1902).—The garden and grounds are quite interesting: there are many plants of a useful nature, but not often met with in this country; also, there are many ingenious contrivances for water-supply, and for utilisation of sewage. The order is good. The methods generally are pleasing and, I believe, improving. One hint is necessary: Reciting in class is hurtful or beneficial according to the use made of it. If the class pronounce every word clearly and correctly it is highly beneficial; if the pronunciation is confused and strongly flavoured with Maori it can do little but harm. The Maoris educated here are certainly beneficially affected by their training. The results as a whole are good, but in the case of the juniors it is hardly sufficiently remembered that, while the children of European parents have something to do with the training in English, we have, where Maoris are concerned, to do everything ourselves.

Waerenga-a-Hika Mission School.—Too much time is given by the juniors to "silent reading," which at the best could have but small utility. The boys work honestly and heartily. The practice of spitting on slates still lingers here; it should be abandoned. The teaching is painstaking and generally interesting. It is pleasing to notice that the pupils respond heartily to the headmaster's kindly treatment of them. Mr. McGruther, the assistant, is becoming very efficient. The school is a good one, much better than the first sight of the schoolroom would lead one to expect. The examination results are decidedly good. The extra subjects receive satisfactory attention.

The *Te Makarini Scholarships Examination* was held on the 15th and 16th December last at the centres named below: Te Aute College, at which five candidates for the senior scholarship presented themselves; there were no St. Stephen's candidates on this occasion. For the junior scholarships there were eight qualified candidates, but of these only seven were examined, Parekura Pewhairangi, of Tokomaru, not putting in an appearance. These candidates were distributed as follows: two were examined at Kawakawa, Bay of Islands; and two at Omarumutu, Bay of Plenty. At each of the following centres one candidate presented himself: Tokaanu, Lake Taupo; Whakarewarewa, Lake Rotorua; and Moutere, Nelson. The scholarships were awarded as follows: The senior scholarship went to Walter Graham, of Te Aute College, who gained 76·8 per cent. of the marks. Ebenezer Mitchell, with 67·6 per cent., and James Ferris, with 57·2 per cent., both deserve favourable mention. The junior scholarship for Native-school boys was awarded to Paranapa Petera, of Tokaanu, who gained 70·3 per cent. of the marks. The open junior scholarship was won in the first place by Paul Riwai, of Motueka Public School, with 68·3 per cent. When the proper time came, however, the scholarship was not taken up by Riwai; it was therefore given to Hiko Paro, of Wai-o-weka, who gained 66·3 per cent. of the marks; Kata Tamihana, of Ranana, Lake Rotorua, was the next, with 64·6 per cent. A great deal of the work was pleasing—very much stronger than it used to be ten years ago. Two or three of the junior candidates, however, and one of the seniors, showed want of training in producing what they actually know; occasionally it seemed as if pupils thought that a mere hint was good enough for an examiner, and that the giving of complete expression to their knowledge would be superfluous: many marks were lost in this way. However, after all deductions on this account had been made, even the work referred to could be called pleasing.

STATISTICS.

A statement of the expenditure incurred in connection with Maori schools is to be found in Tables Nos. 1 and 2 of the Appendix. Table No. 2 is a classified summary of the full details given in Table No. 1. The total expenditure for the year was (shillings and pence being neglected) £26,946. Of this, £148 was derived from Native Reserve Funds and Civil List. Deducting £5,593 for cost of buildings, fencing, and furniture, we have as the working-expenses of Native education £21,353.

Table No. 3 shows that the percentage of children under ten years of age has increased slightly. This probably indicates the existence of a tendency towards increased usefulness for outside work of children over ten.

Table No. 4: The working averages for the last three years are: 1900, average 2,500·75; 1901, average 2,592·25; 1902, average 3,005·00. It appears also that the average regularity is improving.

Table No. 5: Interesting obvious inferences may be drawn from this table when compared with those of former years. The total number of children of all races at Native schools, as on 31st December, 1902, was 3,742; for same date in the year, 1901, 3,273; in the year 1900, 3,109; in the year 1892, 2,133; in the year 1882, 2,024. Of the 3,742 pupils attending at the end of last year, 81·32 per cent. were Maori, or between Maori and half-caste; 8·98 per cent. were half-castes; and 9·7 per cent. were European. On the 31st December, 1880, the corresponding numbers were 76·46, 9·61, 13·93. The figures seem to show that we are moving towards the root of the matter, and not gradually receding from the task of educating the Maoris.

Table No. 6: The increase in the number of passes last year was only three. This shows that there has been a tendency on the part of examiners to be somewhat more exacting—probably in the matter of oral English and arithmetic. The pressure has been mainly on Standard III. Even when no account is taken of the largely increased general attendance, the falling-off from last year's number of passes in this standard is represented by a percentage of 18.56. This probably means in the end that in the previous year there had been some lack of strictness in demanding from Standard II. classes a quality of work that would enable the average child to pass the Third Standard with reasonable facility at the succeeding examination. The six schools that gained the highest number of marks for passes were Rangitukia, Pamoana, Waimana, Tokaanu, Tokomaru Bay, and Ruatoki—in this order.

Table No. 7 is a very useful one; it shows best of all (1) what kind of "form" a school has—good, bad, or indifferent—and (2) what amount of success it has achieved. It has one defect: it takes, and can take, little or no account of the difficulties met with in the course of the year.

Table No. 8 shows the number of children in each class at the end of the year.

Table No. 9 gives the average age of children at the time of passing the standards. Comparison of such ages at the present time with the ages seven years ago shows that in the three lower standards the ages for 1902 are just as they were for 1895; in the other standards there is some divergence.

Table No. 10: We learn from this table that there were sixty-eight Government pupils in the boarding-schools in 1902, as against seventy-eight at the end of 1901. The number of private pupils was 169, including Europeans and quarter-castes. Five boys were holding industrial scholarships at the end of 1902, viz., two as saddlers, one as coachbuilder, one as printer, and one as blacksmith. Two girls were holding nursing scholarships at Napier Hospital—one from St. Joseph's, and one from Hukarere. There were two public-school scholars holding scholarships—one (boy) from Nelson Central Public School, at Te Aute College, Hawke's Bay, and one (girl) from St. Patrick's Convent, Auckland, at Auckland Grammar School. There were also two medical students (male) at the Otago University.

MR. H. B. KIRK, M.A., LATE INSPECTOR OF NATIVE SCHOOLS.

It is not easy to give an adequate idea of the loss suffered by our schools through the departure of Mr. Kirk for another sphere of labour; such an idea could not be expressed without a very lengthy statement of the services he has rendered to those schools and to the staff that works them. Of course this gentleman needs no commendation from us, but it would certainly leave us all with a very uncomfortable feeling if no word of friendly official farewell were said to him on his departure. I venture to say this word, with very best wishes for his future prosperity; also to add one remark: It is quite possible that some of those who know little of our late colleague may consider him rather fortunate; we who do know him, according to our lights, feel sure that the good fortune lies quite with Victoria College, and many of us venture to prophesy that the truth of this will become more and more manifest as the years roll by.

THE ART OF TEACHING IN NATIVE SCHOOLS: SOME OF ITS DEVELOPMENTS.

Native-school teaching is to-day very different from what it was in 1880. At that time nearly all who were connected with the work were "in the same boat"; the sole essential difference was that some of us earnestly desired to know how Maoris ought to be taught, while others were well content if their work was honestly done to the best of their ability, and was good enough to pass muster with the Department. At that time no one could know very much about the principles underlying the work then in hand. One had picked up one useful device and another another, but, as there had been but little communication between teacher and teacher, or between teachers and their Department (Native), there was really no knowledge common to or accessible for all. Good—that is, honest—work had certainly been done, but it was hardly the kind of work that is now considered satisfactory. An attempt will here be made to give a clear idea of present aims and principles, in the form of more or less connected paragraphs concerning the various subjects dealt with in our schools.

English.—What was being done in 1880 with regard to this—the most important of any of our subjects, and the indispensable requisite for success in teaching Maori children—was to teach it through, and by means of, the Maori, or else to leave it as a thing to be "picked up." It is needless to say that what was picked up was not English, but "piki pakeha." Teaching English through the Maori greatly resembles the task that secondary-school teachers used to set themselves of teaching French or Latin through and by means of English, and not in the way that they, in common with parents and nurses, taught English—namely, through English itself. Indeed, those of us who have reached middle life, and especially those who have long ago passed it, will remember that many great educational authorities even believed that English could be better taught through Latin, or through Latin and Greek, than in any other way. Those who had reached this strange conclusion had done so with the aid of the well-known fallacy that when two things frequently come together there must be some causal connection between them. It is true that classical scholars have very often been good English scholars, but it is not on any record worth attending to that any great master of English has become so in any intelligible sense by travelling on the road of Henry's First Latin Book, Latin verses, and English-Latin translation. It is not going too far to say that all masters of English have become so by travelling the English road of English conversation, English reading, and English composition.

It is not maintained that the work of translating Maori into English is not beneficial to young Maoris that have made some considerable advance in the foreign tongue; such work must always be of use, but it can come in only at a late stage—at the stage, that is, when considerable mastery of English has already been acquired. Year by year and almost day by day it has become more certain that the best and only way of learning conversational English is through conversation itself.

It has taken us all long to learn this lesson thoroughly, mainly because so much that is plausible can be said in favour of proceeding from the known to the unknown, of going step by step from what you know to what you don't. It seems also very reasonable to apply this principle by asking, "Here is an easy Maori sentence that the child knows, and here is an easy English sentence that it does not know; why is it unwise to teach the child that the thought contained in the Maori sentence is expressed in the English in such-and-such a way?" The reason is, of course, that three elements are introduced when two are sufficient, and that the method therefore wastes energy and causes fatal distraction. The elements referred to are—(1) the Maori words standing for (2) the act, object, or what-not, and (3) the English words standing for this act or object. The fault of the old method is that it is complex; the principal merit of the new way is that it is simple—and, what is more, that it has been tried and proved by actual experience for untold ages. The three-element method is comparatively modern, or new-fangled even, and could have been invented only by pedants who had left off watching life, and had forgotten their mothers or nurses, and the way in which these had taught them their mother-tongue. It remains true, however, that translation of Maori into English is a useful exercise for young Maoris after they are able to do it with ease, and it is so for many reasons, which need not be discussed here; but perhaps the principal reason is that it enables young Maoris to get out of the one-sidedness exemplified in the rather silly story about the Jack-tar that objected to the French language because it called a horse a "shovel," and a cabbage a "shoe"; and, further on, to see that the same thought, obtained at first by observation of the thing and its relations, can be expressed in more than one way. In the 1902 report, pages 14 and 15, a pretty full account is given of the method of teaching English now in use in Maori schools, and especially of the early stages of that method. Later on considerable latitude is granted, but it is firmly believed that the mode of beginning work in English laid down in the place referred to is not only the best, but, at present, the sole rational method of teaching foreign children English. It is believed that the measure of success secured by other methods is due to their inclusion of this natural method—generally in a kind of envelope of mere didactic rubbish.

Reading.—Great changes have taken place in the teaching of this subject, and very radical ones. It is easy enough to make sport of what was done in the older Native schools, but a considerable part of it was real work. Earnest men were doing their best, and this best was sometimes wonderfully good, all things considered, although it could hardly pass muster now. The chief faults were owing to the fact that it was believed that faulty pronunciation was all that could be expected from Maoris, and that it was futile to expect them to grasp thoroughly the meaning of what was read. The principal points now attended to are the following: (1.) It is never desirable to let Maori children attack an unfamiliar and, for them, difficult piece of reading; every real difficulty is to be cleared away for them conversationally before reading begins. (2.) It is always desirable that children below Standard III. should be made acquainted, with the help of the blackboard, with all the strange words in a lesson about to be attempted. (3.) Then the class should read the lesson simultaneously, sentence by sentence, after the teacher, until the work is thoroughly mastered. (4.) Individual children should then be called upon to read. (5.) Finally—and this is of great importance—the master should assure himself by actual questioning that every child is well up in all the work done by the class. Of course, this means that progress through the book is slow at first, very slow perhaps; but the method is a sound one, and it gives solid progress—in the end, progress by the proverbial "leaps and bounds."

Younger children are taught on the same principle of "thorough" throughout. Of course, there are many differences of detail. It is, on the whole, convenient that "preparatories" should be taught to read from the blackboard. Script lessons are the best, but they should be plainly and neatly written. Teachers should remember that if they scribble, their pupils will scribble also. It is unnecessary to teach children the alphabet before they begin to read. It is better to let them "pick up" the letters as they go along. The best method for teaching young Maoris to read is the "phonic," with "look-and-say" for all anomalous words. One special advantage connected with script reading-lessons for juniors is that the judicious teacher can adapt the lessons to the present needs of the class.

Spelling.—It is highly desirable that this subject should be kept quite distinct from the reading. It is, of course, certain that progress in spelling will help to make the reading fluent; but this is no reason for considering the spelling a mere tag to reading, as was the case in old Native-school times. Besides, its chief connection is with writing rather than with reading. Experience shows, however, that spelling-work gets on better when, so to say, it is in business for itself. It is an old superstition that spelling can be taught by means of dictation; this is, of course, a mistake; but it is an admirable test of proficiency. Transcription is of more use, but it should be very carefully prepared and neatly written. Spelling is best taught by means of the blackboard, with much oral work. Word-building is a comparatively modern device, but very useful. It, too, works best when the powerful aid of the blackboard and exemplification in class are made use of. The building may consist of addition of letters, or of other words, as *pan, pant, panther; cart, carthorse; house, fowl-house*. The word-building may deal with words allied in meaning, as *car, cart, carry, carriage*; or with words not so allied, as *van, vanity*; finally it may be added that in teaching spelling by the word-building method *difference* may be made use of if *agreement* or *similarity* cannot be secured. Thus *van, vane, vein, vain*, is a useful sequence, although the difference in these words is more prominent than their agreement. The fact is that any bond of connection is better than none. Of course, the utility of this work can sometimes be greatly increased if the teacher is clever with his chalk, and can with two or three rapid strokes sketch illustrations of the meanings of unusual words; any way, the teacher should always assure himself that the meanings of the words dealt with are known by the children. It is well worth while to arrange matters so that spelling-lessons shall have some connection with the previous course of English lessons, without being tacked on to them. Such devices tend to make teaching concrete.

Writing.—The conclusions here stated have been reached through use of unsatisfactory methods. Experience began with the time-honoured method of letting children copy written or engraved headlines as best they could, with occasional extra lessons or lectures on the blackboard for exemplifying the errors into which young writers are prone to fall, the copy-book writing being treated as silent work. The course now recommended gives much better results; it is as follows: The pupils under one teacher are divided into three classes—to be reduced by-and-by to two when good progress has been made. For three classes there must be three blackboards. Three kinds of copy-books are used; these are blank, except that they are ruled with lines suitable for the kind of writing to be done. The kind of writing is not exactly prescribed at present, but it is hoped that a uniform Maori-school style of writing will gradually be developed. The handwriting will probably be nearly or quite upright, with the letters in each word strictly continuous, and a visibly current hand will be aimed at from the first. The method of conducting the lesson is as follows: The master may, if he wishes, have three copies set on the blackboard before school, all ready for the beginning of work. But it is better that the pupils should see the master set the copies, and only a very short time is wasted in securing this great advantage. The first copy is set on the board, that of the lowest (C) division; dangers are pointed out carefully but rapidly. The class at once take up the work. The second, (B), copy; and the first, (A), are then set in the same kind of way. The master returns to the lower division and rapidly examines the work, notes the mistakes, and deals with them briefly on the board, and then directs the class to write the line again, avoiding all the errors just previously noted. B and A divisions are similarly treated. Then new copies are set for A, B, and C, and treated in the same way. After this there will be a third setting. Probably no more will be required at first, but after a time there may be four or even five settings. It is thought that the advantages of this plan are obvious. Three of them may be named: The lesson is interesting from start to finish; the children's minds are constantly directed towards improvement; the temptation to copy what has already been written is very nearly done away with.

Composition.—The results achieved in English within the last year have done much to encourage those who have been concerned with Maori education. It is felt that the conversational work referred to above has been very useful in the way of making the teaching of young Maoris to compose in English much less difficult than it used to be. It is likely that it will prove to be a master key to open the way to all further solid progress if accompanied by the fourfold method laid down in the Native-school Primer, along with the reproduction of short stories, the writing of paraphrases of easy poetry, composition of telegrams, and the writing of short essays on familiar subjects; all of which kinds of work have their own utility. For children in Standards V. and VI. a little translation from the Maori into English can do no harm and may be useful if the English is good enough.

Geography.—This is sometimes the dullest, but it may be made the most interesting of all Native-school subjects. It may be taught best by means of the concrete method, a method that is, in brief, a plan by which a structure on a mere framework or outline of knowledge may gradually grow to be a system of connected interlinked information, scientific so far as it goes—one might even say philosophical. If we took Standard III. geography we could use as our basis the external boundaries of New Zealand, along with the positions of the straits, gulfs, and bays; this should be very thoroughly learnt. It might be called stage 1. Stage 2 should deal with the provincial districts of New Zealand, their boundaries and their relative positions; it, too, should be mastered very thoroughly. Stage 3 would take in the four capitals and, say, eight other important towns and their positions, also a good deal of general information about them, including the mode of communication between them and other places. It is to be understood that these stages are to be gone over more than once—in fact, until they have been thoroughly mastered and well linked on to the previous stages. By-and-by it will be similarly linked with those below it. Stage 4 should show pupils how it is that the surrounding districts have been reconciled to the existence of these large towns, and have even come to be proud of them. Stage 5 might deal with the products of the various provincial districts, and the uses of these products. Stage 6 could bring to light the reasons that exist for keeping up the primacy of Wellington. Stage 7 could deal systematically with the products of foreign countries that are of interest to New Zealand, and with the routes and means by which these products reach us. Stage 8 might show the value of, say, a dozen of the principal rivers—or, rather, explain what it is that gives them their value. Stage 9 might deal with remarkable mountain-lakes and thermal phenomena. Stage 10 could familiarise pupils with facts and principles connected with the climate of New Zealand. Such facts, when firmly welded together, would prove to be a fairly complete body of knowledge concerning the land we live in. Stage 11 might be an appendix, showing in an elementary way how New Zealand is governed. Stage 12 should link us Europeans with the Maoris historically, and New Zealand Maoris and pakehas with the British nation. This would be a good year's work for an able teacher, but it could be done with fairly intelligent Maori boys and girls well up to their standard. The spirit implied here should pervade all geographical school-work.

The work in the *extra subjects*—*singing, drawing, and drill*—has undergone great modifications since the year 1880. In many schools the singing is at the present time really good. It is generally taught on the tonic sol-fa plan. In two or three schools the children deserve to be called musicians; in most schools they can sing in parts. The drawing is not generally very strong. Mr. Bird, M.A., is doing a great deal to improve it. He has been able to expand the work in drill, and to introduce other physical exercises also. In many of the schools great advance has been effected in this highly important work. In fact, Mr. Bird has done much towards bringing it up to date. The same officer has also had charge of kindergarten and manual work; and there are very few of our schools in which the highly beneficial influence of hard work, as seen in Mr. Bird's earnest efforts, has not made itself very distinctly felt. It is, I think, well

within my province to say that Mr. Bird has, not only in the business for which he was specially appointed, but in inspection and examination work also, shown great judgment and capability, as well as untiring zeal.

Arithmetic.—Improvement has taken place in the teaching of this subject as well as in most of the others. This improvement is of a nature that might easily be passed over without much notice. It is not easy to get changes in the teaching of the subject effected. The reason is that many persons are capable of securing what may be called very fair practical results in it without being in the least interested as to the methods by which these results are obtained. It seems to them, possibly, that if they can pass all their children pretty well, sometimes even very well, at a standard examination there cannot be very much amiss. This is often the point of view of the practical man, but yet it is not a correct view even for him. There is the best of reason to believe that a very great deal depends on method—on *the way* in which teaching is done; this holds very specially in the teaching of arithmetic, which also deserves to be placed in the very forefront of the subjects which can lead to the acquisition of sound method—not merely the method of “doing sums,” but method in general—all method. Of course, there is room for fallacious reasoning from the following fact, but for all that it is a fact: It is not unusual to find a really good, smart arithmetician who is not an “all-round” clever man; but he is, usually at least, accurate in speech, in thought, and in action. Also, it is very usual to find that a man who is accurate in speech, in thought, and in action has also unusual capacity for work involving calculation. Here, then, there is *prima facie* some reason for linking the two together. Of course, it could be said that mere concomitance of skill in arithmetic with general accuracy is no proof of their causal connection. It may be suggested even that cleverness in general is the cause of both the skill and the accuracy; but, as has been hinted before, there are many clever men and women who are far from being either arithmeticians or accurate. Without pursuing this line of thought to its conclusion, it may be admitted that it is reasonable to suppose that accuracy and arithmetical power to a large extent react on each other, and to some extent *are* each other. If this is so, and if arithmetic can increase our comprehension of the accurate and the true—indeinitely for aught we know—it seems probable that in arithmetical training we ought to be contented with nothing but the very best; and that therefore labour bestowed on arithmetical method is exceedingly well bestowed. Any teacher who once gets the “hang” of this kind of consideration will never again feel inclined to say, when he sees a new and good method, “Yes, I dare say that what you adduce is quite right; but this old method will do well enough for me.” This long prelude is not intended to introduce anything dreadful. It is merely hoped that it may induce a teacher here and there to pay some attention to a matter that presents very little difficulty, but entails some amount of labour to give effect to. It is the very basis of arithmetic, of modern arithmetic, that is in question. What is maintained is that endeavour should be made to treat numbers at the very beginning of school work as being worthy of minute study—not number, but numbers. Training bestowed on 1, on 2, on 3, on 4, and so on, one after another, will not be thrown away. A child learns to count up to five, or even up to ten, long before it is taught to recognise or does recognise that five is made up of ones taken one after another. Still less does it recognise the fact that five is reduced to nothing by taking ones away from five. These little facts seem to us without interest and probably without utility; but it is not so. It is possible with the aid of the ten digits to keep a junior class interested for a quarter of an hour every school-day for three months, especially if (for the sake of the interest only) the work is made to deal with concrete things—marbles, sticks, stones, &c.—and to give that class sound and accurate knowledge, as far as it goes, of the meaning of such words as addition, subtraction, multiplication, division, numerator, denominator, mixed fractions, square, square root, divisor, quotient, remainder, multiplicand, and so on, and to know it not verbally merely, but through and through.

In the case of concrete quantities it has long been found highly beneficial to do what can be done in what is called mental arithmetic in the way of divesting problems of all unnecessary complications in order that they may be readily worked without slates or other mechanical assistance. The view is now gaining favour with us that this is not merely a useful expedient for making boys smart, but that it is the most powerful means for making them arithmeticians and preparing them to be mathematicians. So far as we have gone, there seems to be reason to believe that if boys can do suitable arithmetical work really well without the aid of writing, and deal with both pure numbers and concrete quantities, they are very much better equipped for the battle of life and for future mathematical triumphs than any quantity of mere slate-work could make them. Further, experience seems to show that training in *viva voce* arithmetic makes pupils more expert, more far-seeing, more self-possessed in all matters in which quantity or number is concerned, and, finally, better hands at slate and book arithmetic in all its forms, than does any other training whatsoever.

I have, &c.,

JAMES H. POPE.

Table No. 1.

LIST OF THE NATIVE VILLAGE SCHOOLS, and SCHOOLS at which NATIVE CHILDREN are maintained by the Government of New Zealand, with the Expenditure on each and on General Management, during the Year 1902; and the Names, Status, and Emoluments of the Teachers as in December, 1902.

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

County.	Schools.	Expenditure during 1902.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.		
		Salaries.		Other Ordinary Expenditure.							Buildings, Sites, Fencing, and Furniture.	Total.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.							
Mangonui	Hapua ..	176 8 2	176 8 2	Matthews, E. W. D. Matthews, Miss E.	..	H M	135 6 10	School not open during March and June quarters. School opened March quarter. With house allowance, £26 per annum. With allowance for horse, £10 per annum. With house allowance, £10 per annum; school not open during March quarter. With allowance for conveyance of goods, £10 per annum. School reopened March quarter.		
	Te Kao ..	58 17 4	22 10 0	..	81 7 4	Ablett, C. W.	..	A F	42 3 6			
	Paparore ..	130 8 3	1 1 0	..	131 9 3	Greensmith, E.	..	H M	188 8 5			
	Rangiawhia ..	87 0 8	8 6 3	11 11 9	106 18 8	Greensmith, Mrs. I.	..	A F	116 10 7			
	Pamapurua ..	125 10 0	2 11 0	..	128 1 0	Taua, W. H.	..	H M	18 15 0			
	Ahipara ..	161 19 3	1 9 9	26 2 6	189 11 6	Mackenzie, A.	B2(*)	H M	106 15 5			
	Pukepoto ..	151 17 8	28 6 4	..	180 4 0	Murray, Miss T.	..	A F	14 13 6			
	Kenana ..	122 6 11	15 16 0	..	138 2 11	Crène, Mrs. A.	..	A F	121 15 10			
	Parapara ..	144 7 5	17 9 6	..	161 16 11	Masters, Mrs. M. L.	..	A F	9 4 9			
	Peria ..	170 12 8	8 11 6	304 2 6	483 6 8	Foley, Miss S. F. V.	..	M	16 0 0			
	Te Pupuké ..	129 10 0	6 6 0	..	135 16 0	Paul, F. E.	..	A F	11 4 0			
	Whakarara ..	195 3 5	7 15 7	13 17 0	216 16 0	Crène, P.	..	A F	119 14 11			
	Touwai ..	191 17 3	5 0 0	27 4 9	224 2 0	Crène, Mrs. E.	..	H M	17 18 3			
	Whangape ..	191 8 11	84 16 7	..	276 5 6	Welsh, A. E.	E3	H M	131 17 0			
Whakarapa ..	157 17 9	11 5 0	..	169 2 9	Thomas, Miss A.	..	A F	16 3 3				
Maraeroa ..	154 16 6	2 1 3	..	156 17 9	Tennent, Mrs. M.	..	A F	25 14 6				
Matihetihe ..	55 10 0	3 13 0	..	59 3 0	Harris, A. R.	..	A F	15 3 3				
Whirinaki ..	310 12 10	4 13 6	..	315 6 4	Harris, Mrs. K.	..	H M	165 12 7				
Waimea ..	75 11 0	14 15 2	1 17 0	92 3 2	Hill, C. P.	..	A F	17 16 3				
Omanaiia ..	191 18 4	64 9 9	..	256 8 1	Hill, Mrs. L.	..	A F	18 15 0				
					South, M.	..	H M	131 9 6				
					South, Mrs. E. S.	..	A F	47 11 0				
					Irvine, Mrs. L. M.	..	H F	137 14 10				
					Irvine, Miss M.	..	A F	35 1 6				
					Anderson, Mrs. E.	E1	A F	131 8 4				
					Anderson, Miss M.	..	A F	19 15 0				
					Kendall, Miss S.	..	F	55 10 0				
					Winkelmann, C. P.	E2	H M	178 8 1				
					Winkelmann, Mrs. E.	..	A F	50 0 0				
					Leef, Miss K.	..	A F	25 0 0				
					Cowley, A. E.	..	H M	100 14 6				
					Cowley, Mrs.	..	A F	39 11 9				
					Cotton, A. H.	E2	H M	156 8 10				
					Burr, Miss J. G.	..	A F	29 16 0				

Table No. 1—continued.
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1902—continued.

County.	Schools.	Expenditure during 1902.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
Tauranga—cont'd.	Paeroa ..	£ s. d. 163 9 3	£ s. d. 11 17 9	£ s. d. 14 17 0	£ s. d. 190 4 0	Baker, Miss F. E. E. Baker, Miss H. A.	D2	H F	131 14 11	With house allowance, £26 per annum.
	Te Matai ..	137 5 7	25 10 0	..	162 15 7	Flood, R. P.	..	A F	31 5 0	
Rotorua	Ranana ..	201 16 7	27 14 11	7 0 0	236 11 6	Flood, Mrs. F. L. Brown, Rev. C. C.	..	H M	125 10 2	School opened March quarter.
	Whakarewarewa ..	255 11 3	65 15 0	92 16 4	414 2 7	Brown, Mrs. C. M. Burgoyne, Rev. H. W. Burgoyne, Miss G. Newell, Miss S. A.	..	H M	160 15 0	
Whakatane	Tapuaebaruru ..	16 17 5	6 16 9	..	23 14 2	Kelly, Miss A. M.	..	F	210 19 0	School not open during the year. School not open during March quarter.
	Matata ..	62 10 0	10 0 6	..	72 10 6	Cummins, H. C.	..	H M	47 1 0	
	Te Teko ..	163 17 2	22 0 4	1 12 3	187 9 9	Cummins, Mrs. N.	..	A F	12 10 0	With allowance for conveyance of goods, £20 per annum. With allowance for conveyance of goods, £20 per annum.
	Waioapu ..	133 18 6	1 0 0	10 12 5	145 10 11	Wykes, F. R.	..	H M	109 15 10	
	Awangararangi ..	100 0 0	22 1 8	..	122 1 8	Watts, Miss M. A. Wylie, J.	..	A F	16 7 0	With allowance for conveyance of goods, £20 per annum. With allowance for conveyance of goods, £20 per annum.
	Te Whaiti ..	101 10 0	35 18 9	..	137 8 9	Tims, T. C.	..	H M	137 5 5	
	Te Houhi ..	126 0 0	27 16 10	..	153 16 10	Wylie, T.	..	M	32 17 9	With house allowance, £26 per annum, and allowance for conveyance of goods, £20 per annum.
	Otamauru ..	113 6 11	16 8 11	3 0 6	132 16 4	Thompson, Capt. R. H.	..	H M	246 4 3	
	Poroporo ..	172 19 8	20 6 9	..	193 6 5	Thompson, Mrs. Holden, W. E.	..	A F	50 0 0	
	Ruatoki ..	324 10 9	43 7 10	53 0 0	420 18 7	Holden, Mrs. E. L. Lee, J. B.	..	A F	50 0 0	
	Waimana ..	331 4 6	4 14 8	10 10 0	346 9 2	Lee, Mrs. E. E. Porter, Miss L.	..	A F	263 11 0	
	Waioweka ..	194 15 11	13 17 10	16 0 0	224 13 9	Brown, C. H.	..	H M	50 0 0	
	Omarumutu ..	301 0 1	3 15 10	52 15 9	357 11 8	Brown, Mrs. Levert, Miss M. L. Levert, Miss L. C.	..	A F	162 9 9	
	Torere ..	182 2 0	4 12 0	658 9 11	845 3 11	Levert, Mrs. J. Broderick, H. W.	..	S	26 2 4	
	Omaio ..	211 1 10	6 8 9	864 6 9	1,081 17 4	Broderick, Mrs. J. S. Moore, J.	..	A F	18 15 0	
						Moore, Mrs. L. Young, Rev. H. Young, Miss E.	..	H M	232 18 1	School not open during the year. School not open during March quarter.
						Young, Mrs.	..	A F	50 0 0	

Table No. 1—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1902—continued.

County.	Schools.	Expenditure during 1902.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
Marlborough— <i>cid.</i> Kaikoura	Wairau ..	£ s. d. 100 0 0	£ s. d. 43 3 10	£ s. d. ..	£ s. d. 143 3 10	Gibbs, Miss E.	E2	F	100 0 0	£57 10s. was paid from Native reserve funds.
	Mangamaunu ..	197 9 8	192 1 6	..	269 11 2	Comerford, W. H.	E1	H M	125 16 0	
Ashley ..	Kaiapoi ..	147 19 9	11 1 0	12 4 10	171 5 7	Gibson, Miss C.	D1	A F	13 13 6	
	Rapaki ..	112 7 11	22 12 6	..	135 0 5	Cosgrove, Capt. D.	..	H M	129 7 4	
Akaroa ..	Little River ..	127 19 6	34 1 4	13 0 10	175 1 8	Cosgrove, Miss C.	..	A F	23 2 6	
	Arowhenua ..	141 15 1	4 19 1	..	146 14 2	Hastings, E. A.	..	H M	102 0 5	With house allowance, £26 per annum.
Waikouaiti ..	Waikouaiti ..	194 12 0	8 3 6	1 16 2	204 11 8	Hastings, Miss G.	..	A F	9 8 9	
Stewart Island ..	Raapu ..	92 4 2	11 0 0	7 16 5	111 0 7	Hamilton, H. R. W.	E3	H M	108 7 5	£15 17s. 11d. was paid from Native reserve funds.
	The Neck ..	105 14 11	17 5 8	..	123 0 7	Hamilton, Miss E.	..	A F	13 12 9	
Boarding-schools— St. Stephen's, Auckland	Te Aute, Hawke's Bay ..	..	680 0 7	..	680 0 7	Hamilton, Mrs. I. A.	..	S	12 10 0
	Hukare, Hawke's Bay ..	..	200 0 0	..	200 0 0	Reeves, W. H.	..	H M	97 0 1
Inspection ..	St. Joseph's, Hawke's Bay ..	..	500 0 0	..	500 0 0	Blathwayt, H. A. W.	..	A F	20 9 4
	Technical-instruction classes ..	..	422 2 0	..	422 2 0	Blathwayt, Miss M.	..	H M	163 8 1
Other miscellaneous expenditure not chargeable to particular schools ..	..	700 0 0	702 14 7	..	1,402 14 7	Horan, T.	E2	A F	33 13 4
	..	140 0 0	418 19 1	..	558 19 1	Thompson, J. H.	..	M	100 0 0	
Totals ..	..	15,920 3 5	5,451 12 0	5,703 18 5	27,075 13 10*	..	..	15,477 12 2	£46 7s. paid from Civil List.

* Including £102 2s. 11d. paid from Native reserves funds, and £46 7s. from Civil List, Native Purposes. Deducting recoveries, £128 6s. 4d., the result is a net expenditure of £26,946 7s. 6d.
(a) Also M.A.; (b) also B.A.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1902.

	£	s.	d.
Teachers' salaries	14,962	4	0
Teachers' house allowances	116	8	2
Teachers' allowances for conveyance of goods	118	6	2
Teachers' removal allowances	234	14	4
Books and school requisites	425	3	1
Planting sites	419	16	3
Maintenance, repairs, and small works	23	16	11
Warming school-rooms (fuel, &c.)	877	14	4
Technical-instruction classes (including material for workshops)	80	15	6
Inspector's salary	548	5	2
Organizing instructor's salary	450	0	0
Travelling-expenses of Inspectors	250	0	0
Travelling-expenses of organizing instructor	459	3	0
Sundries	243	11	7
Boarding-school fees and apprenticeship charges	203	6	8
Travelling-expenses of scholars sent to boarding-schools	1,860	4	10
University scholarships	61	17	10
Hospital nursing scholarships	186	6	9
Technical instruction scholarship	56	5	0
Buildings, fencing, furniture, &c.	9	13	6
	5,593	8	9
Total	£26,946	7	6

NOTE.—Of the above total, £102 2s. 11d. was paid from Native reserve funds, and £46 7s. from Civil List, Native purposes.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1902.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	46	41	87	2.32
Five and under ten years	1,068	900	1,968	52.59
Ten and under fifteen years	832	662	1,494	39.92
Fifteen years and upwards	137	56	193	5.17
Totals	2,083	1,659	3,742	100.00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1902.

[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.			Whole Year.	
						Fourth Quarter.				
						Boys.	Girls.	Total.		
Whangaruru	20	7	4	23	22.75	16	7	23	22.50	98.90
Pariroa	12	17	..	29	23.00	17	11	28	22.25	96.74
Takahiwai ¹ .. .. .	..	29	..	29	26.00	19	8	27	25.00	96.15
Rangiawhia ³ .. .. .	..	25	2	23	21.50	13	9	22	20.50	95.35
Touwai	49	..	6	43	46.50	23	18	41	44.25	95.16
Okoha ³	14	3	..	17	15.50	7	8	15	14.75	95.16
Whangarae ³	13	10	6	17	16.25	10	5	15	15.25	93.85
Te Kao ⁴ .. .. .	..	42	..	42	38.50	24	14	38	36.00	93.51
Omarumutu	66	6	1	71	68.75	35	33	68	64.25	93.45
Whakarewarewa ² .. .. .	..	76	15	61	58.75	35	23	58	54.75	93.19
Waimana	69	14	17	66	69.25	42	20	62	64.50	93.14
Te Pupuke	22	4	1	25	24.75	14	8	22	23.00	92.93
Te Kaha	47	8	8	47	50.75	27	16	43	47.00	92.61
Poroporo	35	7	6	36	36.75	20	15	35	34.00	92.52
Whareponga	33	9	6	36	36.75	21	12	33	33.75	91.84
Hapua	44	20	12	52	48.25	22	22	44	44.25	91.71
Omaio	41	19	6	54	50.50	17	30	47	46.00	91.09
Paravera ⁵ .. .. .	..	54	7	47	43.66	19	24	43	39.66	90.84
Matata ⁶ .. .. .	..	26	6	20	21.66	7	11	18	19.66	90.77
Hauaroa (Taumarauui) ² .. .. .	..	84	14	70	61.25	35	26	61	55.25	90.20
Kenana ⁶ .. .. .	..	17	..	17	16.66	6	9	15	15.00	90.04
Arowhenua	24	7	3	28	27.50	15	11	26	24.75	90.00
Torere	29	3	4	28	29.75	13	12	25	26.75	89.92
Pamoana	58	14	9	63	62.00	33	26	59	55.75	89.92
Otamauru	20	10	5	25	23.50	10	13	23	21.00	89.36
Te Teko	37	28	11	54	46.25	27	22	49	41.25	89.19
Little River	27	17	7	37	30.75	9	22	31	27.25	88.62
Waioweka	42	14	4	52	50.50	25	21	46	44.75	88.61
Raukokore	24	12	3	33	32.25	17	11	28	28.25	88.60

Table No. 4—continued.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, &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.		
Whirinaki	61	17	12	66	70-00	33	28	61	62-00	88-57
Waima ⁶ .. .. .	..	52	5	47	31-33	29	13	42	27-66	88-29
Oromahoe	43	6	1	48	46-00	20	20	40	40-50	88-04
Rangitukia	88	18	21	85	90-50	45	32	77	79-50	87-85
Taumarere	26	4	9	21	25-75	9	10	19	22-50	87-38
Ruapuke	13	2	2	13	13-50	8	4	12	11-75	87-04
Waikouaiti	43	8	10	41	41-75	18	19	37	36-25	86-83
Rapaki	19	9	8	20	20-75	12	6	18	18-00	86-75
Te Kerepehi ² .. .. .	..	37	9	28	26-00	14	10	24	22-50	86-54
Ruatoki	81	43	19	105	105-25	48	42	90	91-00	86-46
Paeroa	28	28	9	47	42-50	24	15	39	36-50	85-88
Pamapurua	17	7	3	21	19-25	10	7	17	16-50	85-71
Matibetihe	11	5	2	14	14-00	8	4	12	12-00	85-71
Tikitiki	50	17	9	58	50-00	21	30	51	51-25	85-42
Otamatea	27	13	9	31	33-25	14	15	29	28-25	84-96
Wharekahika ⁷	20	15	20	15	17-66	7	3	10	15-00	84-94
Te Whaiti	20	14	10	24	24-75	12	4	16	21-00	84-85
Ranana	43	12	16	39	43-25	18	13	31	36-50	84-39
Paparore	22	16	8	30	33-00	17	9	26	27-75	84-09
Pukepoto	22	12	3	31	26-50	12	12	24	22-25	83-96
Te Houhi	20	11	4	27	26-50	11	12	23	22-25	83-96
Tangoio ¹ .. .. .	..	46	..	46	40-50	19	14	33	34-00	83-95
Te Haroto	27	10	4	33	32-00	15	12	27	26-75	83-59
Karetu	21	5	8	18	21-00	9	6	15	17-50	83-33
Te Waotu	51	16	28	39	49-00	20	15	35	40-50	82-65
Whangara ⁸ .. .. .	..	24	1	23	23-00	8	11	19	19-00	82-61
Tuparoa	68	14	13	69	74-00	24	29	53	61-00	82-43
Hiruharama	48	23	12	59	59-25	20	28	48	48-50	81-86
Tokomaru Bay	57	24	13	68	65-75	30	23	53	53-75	81-75
Whangape	45	22	7	60	56-25	26	22	48	45-75	81-33
Ahipara	35	9	4	40	38-50	19	13	32	31-25	81-17
Whakarapa ² .. .. .	..	59	8	51	50-50	22	16	38	40-75	80-69
Poroti	27	21	8	40	38-50	16	13	29	30-75	79-87
Turanganui ^{3 9}	12	11	12	11	11-33	5	4	9	9-00	79-44
Wairau	18	2	2	18	18-25	12	2	14	14-25	78-08
Tokaanu	67	19	14	72	74-00	30	28	58	57-75	78-04
Waimamaku	21	8	7	22	26-00	9	8	17	20-25	77-89
Parapara	25	16	9	32	33-75	11	12	23	26-25	77-78
Whakarara	35	7	11	31	35-50	14	10	24	27-50	77-46
Mangamuka	30	12	4	38	33-00	18	10	28	25-50	77-27
Omanaia	40	11	6	45	46-00	17	17	34	35-50	77-17
Te Kuiti	44	24	9	59	54-00	31	13	44	41-50	76-85
Manaia	37	10	8	39	39-50	20	9	29	30-25	76-58
Waiomatatini	41	10	15	36	42-25	15	15	30	32-25	76-33
The Neck	17	4	6	15	16-50	7	4	11	12-50	75-76
Maraeroa	34	10	12	32	37-00	17	9	26	28-00	75-68
Te Kopua	13	9	11	11	14-00	5	3	8	10-50	75-00
Kaikohe	27	56	25	58	59-00	29	13	42	44-00	74-58
Peria	35	16	8	43	41-25	17	14	31	30-75	74-55
Raorao	33	1	3	31	32-25	11	10	21	24-00	74-42
Karioi	29	23	13	39	36-00	16	12	28	26-50	73-61
Papamoa	31	14	4	41	37-50	20	14	34	27-50	73-38
Kaiapoi	41	17	10	48	47-50	22	16	38	34-50	72-63
Te Ararua	36	10	11	35	35-50	12	12	24	25-75	72-54
Waiotapu	26	18	14	30	30-50	12	10	22	21-75	71-31
Motukaraka	35	4	8	31	34-50	10	7	17	24-50	71-01
Pipiriki	34	25	17	42	47-00	20	18	38	33-25	70-74
Papawai	23	48	44	27	35-75	11	13	24	25-25	70-63
Ohaeawai	20	6	4	22	20-75	7	8	15	14-50	69-88
Waikawa	16	4	3	17	17-50	6	6	12	11-75	67-14
Mangamaunu	23	17	12	28	29-00	12	9	21	19-25	66-38
Nuhaka	54	28	24	58	66-50	26	14	40	44-00	66-17
Te Matai	21	45	14	52	44-50	18	16	34	29-25	65-73
Otaua	30	20	13	37	38-50	15	8	23	25-25	65-58
Te Kotukutuku	18	6	8	16	21-00	10	2	12	13-75	65-48
Rakaumanga	56	19	20	55	59-00	15	18	33	38-50	65-25
Awangararanui	18	10	12	16	18-25	4	7	11	11-25	61-64
Kawhia	38	27	32	33	40-50	13	9	22	24-50	60-49
Te Ahuahu	15	13	8	20	22-00	8	8	16	13-00	59-09
Tapuaecharuru ¹⁰ .. .. .	..	..	..	..	..	..	..	..	..	..
Totals for 1902	2,852	1,781	891	3,742	3,650-00	1,721	1,365	3,086	3,005-00	82-33
Totals for 1901	2,770	1,510	1,007	3,273	3,257-00	1,468	1,197	2,665	2,592-25	79-59

(1) Opened in September quarter. (2) Opened in March quarter. (3) Subsidised school. (4) Not open during March and June quarters. (5) Opened in June quarter. (6) Not open during March quarter. (7) Not open during September quarter. (8) Opened in December quarter. (9) Not open during June quarter. (10) Not open during the year.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1902.

** 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	24	24	48	1	1	2	1	1	2	26	26	52
Te Kao	25	13	38	2	2	4	..	..	..	27	15	42
Paparore	13	10	23	4	..	4	2	1	3	19	11	30
Pamapurua	11	10	21	..	..	..	..	..	..	11	10	21
Ahipara	23	16	39	..	..	..	1	..	1	24	16	40
Pukepoto	13	13	26	..	..	..	1	4	5	14	17	31
Kenana	5	9	14	..	..	..	2	1	3	7	10	17
Parapara	11	16	27	4	..	4	1	..	1	16	16	32
Rangiawhia	13	10	23	..	..	..	..	..	..	13	10	23
Peria	16	13	29	3	2	5	4	5	9	23	20	43
Te Pupuke	14	9	23	..	..	..	2	..	2	16	9	25
Whakarara	11	10	21	4	..	4	4	2	6	19	12	31
Touwai	24	14	38	..	..	..	1	4	5	25	18	43
Whangape	33	27	60	..	..	..	..	..	..	33	27	60
Whakarapa	26	16	42	1	3	4	2	3	5	29	22	51
Maraeroa	19	12	31	..	..	..	1	..	1	20	12	32
Matihetihe	4	3	7	3	2	5	2	..	2	9	5	14
Whirinaki	34	29	63	..	..	..	3	..	3	37	29	66
Waima	33	14	47	..	..	..	..	..	..	33	14	47
Omanaia	20	15	35	..	..	..	4	6	10	24	21	45
Motukaraka	10	7	17	6	6	12	1	1	2	17	14	31
Mangamuka	21	12	33	2	3	5	..	..	..	23	15	38
Waimamaku	11	10	21	..	..	..	1	..	1	12	10	22
Otaua	21	12	33	..	..	..	4	..	4	25	12	37
Oromahoe	20	21	41	2	2	4	2	1	3	24	24	48
Ohaeawai	5	7	12	1	1	2	4	4	8	10	12	22
Kaikohe	40	18	58	..	..	..	..	..	..	40	18	58
Karetu	4	3	7	5	3	8	2	1	3	11	7	18
Whangaruru	12	6	18	2	..	2	2	1	3	16	7	23
Taumarere	10	10	20	..	..	..	..	1	1	10	11	21
Te Ahuahu	7	8	15	2	1	3	1	1	2	10	10	20
Takahiwai	18	8	26	..	..	..	1	2	3	19	10	29
Poroti	12	7	19	5	5	10	5	6	11	22	18	40
Otamatea	14	12	26	2	2	4	..	1	1	16	15	31
Manaia	22	14	36	3	..	3	..	..	..	25	14	39
Te Kerepehi	17	11	28	..	..	..	..	..	..	17	11	28
Rakaumanga	22	32	54	..	..	..	1	..	1	23	32	55
Raorao	14	16	30	1	..	1	..	..	..	15	16	31
Kawhia	11	12	23	8	1	9	1	..	1	20	13	33
Te Kopua	6	5	11	..	..	..	..	..	..	6	5	11
Te Kuiti	15	8	23	3	2	5	21	10	31	39	20	59
Hauaroa (Taumarunui)	26	19	45	6	3	9	9	7	16	41	29	70
Parawera	23	24	47	..	..	..	..	..	..	23	24	47
Te Waotu	19	7	26	2	2	4	2	7	9	23	16	39
Tokaanu	33	31	64	5	1	6	..	2	2	38	34	72
Papamoia	25	15	40	1	..	1	..	..	..	26	15	41
Te Kotukutuku	12	3	15	1	..	1	..	..	..	13	3	16
Paeroa	21	17	38	3	..	3	4	2	6	28	19	47
Te Matai	28	19	47	..	2	2	1	2	3	29	23	52
Ranana	20	11	31	2	5	7	1	..	1	23	16	39
Whakarewarewa	36	24	60	1	..	1	..	..	..	37	24	61
Tapuasharuru ¹ .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Matata	8	10	18	..	..	..	1	1	2	9	11	20
Te Teko	25	25	50	2	..	2	2	..	2	29	25	54
Waiotapu	15	13	28	1	..	1	..	1	1	16	14	30
Awangararanui	6	6	12	1	3	4	..	..	..	7	9	16
Te Whaiti	17	7	24	..	..	..	..	..	..	17	7	24
Te Houhi	12	12	24	..	3	3	..	..	..	12	15	27
Otamauru	11	13	24	..	..	..	..	1	1	11	14	25
Poroporo	15	12	27	2	1	3	3	3	6	20	16	36
Ruatoki	54	44	98	1	..	1	2	4	6	57	48	105
Waimana	43	21	64	..	..	..	2	..	2	45	21	66
Waioweka	19	15	34	2	3	5	8	5	13	29	23	52
Omarumutu	33	32	65	2	..	2	2	2	4	37	34	71
Torere	12	10	22	1	1	2	2	2	4	15	13	28
Omaio	19	33	52	..	1	1	1	..	1	20	34	54
Te Kaha	27	16	43	..	..	..	2	2	4	29	18	47
Raukokore	16	9	25	3	2	5	1	2	3	20	13	33
Wharekahika	8	5	13	1	1	2	..	..	..	9	6	15
Te Ararua	16	13	29	3	..	3	1	2	3	20	15	35
Rangitukia	42	32	74	3	2	5	4	2	6	49	36	85
Tikitiki	24	30	54	1	..	1	..	3	3	25	33	58
Waiomatatini	14	9	23	5	6	11	..	2	2	19	17	36
Tuparoa	23	28	51	8	7	15	2	1	3	33	36	69
Whareponga	13	13	26	..	..	..	10	..	10	23	13	36
Hiruharama	22	31	53	2	1	3	1	2	3	25	34	59
Tokomaru Bay	34	22	56	3	7	10	1	1	2	38	30	68
Whangara	8	9	17	1	1	2	..	4	4	9	14	23
Nuhaka	33	19	52	..	..	..	3	3	6	36	22	58
Tangoio	25	18	43	2	..	2	..	1	1	27	19	46
Te Haroto	17	11	28	1	1	2	1	2	3	19	14	33

Table No. 5—continued.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1902—contd.

Schools.	M and M Q.			H.			E Q and E.			Totals.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Pariroa	16	11	27	..	..	..	1	1	2	17	12	29
Pamoana	27	25	52	5	1	6	3	2	5	35	28	63
Pipiriki	17	17	34	2	2	4	2	2	4	21	21	42
Karioi	14	15	29	3	2	5	3	2	5	20	19	39
Papawai	6	5	11	..	1	1	5	10	15	11	16	27
Turanganui ²	3	5	8	..	..	..	2	1	3	5	6	11
Whangarae (Croiselles) ²	5	2	7	6	4	10	..	..	..	11	6	17
Okoha ²	1	1	2	7	6	13	1	1	2	9	8	17
Waikawa	1	2	3	7	6	13	..	1	1	8	9	17
Wairau	14	3	17	..	..	..	1	..	1	15	3	18
Mangamaunu	9	3	12	2	2	4	5	7	12	16	12	28
Kalapoī	17	9	26	8	7	15	3	4	7	28	20	48
Rapaki	9	6	15	1	..	1	3	1	4	13	7	20
Little River	2	7	9	8	14	22	1	5	6	11	26	37
Arowhenua	14	12	26	1	..	1	1	..	1	16	12	28
Waikouaiti	7	6	13	..	..	..	12	16	28	19	22	41
Ruapuke .. .. .	..	..	..	8	5	13	..	..	..	8	5	13
The Neck	3	1	4	4	5	9	2	..	2	9	6	15
Totals	1,703	1,340	3,043	192	144	336	188	175	363	2,083	1,659	3,742

¹ School not open during year.² Subsidised schools.

SUMMARY of Table No. 5.

Race.	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	1,703	1,340	3,043	81.32
Half-caste	192	144	336	8.98
European, and between half-caste and European	188	175	363	9.70
Totals	2,083	1,659	3,742	100.00

Table No. 6.

RESULTS of EXAMINATION, 1902.

Schools.	Number on the Roll.	Passes of Pupils examined.						Marks obtained by Children that passed above Standard.
		VI.	V.	IV.	III.	II.	I.	
Hapua	50	..	..	3	5	5	12	133.0
Te Kao ¹ .. .. .	..	..	..	..	..	..	..	..
Paparore	35	..	..	..	1	10	7	104.0
Pamapurua	18	..	..	1	2	2	4	44.5
Ahipara	39	..	..	..	4	8	8	114.0
Pukepoto	30	..	..	5	1	3	4	77.5
Kenana	16	..	..	..	..	..	..	..
Parapara	38	..	..	..	2	2	9	54.0
Peria	40	..	..	2	2	6	4	70.5
Te Pupuke	25	..	..	..	3	2	1	34.5
Whakarara	33	..	..	3	6	3	6	98.5
Touwai	46	..	..	..	5	11	10	134.0
Whangape	55	..	..	..	..	9	1	44.5
Maraeroa	38	..	..	3	1	5	4	76.0
Matihetihe	15	..	..	..	..	1	2	17.5
Whirinaki	71	1	2	7	4	2	13	147.0
Waima ¹ .. .. .	..	..	..	..	..	..	..	..
Omanaia	47	..	..	5	2	5	8	112.5
Motukaraka	35	..	2	..	..	..	..	12.5
Mangamuka	31	..	2	1	2	3	2	51.5
Waimamaku	26	..	..	..	1	5	4	59.0
Otaua	40	..	1	1	1	..	4	38.5

Table No. 6—continued.
RESULTS of EXAMINATION, 1902—continued.

Schools.	Number on the roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard.
		VI.	V.	IV.	III.	II.	I.	
Oromahoe	45	..	..	..	2	..	21	109.0
Ohaeawai	20	..	1	1	1	1	..	22.5
Kaikohe	57	..	..	..	..	4	2	28.5
Karetu	24	..	..	6	3	1	2	61.5
Whangaruru	23	1	1	..	1	4	5	64.0
Taumarere	27	..	..	1	3	1	2	32.0
Te Ahuahu	21	..	..	..	..	2	..	11.0
Poroti	43	..	..	4	2	9	4	111.5
Otamatea	34	..	..	..	..	7	7	78.0
Manaia	41	..	1	2	3	7	5	88.5
Rakaumanga	59	..	..	..	1	9	12	126.0
Raorao	33	..	..	2	2	5	6	89.0
Kawhia	38	..	..	2	6	9	4	113.5
Te Kopua	15	..	..	1	1	3	3	46.5
Te Kuiti	52	..	..	4	2	8	9	129.5
Te Waotu	53	..	..	3	3	5	4	89.0
Tokaanu	65	..	4	6	13	9	9	288.0
Papamoa	34	..	..	1	1	4	6	69.0
Te Kotukutuku	20	..	..	4	1	3	3	66.5
Paeroa	41	..	..	1	1	3	3	50.0
Te Matai	46	..	..	..	2	6	3	71.5
Ranana	43	..	6	5	6	2	3	132.5
Tapuaēharuru ¹ .. .. .	..	..	..	..	..	..	..	..
Matata ²	23	..	..	..	..	..	..	..
Te Teko	39	..	..	..	3	6	..	61.0
Waiotapu	25	..	..	..	1	8	6	84.0
Awangararanui	19	..	..	..	1	..	4	26.5
Te Whaiti	27	..	..	..	..	4	3	34.5
Te Houhi	27	..	..	..	..	4	..	24.0
Otamauru	22	..	3	..	2	2	3	55.5
Poroporo	33	..	1	4	4	6	..	83.0
Ruatoki	101	..	3	3	12	1	19	214.0
Waimana	68	..	..	4	19	14	8	295.0
Waioweka	51	..	1	1	8	8	7	160.5
Omarumutu	67	..	..	6	9	4	10	167.0
Torere ²	32	..	..	..	..	..	..	..
Omaio	51	..	..	7	4	3	8	136.0
Te Kaha	52	..	..	4	7	6	2	127.0
Raukokore	32	..	..	..	2	8	3	67.5
Wharekahika	19	1	1	3	2	4	..	68.5
Te Araroa	34	..	2	11	3	8	5	176.5
Rangitukia	92	1	14	9	16	10	11	343.5
Tikitiki	59	5	3	1	5	3	8	126.5
Waiomatatini	45	..	1	4	2	8	5	104.0
Tuparoa	73	..	..	3	6	10	11	179.0
Hiruharama	62	1	2	3	2	5	9	121.5
Whareponga ¹ .. .. .	..	..	..	..	..	..	..	..
Tokomaru Bay	63	1	..	2	8	10	16	231.0
Nuhaka	52	..	..	..	..	10	6	90.5
Te Haroto	30	..	..	..	..	..	6	33.0
Pariroa	29	..	..	..	..	..	14	81.0
Pamoana	58	..	..	22	10	4	6	323.5
Pipiriki	45	..	..	3	3	1	3	51.0
Karioi	38	..	..	..	4	7	4	99.0
Papawai	40	..	2	1	3	6	4	97.5
Turanganui ³	11	..	..	..	..	3	2	23.0
Whangarae (Croiselles) ³	17	..	1	..	2	4	1	36.0
Okoha ³	17	..	..	..	1	3	1	26.0
Waikawa	17	..	..	1	3	1	3	38.5
Wairau	18	..	..	..	..	4	5	52.5
Mangamaunu	28	..	..	4	..	5	6	80.5
Kaiapoi	48	..	..	1	2	..	4	40.5
Rapaki	21	..	1	2	2	2	1	46.0
Little River	34	..	1	1	1	3	1	38.5
Arowhenua	28	..	4	2	4	2	4	80.5
Waikouaiti	41	..	3	5	4	4	5	117.0
Ruapuke	13	..	..	..	1	3	4	34.5
The Neck	13	..	..	2	2	2	..	33.5
Whakarewarewa ¹ .. .. .	..	..	..	..	..	..	..	..
Hauaroa ¹ .. .. .	..	..	..	..	..	..	..	..
Whakarapa	51	..	..	2	3	4	6	78.5
Te Kerepehi ¹ .. .. .	..	..	..	..	..	..	..	..
Rangiawhia	23	..	..	..	2	..	7	41.0
Parawera ¹ .. .. .	..	..	..	..	..	..	..	..
Takahiwai ¹ .. .. .	..	..	..	..	..	..	..	..
Tangoio ¹ .. .. .	..	..	..	..	..	..	..	..
Whangara ¹ .. .. .	..	..	..	..	..	..	..	..
Totals for 1902	3,350	11	63	185	259	384	447	..
Totals for 1901	3,208	15	37	164	318	362	450	..

¹Neither examined nor inspected.²Not examined.³Subsidised schools.

Table No. 7.
RESULTS of INSPECTION, 1902.

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

Schools.	Condition of Records and the other School Documents, except the Timetable.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the 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	9.8	9.9	9.3	8.3	50.0	97.3
Waimana	10.0	9.9	9.0	10.0	8.5	47.3	94.7
Te Araroa	8.8	9.0	9.5	7.0	7.7	48.6	90.6
Tokaanu	10.0	10.0	10.0	8.8	9.3	36.3	84.4
Tokomaru Bay	9.7	8.5	9.0	9.0	8.0	39.7	83.9
Ranana	9.7	9.4	8.8	7.8	8.8	38.7	83.2
Pukepoto	10.0	9.0	9.5	8.0	6.7	38.8	82.0
Karioi	8.3	9.0	7.8	7.8	9.0	39.6	81.5
Waikouaiti	8.0	9.5	10.0	8.0	9.0	36.2	80.7
Whakarara	9.7	9.1	9.0	8.0	5.7	38.6	80.1
Touwai	10.0	9.2	9.6	7.5	7.8	35.6	79.7
Tuparoa	9.3	9.5	9.5	8.0	10.0	31.7	78.0
Waiotapu	9.5	8.5	8.6	8.0	7.3	35.9	77.8
Wharekahika	8.8	8.5	9.3	7.0	7.7	36.3	77.6
Te Teko	9.7	9.4	9.4	10.0	7.8	30.5	76.8
Whangaruru	10.0	7.4	8.2	8.5	6.7	36.0	76.8
Karetu	8.2	8.6	9.3	6.5	7.8	35.7	76.1
Raorao	8.2	8.8	8.0	8.0	7.7	34.5	75.2
Papawai	8.8	8.6	8.8	7.5	6.6	34.2	74.5
Paparore	8.0	7.7	8.5	6.5	7.3	36.2	74.2
Te Kaha	10.0	9.5	9.3	7.3	8.0	29.8	73.9
Waioweka	9.7	10.0	9.3	7.7	7.3	29.5	73.5
Rangitukia	10.0	8.5	8.8	8.7	8.7	28.8	73.5
Pariroa	9.0	8.0	8.6	8.5	5.3	34.0	73.4
Ruatoki	9.7	8.6	8.3	10.0	7.2	29.0	72.8
Omaio	7.4	9.0	7.5	8.0	7.0	33.4	72.3
Arowhenua	8.2	8.3	8.0	5.8	6.7	35.1	72.1
Te Kuiti	8.3	10.0	8.8	6.3	6.0	32.6	72.0
Tikitiki	9.2	7.3	8.8	6.0	7.7	32.0	71.0
Omanaia	9.7	8.6	8.3	7.0	5.6	31.6	70.8
Ruapuke	8.0	8.0	7.8	6.0	4.7	36.2	70.7
Whirinaki	8.6	9.5	9.0	7.5	7.8	28.1	70.5
Waiomatatini	8.7	7.5	7.5	7.4	6.7	32.4	70.2
Ahipara	9.4	7.7	7.0	7.1	5.7	33.2	70.1
Mangamaunu	8.7	8.3	7.8	8.0	7.3	29.5	69.6
Te Kotukutuku	8.4	8.1	7.3	8.0	3.3	33.7	68.8
Omarumutu	8.4	7.0	7.5	7.0	8.0	30.6	68.5
Oromahoe	9.5	8.5	8.8	8.5	3.2	29.8	68.3
Te Pupuke	8.9	7.7	8.0	7.0	7.8	28.8	68.2
Otamauru	8.8	9.5	8.9	7.5	4.7	27.9	67.3
Wairau	8.2	7.3	7.5	7.0	7.0	30.3	67.3
The Neck	9.0	8.3	8.8	6.0	5.7	29.4	67.2
Maraeroa	8.3	9.5	7.9	7.0	5.7	28.7	67.1
Rapaki	7.7	7.7	8.3	8.0	6.0	29.4	67.1
Mangamuka	8.1	6.5	8.6	8.5	3.8	31.2	66.7
Otamatea	6.8	8.8	9.3	7.0	4.0	30.7	66.6
Pamapurua	7.7	7.2	7.0	6.0	5.7	32.9	66.5
Te Kopua	7.6	7.0	8.0	5.0	7.0	31.4	66.0
Poroporo	7.4	7.6	7.5	6.0	3.7	33.2	65.4
Taumarere	8.6	7.8	9.0	8.5	5.7	25.5	65.1
Rakaumanga	9.0	8.0	7.0	7.3	7.7	25.6	64.6
Turanganui ⁽¹⁾	8.8	7.8	8.3	6.0	1.7	31.8	64.4
Hiruharama	8.5	8.3	8.5	7.3	7.3	24.0	63.9
Waikawa	6.8	7.7	7.8	5.3	7.3	28.5	63.4
Paeroa	8.0	8.4	8.8	7.0	6.0	25.1	63.3
Hapua	8.2	7.5	8.3	7.2	5.7	26.0	62.9
Te Matai	9.4	9.4	7.6	8.5	5.2	22.7	62.8
Poroti	8.2	6.2	7.0	7.3	7.0	26.8	62.5
Kawhia	7.8	6.8	7.0	7.7	8.0	25.1	62.4
Manaiia	7.5	8.5	7.8	5.7	6.0	26.3	61.8
Matihetihe	7.6	7.7	8.5	4.0	6.7	27.0	61.5
Nuhaka	10.0	9.0	8.1	7.5	5.5	21.2	61.3
Pipiriki	9.0	8.3	7.5	6.9	8.7	20.8	61.2
Awangararanui	8.6	8.1	7.3	7.0	4.5	25.7	61.2
Okoha ⁽¹⁾	8.8	8.0	8.7	7.0	2.7	25.3	60.5
Whangarae (Crosiellles) ⁽¹⁾	6.0	7.5	8.0	6.3	4.7	27.9	60.4
Otaua	9.1	8.6	7.9	7.0	7.2	20.4	60.2
Waimamaku	8.8	7.3	7.3	7.0	6.7	23.0	60.1
Rangiawhia	7.7	7.7	7.3	5.7	6.7	25.0	60.1
Raukokore	8.7	6.5	8.0	6.0	5.7	24.9	59.8
Kaiapoi	7.3	8.0	8.3	6.0	8.0	20.8	58.4
Parapara	7.5	6.8	7.8	6.0	6.3	23.4	57.8
Te Waotu	7.6	6.0	8.0	7.0	7.0	22.1	57.7

(1) Subsidised schools.

Table No. 7—continued.

RESULTS of INSPECTION, 1902—continued.

[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.
Papamoa	6·8	6·3	7·0	7·0	7·3	23·0	57·4
Peria	8·7	7·5	8·0	6·3	6·3	20·6	57·4
Kaikohe	9·3	9·0	8·4	7·5	7·3	15·5	57·0
Little River	7·8	7·5	7·0	7·5	6·7	20·1	56·6
Te Houhi	7·7	5·8	8·4	6·0	5·5	20·3	53·7
Te Whaiti	8·1	8·5	7·1	5·7	6·3	17·7	53·4
Whakarapa	7·5	5·0	5·5	5·5	6·0	23·9	53·4
Ohaeawai	8·6	6·9	5·6	7·5	4·0	20·6	53·2
Whangape	4·8	7·0	7·3	7·3	4·7	21·4	52·5
Te Haroto	8·7	6·6	7·6	6·5	2·8	18·6	50·8
Motukaraka	8·6	8·0	7·6	7·5	6·8	12·3	50·8
Kenana	6·4	7·5	6·8	6·0	6·0	15·8	48·5
Te Ahuahu	8·4	4·5	6·8	6·5	3·0	14·4	43·6
Matata ⁽¹⁾	6·8	5·5	8·0	..	..	..	..
Torere ⁽¹⁾	7·8	6·0	6·0	..	..	..	..
Te Kao ⁽²⁾
Waima ⁽²⁾
Tapuaecharuru ⁽²⁾
Whareponga ⁽²⁾
Whakarewarewa ⁽²⁾
Hanarua ⁽²⁾
Te Kerepehi ⁽²⁾
Parawera ⁽²⁾
Takahiwai ⁽²⁾
Tangoio ⁽²⁾
Whangara ⁽²⁾

(1) Not examined.

(2) Not examined or inspected.

Table No. 8.

CLASSIFICATION of PUPILS on the School Rolls, December, 1902.

Standards.	Boys.	Girls.	Totals.
Preparatory classes	635	530	1,165
Class for Standard I.	417	361	778
" II.	348	274	622
" III.	314	229	543
" IV.	216	172	388
" V.	111	64	175
" VI.	37	26	63
Passed Standard VI.	5	3	8
Totals	2,083	1,659	3,742

Table No. 9.

AVERAGE AGE of PUPILS at Standard Examination of Schools in 1902.

Standards.	Number passed at Annual Examination.	Average Age.	
		Yrs.	Mos.
I.	447	9	8
II.	384	10	10
III.	259	12	2
IV.	185	13	1
V.	63	13	5
VI.	11	14	5

Table No. 10.

(a.) NUMBER of MAORI PUPILS receiving Higher Education, &c., at the End of 1902.

School.	Government Pupils.		Private Pupils.	Totals.
	Scholarship-holders.	Temporary.		
Boarding-schools—				
St. Stephen's (boys), Parnell, Auckland ...	27	...	37	64
Te Aute (boys), Hawke's Bay ...	3	...	61*	64
Hukarere (girls), Napier ...	13	...	45†	58
St. Joseph's (girls), Napier ...	4‡	21	26§	51
Otago University—				
Medical students (male) ...	2	...	...	2
Totals ...	49	21	169	239

* Including 7 Europeans, and 3 boys who are more European than Maori. † Including 7 girls who are more European than Maori. ‡ Including 1 girl who is more European than Maori. § Including 1 European and 1 girl who is more European than Maori.

(b.) NUMBER of MAORI PUPILS, formerly attending NATIVE SCHOOLS, holding Scholarships at Technical Schools at the End of 1902.

Number.	Native School.	Technical School.
1	Rapaki ...	School of Engineering, Canterbury College.

(c.) NUMBER of MAORI PUPILS, formerly attending NATIVE SCHOOLS, holding Industrial Scholarships at the End of 1902.

Number.	Native School.	District.	Trade to which Scholars are apprenticed.
1	Wharepahika ...	Auckland ...	Saddler.
1	Waioweka ...	Opotiki ...	Saddler.
1	Tikitiki ...	Auckland ...	Coachbuilder.
1	Omaio ...	Opotiki ...	Printer.
1	Rapaki ...	Lyttelton ...	Blacksmith.
Total ...	5		

(d.) NUMBER of MAORI PUPILS, formerly attending Native Boarding Schools, holding Hospital-nursing Scholarships at the End of 1902.

Number.	Boarding School.	District Hospital.
1 (girl) ...	Hukarere ...	Napier Hospital.
1 (girl) ...	St. Joseph's, Napier ...	Napier Hospital.

(e.) NUMBER of MAORI PUPILS, formerly attending Public Schools, holding Scholarships at High Schools or Colleges at the End of 1902.

Number.	Public School.	High School or College.
1	Nelson Central ...	Te Aute (boys), Hawke's Bay.
1	St. Patrick's Convent, Auckland ...	Auckland Grammar School (girls).

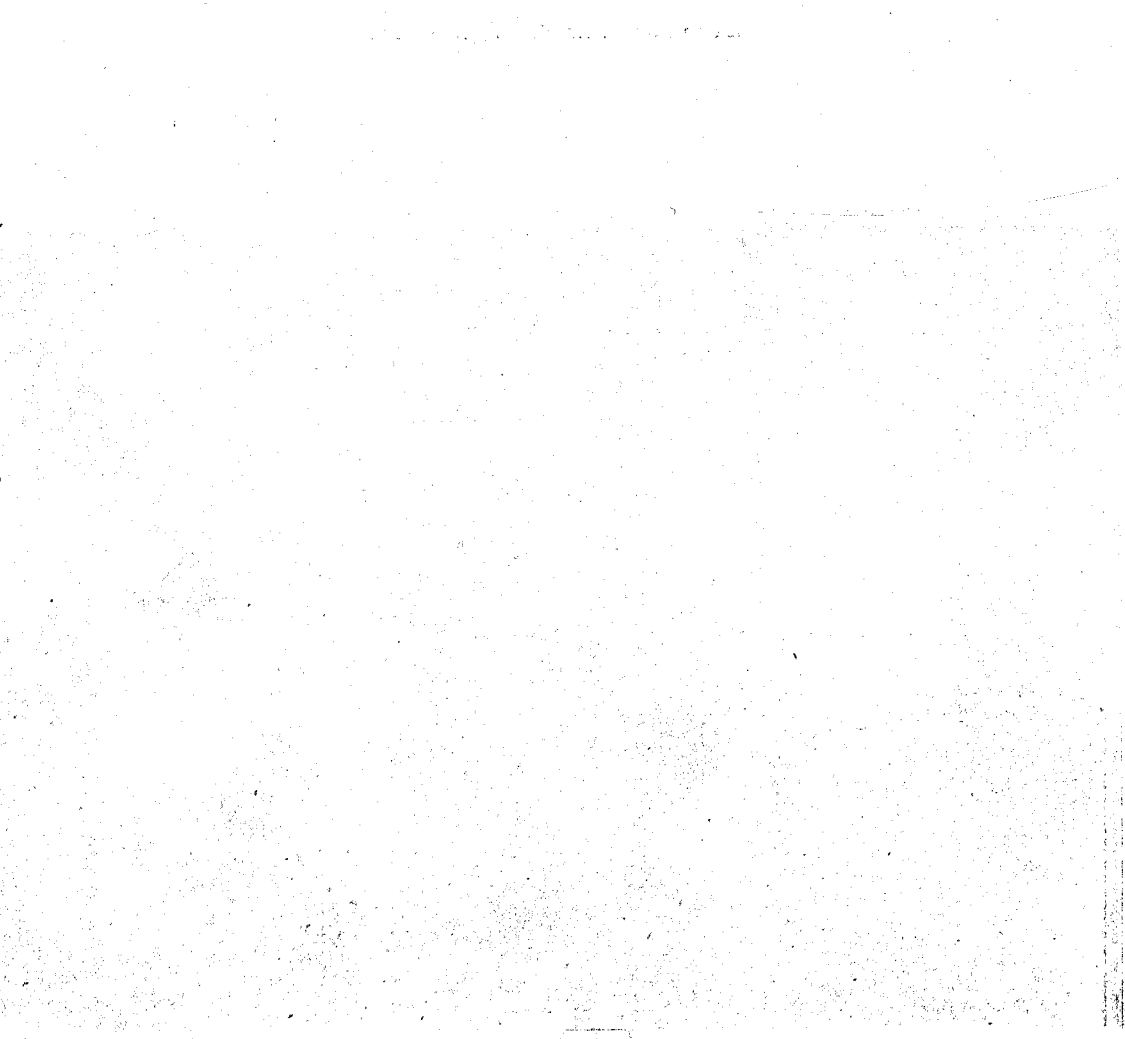
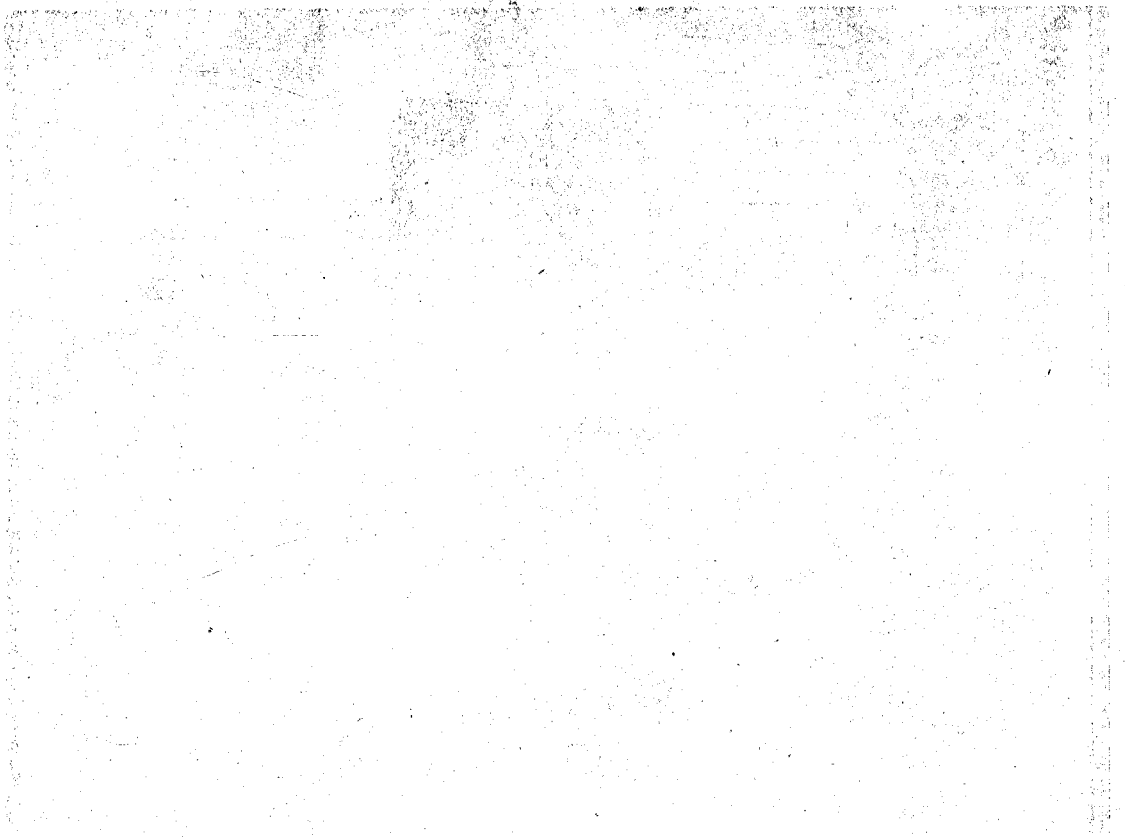
Approximate Cost of Paper.—Preparation, not given; printing (1,675 copies), £29 10s. 0d.



Elder Pupils, Kawhia Native School.



Native School, The Neck, Stewart Island.

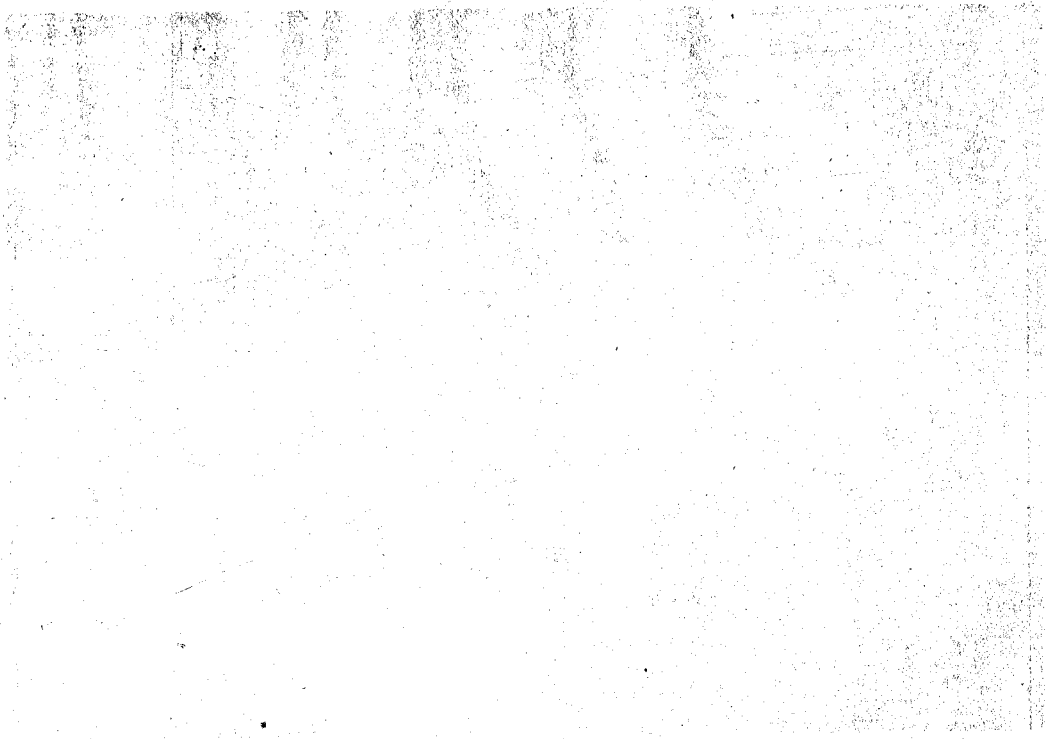




Children of new School at Hauaroa, Upper Wanganui.



Children and Teachers, Waioweka, Opotiki.



... ..



... ..



A Bay of Plenty School, Omarumutu, Opotiki.



A South Island School, Kaiapoi.



Children of Taumarere School, Bay of Islands.



Children of Manaia School, Coromandel.

