

1905.  
NEW ZEALAND.

EDUCATION :  
NATIVE SCHOOLS.

[In continuation of E.-2, 1904.]

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

No. 1.

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

The number of Maori village schools in operation at the end of 1904 was 100. The number of children on the rolls of these schools at the 31st December, 1904, was 3,754, as against 3,693 at the end of the preceding year. There is thus in the number of children a slight increase, which would have been considerably greater had all the schools been working. The average attendance was 3,084, as against 3,012 in 1904, the regularity of the attendance being 81 per cent., which may be considered as satisfactory. In addition to the village schools there are the four mission schools that are usually examined and inspected by the Department at the request of their controlling authorities.

There are also five boarding-schools, established by the authorities of various churches in New Zealand, which furnish at present the only means available of affording higher education specially for Maori boys and girls. The total number of Native schools is thus 110.

It may not be altogether out of place here to correct a common impression that the work of the Native schools does not extend further than the Third or Fourth Standard. Reference to the Native schools code will show that the children may be taught up to the Sixth Standard of public schools, the requirements being practically the same, and from the tables attached to the Inspector's report it will be seen that during the past year 36 passed Standard VI. and 83 passed Standard V.

It is quite possible that the passing of a standard of education higher than the Fourth may not be of much material benefit to the average Maori boy, but he may avail himself of the opportunity if he wishes to do so, and European children attending Native schools are under no disability. The advance in degree of efficiency of Native schools generally has rendered it imperative that, wherever possible, only persons having experience as teachers, or certificated teachers, shall be selected to fill vacancies. The difficulty of getting teachers so qualified led to the temporary closing of some of the Native schools, Whakarara and Whareponga being unfortunately closed for the whole year. These have now (1905) been reopened. Te Pupuke School, closed owing to the exodus of the parents and children to the gumfields, has also since been reopened at the request of the people, who have now returned to the kainga, and at the time of writing there are no vacant schools in the service.

The school formerly erected at Tapuaeharuru, near Rotoiti, was removed to a more convenient site, and reopened at Wai-iti, by which name it is now known. The Te Rawhiti School at Kaingahoa, Bay of Islands, was opened in September quarter, and Oruanui, Taupo, was to begin its operations with the New Year.

Of the other schools decided upon Mangorongu, King Country, and Waitahanui, Taupo, should be ready early in 1905, and Waimarama, Hawke's Bay, somewhat later. The Inspector's report contains a list of the applications for new schools, with a note where possible upon the situation of each case.

Satisfactory progress still continues to be made in handwork in Native schools. The workshops are, generally speaking, doing very satisfactory work, and are much appreciated in the districts where they are located. Two boys who had received training in the workshop attached to the village school have since been apprenticed, and are giving every satisfaction to their masters.

The scheme for the establishment of a model kainga at Pamoana, Wanganui River, has been in abeyance during the year owing to the occurrence of unforeseen difficulties in connection with its working.

At the five boarding-schools, St. Stephen's and Te Aute for boys, and Hukarere, St. Joseph's, and Victoria Schools for girls, the Government offers 113 scholarships, tenable for two years, for children of predominantly Maori race who pass the Fourth Standard at the Maori village schools. At the end of the year 91 of these places were occupied, 36 by boys, and 55 by girls.

Maori children attending public schools who pass the Fifth Standard before reaching the age of fifteen may obtain allowances of £20 a year to enable them to attend a secondary school or to enter upon industrial pursuits. There are seven scholars receiving higher education and two boys serving apprenticeships under these conditions.

The Department has during the year taken measures to secure an extension of the arrangements made for the training of Maori girls as nurses. The authorities of Napier and Wellington hospitals agreed to give their assistance in the matter, and there are now two probationers on the staff, one at each hospital, besides which the Napier Hospital Trustees admit two pupils as day-scholars.

University scholarships are also offered to Maori youths of marked ability in order that, after matriculating from Te Aute College, they may enter one or other of the university colleges. At present scholarships are held by one Maori youth in medicine and by another in law.

The Department still finds a certain amount of difficulty in obtaining suitable openings for boys that prefer apprenticeship to a trade to the ordinary scholarship. This difficulty may gradually diminish as the efficiency of the workshop training afforded at the village schools increases; in fact, it is desirable that greater effort shall be made in the direction of manual training in the schools. Especially does this seem necessary in the case of Maori girls, many of whom do not care to leave the kainga for the secondary school, but would benefit immensely from a training in plain cookery and domestic economy. The qualifications for scholarships entitling Maori youths to secondary education, or to enter upon industrial pursuits, are the passing of Standard IV. of a Native school, or Standard V. of a public school, the age-limit being fifteen years. Seven apprenticeship scholarships were held under these conditions during 1904.

The total expenditure on Native schools during the year was £24,957, which includes £85 paid from Native school reserves funds and £2,000 from Civil List for Native purposes. Deducting £76 recoveries from various sources the result is a net cost of £24,881 for the year 1904, as against £28,679 for the previous year.

Included in this sum is expenditure on new buildings and additions, £3,273; on secondary education (including boarding-school fees for holders of scholarships from village schools, apprentices, hospital-nursing scholarships, university scholarships, and travelling-expenses of scholarship-holders), £2,348; and on the model kainga at Pamoana, £125.

The staff of the village schools included 71 masters, 20 mistresses in charge, 86 assistants, and 11 sewing-teachers. The masters received salaries ranging from £264 11s. 10d. to £91 5s.; the headmistresses from £214 9s. 2d. to £80 8s. 10d.; the assistants from £50 to £8 17s. 3d.; and the sewing-teachers from £11 15s. to £8. In one school the master and mistress work conjointly, the total salary being £301 6s. at the end of the year. It must be understood that the assistants and sewing-teachers are generally members of the teacher's family who give assistance for some part of the day's work.

Of the 3,754 children attending Native schools 80·93 per cent. were Maori or nearly Maori, 8·37 per cent. were half-castes, and 10·70 per cent. were Europeans or nearly so. Of the 3,446 children of Maori or mixed race attending the public schools 59·2 per cent. were Maori, 7·4 per cent. were of mixed race living as Maoris, and 33·3 per cent. were of mixed race living as Europeans.

The standard classification of pupils of Native schools at the end of the year was: Preparatory classes, 1,205, an increase of 159 over last year; Standard I., 631; Standard II., 719; Standard III., 568; Standard IV., 373; Standard V., 159; Standard VI., 68; and passed Standard VI., 31.

## No. 2.

### THE INSPECTOR OF NATIVE SCHOOLS TO THE INSPECTOR-GENERAL OF SCHOOLS.

SIR,—

Wellington, 31st January, 1905.

In accordance with instructions, I have the honour herewith to place before you a report on the general condition of the Native Schools and the work done by them during the year 1904.

At the end of 1903 there were in full operation 101 village schools. During the course of the year 1904 one new school was opened and one was handed over to the Auckland Education Board. At the end of 1904 there were thus 101 village schools. Owing, however, to the difficulty of getting certificated or experienced teachers several schools remained vacant for the greater part of the year.

In addition to these, there are four denominational schools which are usually examined and inspected by the Department, viz.—Matata Convent, Putiki Mission, Otaki Maori Mission, and Waerenga-a-hika Mission Schools. There were also, until this year, two schools in the Marlborough Sounds District—Whangarae at Croiselles Harbour, and Okoha at Pelorus Sound—which ranked as aided schools, but from which, owing to their becoming, beyond all doubt, denominational in character, all subsidy was withdrawn.

Higher education is provided for Maori children in five secondary schools—Queen Victoria School, St. Joseph's Convent, and the Hukarere School for girls, and St. Stephen's and Te Aute for boys. A new secondary school for girls has lately been established at Turakina, in the Rangitikei District, and operations will commence there in 1905.

#### CHANGES: NEW SCHOOLS, ETC.

A new school was opened at *Kaingahoa*, near Russell, in September quarter, and appears to be doing satisfactory work so far. The new school at *Oruanui*, Taupo District, was finished in July, but the opening was delayed for some time pending the appointment of a suitable teacher. The building at *Mangorongō* School was also well in hand, and the school should begin work early in 1905. The school formerly erected at *Tapuaeharuru*, Lake Rotoiti, was removed to a more convenient site at *Wai-itī*, and school work there was commenced in December quarter.

The Right Hon. the Minister having directed that all persons appointed to Native schools shall be either certificated teachers or persons who have had experience as teachers, it was found impossible to open *Whakarara* School, near Whangaroa, and *Whareponga*, near Waipiro Bay, during the year owing to the want of suitable applicants having these qualifications.

The following teachers have from various causes left the service during the year: Mr. Moloney, late of Tangoio School; Rev. A. McKenzie, of Pampapuria; Mr. W. A. Leech, of Te Kerepehi; Mr. C. Bolton, Wharekahika. Miss I. Louch, one of our most successful women teachers, left the service of the Department towards the end of the year, and I also regret to state that Miss C. H. Lundon, for many years a hard worker in the service, died in October at the Native school, Papamoa, near Tauranga.

#### PROPOSALS FOR NEW SCHOOLS.

With reference to the proposals for new schools, I have to state that, owing to lack of time, it was found impossible to investigate cases other than those that lay in the line of route to schools already existing. Several places that were marked for a visit had thus to be neglected for the year, and no progress can in their instance be recorded. They are as follows:—

*Bowen Town* and *Matakana Island*, *Hangatiki*, *Kaingapipiwai*, *Kohanga*, *Kakanui* (Kaipara), *Kawa* (Great Barrier), *Te Huruhi* (Waiheke Island), *Mataora Bay* (Thames), *Maraetai* (Port Waikato), *Otawhiwhi* (near Katikati), *Ohui* (near Tairua, Coromandel), *Port Albert* (Kaipara), *Parapara* (Wanganui), *Pukehou* (near Te Aute), *Te Patunga* (Kaeo).

The position is also unchanged with regard to the following: *Hurunui-orangi* (Wairarapa), *Motuti* (Hokianga), *Pakau* (Lower Waikato), *Poroutawhao* (near Levin), *Ramoto* (near Wairoa, Hawke's Bay), *Rahotu*, *Te Puke*, *Takou*, *Wairuku* (near Manukau, Auckland).

With regard to other cases, including fresh applications, I have to report as follows:—

*Te Kopua*, *Raglan*.—It is proposed to remove Raorao buildings to this site.

*Kaiwhata*.—Plans and specifications for a school were prepared, but the probable cost was prohibitive: fresh proposals to be made.

*Kokako*.—There seems no reason for reopening this school: the buildings should be sold or removed.

*Scoria Flat (Orauta)*, *Kawakawa*.—The preliminary investigations have been made here. A suitable site is difficult to select owing to the scattered nature of the settlements; a half-time school has been opened here by the Auckland Education Board.

*Oparure, near Te Kuiti.*—Seems to be a very promising case. A site has been accepted and plans are to be prepared. Te Kuiti School will then become a Board school.

*Tokikuku, Waingaro, Waikato.*—Survey of the site has not yet been completed.

*Taheke, Hokianga.*—There is no need for action here.

*Wai-wharangi or Mokaiteure, near Atiamuri.*—This case was before the Department some two years ago. The information now shows that there is need for a school, but at a widely different site from that before pointed out. Steps are being taken to establish a school.

*Waiomio, Kawakawa.*—There were no children in the place at the time of the Inspector's visit. There is no need for action here.

*Tautoro, near Kaikohe.*—A school would probably succeed here. The proper steps are being taken to acquire the site.

*Okoroire.*—An application was made by the Auckland Education Board to the Department to take over the school. This the Department did not consider it advisable to do.

*Pukerimu, near Taumarunui.*—The establishment of a school at the former place would affect the Hauaroa School, which most of the children attend.

*Ruatahuna.*—The necessary steps are being taken to establish a school here—the heart of Tuho country. The first investigation pointed to a very promising case.

*Waipapakauri.*—The proposal to erect the Paparore buildings in a more central position meets this case.

*Te Mahia, Hawke's Bay.*—The result of a visit paid here was very discouraging. There were practically no children in the place.

*Manukau, near Herekino.*—The difficulty to be overcome here is the proximity to the Herekino School, which some of the children already attend.

*Waimahana, Whangaroa.*—The denominational aspect has been the obstacle in this case.

*Upoko-o-te-whanau, near Punakitere.*—Not a very promising case at first sight owing to proximity to other schools: inquiries are to be made.

Other applications which have to be investigated are *Te Reinga, near Tiniroto; Opewa and Waiharakeke, on Kawhia Harbour; Tawhare, near Hamilton; and Makaka, near Aotea.*

#### MAORI VILLAGE SCHOOLS AT WORK DURING THE YEAR 1904 OR SOME PORTION OF IT, AND EXAMINED OR INSPECTED OR BOTH.

The basis on which the schools are grouped in this report is afforded by their geographical position. Much information respecting the work done by individual schools, including estimates, of their general efficiency as educational institutions, has been tabulated and printed in the Appendix to this report (see Tables Nos. 6 and 7). I have this year reported on these schools in general terms instead of following the older method of giving the reports on individual schools, which are largely confidential in character.

##### *Group I.—The Far North (Parengarenga, Mangonui, and Whangaroa).*

There are thirteen schools here: *Hapua, Te Kao, Paparore, Ahipara, Pukepoto, Pamapurua, Peria, Parapara, Rangiawhia, Kenana, Te Pupuke, Touwai, and Whakarara.*

Of these I regret to state that *Whakarara* was, through the inability of the Department to find a suitable teacher, closed for the year, and *Te Pupuke* was closed owing to the exodus of the children to the gumfields.

Changes of teachers at *Pamapurua* and *Peria* have been followed by marked increase in the number of pupils, and in the other schools of the group the attendance has been very satisfactory indeed, though *Touwai* was undoubtedly severely handicapped by the delay in the appointment of a new teacher.

One factor in the improvement in the attendance has been the low price of kauri-gum and the consequent return of many who had gone to the fields; but the appreciation of the school and its master by parents and children is a much more potent factor. Instances are not wanting in this district where Maori children walk to school a distance of from ten to fifteen miles along a gumfield track.

The order and discipline were all that could be desired and the general tone of these schools is satisfactory, the relations between the teachers and parents being of a cordial nature.

The examination results of these schools showed that in this district increased proficiency had been attained, though there is still to be found weakness in the teaching of the preparatory classes. Of the extra subjects drill was the least satisfactory; with one or two exceptions all these schools have taken up some branch of handwork, and there was a creditable display of modelling-work, carton-work, and paper-work.

##### *Group II.—Hokianga District (Mr. T. L. Millar, Local Visitor).*

Mr. T. L. Millar, Rawene, acts as local visitor to the schools in this district, and has during the year shown a kindly interest in their work, and, as before, lent valuable assistance whenever the Department has applied to him.

The schools are: *Whangape, Matihetihe, Whakarapa, Lower Waihou, Motukaraka, Mangamuka, Maraeroa, Whirinaki, Waimamaku, Omanaia, Waima, and Otua.*

Of these schools, *Matihetihe*, a very small school conducted in a Maori building and situated on the west coast, was open only one quarter. It was therefore not examined or inspected this year.

As regards numbers, *Whangape* has increased considerably; indeed there is not nearly sufficient accommodation for the children, and an increase of accommodation is also necessary at *Whirinaki*.

The attendance at these schools, with some few exceptions, is not so satisfactory as it should be; indeed in four cases it is altogether unsatisfactory. Proximity to gumfields, to timber-mills, and to flax-mills has a bad effect.

In only one school can the order and discipline be regarded as falling much below the mark.

The efficiency of the schools as gauged by the annual examination of them varied considerably. There are some in which one can find grounds for much uneasiness. The explanation lies, I think, in the fact that the teachers, still clinging to their old methods, have not moved along with the times in the direction of increased development, and are consequently left with their schools in the position which they occupied years ago. There is, however, an increased efficiency in the other schools which should give every satisfaction to the Department. In these schools, with one exception, handwork finds a place on the time-table, and at one there was some modelling in plasticine which was of a very high order indeed. Reference to the work done in the workshops, of which there are three in this district, will be found in a subsequent paragraph.

*Group III.—Bay of Islands, Whangarei, and Kaipara.*

The following schools are comprised in this group: *Kaikōhe, Ohāeawai, Te Ahuahu, Oromahoe, Taumarere, Karetu, Whangaruru, Poroti, Takahiwai, Otamatea, and Te Rauwhiti.*

All these schools were inspected and examined in the early part of the year with the exception of *Te Rauwhiti*, which was opened in July. The attendance at these schools has been very good on the whole. There is not so much dearth of food amongst the people of these districts, and, moreover, nearly all of them are in proximity to civilisation, which brings with it facilities for getting food. It has been found necessary during the year to enlarge *Oromahoe* School, and new schools are asked for at *Tauroto* and *Orauta*. In at least half of the schools of this group the junior classes were unusually weak in reading. No child should be presented for Standard I. until he has thoroughly mastered the Native School Primer. In other respects the results of the examinations were generally satisfactory, there being only one school in which the methods of teaching and school tone could be considered unsatisfactory.

*Group IV.—Thames, Hot Lakes, Waikato, and King Country.*

The following are the schools comprised: *Manaia* (Coromandel), *Te Kerepehi, Rakaumanga, Raorao, Parawera, Te Kopua, Te Kuiti, Hauaroa, Te Waotu, Ranana, Whakarewarewa, Waiotapu, Awangararanui.*

Of these, *Raorao* was closed during the year, and *Awangararanui* at the end of the year. The attendance at both was very unsatisfactory, and at the latter place fell away very considerably.

At the other schools the attendance has been very good indeed, necessitating, at *Whakarewarewa*, increased accommodation. The school at *Te Kuiti* is also very much overcrowded, but an agitation has been on foot for the transfer of the school to the Auckland Education Board. Some of the new schools in this group are doing exceptionally well, and the work in nearly all the others was of a very satisfactory nature. The enunciation in reading of the children in *Whakarewarewa* School was exceedingly good, and shows how well Maori children can enunciate after being thoroughly grounded in the powers of the letters. The new school at *Parawera* is making excellent progress.

During the year the schools near *Rotorua* were visited by Mr. Frank Tate, Director of Education, Victoria. Mr. Tate expressed a very high appreciation of the work that he saw in these particular schools.

*Group V.—Tuhoe or Urewera District.*

The Tuhoe schools are: *Te Houhi, Te Whaiti, Te Teko, Ruatoki, Waimana.*

This district may be regarded as the outermost region of Maoridom, and the work of the teacher here has exceptional difficulties.

The people are for the most part poor, and the food and clothing of the children are of the scantiest description. In addition to this the *tohunga* still holds full sway here, and the people cling to the *Te Kooti* religion. At the same time they show an appreciation of their schools: some of the children are "boarded out" with relatives so that they may attend.

The dancing of *pois* and *hakas* which took place during the year had a very unsettling effect on the children. The people even entertained the idea of taking a troupe round Australasia.

The three last-named schools are on the whole very successful, and at one of them (*Te Teko*) the reading was nothing short of excellent. In the other schools, however, there was apparently an undue haste in promotion in the lowest classes, and the examination results were very much below the usual standard. Handwork was taught successfully in three of these schools, but not much progress had been made in woodwork. It struck me that laundry-work would be a very useful branch of instruction to introduce here. The difficulty would be to get over the aversion of the people to the use of hot water, which is against their religious principles.

*Ruatoki* School has now on the roll the largest number of children of all of the Native schools, and has had to be considerably enlarged to accommodate them all. A new school is applied for at *Matatua*, in *Ruatahuna* District, and a visit here disclosed the fact that there are many children in the place, all living in the most primitive state, and forming excellent specimens of the raw material.

*Group VI.—Western Bay of Plenty.*

*Te Kotukutuku, Paeroa, Papamoa, Te Matai, Matata, Otamauru, Poroporo*, are the schools in this group.

The attendance at most of these has shown a very pleasing increase during the year. Especially has this been the case at the first three schools: *Paeroa* School has been enlarged to provide accommodation for all the children by the addition to it of the disused buildings of *Judea (Huria)*. The people of the district are fairly well-to-do and can easily get work in the maize-fields, or at the flax-mills, the latter often taking away children who ought to be attending school.

With the exception of two schools the quality of the work as evinced during examination was very satisfactory. Faulty methods and bad preparation account for the shortcomings. Indeed, in one of these the work was so much below the standard throughout the school that there was only one pass in a school of fifty children. In another the general appearance of the children was far from satisfactory, nor could one express much appreciation of their work. In the lower classes reading, in which the child proceeds by spelling out word by word, is not for one moment to be regarded as coming near the mark, and teachers should not promote children until they can do better. Handwork is done in several of these schools, and the work at Paeroa is of very high quality.

*Group VII.—Eastern Bay of Plenty.*

*Waioweka, Omarumutu, Torere, Omaio, Te Kaha, and Raukokore* form the schools of this group, and a very satisfactory state of things prevails throughout the whole of them. The school at *Waioweka* had to be enlarged, and now *Raukokore* is filled almost to overflowing.

The attendance at these schools has been very good. At one school (*Torere*) the children attend *en masse* week after week. These schools all made a very pleasing appearance at the annual visit, and they may be regarded as being all in flourishing condition. Handwork is done in most of them, and some of the work in plasticine was of a high order.

The people of part of this district have lately entered upon a revival of tohungaism, which has exercised a baneful effect upon the various settlements. Many deaths, due probably to improper treatment, have occurred and have been traced by the people themselves to *makutu*, a fact which shows that the old superstitions still survive. Thus I was assured by a father that three lines of verse spoken by an old woman had killed his daughter, and, further, that the old woman in question was to be sent away—practically exiled. It is in such a district as this that a nurse in charge of a small nursing-home would be able to do such valuable service to the race.

*Group VIII.—The East Coast (Gisborne).*

The schools in this group are: *Wharekahika, Te Araroa, Rangitukia, Tikitiki, Waiomatatini, Tuparaoa, Whareponga, Hiruharama, Tokomaru, Whangara, and Nuhaka.*

Of these *Whareponga* has been closed for the whole year owing to the difficulty experienced in getting a suitable teacher.

The *Ngatiporou* are most appreciative of the value of education, and are themselves on the whole amongst the most advanced of the Native people. Many of them have learned the value of work, and there are to be found along the coast what they call “sheep committees”—a system of co-operative sheep-farms which have done very well. Further south, at *Nuhaka*, the Maoris have taken up dairying, and it is a gratifying sight to see the brightly shining milk-pans taken by Maoris to the factory. The examination of the schools showed that they are justly entitled to be regarded as most successful. The children had attended exceedingly well throughout the year, and on the whole a very high degree of proficiency had been attained. Nearly all these schools have some special point of excellence. Handwork has been exceptionally well taught in most of them, and this too without any detriment to the other school subjects. The recently established school at *Whangara*, though not quite so strong in its roll-number as was expected, is doing really excellent work, and the examination was from this point of view, and from the enthusiasm manifested by the parents, a very gratifying one. The half-hearted interest formerly taken in *Nuhaka* School has now, under a change of teachers, given place to a vigorous pride on the part of the parents, and *Nuhaka* is now one of our largest and most flourishing schools. Indeed, it can no longer accommodate all the children, and enlargement of the school is necessary.

*Group IX.—Hawke's Bay, Taupo, Wanganui, Taranaki, and Wairarapa.*

The schools in these districts are: *Tangoio, Te Haroto, Tokaanu, Karioi, Pipiriki, Pamoana, Puniho, Pariroa, Papawai, and Turanganui.*

The people take a keen interest in the work of their schools, which, indeed, include some of the most efficient Maori schools in the colony. With three exceptions the work shown during the various examinations was entirely satisfactory, and the results were very encouraging. The Committees of these schools are exceedingly jealous of the welfare of their charges, and are disposed to resent any opposition. Hence strong feeling was shown at two places where new schools are being established in close proximity to the existing Native school, in the one instance by an Education Board, in the other by the authorities of a Church.

With reference to the work of the various classes in these schools, the remarks already made so many times in connection with the preparatory work again apply in several cases. One finds here and there too much expected from the little children in some subject, while there is quite evidently not sufficient foundation-work laid down in others. The teaching of arithmetic, for example, in the lower classes, still seems to me to be unsatisfactory, and this for the reason that too much is crammed into the year's work. The first stages of this branch of the child's education should proceed slowly, and, in the case of a first-year preparatory, the first numbers form a quite sufficient course. The teaching of reading in the preparatory and lower classes in some of these schools is also not entirely satisfactory, and especially in the case of *Ngatiawa* children much care is required to see that proper pronunciation of English consonants is secured. Indeed, in this respect, some of the classes were much below the usual standard. Too much reliance had been placed on the alphabetic method, and children who could spell out single words could not read them when they occurred in ordinary sentences. They were forced to proceed word by word, which one can hardly call reading in the true sense of the word.

In the senior classes the work is more satisfactory, and in English, especially at *Pamoana* School, a high standard of excellence has been reached, for the children talk and write English almost as well as European children can do.

One of the leading schools of this group is Tokaanu, which, since its establishment on the present site, has been ably conducted by Mr. A. G. Hamilton. There have been very few schools possessed of a record of such solid work as has been exhibited here. After the last examination the leading men of the tribe themselves testified to the good work that the school had wrought, not only amongst the children, but also, in its secondary effect, on the people. As Mr. Hamilton has left the service of the Department to take charge of the new Turakina Maori Girls' School, a position for which, from his long and successful experience of twenty-four years' work in Maori education, he is eminently qualified, it seems but fitting that, while expressing regret at losing his valued services, we should congratulate him and wish him and his family every success in his new sphere.

*Group X.—South Island Schools.*

These are *Waikawa, Wairau, Mangamunu, Kaiapoi, Rapaki, Little River, Arowhenua, Waikouaiti, The Neck, and Ruapuke.*

Formerly were included for inspection and examination the two subsidised schools *Whangarae* (Croiselles) and *Okoha*. From these, however, for reasons stated elsewhere in this report, the subsidy was withdrawn, and they were not inspected or examined owing to this and also to the fact that time did not permit.

Of course, in South Island schools, one misses many of the characteristics of the ordinary Native school. The children dress in European fashion, some of them quite *a la mode*; they talk English and know little Maori. A child spoken to in Maori by his parent replies in English. There are still, however, cogent reasons why most of these schools at any rate should be retained by the Department, one being the prejudice of Europeans in some places against Maori children.

The majority of these schools may be regarded as satisfactory as regards the work done at the examination. In one of the Marlborough schools a considerable advance had been made. There were, however, in other schools, many points of weakness, and a considerable falling off was noticeable in at least two of them. The attendance at Waikawa has been of late so unsatisfactory that it seems questionable whether the school should be carried on, the people apparently having lost all interest in it.

Rapaki School was closed for some time owing to the retirement of the late teacher, and pending the appointment of a suitable successor. It was therefore inspected but not examined, and the work there now seems to be going on much more satisfactorily.

At three of these schools—Kaiapoi, Little River, and Waikouaiti—some first-rate specimens of hand-work, which forms part of the curriculum, were exhibited. The work in paper-designing at the first two schools was really admirable. In several of these schools I was very pleased with the intelligent work of the highest classes and its neat arrangement. One of the weakest subjects, strange to say, was geography, and there were several failures in this subject. Reading in some of the lowest classes exhibited the same fault as is to be met with in so many schools—a word-by-word recital, with more or less imperfect pronunciation and lacking both fluency and accuracy. There is nothing to be gained by promoting to Standard I. children who have not previously become thoroughly acquainted with the sounds of the English consonants, indeed, promotion in such cases only courts trouble and failure in the higher class. The extra subjects at these schools are on the whole good, the drill especially showing improvement.

BOARDING-SCHOOLS, ETC.

There were in 1904 five boarding-schools which afford higher education to Maori pupils. Of these three are established for girls and two for boys. Lately a new girls' school at Turakina has been opened, under the auspices of the authorities of the Presbyterian Church in New Zealand. There are now, therefore, four institutions in the North Island which afford higher education to Maori girls.

I find it incumbent upon me to again correct the impression that prior to the establishment of the Queen Victoria Girls' School in Auckland and the new Girls' School at Turakina the higher education of Maori girls had been neglected. Such an impression is entirely wrong: no one who has taken an interest in the higher education of the Maori can possibly overlook the excellent work done for Maori girls during a period of probably a quarter of a century by the authorities of Hukarere Protestant Girls' School and St. Joseph's Roman Catholic Girls' School, Napier.

Owing to pressure of work during the year, I was unable to pay the ordinary visits of inspection. The examination of these institutions was conducted by the Inspector-General of Schools, whose assistance in thus relieving me of this part of my work I wish here gratefully to acknowledge. The following is the substance of his report on the various schools:—

*St. Joseph's Roman Catholic Girls' School, Napier.*—The examination of this school afforded evidence of the high degree of care and attention given to the instruction of the pupils. Some of the results were excellent, for instance, the English and arithmetic of Standard V., the arithmetic of Standard IV., all the work of Standards III., II., and I.; the rest of the work was very fair. Brush drawing has been taken up with a considerable degree of success. The singing and needlework were excellent. If there was a fault it was that the pupils placed too much reliance on their memory; this would probably be corrected if the physiology were taught practically, and if the geography and other parts of nature-study were based more directly on the observation of the children. All the work was exceedingly neat.

*Hukarere Protestant Girls' School, Napier.*—The examination showed signs of careful and conscientious work during the year. It is necessary, however, to emphasize the need for securing complete comprehension of the English in the different classes of the school, for making the instruction in arithmetic and geography more concrete, and for doing the necessary practical work in physiology and nature-study, as well as in cooking, house-work, and needlework, where it already receives a fair amount of attention.

*Queen Victoria School for Maori Girls, Auckland.*—In this school there has been marked improvement in the teaching of spoken and written English in the upper classes, and in arithmetic generally. Nature-study (including therein also physical geography, elementary agriculture, physiology, the laws of health, &c.), is beginning to be taught in a practical way—a good departure—as none of these subjects can be studied with any educational or practical benefit from books alone. There are still too many classes to allow the best opportunities for individual attention, a certain amount of which is absolutely necessary in teaching children a language which is not their mother-tongue. The work is, generally speaking, very neat, and the tone of the school appears to be excellent as far as an outsider can judge.

*Te Aute College, Hawke's Bay.*—In the programme the school had set itself, good work had on the whole been done. The spoken and written English was generally very good, but less emphasis might be laid on formal grammar. The arithmetic was very fair, the chief weakness being shown in the handling of questions that require thought but are otherwise very easy. Physiology is not taught practically, and cannot therefore be considered as of high value, even though the text-books appeared to have been carefully studied. It is to be regretted that the boys had no training in the elements of scientific method. If elementary agriculture were taken up practically and theoretically, it would afford the opportunity for what is needed in training the observation and reasoning powers, and would, moreover, be very useful to the great majority of the boys in after life. This subject and woodwork might very well replace Latin in the school programme. I confess I cannot see the advantage, either from an educational or from a utilitarian standpoint, of attempting to teach the elements of Latin grammar and a little Cæsar or Ovid at Te Aute, except possibly to a very small percentage of the boys who have already to deal comprehensively with one foreign language, namely, English. Again, geography and mathematics would lose nothing as a means of mental discipline if they were taught more practically, stress being laid on practical mensuration, which should include at least all that is implied in the syllabus of Standards V., VI., and VII. for public schools. The general style of the work, the tone and manners, were pleasing in the highest degree.

*The Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.*—The general organization of this school and the programme of work could not be considered satisfactory. In the upper classes the methods of instruction were poor, and the most important subject, English, was especially weak. No instruction in elementary science has been given, and the other subjects have not been treated in such a way as to develop the observation and reasoning powers of the boys. The head teacher had exercised to an unusual extent the power allowed him in regard to freedom of classification. Thus several intelligent boys who had previously passed the Fourth Standard in the Maori village schools were doing work very little above the work of that standard. The work of the lower classes had been carefully done; some of it was distinctly good; although the boys were younger, the spoken and written English was better than in the upper classes. The building of the new school by the boys themselves, under the sole direction of the carpentry instructor, is the very best evidence there could be of the value of their workshop training. In my opinion some training in elementary agriculture, with practical work in a school garden, should be added to the school programme.

*Mission Schools.*—There are four of these institutions which, at the request of their authorities, are usually examined and inspected by the officers of the Education Department. They are: The Maori Mission School, Otaki; the Mission School, Putiki, Whanganui; Matata Convent School; and Waerenga-a-hika Mission School. This year, owing to pressure of work, the inspection and examination of Otaki Mission School had to be omitted, while Putiki School was not examined till after Christmas.

The work of Waerenga-a-hika school seemed to me to be very satisfactory indeed, and the whole tone was exceedingly good. In some respects the standard aimed at here was somewhat higher than the Native village school standard, owing, no doubt, to the fact that the authorities are able to keep the pupils longer under their control. Thus, in the work of the highest classes, the reading was very pleasing, and the extra subjects also were of a high order of merit.

In Matata Convent School one can find little fault as regards discipline: the school tone is good, and the parents of the pupils are much interested in their work. The work on the whole was fair. English and kindred subjects were not so strong as one could wish. There is need for a more thorough preparation in the lowest classes in English and reading. This remark applies also to the work at Putiki Mission School, where, however, the teacher has more demands upon her time, and cannot devote to the infant-work as much time as is really necessary. I hope to find time to spend a day or so in each of these schools with the view of giving some assistance to the teachers by taking demonstration lessons.

#### TE MAKARINI SCHOLARSHIPS.

The examination for these scholarships, provided from a fund established by Mr. R. D. Douglas Maclean, Esq., Hawke's Bay, in accordance with the views and wishes of the late Sir Donald Maclean, and in remembrance of him, was held on the 12th and 13th December, 1903, at ten centres—viz., Peria, Russell, Helensville, Huntly, Omarumutu, Hiruharama, Gisborne, Waikouaiti, Half Moon Bay, and Te Aute College. For the senior scholarships there were eight candidates of whom, however, three did not sit for examination: for the junior scholarship there were sixteen candidates, all of whom, save one, presented themselves.

The following schools were represented: Mangamuka, Whangaruru, Rakaumanga, Waioweka, Tuparoa, Whangara, Waerenga-a-hika Mission School, Woodhill Public School, Waikouaiti, The Neck, and Te Aute College. The competition was thus fairly spread over the whole of our Native schools.

The scholarships were awarded as follows: The senior scholarship to Tahī Iwikau, of Te Aute College, with 76·1 per cent.; next to him came Tita Tauī Wetere, Te Aute, 74·1. Of the junior scholarships the one devoted to Native village schools was awarded to John Tamati, Whangara Native School,



63·4 per cent ; and the open scholarship fell to Tai Heketa, of Waerenga-a-hika, 74·8 per cent. Deserving of honourable mention are the following junior candidates : Hoani te Wahia, Waikouaiti Native School, and Whito Aroua, Mangamuka, each with 61 per cent ; and Peter Baker, Waerenga-a-hika, with 71 per cent. The result of the examination, so far as the actual placing of the candidates is concerned, would not have been affected by demanding a higher percentage from Waerenga-a-hika candidates, and I did not therefore make a higher demand from them.

The work of the candidates was generally satisfactory, there being only one really weak senior paper, while among the juniors there were three. It would indeed have been wiser had these candidates not entered, and I wish to indorse the remarks of the late Inspector of Native Schools, who last year expressed the opinion that teachers ought to satisfy themselves by examinations that their candidates have ability to make at least a creditable attempt. An additional advantage of these examinations would be to train the candidates for the work : on one boy's paper the indications of extreme nervousness are very evident.

In view of the fact that there are likely to be changes in the Native Schools Code it seems advisable that with the reconstruction of the Code the question of amending the regulations, especially as regards the subjects of examination, should be considered. This is very necessary in English, for while a boy is forbidden to use Maori in a village school he is expected to translate Maori in his English examination for the scholarship. This falls very hard on Maori boys of the South Island and other places where more English is used than Maori. When the proper time comes I propose to offer suggestions to the trustees with the view to removing any such disabilities, and to bringing the scholarship requirements more into line with recent developments.

#### STATISTICS.

A statement of expenditure in connection with Native schools will be found in tables No. 1 and 2 of the Appendix, the former table giving details which are summarised in the latter. The expenditure for 1904 has been less than that of 1903 by £3,798. This decrease is due to the fact that several schools have been without teachers for some time, less has been spent on manual instruction, and the expenses of inspection have been less.

Table No. 3 gives the ages of the pupils. There is now a slight tendency towards a decrease in the percentages of children over and under the age-limit (five to fifteen) for public-school scholars. In the case of those above the age it has to be remembered that their chance of education has probably come late in life. This is especially noticeable in newly established schools where one often finds adults of both sexes attending for some time or at least till the novelty has worn off. In the case of those admitted below the age of five I am strongly of opinion that the Department should take measures to determine this practice.

Table No. 4 shows that the working average for 1904 was 3,084, as against 3,012 in 1903, while the regularity of attendance (percentage of weekly roll) is 81·24, as against 79·15 last year. There is thus a recovery from the falling off of last year, which would have been more marked but for the temporary closing of several schools.

Table No. 5 is an interesting table showing the race of the children attending Maori schools. There is very small increase (24) in the number of Maori children, a still smaller increase (3) in the number of half-caste children, and an increase of 34 in the case of European children.

Table No. 6 shows the number of standard passes gained in the course of the year. The total number was 1,423, a decrease of 115 from the preceding year.

Table No. 7 sets forth the results of inspection and shows the general condition of the schools, so far at least as that can be represented by numbers. There is, however, much connected with the working of schools that cannot be indicated by figures. Nor can it be said that the Inspector sees the ordinary working conditions of the school at the time of its examination. Visits for inspection purposes should, I think, be made without notice, and at any time.

Tables Nos. 8 and 9 show that, as compared with last year, the number of children in preparatory classes is more than that of last year by 159—a very gratifying fact. Teachers are realising that the most important work in Maori schools is the preparatory work, and promotion is now becoming less rapid. Standard I. has lost a considerable number of passes owing to insufficient preparation of those presented. It will be noted also that the highest standards, IV., V., VI., and VII., are fairly well represented. The very existence of these standards in Maori schools is, in places, unknown to people outside.

Table No. 10 shows that the number of children of Maori or mixed race attending public schools increased by 237 over that for 1903. The number of those of pure Maori race increased by 213. Of those of mixed race the number living as Maoris who attended increased by 35, and those living as Europeans decreased by 11. It must be remembered in this connection that the clauses of the Education Act as to compulsory attendance are enforced in public schools, but not in Native schools.

Table No. 11 shows what the Government does for Maori children as regards higher education, industrial scholarships, and hospital-nursing scholarships. The extension of the last-named system referred to in last year's report has since been accomplished, and it is hoped during next year to further extend the scheme of University scholarships. Difficulty is still experienced in finding suitable positions for those who wish to take up an apprenticeship, otherwise there would be much greater use made of this privilege by Maori youths.

#### GENERAL.

In the following paragraphs will be found a general estimate of the quality of the work done in Native schools, and where necessary some suggestions intended to assist any teachers who may be conscious of any degree of weakness in grappling with the difficulties that occur in the work ; also some general remarks on various matters affecting our schools.

*Reading.*—The present Code, that of 1897, requires in Standard I. that the children shall read with proper pronunciation and emphasis previously unseen English sentences made up of easy words of one syllable. As a matter of fact the reading, as it is usually taken, consists of lessons from the Appendix to the Native School Primer, and is not unseen. Latterly, this has been supplemented by the use of the Infant Reader of Nelson's Royal Crown series.

☐ In the higher standards the Native School Reader is used. Standard II. reads only Part I.; Standard III. reads the whole book; Standard IV. reads "Health for the Maori," and each standard takes as an additional reader the Royal Crown Reader of the next lower standard.

The quality of the reading leaves much to be desired, and I am of opinion that any alteration in the syllabus should provide for increased attention to this subject. So far as the requirements of Standard I. are concerned, one very often hears either a word-by-word recital of the lesson, devoid of any expression or meaning, or else a fluency so marked that it can spring only from knowledge of the lesson by heart. Indeed, I have heard children "reading" the Native School Primer so fluently that one could not recognise a word. Correct pronunciation under these conditions is impossible. This points to the necessity of (1) a wider field in reading and (2) a more effective method of teaching reading to the preparatory classes. I have endeavoured to help teachers where such help was needed or asked for in this work, and have invariably recommended the look-and-say method in combination with the phonic method, that is, the teaching of the powers of the consonants. Where special difficulties of articulation arise—*e.g.*, in the case of *th*—attention has also been directed to the positions of the lips, tongue, and teeth. Where this plan has been adopted, the success achieved has been very marked, both as regards clearness of enunciation and fluency of reading. But I have to express my disappointment at finding in not a few instances that my efforts to advise have been in vain, and there is a return to the "r-a-t, rat" method almost immediately. In two North Island schools I heard reading in Standard I. that was of excellent quality. In one of these schools the work was slightly better than in the other, and disproves the assertion often made that where children do not hear any English they are liable to pronounce badly; in the school to which I refer they pronounce much better than the average European does, yet never hear English except at school. They have been taught to pronounce—taught the powers of the consonants. I am fully aware of the great disadvantages under which most of the assistants—the teachers of the lowest classes—labour, but I am strongly of opinion that in going on the "r-a-t, rat" method they lose much valuable time, so far as teaching reading to Maori children is concerned.

I had the greatest pleasure during the inspection of the schools this year in listening to the lesson given by a Maori girl to the primer classes. It was very carefully given, had a definite aim—to teach the sounds *ch* and *sh*—and was entirely successful, the finished product being "My chicks are shut up in a box." Of course, it must be admitted that the children had been, so to speak, trained up in this way; my hope is that they will not depart from it. It is perhaps necessary to add that the lesson was entirely a lesson given on the blackboard. This provides the most effective method of teaching, and helps to arouse the interest so necessary for all infant-school work to a far greater extent than when the lessons are read from a book or a wall-sheet, which should be regarded as merely supplementary to blackboard work.

In Standard II. I should say that a wider scope should be aimed at, and two reading-books entirely covered in the year. The Native School Reader, Part I., contains many lessons that are too difficult, coming just after the work of the First Standard, and a rearrangement would, I think, be an advantage. With regard to "Health for the Maori," the text-book in Standard IV., one has to confess that, excellent as it is as a text-book on health, it is a difficult book for use as a reader, and if we are to use the reader primarily to develop the art of reading, and not so much for the purpose of imparting special knowledge, it is evident that an additional reader is necessary. Indeed, I think that the Continuous Reader, from the sustained interest which it awakens and the pleasant associations with the art of reading which it establishes in the minds of the children, would be the very best kind of book to use in the upper standards. It is worth recording in this connection that one of our Bay of Plenty schools chose, in recognition of the Committee's having supplied firewood during the year, books suitable for a library. The master has reported that the keenest delight is evinced by the children in their books, and a further supply has been asked for, and the example is spreading to other schools. The habit of reading thus formed should undoubtedly prove in time a civilising influence of no mean order.

In several schools the work in reading of the preparatory class, especially the lower, does not show sufficient progress; indeed, in some schools there has been no progress at all. The teachers candidly affirm that this boy or that boy can do nothing. Reference to the attendance will show that the boy in question has attended in cases from two to four hundred times. I think that teachers will recognise that it is not too much to expect some progress from a child of school age and of average natural abilities in this space of time. In the upper classes, if sufficient time cannot be found for individual reading, the work may be extended by allowing the most deserving and capable pupils to read silently. The library books above referred to would be found very useful in this way.

In regard to spelling, it follows from the fact that the alphabetic method is so largely used in the teaching of reading that the children can in many instances spell orally better than they can read. In their written work, however, they are by no means so good; the difficulties connected with such letters as "b" and "p," "d" and "t" can never be overcome until the children have been accustomed to recognise the English consonants from their sound. I have endeavoured to encourage special lessons on word-building and spelling as far as possible—lessons that shall stand apart altogether from reading lessons. Every dictation lesson should be preceded by thorough preparation. Too often the children are set to learn spelling by themselves, and the lesson is completed by their writing the words from dictation. Experience shows that Maori children can spell big words—the bigger the word the more they enjoy the work—but small words like "plenty," "pores," "towel," &c., cause them much trouble. Were a thorough foundation laid in the methods I have above indicated, I believe much of the difficulty would disappear from the lower classes, and never reappear in the higher ones.

*Writing.*—Until lately the Vere Foster copybook has been in common use in our schools. It is being gradually discarded, and copybooks without headlines have been introduced so that teachers may have an opportunity of teaching writing from copies written on the board. In this way regular class instruction can be given, and some good results have been obtained. As the teachers become more accustomed to the method, I have no doubt that even more success will accrue. The tendency is, in many Native schools as well as in European schools, to make use of writing as a silent lesson in order that the teacher may be free to devote full attention to another standard class. Of course, the writing suffers from the want of correction and mistakes are repeated frequently, a fault which can be prevented only by providing more than one copy on a page. I regret to say that this year there were some instances where it was very evident that correction had been reduced to a minimum, and others in which there could have been no correction at all. Such a practice is calculated to produce the very worst results, and teachers are therefore advised not to make writing a silent lesson only. In other cases I noticed that the teacher had gone to the trouble of setting a separate copy in the book of each pupil. Surely this is waste of time; all that is necessary is that a properly selected copy be placed upon the board in full view of the whole class; next, the difficulties pointed out and illustrated, and then the whole class set to write, the teacher carefully supervising their work and explaining on the board any mistakes that he sees have been made.

*English.*—In none of our schools is English now taught by means of translation from Maori, although the requirements of the Code are still in that direction. The teachers have gradually adopted the newer and more rapid method of teaching English by means of conversation lessons. In most cases the progress made is remarkably good. The want of success in others is due probably to two factors—(1) insufficient appreciation of the importance of the lesson, and (2) want of versatility on the part of the teacher. With regard to the first, it is perhaps hardly necessary to remind teachers that upon English rests the whole fabric of the school work, and no success can be achieved in the school if English is in any way deprived of its due. The greatest care must be exercised during the lesson to see that the child talks correct English. In several schools I have heard the teacher pass over such sentences as: "That is pig"; "He holding out his hand"; "She is holding his [a girl's] hand," &c.

In order to secure the maximum amount of attention and energy for this lesson, I have invariably recommended that it be taken as the first lesson of the day.

In the next place, there is a danger of the lessons becoming stereotyped and monotonous if sufficient care is not taken to introduce as much change as possible. Children are apt to get tired of conversing always on the same subject, and teachers should aim at securing variety. A cold morning will suggest a conversation about lighting a fire, warming hands, &c.; a hot morning may be taken as ground for talking about swimming, walking in the water or in the bush. A careless boy may drop a slate while the lesson is proceeding: this is again an opportunity for variety of conversation, and the lesson should be such that every child has taken part, the weak ones having had the lion's share by the teacher constantly harking back to them, even when they are confident that they are done with. The practice of preparing lessons cannot be too strongly recommended to teachers, and it would be of great assistance to them in their work, and avoid monotony, were they to keep a list of the various lessons in conversational English that have been taken during the year.

In using pictures for teaching English use should be always made of the blackboard, so that the lesson may appeal to the eye as well as to the ear. As the various sentences are elicited they should be written on the board, and the lesson should then conclude by the reading of the complete work as it appears there. The lesson may afterwards be reproduced by being written. I am certain, however, that no amount of written English can take the place of oral work, and that the more of the latter that is taken the better and stronger will the English in our schools become. Any one who has some knowledge of a foreign language knows that it is much easier to write in that language than to talk in it. Indeed, were it not for want of time, I should prefer to conduct the whole of the examination in English orally.

*Arithmetic.*—The quality of the arithmetic in our schools varies considerably. In several it is excellent: in these schools it is to be noted also that English is of a very high order.

The need of systematic and scientific teaching in the preparatory classes impresses one in this subject as it does in reading. Children are often a long while in school without being able to do much in the way of arithmetic. Then they learn the making of figures without knowing fully the idea expressed; they can recite, but not count, count but not add, and use fingers (or toes) as aids. It is fair to say that these faults are not confined to Maori schools only, but they are found frequently in our schools. In the early stages of arithmetic, number is necessarily concrete, hence the use of fingers or strokes, which is perfectly natural. But the children make very slow advance by this means, and the teachers must endeavour to find the readiest means of effecting the transition from the concrete to the abstract. This will be managed first by using actual objects side by side with abstract numbers. Secondly, it is necessary that the number to be taught should be used in connection with a variety of objects—five boys, five slates, five books, five men, &c. The child will abstract for himself the common element which will be associated only with the sign—i.e., the figure "5." For the early stages of arithmetic I have recommended teachers to confine the work in the first preparatory class to the first ten numbers which should be taught in all their relations, though in the first stage it is advisable to limit the exercises to addition and subtraction, and to introduce the other operations at a later stage.

In all of the lower classes more use should be made of mental and oral arithmetic, which is a weak subject in most of our schools.

In Standard II., for instance, children are often found unable to manage a simple problem in division or multiplication, because they do not comprehend the English and have not been accustomed to oral work.

If five minutes per day were devoted regularly to this work in each class there would be a distinct gain, not only in arithmetic but in English. Indeed, the lesson might occasionally, especially in classes up to Standard II., be taught simultaneously with an English lesson.

Where the "money" sums form part of the standard work, pupils should be more familiar than they are with the ordinary coins current in New Zealand. The Department has supplied cardboard coins to nearly all schools, but some teachers do not make such good use of them as one could wish. My own opinion is that no branch of the work is so important as the thorough knowledge of money, and I think that in a new code this knowledge should be the *sine qua non* of a proficiency certificate for Maori boys.

With reference to the other rules in arithmetic which form part of the Code requirements for Standard IV., I think that they should be modified by the exclusion of simple interest and rule of three, which might be relegated to a higher standard and their place supplied by the inclusion of easy bills of accounts. I may say that during last year I have endeavoured to avoid using in test questions any measures in reduction or rules which I considered as having no practical value to a Maori boy.

*Geography.*—The work in the geography required by the present Code has been on the whole satisfactory, though there were one or two instances where the pupils fell far below the standard. It is not sufficient that a Standard II. child shall be able to repeat a definition of a river or an ocean. He may do this without even knowing that the stream of water over which he crosses to school in his canoe is a river, or that the salt water in which he catches fish is part of the Pacific Ocean. No amount of learning by rote, which indeed was evident in some schools, can equal the results of observation, the knowledge of the child's surroundings should be first as accurate and complete as possible. The work of Standard III. is, I think, the most satisfactory in our schools, but the work in physical geography is still somewhat weak. In Standard IV. the scope is too wide, and in the new Code should be amended. I wish that we could introduce as a supplementary reader into our schools a well illustrated geographical reader for use in conjunction with pictures and maps. Those formerly supplied are too difficult and out of date.

*Sewing.*—Maori children are exceedingly apt at sewing, and the work of the schools as a whole should give every satisfaction. Indeed, there are some schools where the stitches have the regularity of machine-work. At present, however, most of our teachers confine their energies to the production of sampler-work, and the children get little practical training. In some schools girls are trained to make a garment—*e.g.*, a night-dress—and I have seen a shirt made by a boy in good style. I think that this practical work is what we ought to encourage, and that, if necessary, the various forms of stitches, &c., be reduced to a minimum in order to give the time for practical work. In one or two schools children are taught to cut out in paper, and this, too, is a practice that I hope to see extended in time.

*Extra Subjects.*—Singing, drawing, drill: Of these, the singing is by far the best, and one has reason to feel proud of the success achieved in several of our schools where the children are well up in modulator work, and can sing part-songs delightfully. Drawing, I think, leaves on the whole much to be desired, and before any progress can be made a definite scheme of work for the various standards must be drawn up. One remark that I think should be made is that greater care should be taken that the drawing-books are kept clean and not badly used.

The drill consists for the most part of physical exercises with dumb-bells, clubs, wands, or free exercises without these. In one school a cadet company has been formed under the regulations respecting public-school cadets, and the boys and people take a keen interest in their drill. The greatest defects in the drill generally are lack of energy and variety. I propose as soon as possible to draw up sets of physical exercises for our schools, for it seems to me that what is required for Maori children is a system of physical, rather than military, training. In one or two schools a habit has grown of taking drill inside the school. Such a procedure cannot meet with approval, and where drill cannot be taken in the open air it had better be left alone. In connection with drill I should like also to remark upon another practice that obtains in some, but only a few, schools: the children of the preparatory class are placed upon one side and do not share with the other children the benefits of physical exercises. This practice cannot, I think, be too strongly condemned, and whatever high degree of proficiency is attained by the senior pupils in the school is deservedly discounted by the consideration that those who are likely to benefit most by the exercises are not allowed to participate in them. One cannot, of course, expect too much from very small children, but the energy they put forth in trying is surely worth something morally if not physically.

*Handwork.*—Under this general term are included the various manual occupations, such as paper-work, cane weaving, modelling, carton and cardboard work, and carpentry. These are not yet recognised as an integral part of the syllabus, and there are a few schools in which as yet no work of this kind has been attempted. In other schools, however, a good deal of progress has been made. The children of the preparatory classes take great pleasure in paper weaving and folding, in some cases working out original designs in the lower standards. Paper mounting is in several schools exceptionally well done, while modelling in plasticine and cane-work are also very satisfactorily managed. With regard to the former, it is necessary, I think, to repeat here what has been said often before—*viz.*, that the most important work in modelling consists in the reproduction by the children of natural forms. In one school last year I saw a spray of passion-fruit modelled in plasticine by a girl in Standard I. The work was of very high order, indeed, and showed to what an extent the child had used her powers of observation. In my own opinion, work of this kind has a much higher value than the mere reproduction of conventional forms. With regard to cane weaving, I can only state the opinion that it is not altogether suitable for Maori children. A young Maori girl will acquire the art in one or two lessons, and after that the teacher is put to it to keep her supplied with material. In this connection it is to be regretted that the young people do not acquire the art of weaving and dyeing mats and kits from flax fibre: com-

paratively few girls are able to do the work, which must therefore gradually die out. Indeed in many places it is practically a lost art. Carton and cardboard modelling are well done in many schools, but there are not a few schools where greater accuracy and neatness are desirable. If manual work does not receive all the care that can be bestowed on it, it is absolutely useless as a branch of school work. The object of the teacher should be not so much to produce a great quantity of work for exhibition, as to produce work of the highest quality. Workshops for the instruction of the Maori boys in carpentry are established at the following schools: Waikouaiti, Pamoana, Te Haroto, Rangitukia, Waimana, Rakaumanga, Omanaia, Mangamuka, and Whirinaki. With two exceptions, these may be regarded as doing highly successful work. Maori boys show a decided aptitude for handwork, and delight in carpentry. They are taught to make articles that will be of service to the people in the kainga, and in one or two schools the demand has been much greater than the supply. It is pleasing to note further that boys who have acquired some knowledge of the use of tools in our workshops afterwards have had little difficulty in obtaining work, and are well spoken of by their masters. With regard to the question of handwork and manual work in our schools, I think that if possible the Department should make some arrangements for giving instruction to girls in cookery and domestic economy. To do this it is not necessary to fit up elaborate kitchens, but simply to teach the girls the art of plain cooking with such appliances as the Maori possesses—the camp-oven, for instance. The knowledge thus acquired by the young Maori girl would afterwards be of the greatest service to her in her married life, especially in the matter of preparing food for babies and for sick persons, many of whom die simply for want of proper food.

#### HIGHER EDUCATION.

Reference to the tables attached to this report will show that, at the end of 1904, there were at the various secondary schools 262 Maori pupils. Of these 91 were Government scholars, 62 coming from Native village schools, and 29 having been nominated to fill vacancies by the authorities of the secondary schools; the remainder were private pupils. These numbers are exclusive of Maori pupils formerly attending primary public schools, of whom there are seven receiving higher education at some secondary institution.

For the former pupils the Government provides places as follows: Te Aute College, 10; St. Stephen's, Parnell, 30; Queen Victoria School for Girls, 20; Hukarere Girls', 20; St. Joseph's Girls', 33; and the new school for girls at Turakina, 5. It will be seen, therefore, that all the available places were not filled up. In the case of the girls, the demand for places at Queen Victoria Girls' School was greater than could be complied with. On the other hand, there were very few applicants from village schools for admission to the Napier institutions. It should be more generally understood that a scholar is expected to attend the nearest secondary school; that it is of no use for a girl living within easy reach of Hukarere, Napier, for instance, to expect to be sent to Victoria School, Auckland.

The present method of selecting scholars for these secondary schools is now in need of revision. When one looks over the earlier reports on the work of Native schools, one can readily see that in the old days the difficulty was to find a sufficient number qualified for scholarships. But nowadays there are so many who pass Standard IV., and thus qualify, that were all to demand places in secondary schools, it would be impossible to find places for them. It is likely that a higher value would be set on the scholarships were they granted on the result of a special examination similar to that for the certificate of proficiency under the regulations for the examination of public schools. By this means, also, we should be able to send to the higher schools those who possess the highest qualifications, and who would be likely to derive more benefit from having received higher education than some of our pupils appear to do, for the conviction is growing strongly in me that higher education as now understood is of little or no benefit to many. As a case in point, I may mention that one of the first pupils to return from a recently established school for girls was at the time of my visit in charge of a billiard-table in the kainga. Many instances of a similar nature have led me to the opinion that it would be an improvement on our present system could we establish in each district a continuation school, where the boys could devote their time to carpentry and agriculture, and the girls to domestic economy and practical housewifery. The pupils of these schools would receive their higher training under more natural conditions; they would not be subject to that unsettling influence that two or three years' city life must have on them, and they would be able to apply the knowledge acquired in their daily life in the kainga.

With reference to Maori students holding university scholarships, it will be seen from Table No. 11 that there is at present one studying medicine at Otago and one studying law at Auckland. The granting of a scholarship in law has not been done without some hesitation, but from the success achieved in this profession by a distinguished young Maori, once a scholar in a village school, and the good work he is doing for his race, there seems to be no reason why those youths who wish to study law should not be assisted to obtain the necessary training.

Should a boy elect to be apprenticed to a trade, instead of proceeding to a secondary school as a Government scholar, the Department assists him as far as possible by making an allowance equal to the amount that would in the ordinary course be expended for his scholarship. At present there are in all four boys apprenticed to various trades, and all appear to be making thoroughly satisfactory progress. Last year I pointed out the difficulties which prevent the Department from making the system more extensive. Suitable openings for Maori boys are difficult to get, and those that are found are sought for by the teachers of the schools who are uniformly anxious to see their scholars succeed after their school life.

The record of the apprenticeships held thus far has not been quite so encouraging as the Department could wish. The young Maori is not sufficiently stable in his character to be always relied upon. He may set his heart on being a carpenter to-day, and prefer to go maize picking to-morrow, and to bind such a one to a master for four or five years is not an easy matter. The best results appear to have been achieved in those cases where boys have been apprenticed to masters living at considerable distances from the Maori village. There are, within my knowledge, seven ex-apprentices who are now doing very well indeed; and this I think is a fairly good result.

There are, on the other hand, cases within my knowledge where only failure can be recorded; even for them a kind of excuse may be offered.

One of the most successful of our apprentices served his time as a saddler. Upon his completing his indentures, he got together some stock and returned to set up for himself in business in the kainga. The Maoris of the place, however, could not believe that he would charge a Maori for work done; they simply carried out their communistic ideas to their full extent, and the result was that the saddler soon found that his stock was exhausted, while he had not received any payment. To-day, I regret to say, he is practising as "apostle" to a faith-healing tohunga.

#### NURSING SCHOLARSHIPS.

During the year the Department has endeavoured to extend the scheme for the training of Maori girls as nurses, by seeking the co-operation of the various hospital authorities in the matter. The Napier, Wellington, and Gisborne Hospital Trustees were communicated with in order to ascertain whether they would be willing to take Maori girls as probationers on the nursing staff. The Napier Hospital Trustees have always been most ready to assist in this direction. For some years past they have taken two girls as day-pupils for a term of two years. The idea underlying this scheme was that the girls should get some insight into proper methods of nursing and caring for the sick, so that they might be of service to their people on their return. But it was found that this scheme did not go far enough, and hence arose the new proposal. The Napier Hospital authorities agreed to take one Maori girl as probationer on the regular staff, and also to continue the arrangement as to the admission of day-pupils, which gives the girls an opportunity of ascertaining whether they wish to pursue the whole course. There are thus three places available at Napier for Maori girls to receive training.

The Wellington Hospital authorities also agreed to take a probationer, and a girl who had already served two years in Napier under the day-pupil arrangement is now on their staff, and is, I understand, giving complete satisfaction.

The Gisborne Hospital Trustees replied that there was no vacancy in that institution to which a Maori girl could be appointed. The opinion was expressed that Maori girls, at the completion of their training, would prefer to work among the white people. In this connection I may state that the Department has learned that the first Maori nurse to receive a certificate (Miss Ema Mitchell) was appointed to Waipukurau Hospital, and held her position there for two years. She is now married to a Maori and is living at Pakipaki pa, where she is doing a great deal of good for her people.

The logical outcome of the new scheme is the establishment of nursing homes or cottage hospitals in various Maori centres remote from civilisation, and I think that when our probationers are approaching the end of their period of training it would be a good thing if the authorities would take this matter in hand. The Maoris of the district would, I believe, assist in the erection of a building. The Justice Department already supplies medicine for the use of Maoris to the teachers of Native schools, and where a Maori nursing home was established the supply could easily be put under the nurse's care. A trained Maori nurse, paid a small salary of, say, £40 or £50 per annum, in charge of an establishment of this kind would certainly do a great deal of good.

While I am dealing with this subject it is but right that a few words should be added in recognition of the praiseworthy efforts made by our teachers and their wives to assist the sick Maoris, both children and adults, in the various villages. Their services, given gratuitously are in almost daily demand, and the good they do in an unobtrusive way is very considerable. They find, however, several obstacles in the way of greater success: amongst others are (1) the natural impatience of the Maori, who, if not cured instantly, loses faith in pakeha treatment; (2) the want of proper diet and clothing; and (3) the tohunga, who is now exercising even greater influence with the people, by virtue of his certificate from the authorities. At the same time, I am pleased to state that the Maoris in many instances learn to rely upon the teacher for whom one or two good cases soon gain a reputation. One of the most serious requests made to me by a School Committee last year was that I should order their teacher not to serve out medicines to Natives from other parts lest the supply in his charge should be all "eaten" up.

#### SCHOOL ATTENDANCE.

In only one instance—Te Matai—have the Native School Committees availed themselves of the provisions of the regulations under the School Attendance Act of 1901, respecting school attendance of Native children to form a School Attendance Commission for considering cases of irregular attendance laid before them. Although at the time of their application there was need for rigorous measures, so far this particular Committee has taken none; probably the hint was sufficient. (Since this was written four convictions were obtained against parents who were negligent in sending their children.) In several places the Committee themselves have instituted a system of fines: in one case the Committee obtained from this source a considerable amount of money, which was devoted to school needs; in another the Chairman is alleged to have applied the money to procuring his own comforts. Be that as it may, the attendance at both schools was well kept up. But the people are now beginning to understand that these "laws" made by the Committee have no "mana," and hence comes the need for the authorities to support the Committee and teachers, in endeavouring to compel the attendance of the children. If one or two of the most flagrant cases were dealt with I think that we should have little difficulty thereafter.

On the whole, however, I think that the Department has no cause to be very dissatisfied with the attendance of the Maori children. There are many conditions affecting the attendance of the children in the face of which a set of regulations compelling attendance indiscriminately would be too severe. In several Native schools children are to be found who daily travel to and from school distances of from two to seven or nine, and even in one case fourteen miles each way. Nor is there any compulsion about their attendance, and it would be unreasonable to make them come in all weathers, though many of them do so voluntarily because they like school. The remoteness of the habitations, especially in gumfields districts, has thus a considerable effect on the attendance.

Another serious matter is the want of food during the day. Maori children, as a rule, are accustomed to a morning and an evening meal. When they tramp away to school they very rarely indeed take food with them, and I have known them to be the whole day without a bite. Surely this must have its effect upon their constitution, and there can be little room for wonder why they are so liable to fall victims to sickness of one kind or another. Remonstrance with their parents seems to have little effect beyond perhaps bringing forth the remark that they have no food or no money. And yet these people in places spend their whole time at playing cards or billiards, another factor which not only militates considerably against the success of several of our schools, but which also, in my opinion, is one of the greatest curses that has ever come upon the Maori. In no part within my knowledge does the billiard-table work such havoc with the people, and consequently with the children, as in Hokianga and Far-north districts. The children are often kept up all night billiard-marking, and are utterly unfit to come to school or to work when they do come.

The Maoris are pauperised by gambling: in one place it was reported that they had gambled away their crops. They are therefore in winter time unable to supply either food or clothing for their children, who have to suffer in consequence. The billiard-table is even made part of the furnishing of a tangi. To one gathering of this kind three tables were conveyed, and wherever a Land Court is assembled they are to be found in numbers. I ascribe a considerable amount of the poverty amongst the people, the consequent fluctuating attendance at their schools and much suffering amongst the people generally to the pernicious influence of these billiard-tables which are to be seen on the gumfields, in the ka nga, and even on the very roadside. Whatever steps are taken to ameliorate the conditions of the Maori the suppression of these gambling-dens should be among the very first. There can be no doubt, however, that the greatest factors in producing a good attendance at a Native school are the inherent attraction that the school itself has for the children and the confidence the parents have in the master. That is to say the attendance in many cases depends largely upon the teacher himself, and falling off in the attendance should be to him the occasion for a little introspection.

Schools that ran down to an attendance of nine, twenty-five, forty, twenty-nine have now, under a change of teacher, forty, fifty, eighty-six, and ninety-two respectively; and, what is more, this attendance has been maintained for some time. In other cases, a change for the worse has sometimes taken place, and a school of sixty speedily reduced to twenty or thirty. In such a case, unfortunately, the teacher looks for the cause externally; he blames the parents and seeks the aid of the law. It never seems to strike him that the cause lies within himself, as is shown immediately upon his removal elsewhere. Strict attention to work, sympathy with both children and people, honesty and integrity in dealings with them—these are the qualities that attract the children and compel the respect of the Maori. In short, we want the man as well as the teacher.

From various remarks made in the preceding paragraphs it will be seen that there is very great need of more visits of inspection for organization purposes in our schools. As far as the present arrangement for inspection work go I can only express the opinion that they are to me very unsatisfactory. The usual method of procedure is for the teacher to take some ordinary school work immediately before the examination work. The lessons are generally exceedingly hurried; the children and teacher alike have their thoughts concentrated upon the ordeal that is to follow. The Inspector cannot devote much time either to the lessons or to the most important part of his own work—the demonstration of methods for the assistance of the teacher. Nor, in many instances, does he see the school in its usual working-order. The conditions are more or less artificial. To overcome these objections it is, I think, advisable that every school shall be visited at least twice in the year—once for inspection and once for examination. And it would be a safeguard to the reputation of our schools, besides being a means of assistance to such teachers as require aid, were the inspection visit to be made without notice. I know of many schools where a day or even two or three days could be very profitably spent in demonstrating to the teachers simpler and easier methods of teaching. In the case of teachers newly appointed to the charge of schools, much trouble could be saved them were they able to take advantage of the presence of an Inspector to get from him such information and assistance as they require in taking up work amongst Maori children.

Some photographs illustrating various phases of Native-school work accompany this report.

I have, &c.,

WILLIAM W. BIRD.

APPENDIX.

Table No. 1.

LIST of the NATIVE VILLAGE SCHOOLS, and SCHOOLS at which NATIVE CHILDREN are maintained by the Government of New Zealand, with the Expenditure on each and on General Management, during the Year 1904; and the Names, Status, and Emoluments of the Teachers as in December, 1904.

\*\* 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 1904.				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 and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
Mangonui	Hapua ..	£ s. d. 199 3 3	£ s. d. 11 11 0	£ s. d. ..	£ s. d. 210 14 3	Greensmith, E.	H M	167 17 2		
	Te Kao ..	201 11 1	6 1 4	..	207 12 5	Greensmith, Mrs. I.	A F	41 2 0		
	Paparore..	53 19 10	1 1 10	11 16 4	66 18 0	Ablett, C. W.	H M	161 1 8		
	Rangiawhia	137 4 8	2 14 9	7 11 7	147 11 0	Ablett, Mrs. E. E.	A F	43 13 0		
	Pamapuria	164 17 4	13 15 0	..	178 12 4	Foley, Miss S. F. V.	A F	80 8 0	School not open March and June quarters.	
	Ahipara ..	162 3 11	7 13 4	18 14 4	198 11 7	Tana, W. H.	H M	122 1 4		
	Pukepoto..	176 14 3	12 17 7	..	189 11 10	David, Miss S.	A F	15 15 9		
	Kenana ..	106 18 7	5 19 2	15 3 0	128 0 9	Matthews, E. W. D.	H M	144 14 0		
	Parapara ..	104 12 5	14 2 2	1 6 0	120 0 7	Matthews, Miss E.	A F	29 17 6		
	Peria ..	165 8 9	12 16 3	..	178 5 0	Créne, P.	A F	36 9 6		
	Te Pupuke	16 13 4	..	..	16 13 4	Matthews, F. H. S.	H M	127 15 1	With house allowance, £26 per annum.	
	Whakarara	44 9 9	..	..	44 9 9	Matthews, Miss M. E.	A F	21 4 3	With allowance for horse keep, £10 per annum.	
	Touwai ..	96 10 7	7 10 6	..	104 1 1	Paul, F. E.	H M	103 11 2		
Whangaroa	Whangape	289 9 7	66 3 1	..	355 12 8	Paul, Mrs. S.	A F	9 13 9		
	Whakarapa	127 17 0	0 10 0	..	128 7 0	Godwin, H. P. E.	H M	97 11 4		
	Lower Waihou (side school)	66 13 4	..	..	66 13 4	Godwin, Mrs. M. E.	S	11 19 3		
	Maraeroa..	171 18 7	1 0 0	20 0 0	192 18 7	White, H. H.	H M	156 13 7	School reopened March quarter.	
Hokianga	Matihetihe	22 7 4	..	..	22 7 4	White, Mrs. I.	A F	41 2 6		
	Whirinaki	254 11 9	6 16 8	..	261 8 5	Vacant	..	..	School not open during year.	
	Waimea ..	122 18 7	85 6 7	..	208 5 2	Vacant	..	..	School not open during year.	
						McIntyre, J.	..	..		
					McIntyre, Miss E. J.	E1	97 7 11			
					South, M.	A F	23 4 9			
					Clarkson, Miss M.	H M	227 6 7			
					Irvine, Mrs. E. S.	A F	50 0 0			
					Irvine, Miss M.	A F	20 9 0			
					Irvine, Miss M. S.	H F	109 1 2			
					Irvine, Miss B.	A F	17 3 6			
					Anderson, Mrs. E.	A F	50 0 0			
					Anderson, Miss M.	A F	30 0 0			
					Vacant	H F	146 14 11			
					Brown, C. H.	A F	22 1 0			
					Brown, Mrs. C. J.	H M	264 11 10	School not open March, September, and December quarters.		
					Coughlan, W. N.	A F	50 0 0			
					Coughlan, Mrs. M.	H M	112 8 2			
						A F	24 3 3			



Location	144	9	11	2	9	10	..	146	19	9	Muir, A.	..	..	D3	H M	115	4	2
Omanaiia ..	..	..	..	..	..	..	..	..	..	..	Muir, Mrs. E. J.	..	..	..	A F	21	6	3
Motukaraka	..	..	..	..	..	..	..	107	19	8	Danaher, T. J.	..	..	..	H M	93	4	11
Mangamuka	..	..	..	..	..	..	..	224	8	3	Danaher, Miss W.	..	..	..	A F	8	17	3
Waimamaku	..	..	..	..	..	..	..	180	15	4	Wilding, Mrs. M.	..	..	..	H M	149	5	11
Otaua ..	..	..	..	..	..	..	..	131	14	9	Robinson, C. W.	..	..	..	H M	44	17	0
Oromahoe	..	..	..	..	..	..	9 16 0	430	7	6	Robinson, Mrs. M. L.	..	..	..	H M	112	10	1
Ohaeawai	..	..	..	..	..	..	228 12 0	122	17	7	Gordon-Jones, Miss J.	..	..	..	A F	19	3	6
Kaikohe ..	..	..	..	..	..	..	..	164	7	5	Gordon-Jones, Miss A.	..	..	..	S	12	10	0
Karetu ..	..	..	..	..	..	..	..	112	11	6	Maxwell, Mrs. M.	..	..	..	A F	24	19	8
Whangaruru	..	..	..	..	..	..	..	156	2	1	Maxwell, Mrs. M.	..	..	..	S	12	10	0
Taumarere	..	..	..	..	..	..	..	102	19	4	Woods, G. E.	..	..	..	H M	99	15	5
Te Ahuahu	..	..	..	..	..	..	..	111	7	1	Weaver, Miss S.	..	..	..	A F	17	5	3
Te Rawhiti	..	..	..	..	..	..	651 1 11	710	11	1	Johnson, Miss S. H.	..	..	..	F	104	5	8
Takahiwai	..	..	..	..	..	..	..	131	19	11	Patrick, J. K.	..	..	..	H M	136	7	7
Whangarei	..	..	..	..	..	..	..	157	9	3	Patrick, Miss M.	..	..	..	A F	26	18	9
Hobson	..	..	..	..	..	..	..	172	6	6	Tautari, Mrs. M.	..	..	..	F	98	12	4
Coromandel	..	..	..	..	..	..	..	139	12	10	Smallwood, Mrs. E.	..	..	..	F	101	7	6
Manaiia ..	..	..	..	..	..	..	..	160	17	9	Welsh, A. B.	..	..	..	H M	107	6	2
Te Kerepehi	..	..	..	..	..	..	..	131	19	11	Welsh, Mrs. C.	..	..	..	A F	20	5	9
Rakaumanga	..	..	..	..	..	..	..	157	9	3	Logan, A. J.	..	..	..	H M	124	8	7
Te Kopua	..	..	..	..	..	..	..	172	6	6	Logan, Miss C.	..	..	..	A F	27	10	0
Raorao	..	..	..	..	..	..	..	139	12	10	Thompson, R. H.	..	..	..	H M	113	0	0
Kawhia ..	..	..	..	..	..	..	..	160	17	9	Thompson, Mrs. A.	..	..	..	A F	18	15	0
Te Kopua	..	..	..	..	..	..	..	248	4	0	Lloyd, Miss K. B.	..	..	..	H F	133	9	6
Mangaorongo	..	..	..	..	..	..	..	139	12	10	Creighton, Miss M.	..	..	..	A F	18	19	9
Te Kuiti ..	..	..	..	..	..	..	..	160	17	9	Walter, C. A.	..	..	..	H M	113	10	2
Hauarua (Taumarunui)	..	..	..	..	..	..	..	248	4	0	Walter, Mrs. R. A.	..	..	..	A F	16	14	6
Parawera	..	..	..	..	..	..	..	11	13	1	Leech, W. A.	..	..	..	H M	91	11	4
Te Waotou	..	..	..	..	..	..	..	69	7	9	Leech, Miss G. C.	..	..	..	A F	22	7	3
Bay of Islands	..	..	..	..	..	..	..	67	1	7	Wilson, A.	..	..	..	D3	162	11	5
Kawhia...	..	..	..	..	..	..	..	11	13	1	Wilson, Mrs. E. F.	..	..	..	D2	50	0	0
Whangarei	..	..	..	..	..	..	..	67	1	7	Dickie, Miss V. M.	..	..	..	A F	31	5	0
Hobson	..	..	..	..	..	..	..	126	7	2	Vacant	..	..	..	..	..	..	..
Coromandel	..	..	..	..	..	..	..	330	8	3	Vacant	..	..	..	..	..	..	..
Manaiia ..	..	..	..	..	..	..	..	258	13	1	Teunant, Mrs. M. I.	..	..	..	F	100	0	0
Te Kerepehi	..	..	..	..	..	..	..	279	18	5	Stanton, T. C.	..	..	..	H M	209	5	10
Rakaumanga	..	..	..	..	..	..	..	273	13	5	Stanton, Mrs. J.	..	..	..	A F	50	0	0
Te Kopua	..	..	..	..	..	..	..	207	13	7	Broughton, J. H.	..	..	..	H M	200	9	2
Kawhia...	..	..	..	..	..	..	..	35	0	0	Broughton, Miss M.	..	..	..	A F	50	0	0
Manaiia ..	..	..	..	..	..	..	..	207	13	7	Broughton, Mrs. E.	..	..	..	S	10	14	0
Manaiia ..	..	..	..	..	..	..	..	207	13	7	Herlihy, P.	..	..	..	H M	201	6	7
Manaiia ..	..	..	..	..	..	..	..	207	13	7	Herlihy, Mrs. M.	..	..	..	A F	39	13	9
Manaiia ..	..	..	..	..	..	..	..	207	13	7	Rayner, H. H.	..	..	..	H M	170	9	1
Manaiia ..	..	..	..	..	..	..	..	207	13	7	Rayner, Mrs. F.	..	..	..	A F	32	9	6

With allowance for conveyance of goods, £5 per annum.

School not open December quarter.

With allowance for conveyance of goods, £5 per annum. School opened September quarter.

School not yet opened.

School closed.

School handed over to Auckland Education Board.

With allowance for conveyance of goods, £3 per annum.

School not yet opened.

Table No. 1—continued.  
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1904—continued.

County.	Schools.	Expenditure during 1904.				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 and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.			£ s. d.		
East Taupo	Oruanui ..	..	0 3 9	672 3 9	672 7 6	..	..	..	School not yet opened.	
	Waikahanui ..	..	..	2 6 4	2 6 4	D1	H M	247 5 2	School not yet opened.	
	Tokaanu ..	..	307 11 8	..	316 12 1	..	A F	43 1 9		
	Papamoa ..	..	160 4 4	19 16 10	..	180 1 2	..	190 0 0		
Tauranga	Te Koukikutuku ..	..	37 15 8	1 12 3	157 3 10	..	H M	127 9 8	With allowance for conveyance of goods, £10 per annum. School re-opened March quarter.	
	Paeroa ..	..	196 3 8	2 5 6	31 16 1	280 5 3	D1	158 15 1		
	Te Matai ..	..	176 15 7	8 18 10	12 10 10	198 5 3	..	35 9 4		
	Ranana ..	..	176 6 7	15 10 6	6 15 0	198 12 1	..	145 1 7		
Rotorua	Whakarewarewa ..	..	308 4 4	3 9 6	84 8 0	396 1 10	..	26 5 0		
	Wai-iti (formerly Teapuacharuru)	..	25 0 0	19 15 3	395 16 7	440 11 10	..	153 8 4		
	Matata ..	..	122 10 0	6 17 7	..	129 7 7	..	247 8 11		
	Te Teko ..	..	205 4 8	18 11 9	..	223 16 5	..	50 0 0		
Whakatane	Waioapu ..	..	122 18 10	19 5 0	4 0 0	146 3 10	..	19 12 3		
	Awangararanui ..	..	125 0 0	1 0 6	..	126 0 6	..	100 0 0	(With allowance for conveyance of goods, £10 per annum. School reopened December quarter.)	
	Te Whaiti ..	..	101 0 3	26 12 6	0 9 0	128 1 9	..	14 1 0		
	Te Houhi ..	..	137 13 10	40 19 4	..	178 13 2	H F	60 0 0		
	Otamauru ..	..	100 15 3	58 11 11	..	159 7 2	A F	40 0 0	With house allowance, £26 per annum.	
	Poroporo ..	..	178 7 9	1 17 0	..	180 4 9	H M	103 2 3	With allowance for conveyance of goods, £20 per annum.	
	Ruatoki ..	..	336 0 0	4 9 5	305 17 3	646 6 8	..	150 5 2		
	Waimana ..	..	295 7 5	3 13 6	8 6 9	307 7 8	E3	36 17 6		
							..	256 9 5		
							..	50 0 0		
						..	29 19 0			
						..	161 2 11			
						..	29 16 0			
						..	18 15 0			

Waiau...	Waioeka	..	263	13	0	14	13	6	269	8	0	547	14	6	Lever, Miss M. L.	..	..	..	..	..	..	..	H F	214	9	2	
	Omarumutu	..	281	9	2	6	19	3	..	..	..	288	8	5	Lever, Mrs. J.	E2	..	..	..	..	..	S	29	10	4		
	Torere	..	147	17	0	1	10	6	..	..	..	149	7	6	Cotton, A. H.	..	..	..	..	..	..	A F	218	12	5		
	Omaio	..	202	16	1	3	7	11	..	..	..	206	4	0	Woodford, Miss I.	..	..	..	..	..	..	A F	35	0	0		
	Te Kaha	..	242	14	5	22	2	6	..	..	..	264	16	11	Cotton, Mrs. A.	D1	..	..	..	..	..	A F	21	16	0		
	Raukokore	..	176	8	4	25	4	0	..	..	..	201	12	4	Harrison, H.	..	..	..	..	..	..	A F	122	19	6		
	Wharekahika	..	46	11	8	4	10	0	..	..	..	51	1	8	Harrison, Mrs. E. M.	E2	..	..	..	..	..	H M	23	6	3		
	Te Araroa	..	187	2	2	15	8	1	3	6	9	205	17	0	Young, H.	..	..	..	..	..	..	H M	161	10	7		
	Rangitukia	..	372	11	6	16	0	1	..	..	..	388	11	7	Young, Mrs. E.	..	..	..	..	..	..	H M	29	10	4		
	Tikitiki	..	246	17	7	11	9	5	12	2	9	270	9	9	Young, Mrs. M.	..	..	..	..	..	..	A F	12	10	0		
	Waioamatini	..	161	8	2	0	3	6	..	..	..	161	11	8	Hope, J.	E2	..	..	..	..	..	H M	146	17	7		
	Tuparoa	..	238	4	2	0	18	6	..	..	..	234	2	8	Hope, Mrs. A.	..	..	..	..	..	..	A F	32	10	0		
	Whareponga	..	15	5	1	0	13	6	39	0	0	15	18	7	Mulhern, J.	E2	..	..	..	..	..	H M	145	12	8		
	Hiruharama	..	225	5	3	19	14	0	..	..	..	283	19	3	Mulhern, Miss K.	..	..	..	..	..	..	A F	25	12	3		
	Tokomaru Bay	..	230	2	6	40	19	2	11	4	0	282	5	8	Mulhern, Mrs. N.	..	..	..	..	..	..	S	8	0	0		
	Whangara	..	163	15	6	8	16	6	17	9	3	190	1	3	Douglas, R. A.	..	..	..	..	..	..	H M	91	5	0		
	Nuhaka	..	295	13	0	30	13	4	3	9	6	329	15	10	Douglas, Mrs. A.	..	..	..	..	..	..	A F	50	0	0		
	Te Haroto	..	138	4	3	6	11	1	..	..	..	144	15	4	Beattie, Mrs. J.	..	..	..	..	..	..	H M	18	15	0		
	Tangoio	..	115	9	7	30	2	8	3	2	1	148	14	4	Beattie, Miss J. E.	E1	..	..	..	..	..	A F	50	0	0		
	Waimarama	..	149	18	6	1	8	6	4	6	6	4	6	6	Hamilton, H. A.	..	..	..	..	..	..	H M	50	0	0		
	Punho	..	169	11	0	4	2	6	68	12	3	219	19	3	Robertson, Miss M.	..	..	..	..	..	..	S	18	15	0		
	Paioira	..	259	18	6	..	..	..	..	..	..	176	7	6	Robertson, Mrs. H.	..	..	..	..	..	..	A F	195	8	8		
	Pamoana	..	170	18	3	9	8	6	..	..	..	180	6	9	Geissler, Mrs. I. P.	..	..	..	..	..	..	H M	40	0	0		
	Pipiriki	..	151	15	0	34	14	10	..	..	..	186	9	10	Geissler, Miss A.	..	..	..	..	..	..	A F	12	14	0		
	Karioi	..	..	..	..	..	..	..	..	..	..	..	..	..	Tobin, W. H. J.	D1	..	..	..	..	..	H M	131	7	4		
Wairoa	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Tobin, Mrs. L.	..	..	..	..	..	..	A F	19	16	3		
Hawke's Bay	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Broderick, H. W.	..	..	..	..	..	..	H M	194	19	11		
Egmont	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Vacant	E2	..	..	..	..	..	A F	50	0	0		
Patea	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Downey, M.	..	..	..	..	..	..	H M	184	16	2		
Wanganui	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Downey, Mrs. J.	..	..	..	..	..	..	A F	49	0	3		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Sigley, H. C.	D1	..	..	..	..	..	H M	178	19	0		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Robertson, Miss C.	..	..	..	..	..	..	A F	45	6	0		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Fraser, W.	..	..	..	..	..	..	H M	138	6	6		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Oxenham, Miss S.	E1*	..	..	..	..	..	A F	26	12	9		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	McGavin, Mr. and Mrs.	..	..	..	..	..	..	H M	301	6	0		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	McGavin, Miss D.	..	..	..	..	..	..	A F	33	2	6		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Greenwood, H. M.	..	..	..	..	..	..	H M	124	15	8		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Greenwood, Mrs. M.	..	..	..	..	..	..	S	12	10	0		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	McFarlane, C. T.	..	..	..	..	..	..	H M	108	11	10		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	McFarlane, Mrs. M.	..	..	..	..	..	..	A F	20	0	0		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Clemance, P. H.	E2	..	..	..	..	..	H M	138	1	2		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Clemance, Mrs. E.	..	..	..	..	..	..	A F	22	10	9		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Phillips, G. W. S.	..	..	..	..	..	..	H M	121	4	10		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Phillips, Mrs. J. M.	..	..	..	..	..	..	A F	15	16	0		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Grace, C. W.	..	..	..	..	..	..	H M	215	3	7		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Grace, Mrs. I.	..	..	..	..	..	..	A F	14	14	0		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Gibson, A.	..	..	..	..	..	..	H M	137	8	2		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Gibson, Mrs. E.	..	..	..	..	..	..	A F	27	14	3		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Baigent, Miss B. F.	..	..	..	..	..	..	H F	128	17	5		
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Byles, Miss B. E.	..	..	..	..	..	..	A F	28	2	9		

School not open March and June quarters.

School not open during year.

The teachers work conjointly(\*Mrs. McGavin) With allowance for conveyance of goods, \$5 per annum.

School not yet opened.

Table No. 1—continued.  
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1904—continued.

County.	Schools.	Expenditure during 1904.				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 and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.			£ s. d.		
Wairarapa South	Papawai ..	144 13 6	40 3 9	..	184 17 3	..	H M	123 16 3		
	Turangani	42 9 10	5 18 2	1 1 0	49 9 0	..	A F	22 10 6		
Sounds	Kaiwhata	39 16 10	19 14 11	..	59 11 9	..	M	60 0 0		
	Whangarae (Croiselles)	..	..	..	..	..	..	..	School not yet opened. Subsidised school; £18 15s. was paid from Native reserve funds.	
Marlborough	Okoha ..	90 18 9	16 5 0	..	107 3 9	..	F	100 0 0	Subsidised school; £16 5s. was paid from Native reserve funds.	
	Waikawa	100 0 0	5 13 0	..	105 13 0	..	F	110 4 11		
	Wairau ..	123 19 9	33 11 7	..	157 11 4	..	H M	126 9 8	School not open March quarter.	
Kaikoura	Mangamaunu	147 2 3	9 7 6	..	156 9 9	..	A F	16 15 3		
	..	..	..	..	..	..	H M	161 3 4		
Ashley	Kaipoi ..	192 12 4	15 2 3	3 0 0	210 14 7	..	A F	23 7 0		
	..	..	..	..	..	..	S	12 0 0		
Akaroa	Rapaki ..	86 16 10	130 3 8	..	217 0 6	..	D3	100 0 0	School not open June and September quarters.	
	Little River	152 12 0	2 17 6	..	155 9 6	..	H M	136 16 3		
	..	..	..	..	..	..	A F	17 15 6		
Levels	Arowhenua	187 6 5	12 19 2	..	200 5 7	..	S	12 10 0	With house allowance, £26 per annum.	
	..	..	..	..	..	..	H M	141 8 8		
Waikouaiti	Waikouaiti	198 17 9	3 11 10	..	202 9 7	..	A F	26 6 9		
	..	..	..	..	..	..	H M	161 4 4		
Stewart Island	Ruapuke ..	102 17 0	6 10 0	..	109 7 0	..	A F	26 5 0		
	The Neck	100 0 0	13 17 0	..	113 17 0	..	M	102 16 8	With allowance for conveyance of goods, £5 per annum.	
	..	..	..	..	..	..	M	100 0 0		
Model Kainga, Pamoana	..	..	9 8 8	125 2 10	134 11 6	..	..	..		
Boarding-schools—	..	..	..	..	..	..	..	..		
Queen Victoria, Auckland	..	..	365 0 0	..	365 0 0	..	..	..		
St. Stephen's, Auckland	..	..	734 2 3	..	734 2 3	..	..	..		
Te Aute, Hawke's Bay	..	..	190 0 0	..	190 0 0	..	..	..		
Hukarete, Hawke's Bay	..	..	350 0 0	..	350 0 0	..	..	..		
St. Joseph's, Hawke's Bay	..	..	475 0 0	..	475 0 0	..	..	..		
Inspection	St. Joseph's, Hawke's Bay	520 16 8	295 13 1	..	816 9 9	..	..	..		
Manual-instruction classes	..	60 11 0	71 0 0	58 19 0	190 10 0	..	..	..		
Other miscellaneous expenditure not chargeable to particular schools (school-books and material, scholarships, &c.)	..	..	902 0 1	4 1 6	906 1 7	..	..	..		
Totals	..	16,563 14 3	4,877 10 3	3,516 5 9	24,957 10 3*	..	..	15,706 9 5		

\* Including £65 paid from Native reserves funds, and £2,000 from Civil List, Native Purposes. Deducting recoveries, £76 0s. 4d., the result is a net expenditure of £24,881 9s. 11d.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1904.

	£	s.	d.
Teachers' salaries .. .. .	15,902	9	5
Teachers' house allowances .. .. .	79	17	2
Teachers' allowances for conveyance of goods .. .. .	83	11	2
Teachers' removal allowances .. .. .	419	13	2
Books and school requisites .. .. .	619	7	6
Warming school-rooms (fuel, &c.) .. .. .	104	4	4
Ferrying school children .. .. .	78	12	3
Planting sites .. .. .	5	4	6
Maintenance of buildings, repairs, and small works .. .. .	651	3	5
Sundries .. .. .	185	0	9
Technical-instruction classes (including material for workshops) .. .. .	185	8	0
Inspector's salary (3 months) .. .. .	112	10	0
Inspector's salary .. .. .	408	6	8
Travelling-expenses of Inspectors .. .. .	295	13	1
Boarding-school fees and apprenticeship charges .. .. .	2,138	7	0
Travelling-expenses of scholars sent to boarding-schools .. .. .	39	13	9
University scholarships .. .. .	144	11	0
Hospital nursing scholarships .. .. .	25	0	0
Buildings, fencing, furniture, &c. .. .. .	3,272	13	11
Model kainga at Pamoana, Wanganui River .. .. .	125	2	10
<b>Total .. .. .</b>	<b>£24,881</b>	<b>9</b>	<b>11</b>

NOTE.—Of the above total, £85 was paid from Native reserve funds, and £2,000 from Civil List, Native purposes.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1904.

Age.	1904.				Percentage for 1903.
	Boys.	Girls.	Total.	Percentage.	
Under five years .. .. .	47	39	86	2.29	2.95
Five and under ten years .. .. .	1,112	879	1,991	53.04	51.75
Ten and under fifteen years .. .. .	839	685	1,524	40.59	40.51
Fifteen years and upwards .. .. .	88	65	153	4.08	4.79
<b>Totals .. .. .</b>	<b>2,086</b>	<b>1,668</b>	<b>3,754</b>	<b>100.00</b>	<b>100.00</b>

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1904.

[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.		
Matihetihe <sup>(1)</sup> .. .. .	..	12	12	..	12.00	..	..	..	12.00	100.00
Wai-iti <sup>(2)</sup> (formerly Tapuaeharuru) .. .. .	..	22	..	22	21.00	12	9	21	21.00	100.00
Torere .. .. .	30	5	1	34	32.75	15	18	33	32.00	97.71
Wharekahika <sup>(3)</sup> .. .. .	..	20	2	18	18.00	10	8	18	17.50	97.22
Omaio .. .. .	39	9	2	46	45.00	15	29	44	43.25	96.11
Whangaruru .. .. .	25	11	4	32	30.00	24	8	32	28.75	95.83
Tikitiki .. .. .	52	10	6	56	58.75	27	25	52	54.75	93.19
Te Kaha .. .. .	42	3	5	40	43.00	21	15	36	40.00	93.02
Rangiawhia .. .. .	22	5	4	23	25.00	13	10	23	23.25	93.00
Kenana .. .. .	15	6	3	18	17.75	6	12	18	16.50	92.96
Rapaki <sup>(4)</sup> .. .. .	18	29	25	22	21.00	9	11	20	19.50	92.86
Raukokore .. .. .	34	13	8	39	41.50	24	13	37	38.50	92.77
Poroporo .. .. .	37	20	9	48	42.25	24	16	40	38.75	91.72
Touwai .. .. .	38	8	14	32	28.00	21	8	29	25.67	91.68
Te Rawhiti <sup>(5)</sup> .. .. .	..	31	2	29	30.00	6	20	26	27.50	91.67
Pariroa .. .. .	36	6	16	26	29.25	12	11	23	26.75	91.45
Whakarewarewa .. .. .	64	17	12	69	68.50	37	29	66	62.50	91.24
Te Kao .. .. .	43	11	4	50	48.75	29	16	45	44.00	90.26
Parawera .. .. .	45	8	9	44	47.25	23	19	42	42.50	89.95
Whangara .. .. .	33	5	2	36	36.50	14	17	31	32.75	89.73
Wairau <sup>(6)</sup> .. .. .	19	13	7	25	28.00	18	4	22	25.00	89.29
Okoha <sup>(a)</sup> .. .. .	18	12	3	27	27.75	12	10	22	24.75	89.19
Peria .. .. .	..	60	10	50	43.00	21	22	43	38.25	88.95
Nuhaka .. .. .	58	42	16	84	80.75	50	27	77	71.50	88.54
Arowhenua .. .. .	28	9	2	35	33.75	21	10	31	29.75	88.15
Ahipara .. .. .	44	5	6	43	44.25	19	20	39	38.75	87.57
Karetu .. .. .	16	10	7	19	22.00	11	6	17	19.25	87.50
Otamatea .. .. .	25	11	7	29	31.00	13	12	25	27.00	87.10

Table No. 4—continued.

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

Schools.	School-roll.					Average Attendance.				Regularity of Attendance: Percentage of Weekly Roll-number.
	Number belonging at beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Average Weekly Number.	Working Average.				
						Fourth Quarter.			Whole Year.	
						Boys.	Girls.	Total.		
Te Haroto .. .. .	29	5	1	33	32.75	17	9	26	28.50	87.02
Omarumutu .. .. .	59	15	6	68	66.25	32	23	55	57.50	86.79
Te Houhi .. .. .	24	8	4	28	28.25	16	6	22	24.50	86.73
Paparore <sup>(8)</sup> .. .. .	..	23	1	22	18.50	11	7	18	16.00	86.49
Pamapurua .. .. .	13	39	16	36	41.25	15	19	34	35.50	86.06
Waima .. .. .	20	14	..	34	29.75	21	8	29	25.50	85.71
Hapua .. .. .	29	37	24	42	46.75	17	26	43	40.00	85.56
Oromahoe .. .. .	43	7	6	44	45.00	23	17	40	38.50	85.56
Mangamuka .. .. .	27	31	5	53	51.50	20	26	46	44.00	85.44
Te Kopua .. .. .	13	7	5	15	16.25	7	5	12	13.75	84.62
Waimamaku .. .. .	31	10	11	30	34.00	13	12	25	28.75	84.56
Pamoana .. .. .	39	9	25	23	35.25	14	8	22	29.75	84.40
Rangitukia .. .. .	82	16	23	75	81.50	36	29	65	68.75	84.36
Ranana .. .. .	35	16	10	41	38.00	17	14	31	32.00	84.21
Takahiwai .. .. .	31	14	10	35	39.25	22	10	32	33.00	84.08
Tangoio .. .. .	26	12	7	31	29.75	15	11	26	25.00	84.03
Poroti .. .. .	23	14	6	31	30.75	17	10	27	25.75	83.74
Matata .. .. .	22	14	6	30	30.25	11	15	26	25.25	83.47
Waiomatatini .. .. .	32	7	8	31	33.75	14	12	26	28.00	82.96
Hauaroa .. .. .	59	48	22	85	78.25	34	25	59	64.75	82.75
Tuparoa .. .. .	49	32	4	77	66.50	33	32	65	54.75	82.33
Te Kotukutuku .. .. .	..	48	8	40	41.50	19	13	32	34.00	81.93
Waikouaiti .. .. .	41	14	16	39	40.25	16	15	31	32.75	81.37
Whirinaki .. .. .	66	34	14	86	79.00	36	29	65	64.00	81.01
Waimana .. .. .	71	15	23	63	71.00	33	16	49	57.50	80.99
Te Waotu .. .. .	33	17	7	43	40.50	20	16	36	32.75	80.86
Otamauru .. .. .	24	6	2	28	26.00	10	14	24	21.00	80.77
Waioweka .. .. .	59	13	12	60	59.50	25	24	49	48.00	80.67
Taumarere .. .. .	7	13	7	13	16.75	5	7	12	13.50	80.60
Pukepoto .. .. .	31	10	8	33	34.75	13	14	27	28.00	80.58
Turanganui <sup>(b)</sup> .. .. .	9	5	3	11	11.50	3	5	8	9.25	80.43
Whangape .. .. .	62	28	6	84	79.50	37	29	66	63.75	80.19
Te Araroa .. .. .	37	20	11	46	50.00	17	18	35	40.00	80.00
Hiruharama .. .. .	58	15	13	60	58.75	21	28	49	47.00	80.00
Ruapuke .. .. .	9	6	3	12	11.25	6	4	10	9.00	80.00
Paeroa .. .. .	42	31	23	50	51.75	22	16	38	40.75	78.74
Te Ahuahu .. .. .	23	7	7	23	27.00	9	10	19	21.25	78.70
The Neck .. .. .	18	4	8	14	15.25	8	4	12	12.00	78.69
Tokomaru Bay .. .. .	45	41	31	55	59.50	30	16	46	46.75	78.57
Ohaeawai .. .. .	19	11	1	29	27.50	11	13	24	21.50	78.18
Pipiriki .. .. .	39	17	14	42	42.00	17	15	32	32.75	77.98
Parapara .. .. .	19	7	3	23	22.50	13	7	20	17.50	77.78
Little River .. .. .	33	19	9	43	40.50	13	21	34	31.50	77.78
Te Teko .. .. .	48	6	9	45	47.75	15	12	27	37.00	77.49
Te Kerepehi .. .. .	24	31	14	41	28.50	18	10	28	22.00	77.19
Maraeroa .. .. .	33	15	11	37	37.50	19	9	28	28.75	76.67
Whangarae <sup>(a)</sup> .. .. .	13	10	9	14	14.25	6	5	11	10.75	75.44
Tokaanu .. .. .	65	20	19	66	69.75	26	18	44	52.50	75.27
Motukaraka .. .. .	21	10	6	25	26.25	10	7	17	19.75	75.24
Ruatoki .. .. .	86	28	15	99	102.50	42	32	74	76.25	74.39
Karioi .. .. .	28	28	15	41	38.75	17	16	33	28.75	74.19
Te Kuiti .. .. .	54	43	15	82	82.00	36	27	63	60.75	74.09
Omanaia .. .. .	35	12	13	34	41.00	12	15	27	30.25	73.78
Papawai .. .. .	30	28	25	33	39.50	14	14	28	29.00	73.42
Kaiapoi .. .. .	54	21	32	43	50.50	23	15	38	37.00	73.27
Manaia .. .. .	35	7	15	27	32.50	13	10	23	23.50	72.31
Lower Waihou .. .. .	26	4	7	23	26.00	11	5	17	18.75	72.12
Otaua .. .. .	23	15	6	32	27.50	16	7	23	19.50	70.91
Papamoa .. .. .	47	8	15	40	49.75	20	10	30	34.75	69.85
Te Matai .. .. .	42	29	10	61	56.25	29	14	43	39.00	69.33
Waiotapu .. .. .	25	20	14	31	30.75	12	8	20	21.25	69.11
Rakaumanga .. .. .	61	31	33	59	65.75	19	24	43	44.00	66.92
Puniho .. .. .	42	11	15	38	44.50	15	13	28	29.75	66.85
Kaikohe <sup>(7)</sup> .. .. .	49	28	77	..	53.00	..	..	..	35.33	66.67
Whakarapa .. .. .	26	19	12	33	36.75	14	10	24	24.25	65.99
Mangamaunu .. .. .	23	23	13	33	36.00	13	10	23	23.75	65.97
Raorao <sup>(8)</sup> .. .. .	20	1	21	..	23.00	..	..	..	15.00	65.22
Waikawa .. .. .	17	5	8	14	17.50	5	5	10	11.00	62.86
Awangaranui .. .. .	13	11	8	16	16.50	4	5	9	10.00	60.61
Te Whaiti .. .. .	24	15	9	30	26.50	3	1	4	13.25	50.00
Te Pupuke <sup>(9)</sup> .. .. .	..	..	..	..	..	..	..	..	..	..
Whakarara <sup>(8)</sup> .. .. .	30	..	30	..	..	..	..	..	..	..
Whareponga <sup>(9)</sup> .. .. .	..	..	..	..	..	..	..	..	..	..
Totals for 1904 .. .. .	3,206	1,651	1,103	3,754	3,794.00	1,708	1,366	3,074	3,083.75	81.28
Totals for 1903 .. .. .	3,357	1,495	1,159	3,693	3,805.25	1,679	1,334	3,013	3,012.00	79.15

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

(a) Subsidised schools. (b) Aided school.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1904.

\*\*\* 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 .. .. .	16	22	38	1	2	3	..	1	1	17	25	42
Te Kao .. .. .	32	18	50	..	..	..	..	..	..	32	18	50
Paparore .. .. .	11	8	19	..	..	..	3	..	3	14	8	22
Rangiawhia .. .. .	13	10	23	..	..	..	..	..	..	13	10	23
Pamapurua .. .. .	10	15	25	1	2	3	5	3	8	16	20	36
Ahipara .. .. .	22	20	42	..	1	1	..	..	..	22	21	43
Pukepoto .. .. .	14	16	30	..	..	..	1	3	4	15	18	33
Kenana .. .. .	5	10	15	..	1	1	1	1	2	6	12	18
Parapara .. .. .	14	8	22	1	..	1	..	..	..	15	8	23
Peria .. .. .	14	9	23	5	2	7	5	15	20	24	26	50
Te Pupuke .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Whakarara .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Touwai .. .. .	22	7	29	..	..	..	1	2	3	23	9	32
Whangape .. .. .	47	32	79	..	..	..	3	2	5	50	34	84
Whakarapa .. .. .	13	13	26	3	2	5	2	..	2	18	15	33
Lower Waihou .. .. .	12	8	20	2	1	3	..	..	..	14	9	23
Maraeroa .. .. .	23	13	36	..	..	..	1	..	1	24	13	37
Mathetihe .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Whirinaki .. .. .	45	38	83	..	..	..	3	..	3	48	38	86
Waima .. .. .	25	9	34	..	..	..	..	..	..	25	9	34
Omanaia .. .. .	15	16	31	..	..	..	1	2	3	16	18	34
Motukaraka .. .. .	7	7	14	6	4	10	1	..	1	14	11	25
Mangamuka .. .. .	21	25	46	2	5	7	..	..	..	23	30	53
Waimamaku .. .. .	14	10	24	1	2	3	1	2	3	16	14	30
Otaua .. .. .	18	10	28	..	..	..	4	..	4	22	10	32
Oromahoe .. .. .	21	16	37	2	2	4	3	..	3	26	18	44
Ohaeawai .. .. .	9	11	20	2	2	4	3	2	5	14	15	29
Kaikohe .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Karetu .. .. .	6	1	7	5	4	9	2	1	3	13	6	19
Whangaruru .. .. .	20	7	27	3	..	3	1	1	2	24	8	32
Taumarere .. .. .	5	8	13	..	..	..	..	..	..	5	8	13
Te Ahuahu .. .. .	10	9	19	2	1	3	..	1	1	12	11	23
Te Rawhiti .. .. .	6	21	27	..	1	1	1	..	1	7	22	29
Takahiwai .. .. .	21	9	30	..	..	..	2	3	5	23	12	35
Poroti .. .. .	11	4	15	2	5	7	7	2	9	20	11	31
Otamatea .. .. .	13	13	26	1	2	3	..	..	..	14	15	29
Manala .. .. .	10	12	22	4	1	5	..	..	..	14	13	27
Te Kerepehi .. .. .	26	14	40	1	..	1	..	..	..	27	14	41
Rakaumanga .. .. .	23	31	54	..	..	..	4	1	5	27	32	59
Raorao .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Kawhia .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Te Kopua .. .. .	7	5	12	1	2	3	..	..	..	8	7	15
Te Kuiti .. .. .	15	10	25	7	2	9	25	23	48	47	35	82
Hauarua .. .. .	23	22	45	4	1	5	21	14	35	48	37	85
Parawera .. .. .	17	20	37	..	..	..	7	..	7	24	20	44
Te Waotu .. .. .	20	11	31	2	2	4	2	6	8	24	19	43
Tokaanu .. .. .	31	24	55	6	2	8	1	2	3	38	28	66
Papamoa .. .. .	23	13	36	2	..	2	1	1	2	26	14	40
Te Kotukutuku .. .. .	24	16	40	..	..	..	..	..	..	24	16	40
Paeroa .. .. .	18	17	35	5	..	5	5	5	10	28	22	50
Te Matai .. .. .	37	17	54	..	..	..	2	5	7	39	22	61
Ranana .. .. .	18	17	35	3	3	6	..	..	..	21	20	41
Whakarewarewa .. .. .	35	30	65	1	..	1	3	..	3	39	30	69
Wai-iti (formerly Tapuaeharuru) .. .. .	10	10	20	2	..	2	..	..	..	12	10	22
Matata .. .. .	11	11	22	..	1	1	2	5	7	13	17	30
Te Teko .. .. .	20	20	40	2	..	2	2	1	3	24	21	45
Waiotapu .. .. .	12	15	27	1	1	2	1	1	2	14	17	31
Awangaranui .. .. .	7	5	12	1	3	4	..	..	..	8	8	16
Te Whaiti .. .. .	19	11	30	..	..	..	..	..	..	19	11	30
Te Houhi .. .. .	20	8	28	..	..	..	..	..	..	20	8	28
Otamauru .. .. .	10	16	26	..	..	..	2	..	2	12	16	28
Poroporo .. .. .	25	19	44	3	1	4	..	..	..	28	20	48
Ruatoki .. .. .	53	36	89	2	3	5	1	4	5	56	43	99
Waimana .. .. .	41	22	63	..	..	..	..	..	..	41	22	63
Waioweka .. .. .	19	20	39	1	4	5	11	5	16	31	29	60
Omarumutu .. .. .	35	27	62	2	..	2	3	1	4	40	28	68
Torere .. .. .	15	14	29	1	1	2	..	3	3	16	18	34
Omaio .. .. .	16	29	45	..	1	1	..	..	..	16	30	46
Te Kaha .. .. .	21	16	37	1	..	1	1	1	2	23	17	40
Raukokore .. .. .	17	10	27	6	1	7	3	2	5	26	13	39
Wharekahika .. .. .	9	8	17	1	..	1	..	..	..	10	8	18
Te Ararua .. .. .	21	19	40	1	..	1	2	3	5	24	22	46
Rangitukia .. .. .	38	27	65	1	2	3	4	3	7	43	32	75
Tikitiki .. .. .	28	26	54	..	..	..	..	2	2	28	28	56
Waiomatatini .. .. .	10	7	17	4	3	7	3	4	7	17	14	31
Tuparoa .. .. .	34	28	62	4	5	9	4	2	6	42	35	77
Whareponga .. .. .	..	..	..	..	..	..	..	..	..	..	..	..
Hiruharama .. .. .	22	31	53	2	1	3	1	3	4	25	35	60
Tokomaru Bay .. .. .	30	20	50	3	..	3	1	1	2	34	21	55
Whangara .. .. .	13	12	25	1	1	2	3	6	9	17	19	36
Nuhaka .. .. .	48	24	72	6	2	8	1	3	4	55	29	84

Table No. 5—continued.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1904—contd.

Schools.	M and M Q.			H.			E Q and E.			Totals.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Te Haroto .. .. .	19	11	30	1	1	2	1	..	1	21	12	33
Tangoio .. .. .	18	11	29	..	..	..	1	1	2	19	12	31
Puniho .. .. .	11	4	15	..	..	..	9	14	23	20	18	38
Pariroa .. .. .	14	11	25	..	..	..	..	1	1	14	12	26
Pamoana .. .. .	12	8	20	1	..	1	2	..	2	15	8	23
Pipiriki .. .. .	19	20	39	2	1	3	..	..	..	21	21	42
Karioi .. .. .	11	14	25	5	6	11	3	2	5	19	22	41
Papawai .. .. .	7	7	14	1	1	2	9	8	17	17	16	33
Turanganui .. .. .	3	5	8	..	..	..	2	1	3	5	6	11
Whangarae .. .. .	2	4	6	6	1	7	..	1	1	8	6	14
Okoha .. .. .	6	9	15	..	..	..	8	4	12	14	13	27
Waikawa .. .. .	..	1	1	8	4	12	..	1	1	8	6	14
Wairau .. .. .	18	6	24	..	..	..	1	..	1	19	6	25
Mangamaunu .. .. .	10	5	15	3	5	8	6	4	10	19	14	33
Kaipoi .. .. .	13	7	20	12	7	19	2	2	4	27	16	43
Rapaki .. .. .	9	9	18	1	2	3	..	1	1	10	12	22
Little River .. .. .	7	12	19	5	14	19	5	..	5	17	26	43
Arowhenua .. .. .	20	11	31	1	1	2	2	..	2	23	12	35
Waikouaiti .. .. .	8	7	15	..	..	..	13	11	24	21	18	39
Ruapuke .. .. .	..	..	..	7	5	12	..	..	..	7	5	12
The Neck .. .. .	3	2	5	6	3	9	..	..	..	9	5	14
Totals .. .. .	1,676	1,337	3,013	179	133	312	231	198	429	2,086	1,668	3,754

SUMMARY of Table No. 5.

Race.	1904.				Percentage for 1903.
	Boys.	Girls.	Total.	Percentage.	
Maori, and between Maori and half-caste .. .. .	1,676	1,337	3,013	80.26	80.93
Half-caste .. .. .	179	133	312	8.31	8.37
European, and between half-caste and European .. .. .	231	198	429	11.43	10.70
Totals .. .. .	2,086	1,668	3,754	100.00	100.00

Table No. 6.

RESULTS of EXAMINATION, 1904.

Schools.	Number on the Roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard.
		VI.	V.	IV.	III.	II.	I.	
Hapua .. .. .	46	..	..	3	2	3	4	70.5
Te Kao .. .. .	50	3	2	4	1	3	8	110.0
Paparore .. .. .	23	..	..	..	1	2	1	19.5
Rangiawhia .. .. .	24	..	..	..	6	4	5	90.5
Pamapurua .. .. .	36	..	..	2	1	4	6	71.0
Ahipara .. .. .	43	..	..	3	3	5	13	129.0
Pukepoto .. .. .	33	1	2	3	4	3	6	119.0
Kenana .. .. .	18	..	2	4	3	1	4	77.5
Parapara .. .. .	23	..	..	1	2	3	6	79.5
Peria .. .. .	49	..	2	2	7	8	10	175.0
Te Pupuke (1) .. .. .	..	..	..	..	..	..	..	..
Whakarara (2) .. .. .	..	..	..	..	..	..	..	..
Touwai .. .. .	32	..	..	2	7	3	1	73.5
Whangape .. .. .	84	..	..	2	8	15	11	237.5
Whakarapa .. .. .	37	..	..	..	2	1	4	42.0
Lower Waihou (side school) .. .. .	23	..	..	..	..	..	5	23.5
Maraeroa .. .. .	38	..	..	2	6	4	4	101.5
Matihetihe (2) .. .. .	..	..	..	..	..	..	..	..
Whirinaki .. .. .	78	..	3	1	3	2	4	61.0
Waima .. .. .	30	..	..	1	1	..	4	31.5
Omanaia .. .. .	42	1	2	2	2	7	4	96.5
Motukaraka .. .. .	27	..	..	..	1	..	2	13.0
Mangamuka .. .. .	54	1	..	..	..	3	4	43.5
waimamaku .. .. .	30	..	..	3	2	6	4	90.0



Table No. 6—continued.  
RESULTS of EXAMINATION, 1904—continued.

Schools.	Number on the Roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard.
		VI.	V.	IV.	III.	II.	I.	
Otaua .. .. .	25	..	..	..	1	4	3	49·0
Oromahoe .. .. .	46	..	..	..	5	9	7	104·5
Ohacawai .. .. .	27	1	1	..	..	5	2	41·5
Kaikohē .. .. .	44	..	1	..	5	4	7	97·0
Karetu .. .. .	23	..	1	1	..	4	1	36·5
Whangaruru .. .. .	29	1	1	4	2	2	4	72·0
Taumarere .. .. .	17	..	..	1	1	..	..	12·0
Te Ahuahu .. .. .	30	..	..	..	2	2	4	45·0
Te Rawhiti (²) .. .. .	..	..	..	..	..	..	..	..
Takahiwai .. .. .	43	..	..	..	2	4	10	63·0
Poroti .. .. .	31	..	..	4	..	4	7	89·5
Otamatea .. .. .	32	..	..	1	2	7	2	66·0
Manaia .. .. .	28	1	..	1	2	4	4	61·0
Te Kerepehi .. .. .	21	..	..	..	..	4	7	68·5
Rakaumanga .. .. .	52	..	..	2	5	7	5	117·0
Raorao (¹) .. .. .	..	..	..	..	..	..	..	..
Te Kopua .. .. .	16	..	..	..	1	3	2	34·5
Te Kuiti .. .. .	82	..	1	2	6	8	9	148·5
Hauarua .. .. .	73	..	..	3	3	10	15	169·5
Parawera .. .. .	42	..	1	2	3	10	18	233·5
Te Waotu .. .. .	41	..	1	3	3	5	4	96·5
Tokaanu .. .. .	69	..	1	7	4	12	8	207·5
Papamoa .. .. .	50	..	..	..	..	1	..	6·0
Te Kotukutuku .. .. .	44	..	1	..	2	3	4	53·5
Paeroa .. .. .	44	..	..	2	4	6	10	135·5
Te Matai .. .. .	58	..	1	..	4	3	9	109·0
Ranana .. .. .	36	3	3	4	..	6	5	143·0
Whakarewarewa .. .. .	65	..	1	1	..	31	10	340·5
Wai-iti (formerly Tapuaeharuru) (²) .. .. .	..	..	..	..	..	..	..	..
Matata .. .. .	30	..	..	..	3	7	2	83·0
Te Teko .. .. .	46	..	1	3	..	12	12	217·5
Waiotapu .. .. .	27	..	..	..	1	3	2	37·0
Awangararānui .. .. .	19	..	..	..	..	..	2	13·0
Te Whaiti .. .. .	29	..	..	..	..	..	..	No passes.
Te Houhi .. .. .	30	..	..	..	..	4	6	53·5
Otamāuru .. .. .	25	..	..	..	..	..	7	36·5
Poroporo .. .. .	46	1	2	1	4	..	3	61·0
Ruatoki .. .. .	103	..	..	..	3	3	8	81·0
Waimana .. .. .	66	..	4	2	6	8	1	141·5
Waioweka .. .. .	56	..	5	3	4	4	8	147·5
Omarumutu .. .. .	66	..	2	2	2	11	14	193·0
Torere .. .. .	32	..	1	2	1	2	10	101·5
Omaio .. .. .	43	..	..	..	4	6	6	120·0
Te Kaha .. .. .	44	..	3	4	4	6	6	148·5
Raukokore .. .. .	44	..	..	6	6	4	6	126·5
Wharekahika .. .. .	18	..	..	..	..	..	..	No passes.
Te Ararua .. .. .	47	..	..	3	3	3	5	92·0
Rangitukia .. .. .	79	6	9	13	7	6	9	315·5
Tikitiki .. .. .	59	4	3	2	5	9	7	184·5
Waiomatatini .. .. .	33	2	..	2	4	6	6	123·5
Tuparoa .. .. .	71	..	2	7	7	12	13	264·5
Whareponga (¹) .. .. .	..	..	..	..	..	..	..	..
Hiruharama .. .. .	61	1	1	1	2	9	10	147·5
Tokomaru Bay .. .. .	52	..	..	..	5	3	4	75·5
Whangara .. .. .	38	..	..	2	1	12	12	192·5
Nuhaka .. .. .	86	..	..	3	6	8	19	236·5
Te Haroto .. .. .	32	..	..	2	..	5	5	63·0
Tangoio .. .. .	29	..	..	1	2	3	3	54·0
Puniho .. .. .	43	..	..	1	2	3	5	58·0
Pariroa .. .. .	23	..	..	..	1	..	1	11·0
Pamoana .. .. .	38	3	9	1	5	1	4	178·0
Pipiriki .. .. .	43	2	1	..	2	2	6	68·5
Karioi .. .. .	40	..	4	1	3	1	3	78·5
Papawai .. .. .	35	..	..	1	2	1	5	46·5
Turanganui .. .. .	11	..	..	..	1	3	..	21·0
Whangarae (²) .. .. .	..	..	..	..	..	..	..	..
Okoha (²) .. .. .	..	..	..	..	..	..	..	..
Waikawa .. .. .	18	..	..	..	..	..	..	No passes.
Wairau .. .. .	25	..	..	1	2	4	2	60·0
Mangamaunu .. .. .	33	..	..	1	6	6	..	85·5
Kaipoi .. .. .	43	..	1	..	2	8	6	108·5
Rapaki (³) .. .. .	..	..	..	..	..	..	..	..
Little River .. .. .	42	..	1	2	2	6	3	86·5
Arowhenua .. .. .	35	1	4	4	2	4	2	107·0
Waikouaiti .. .. .	40	4	3	3	3	3	3	114·5
Ruapuke .. .. .	12	..	..	..	1	2	1	17·5
The Neck .. .. .	14	..	..	..	1	1	3	23·0
Totals for 1904 .. .. .	3,694	36	83	147	234	426	497	..
Totals for 1903 .. .. .	3,762	24	87	192	317	370	548	..

(1) Not open during year.

(2) Neither examined nor inspected.

(3) Inspected only.

Table No. 7.  
RESULTS of INSPECTION, 1904.

[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	9.5	10.0	10.0	10.0	50.0	99.5
Whakarewarewa.. .. .	9.6	10.0	10.0	10.0	9.3	50.0	98.9
Te Teko .. .. .	10.0	9.8	10.0	10.0	10.0	47.8	97.6
Whangara .. .. .	9.8	9.8	10.0	9.0	7.7	50.0	96.3
Parawera .. .. .	9.5	9.8	10.0	9.5	7.0	50.0	95.8
Rangitukia .. .. .	10.0	9.3	10.0	10.0	9.7	46.0	95.0
Pukepoto .. .. .	10.0	9.5	10.0	7.7	9.0	44.9	91.1
Tuparoa .. .. .	9.7	8.8	10.0	10.0	7.8	44.1	90.4
Ranana .. .. .	10.0	10.0	9.8	9.0	7.7	42.2	88.7
Tokaanu .. .. .	10.0	10.0	10.0	10.0	9.7	38.7	88.4
Waikouaiti .. .. .	8.7	10.0	10.0	9.0	9.0	41.1	87.8
Peria .. .. .	10.0	9.5	10.0	10.0	8.7	38.4	86.6
Waiomatatini .. .. .	9.4	8.5	8.8	8.0	7.7	43.7	86.1
Nuhaka .. .. .	9.3	9.3	9.3	10.0	8.0	39.2	85.1
Waimana .. .. .	10.0	9.5	9.3	10.0	8.7	37.2	84.7
Rangiawhia .. .. .	8.8	6.8	9.5	8.0	6.3	45.2	84.6
Waimamaku .. .. .	9.4	9.3	10.0	9.0	8.0	37.8	83.5
Whangape .. .. .	10.0	8.6	9.5	9.0	9.0	36.8	82.9
Omaio .. .. .	9.3	9.0	9.5	9.0	8.0	38.0	82.8
Tikitiki .. .. .	9.3	9.3	9.8	7.0	7.5	39.6	82.5
Maraeroa .. .. .	9.7	9.8	10.0	7.5	9.0	36.3	82.3
Kenana .. .. .	9.8	8.6	9.8	7.5	6.2	40.2	82.1
Te Kaha .. .. .	10.0	9.3	10.0	8.5	6.3	38.0	82.1
Parapara .. .. .	9.6	8.4	8.8	7.0	6.5	40.4	80.7
Paeroa .. .. .	9.6	9.8	9.0	8.5	8.2	35.5	80.6
Omarumutu .. .. .	9.8	8.6	9.3	8.5	6.3	37.8	80.3
Torere .. .. .	10.0	8.6	9.8	8.5	6.0	36.9	79.8
Touwai .. .. .	10.0	8.5	9.0	8.0	7.7	35.1	78.3
Te Waotu .. .. .	9.2	8.0	9.5	9.0	7.3	35.2	78.2
Te Kao .. .. .	9.5	9.0	10.0	9.0	8.3	31.9	77.7
Poroti .. .. .	9.0	9.3	9.3	6.5	5.7	37.6	77.4
Arowhenua .. .. .	8.8	9.0	9.3	8.0	8.0	34.2	77.3
Kaiapoi .. .. .	8.5	8.8	8.8	8.5	8.5	33.7	76.8
Waioweka .. .. .	10.0	9.8	8.8	8.0	6.0	33.9	76.5
Hiruharama .. .. .	9.8	8.5	8.4	8.0	7.3	34.2	76.2
Karetu .. .. .	9.2	9.4	10.0	7.0	6.7	33.8	76.1
Te Araroa .. .. .	9.2	9.6	9.8	8.5	7.3	31.2	75.6
Oromahoe .. .. .	8.7	9.3	9.8	8.0	7.0	32.5	75.3
Ahipara .. .. .	9.3	7.9	8.5	6.8	8.0	34.0	74.5
Rakaumanga .. .. .	9.9	8.9	9.3	7.5	6.5	32.3	74.4
Te Kuiti .. .. .	10.0	9.8	9.5	8.0	8.7	28.2	74.2
Hapua .. .. .	10.0	9.5	9.8	9.0	8.0	26.8	73.1
Raukokore .. .. .	8.8	7.3	8.8	7.5	4.3	36.4	73.1
Mangamuka .. .. .	10.0	8.3	9.0	8.0	6.8	30.8	72.9
Kaikōhe .. .. .	9.3	8.6	7.5	7.5	7.5	32.0	72.4
Omanaia .. .. .	9.6	8.0	9.0	7.5	6.3	31.6	72.0
Mangamaunu .. .. .	7.5	10.0	10.0	8.0	7.3	29.1	71.9
Matata .. .. .	8.5	6.8	9.3	7.5	7.5	31.9	71.5
Turanganui(*) .. .. .	8.9	8.5	9.8	8.0	3.8	32.4	71.4
Otaua .. .. .	9.3	8.4	8.8	7.5	5.7	31.5	71.2
Te Haroto .. .. .	9.8	8.5	8.3	7.5	7.3	29.3	70.7
Otamatea .. .. .	8.8	8.5	10.0	8.0	6.0	29.2	70.5
Wairau .. .. .	8.4	8.1	8.4	6.0	8.2	31.4	70.5
Te Kerepehi .. .. .	7.8	5.8	6.5	7.0	5.0	38.3	70.4
Whangaruru .. .. .	9.4	7.1	9.3	6.5	5.5	32.4	70.2
Waiotapu .. .. .	10.0	9.8	8.3	8.0	6.2	27.9	70.2
Paparore .. .. .	7.5	8.0	8.5	6.0	3.0	36.7	69.7
Little River .. .. .	8.8	7.8	9.3	7.0	6.7	29.3	68.9
Tangoio .. .. .	9.2	9.0	9.6	7.5	5.3	27.9	68.5
Karioi .. .. .	7.5	5.5	6.8	8.5	7.0	33.2	68.5
Tokomaru Bay .. .. .	8.4	7.0	8.8	8.0	7.0	29.0	68.2
Pipiriki .. .. .	9.8	9.5	9.0	8.0	8.5	22.8	67.6
Te Kotukutuku .. .. .	9.7	9.1	9.8	8.0	4.7	25.6	66.9
Te Kopua .. .. .	9.0	7.5	9.0	6.0	7.3	27.8	66.6
Hauaroa .. .. .	7.5	8.1	8.5	8.0	5.5	28.4	66.0
Ruatoki .. .. .	9.0	8.3	8.8	8.3	5.7	25.9	66.0
Pamapurua .. .. .	8.8	7.0	8.6	6.0	6.3	29.1	65.8
Manaia .. .. .	8.2	8.8	8.0	7.0	5.8	28.0	65.8
Puniho .. .. .	9.4	7.9	8.6	7.5	5.5	26.8	65.7
Te Matai .. .. .	9.5	9.5	7.4	8.0	6.7	23.4	64.5
Otamauru .. .. .	8.7	8.3	8.0	7.5	4.7	26.8	64.0
Taumarere .. .. .	9.0	8.0	9.0	8.0	7.0	22.9	63.9
The Neck .. .. .	8.8	8.4	9.0	6.0	3.0	28.0	63.2
Whirinaki .. .. .	8.2	9.5	8.3	7.5	8.0	20.7	62.2
Poroporo .. .. .	7.0	7.5	5.8	5.0	5.0	31.7	62.0

**Table No. 7—continued.**  
RESULTS of INSPECTION, 1904—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.
Ruapuke .. .. .	6·7	6·8	8·3	7·5	4·0	28·5	61·8
Waima .. .. .	8·0	7·0	8·3	5·0	3·7	29·5	61·5
Te Ahuahu .. .. .	8·5	8·3	9·5	7·5	5·8	21·8	61·4
Pariroa .. .. .	8·5	7·4	8·8	5·0	5·8	25·9	61·4
Te Houhi .. .. .	9·0	8·2	7·8	5·0	4·7	26·5	61·2
Papawai .. .. .	8·7	8·3	7·0	5·0	4·3	27·6	60·9
Ohaeawai .. .. .	8·7	7·9	6·8	6·5	4·7	25·2	59·8
Awangararanui .. .. .	8·3	8·2	7·3	6·0	3·7	23·1	56·6
Whakarapa .. .. .	5·6	7·5	6·5	5·0	6·3	25·4	56·3
Papamoa .. .. .	8·2	6·3	7·0	9·0	5·7	13·2	49·4
Waikawa .. .. .	7·6	7·7	7·5	5·0	5·0	15·7	48·5
Takahiwai .. .. .	6·3	3·9	7·3	4·5	2·3	24·1	48·4
Motukaraka .. .. .	7·4	6·9	6·3	5·5	5·7	14·6	46·4
Wharekahika .. .. .	7·7	7·1	7·0	4·0	2·7	16·2	44·7
Lower Waihou .. .. .	4·7	4·5	5·3	4·0	4·0	16·5	39·0
Te Whaiti .. .. .	6·6	7·3	6·0	2·0	4·0	12·6	38·5
Te Pupuke <sup>(1)</sup> .. .. .	..	..	..	..	..	..	..
Whakarara <sup>(2)</sup> .. .. .	..	..	..	..	..	..	..
Matihetihe <sup>(2)</sup> .. .. .	..	..	..	..	..	..	..
Te Rawhiti <sup>(2)</sup> .. .. .	..	..	..	..	..	..	..
Raorao <sup>(1)</sup> .. .. .	..	..	..	..	..	..	..
Wai-iti <sup>(2)</sup> .. .. .	..	..	..	..	..	..	..
Whareponga <sup>(1)</sup> .. .. .	..	..	..	..	..	..	..
Whangarao <sup>(2)(b)</sup> .. .. .	..	..	..	..	..	..	..
Okoha <sup>(2)(b)</sup> .. .. .	..	..	..	..	..	..	..
Rapaki <sup>(3)</sup> .. .. .	..	..	..	..	..	..	..

(1) Not open during year. (2) Neither examined nor inspected. (3) Inspected only. (a) Aided schools. (b) Subsidised schools

**Table No. 8.**  
CLASSIFICATION of PUPILS on the School Rolls, December, 1904.

Standards.	1904.			Totals 1903.
	Boys.	Girls.	Totals.	
Preparatory classes .. .. .	691	514	1,205	1,046
Class for Standard I. .. .. .	344	287	631	739
"  II. .. .. .	337	332	719	706
"  III. .. .. .	318	250	568	515
"  IV. .. .. .	201	172	373	407
"  V. .. .. .	86	73	159	191
"  VI. .. .. .	41	27	68	67
Passed Standard VI. .. .. .	18	13	31	22
Totals .. .. .	2,086	1,668	3,754	3,693

**Table No. 9.**  
AVERAGE AGE of PUPILS at Standard Examination of Schools in 1904.

Standards.	1904.		Average Age 1903.	
	Number passed at Annual Examination.	Average Age.	Yrs.	Mos.
I. ....	497	9 5	9	9
II. ....	426	10 9	11	0
III. ....	234	12 0	12	2
IV. ....	147	13 0	13	2
V. ....	83	13 10	13	11
VI. ....	36	14 5	13	11

Table No. 10.

CHILDREN of MAORI and MIXED RACES attending PUBLIC SCHOOLS, December, 1904.

Education Districts.	Of Maori Race.			Of Mixed Race living as Maoris.			Of Mixed Race living as Europeans.			Total.			Number of Schools attended.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland .. ..	591	465	1,056	48	43	91	332	304	636	971	812	1,783	187
Taranaki .. ..	29	24	53	11	7	18	11	14	25	51	45	96	19
Wanganui .. ..	159	97	256	8	2	10	20	39	59	187	138	325	39
Wellington .. ..	109	78	187	22	14	36	47	36	83	178	128	306	36
Hawke's Bay .. ..	258	151	409	31	27	58	68	70	138	357	248	605	42
Marlborough .. ..	2	..	2	..	1	1	13	5	18	15	6	21	4
Nelson .. ..	7	7	14	..	..	..	1	1	2	8	8	16	5
Grey .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Westland .. ..	8	5	13	3	1	4	1	..	1	12	6	18	4
North Canterbury .. ..	6	6	12	2	..	2	13	14	27	21	20	41	13
South Canterbury .. ..	9	9	18	..	..	..	8	7	15	17	16	33	4
Otago .. ..	9	12	21	4	2	6	34	24	58	47	38	85	19
Southland .. ..	..	..	..	17	14	31	46	40	86	63	54	117	18
Totals for 1904 .. ..	1,187	854	2,041	146	111	257	594	554	1,148	1,927	1,519	3,446	390
Totals for 1903 .. ..	1,068	760	1,828	115	107	222	608	551	1,159	1,791	1,418	3,209	367
Difference .. ..	119	94	213	31	4	35	-14	3	-11	136	101	237	23

Table No. 11.

(a.) NUMBER of MAORI PUPILS receiving Higher Education, &amp;c., at the End of 1904.

School.	Government Pupils.		Private Pupils.	Totals.
	Scholarship-holders formerly attending Native Schools.	Temporary.		
Boarding-schools—				
St. Stephen's (boys), Parnell, Auckland ..	28	..	32	60
Te Aute (boys), Hawke's Bay .. ..	7	..	62*	69
Hukarere (girls), Napier .. ..	7	9†	37‡	53
St. Joseph's (girls), Napier .. ..	1	20	23§	44
Queen Victoria (girls), Auckland .. ..	16	..	17	33
Timaru High School (girls) .. ..	2	..	..	2
Lyttelton District High School (boy) .. ..	1	..	..	1
Totals .. ..	62	29	171	262

\* Including 8 Europeans.

† Including 1 girl who is more European than Maori.

‡ Including 3 girls who are more European than Maori.

§ Including 1 girl who is more European than Maori.

(b.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Scholarships at High Schools or Colleges at the End of 1904.

Number.		Primary School.	High School or College at which Scholarship is held.
M.	F.		
1	..	Porewa Public School .. ..	Te Aute, Hawke's Bay.
..	1	Maketu Public School .. ..	Queen Victoria, Auckland.
..	1	Bell Block Public School .. ..	Queen Victoria, Auckland.
1	..	Tikorangi Public School .. ..	Te Aute, Hawke's Bay.
1	..	Dargaville Public School .. ..	Auckland Grammar School.
..	1	Te One .. ..	Hukarere, Hawke's Bay.
..	1	Matarakau } Chatham Islands .. ..	Hukarere, Hawke's Bay.

Table No. 11—*continued*.

(c.) NUMBER of MAORI STUDENTS, formerly attending Native Schools and College, holding University Scholarships at the End of 1904.

Number.	University Course.	University at which Scholarship is held.
1	Medicine ... ..	Otago University, Dunedin.
1	Law ... ..	Auckland University College.

(d.) NUMBER of MAORI PUPILS, formerly attending Native Schools, holding Industrial Scholarships at the End of 1904.

Number.	Native School.	Trade to which Scholars are apprenticed.	District.
1	Rapaki ... ..	Blacksmith ... ..	Lyttelton.
1	Rangitukia ... ..	Blacksmith ... ..	Port Awanui.

(e.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Industrial Scholarships at the End of 1904.

Number.	Primary School.	Trade to which Scholars are apprenticed.	District.
1	Maraetaha Public School	Builder ... ..	Gisborne.
1	Tolago Bay Public School	Engineer ... ..	Gisborne.

(f.) NUMBER of MAORI PUPILS, formerly attending Native Boarding-schools, holding Hospital-nursing Scholarships at the End of 1904.

Number.	Boarding School.	District Hospital.
1	Hukarere ... ..	Napier Hospital.

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I have received your letter of the 10th and am glad to hear from you.

I am sorry that I cannot give you a more definite answer at this time.

I will be glad to discuss this matter with you in person if you wish.

I am sure that we can reach a satisfactory arrangement.

I am very truly yours,

[Signature]

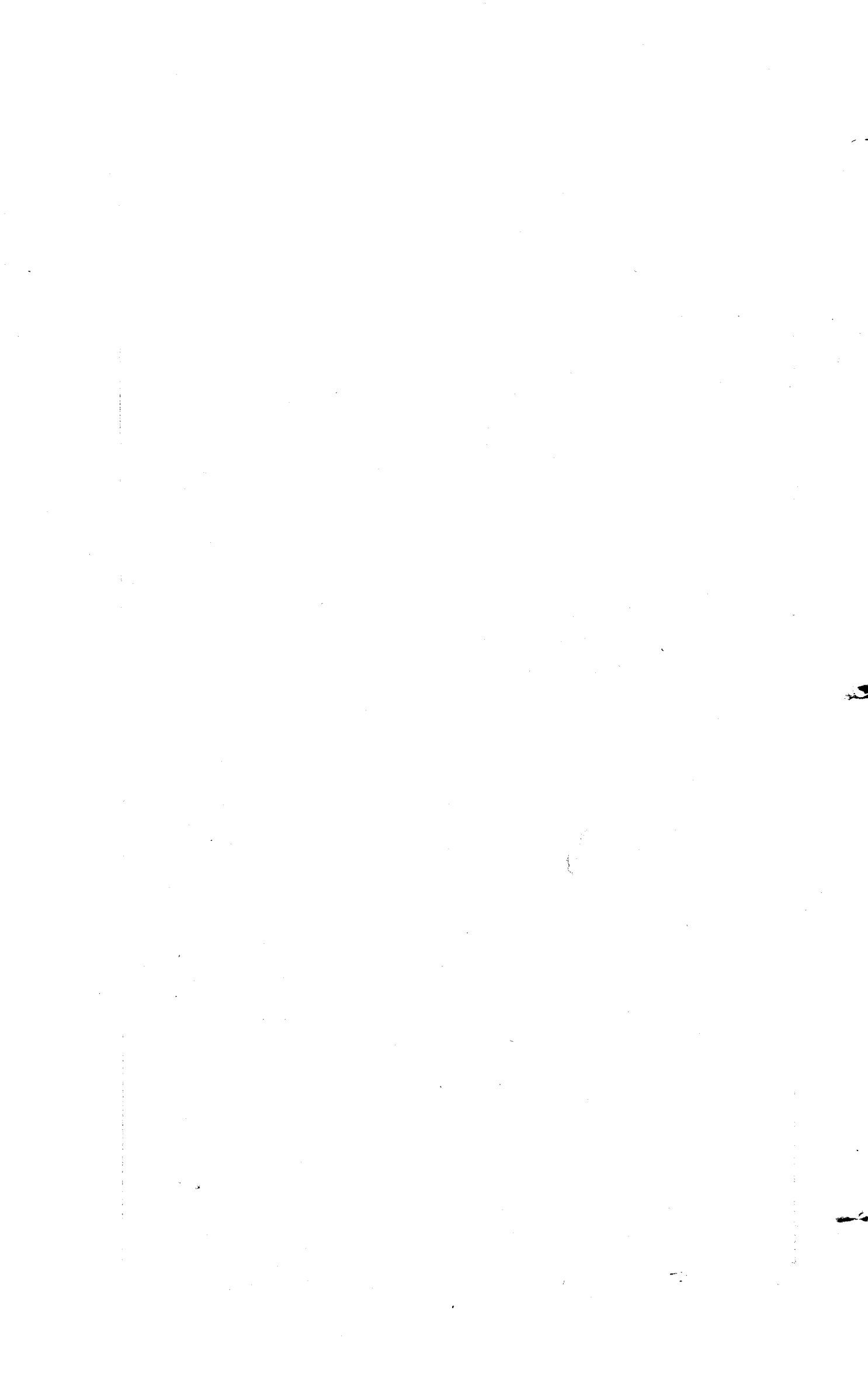
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TRAFALGAR DAY AT THE FARTHEST NORTH SCHOOL, HAPUA.



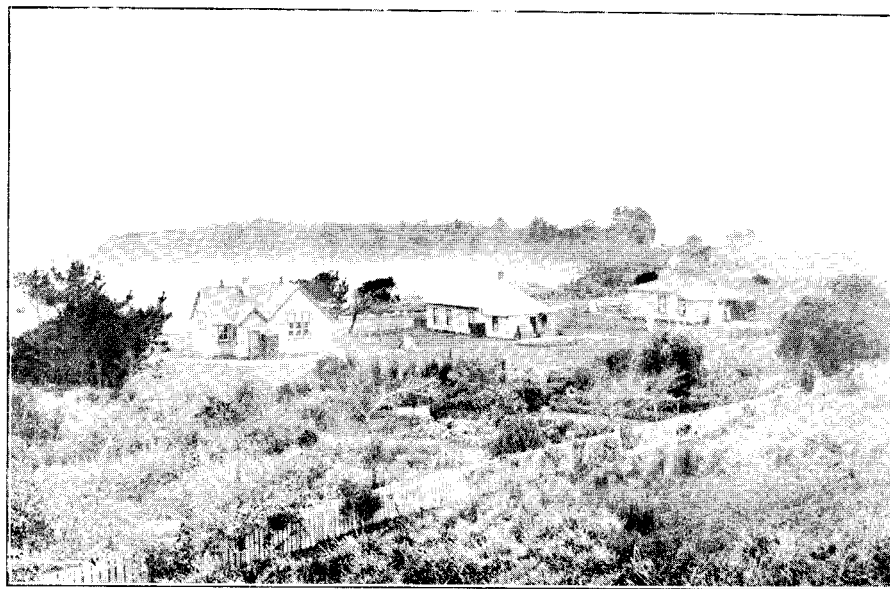
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(2)

(1)



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