

SESSION II.
1906.
NEW ZEALAND

EDUCATION :
NATIVE SCHOOLS.

[In continuation of E.—2, 1905.]

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

No. 1.

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

THE number of Maori village schools in operation at the end of 1904 was 100. In 1905 three schools were opened, two were transferred to Education Boards, four were closed, and two were given up by the Department. There were thus ninety-five schools in working order at the end of 1905. The number of children on the rolls of these schools at the 31st December, 1905, was 3,863, as against 3,754 at the end of the preceding year. The number of children is thus increased by 119, while there were five schools fewer in number. The average attendance for the whole year 1905 was 3,428, an increase of 344 on that of the preceding year. The regularity of the attendance has increased from 81 to 84 per cent., which is very little behind the average attendance at the public schools of the colony. This is all the more satisfactory when it is considered that none of the Maori schools are town schools.

In addition to the village schools, there are now six mission schools that are usually inspected and examined by the Department, two schools of this kind having been established during the year.

There are also six boarding-schools established by the authorities of various Churches in New Zealand; these form the only means available of affording higher education specially for Maori boys and girls. The total number of Native schools open at the end of 1905 was thus 107. European children attending Maori schools are provided for in the matter of higher education by the provisions of the regulations concerning free places in secondary schools, and admission has already been granted to candidates who have gained in Native schools the necessary qualifications.

Three new schools—Oruanui and Waitahanui, in Taupo district, and Mangaorongo, in the King country—were opened during the year, the first two with considerable success.

There is still some difficulty in procuring candidates who possess the qualifications desirable in the case of Native-school teachers, and, for this reason, the school built at Waimarama, Hawke's Bay, could not be opened until some time had elapsed after its completion.

The schools at Papawai and Te Kuiti were, at the request of the people interested, handed over, the former to the Wellington and the latter to the Auckland Board of Education.

The school at Te Houhi had to be abandoned owing to the departure of the Maoris consequent upon the resumption of their lands by the legal owner, while Awangararanui, Raorao, and Pariroa Schools were closed owing to the attendance falling below the number required.

The Department has found it necessary to increase the accommodation at several schools, and has before it applications of a promising nature for the establishment of several new schools. Information upon these, as far as it has been ascertained, is given in the Inspector's report.

During the year a gratifying advance has been made in the matter of handwork in Native schools. Five new workshops have been established, all of them with the assistance of the Maoris, and at small expense to the Department. A beginning has also been made in the matter of giving instruction in cooking, the utensils being such as are in general use in Maori kaingas. Instruction in practical needlework has also, during the year, been considerably developed, especially in the largest schools.

For the higher education of Maori youths there are six Native boarding-schools available—viz., St. Stephen's and Te Aute for boys, and Hukarere, St. Joseph's, Victoria, and Turakina

Schools for girls. The Government offers 123 scholarships, tenable at one or other of these schools for two years, to children of predominantly Maori race who pass the Fourth or a higher Standard at the Maori village schools; most of the holders have passed the Fifth, Sixth, or Seventh Standard. At the end of the year thirty-eight of the scholarships were held by boys and forty-four by girls.

To Maori children attending public schools who pass the Fifth Standard before reaching the age of fifteen scholarships of the value of £20 a year are granted, to enable them to attend a secondary school or to become apprenticed to a suitable trade. Under these conditions there are seven scholars attending secondary schools and seven boys serving apprenticeships. Further advance has also been made in regard to what are known as "nursing scholarships." There are now (1906) three probationers—one each at the Napier, Wellington, and Auckland Hospitals—while arrangements have been made for admission of three scholars as day-pupils.

Six scholarships are offered by the Government to Maori youths to whom it is considered advisable to give university training. Three of these are reserved for those who wish to study medicine, and the remaining ones are open. At present there are three scholarships being held, one student taking the medical course, one arts, and one law.

With reference to the conditions under which all the scholarships are granted, it seems evident that higher qualifications may now be safely demanded from those who wish to obtain secondary or higher education. There is already manifest a keen desire on the part of the Maori parents for instruction in manual and technical work of such a character as is likely to be most useful to the young Maori. The ready assistance they have given in various localities during the year in the establishing of workshops is evidence of this desire. The Department is also beginning to find that where boys and girls can obtain practical training of some kind at home, their parents do not wish them to attend a secondary school. It may be seen from these facts that the system of handwork and manual instruction in Native schools is now beginning to bear fruit, and an extension of the scheme is to be looked for as a natural result.

For boys, instruction in elementary agriculture is probably the direction in which extension of technical work is desirable, while for girls needlework, cookery, and domestic economy may be further developed.

The total expenditure on Native schools during the year was £24,077, which includes £95 paid from Native school reserves funds and £2,000 from Civil List for Native purposes. Deducting £36, recoveries from various sources, the result is a net cost of £24,041 for the year 1905, as against £24,881 for the previous year.

Included in this sum is expenditure on new buildings and additions, £2,560; on secondary education (including boarding-school fees for holders of scholarships from village schools, apprenticeships, hospital-nursing scholarships, University scholarships, and travelling expenses of scholarship-holders), £2,116.

The staff of the village schools included seventy-three masters, twenty-one mistresses in charge, eighty-seven assistants, and fifteen sewing-teachers. The masters received salaries ranging from £90 16s. 8d. to £269 5s. 10d.; the head mistresses from £60 to £176 13s. 9d.; the assistants from £9 8s. 4d. to £50; and the sewing-teachers from £6 16s. 3d. to £18 15s. In one school the master and mistress work conjointly, the total salary being £320 10s. at the end of the year. The assistants and sewing-teachers in the greater number of the schools are generally members of the teacher's family who give assistance in some part of the day's work. The assistance thus given is, however, becoming more valuable every year; indeed, the Department regards the work done by the assistants in the preparatory classes as of prime importance.

A new scale of salaries has been approved, approximating to that set forth in the Schedule to "The Education Act Amendment Act, 1905." The effect will be to produce a more even distribution of the amount paid as salaries to teachers, and to raise the salaries of assistants generally.

As regards the race of the 3,863 children attending Native schools during 1905, 80·8 per cent. were Maori or nearly Maori, 8·6 per cent. were half-castes living as Maoris, 2·2 per cent. were half-castes, or nearly so, living as Europeans, and 8·4 per cent. were Europeans. Of the 3,786 children of Maori or mixed race attending public schools, 59·6 per cent. were Maori, 5·9 per cent. were of mixed race living as Maoris, and 34·4 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, 1,223, an increase of 18 on the previous year; Standard I, 728, an increase of 97; Standard II, 629; Standard III, 594; Standard IV, 439; Standard V, 159; Standard VI, 80; and Standard VII, 28.

No. 2.

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

SIR,—

Wellington, 31st March, 1906.

In accordance with instructions, I have the honour herewith to place before you my report on the general condition of the Native schools and the work done by them during the year 1905.

At the end of 1904 there were in operation 100 village schools of various kinds. During the year three new schools were built, two were transferred to Education Boards, four were closed, and two were given up by the Department. At the end of the year 1905 there were thus ninety-five Native village schools.

There are also six denominational schools which, at the request of their controlling authorities, are examined and inspected by officers of this Department—viz., Matata Convent, Putiki Mission, Tokaanu Roman Catholic Mission, and Te Hauke Anglican Mission School—the latter two of which have been established during the year.

The Department has not any secondary Native schools of its own, but for the higher education of Maori girls and boys avails itself of those institutions that have been founded by various religious bodies—viz., Queen Victoria School for Girls, Auckland; Hukarere Girls' School and St. Joseph's Convent School, Napier; Turakina Girls' School, near Wanganui; St. Stephen's Boys' School, Parnell, Auckland; and Te Aute Boys' College, Hawke's Bay.

NEW SCHOOLS, ETC., 1905.

A new school was opened at *Mangaorongo*, King-country, in July. The preliminary investigations were made in 1902. During the interval many of the people left the district, taking their children with them, and the number of school-children available was further reduced by marriage and by death, so that only a very few children attended the opening. As there seemed very little prospect of an increase in attendance, the teacher, who had deserved promotion, was transferred, and the school closed temporarily. A much more successful beginning was made in the case of the two Taupo schools, *Oruanui* and *Waitahunui*. The former was opened in January and the latter in July, and the attendance at both and the interest shown by the people have been in each case most gratifying.

The new school at *Waimarama* was completed in July, but much difficulty was experienced in getting a suitable teacher, and the school was not opened till early in 1906. A new school is in course of erection at *Oparure* (King Country), and new buildings are to be built on less expensive plans at *Waipapakauri* and *Rangiawhia*, where experimental schools have been for some years very successfully conducted.

PROPOSALS FOR NEW SCHOOLS.

In this connection I have again to state that through pressure of work and consequent lack of time I have been unable to investigate all the cases in which application has been made to the Department. There are several places that appear to be well worth a visit, and I regret that I have been unable to report upon them, especially as they have been outstanding for some time.

The following are the applications referred to: *Te Puke*, *Parakiwai*, *Whangamata*,* *Wharekawa*,* *Kohanga*,* *Pakau*,* *Port Albert*, *Hurunuiarangi*, *Ohai*, *Pukehou*, *Rahotu*, *Kawa* (Barrier Island), *Kakanui*, *Te Huruhi*, *Maraetai* (Port Waikato), *Utapu*, *Takou*, *Opewa*, *Waiharakeke*, *Tauwhare*, *Waimaha*, *Makaka*, *Te Maika* (Kawhia), *Glorit* (Kaipara), *Rewett*, *Arapaoa*, *Te Awaroa* (Waikato), *Waitoki* (Thames), *Mangamuka Valley*, *Hauturu* (Waikato), *Tuhara** or *Whakaki* (near Wairoa, Hawke's Bay).

Included in the above are applications for schools in places where the minimum average number of children is probably less than twenty. In such cases the Department cannot undertake the erection of a school.

With regard to cases that I was able to either investigate personally or to get reliable information about in some other way, I have to report as follows:—

Hangatiki.—The Auckland Board of Education have opened a school here.

Pupuke Valley, *Patunga*, and *Keingapipiwai* are, I think, practically identical. The children can all attend Te Pupuke School, and, as the School Committee has been constituted with this end in view, the difficulty formerly in the way has been removed.

Mohaka.—It appears that the Maoris here wished for the establishment of a Native school, and not a Board school. As there are, according to latest report, eighty-two Maoris and only thirteen Europeans on the roll of the school, it certainly looks as if they were entitled to a Native school. In view of the establishment of the school by the Hawke's Bay Board, the Department cannot, of course, agree now to erect a Native school, and the application has therefore been declined.

Poroutawhao.—This case has been met by conveyance of the children to the nearest Board school.

Kaiwhata, near Flat Point.—A small school is being erected here.

Tokikuku (Waingarō).—Tenders received for the erection of the buildings being too high, fresh tenders are to be called.

Bowen Town, or Otawhiwhi.—A visit was made here. There is no site available, and the people were likely to remove within reach of a Board school.

Mataora Bay, Waihi.—A visit was also made to this place, and a promising case for a small school appears to exist. The difficulty in the way is that the people are connected with those at *Wharekawa* (Whangamata), to which a visit has yet to be made.

Atiamuri, or Waiwharangi, or Mokai.—A school is to be built here when the land has been legally acquired. All other details are complete.

Tautoro, near Kaikohe.—The contract for buildings has been let, and they are now in course of erection.

Parapara, Wanganui River.—A visit was made to this place. The people live scattered, and the number of children that could attend would not warrant the Department in proceeding.

Euatahuna has been delayed through the objection by some of the hapū interested to the site chosen for the school. A new site has now to be selected.

Waipapakauri.—The buildings are now in course of erection, and the *Paparore* School will henceforth be situated here.

Te Reinga.—The site offered was unsuitable. There are not many children. Another visit will be necessary.

Waimahana (Taemaro) is a promising case, but I have not been able to visit the settlement.

Ngatekawa.—The application for a school on the south side of Parengarenga Harbour was met with a ferry scheme, the children going to *Hapua*.

* Since visited in 1906.

Whareroa and Matapihi, Tauranga.—The children here were not numerous, and many of them go to the neighbouring Board schools, and the Department is therefore reluctant to agree to establish a school.

Hitaua Bay, Tory Channel, has been taken in hand by the Marlborough Education Board.

Te Hikuwai, East Coast.—The children of this settlement have for years attended *Tokomaru Bay School*, at a few chains distance from which the Hawke's Bay Board has recently established a school. It would be unwise, therefore, at present to further weaken the Native school at *Tokomaru Bay* by establishing one at *Hikuwai*.

Motiti Island, Bay of Plenty.—A school will very probably be built here. The case is a promising one.

MAORI VILLAGE SCHOOLS AT WORK DURING THE YEAR 1905 OR SOME PORTION OF IT, AND EXAMINED OR INSPECTED, OR BOTH.

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

The following are the schools situated in this district: *Hapua, Te Kao, Ahipara, Paparore, Pukepoto, Pamapurua, Peria, Rangiawhia, Parapara, Kenana, Te Pupuke, Touwai, Whakarara.*

For part of the year *Parapara* has been closed for want of a suitable teacher.

Touwai School has not been so well attended as it used to be: sickness and death played havoc in the settlement.

The discovery of copper near *Te Pupuke* and the return of the people from the gumfields to their homes in consequence of the low price of gum enabled the Department to reopen *Te Pupuke School* with very satisfactory increase in the attendance. A qualified teacher was also found for *Whakarara*, which was also reopened, and has since maintained a steady average.

In the case of *Te Kao* Native school, inquiries made during my visit revealed the fact that the children attending walk daily distances varying from four to nine miles each way, their homes being in the gumfields surrounding the school. A unique record such as this is conclusive evidence as to the successful management of the school.

With two exceptions—and these were remarkable for their inefficiency in comparison with the other schools—I consider that these schools are in a very satisfactory condition, and, indeed, may be regarded as doing first-rate work.

In one school the want of attention to cleanliness as regards the schoolroom, the appliances, and the appearance of the children made me feel ashamed, and I expect to see great improvement made in this direction at the next visit.

New buildings are to be provided for *Paparore*, an experimental school carried on for some years with much success in a gum-store, to which the children have walked four or five miles. These will be erected near *Waipapakauri*.

A new school and residence are to be erected at *Rangiawhia*, where another experimental school has by its good work justified the step. It may be worth recording here the fact that the teachers of this school, who are of Maori race, have succeeded in bringing it to a very high degree of proficiency, and they deserve our congratulations on their success.

At *Hapua*, the farthest north school, the teacher's garden serves as an excellent object-lesson to the people, who, I was pleased to note, had themselves established plots in places formerly considered unsuitable. Another striking case is that of *Kenana*, where the schoolhouse, for many years surrounded by a wilderness of manuka, is now the centre of an oasis, well-stocked with flowers and vegetables, the result of the present teacher's labour.

Handwork is well taught in most of these schools.

Group II.—Hokianga District.

Mr. T. L. Millar, of Rawene, acts as local visitor to the schools in this district, and has again, as in former years, earned the thanks of the Department for the interest he has shown and the assistance he has given when applied to.

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

Except in one or two cases, these schools have increased considerably in numbers.

Whangape School has been enlarged.

At *Whirinaki* provision has also been made for the increased numbers by the use of the old building, which now accommodates a very fine infant department.

Mangamuka and *Waima Schools*, built for forty children, have now each about sixty-five children on the roll, and the question of making suitable provision for this number is now being considered.

The building in which the side school at *Lower Waihou* is conducted is very unsuitable for the purpose, and the teachers are subjected to great inconvenience.

The attendance at these schools is, on the whole, very regular, and the order and discipline have improved.

With regard to the work of the children I am pleased to note an improvement, and this is due to the fact that at last the teachers have broken away from their old methods. Special mention is due in the case of the preparatory classes at *Waima School*, where the infants receive a careful training on modern methods, and are in consequence well advanced.

The schools as a whole are kept tidy and clean, and the children are, generally speaking, clean and well-mannered. An excellent tone prevails, and the Hokianga schools are in a flourishing state, the enthusiasm of the people in several cases being a sure confirmation of this fact.

The success of *Whangape* is all the more creditable when one takes into consideration the fact that, the school being situated between two rivers, the children are nearly all ferried to school, fifty or more crossing one river daily.

Handwork of one form or another is done in nearly all of these schools, the modelling in plasticine at some of them being really excellent.

There are now in this district four workshops at which instruction in carpentry is given, a new one having been established at Whangape during the year.

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

The following are the schools comprised in this group: *Kaikohe, Ohaeawai, Te Ahuahu, Oromahoe, Taumarere, Karetu, Whangaruru, Te Rawhiti, Poroti, Takahiwai, and Otamatea.*

Upon the death of Mrs. Tautari, who for many years had managed *Taumarere* School, the Department decided that the school should not be reopened, as the few children in the settlement will be able to attend the Board school at Pakaru.

Te Rawhiti School, beyond Russell, made a fair beginning, though there do not seem to be many children in the district.

Kaikohe School, which had been temporarily closed, was reopened in September quarter, and has since made remarkable progress. It is now the largest Native school, and steps are to be taken to provide the additional accommodation that has become necessary, there being an average of over 110 for the first quarter of 1906.

These schools as a whole are not so efficient as those of the former group. The preparatory classes are still below the standard that ought to be attained. Fingers are still used in one or two places for working sums in addition, and English is not at all a strong subject. The attendance has increased at some of the schools. The children were generally tidy and the schools clean.

A workshop is to be established at *Takahiwai*, and cooking classes will soon be arranged, the people and the new teachers taking up both matters with enthusiasm.

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

There are in this group: *Manaia* (Coromandel), *Te Kerepehi, Rakaumanga, Raorao, Parawera, Te Kopua, Mangaorongo, Te Kuiti, Hauaroa* (Taumarunui), *Te Waotu, Ranana, Wai-iti, Whakarewarewa, Waiotapu, and Awangararanui.*

Of these, *Raorao* and *Awangararanui* have remained closed during the year. In the case of the former it was intended to remove the buildings elsewhere, but this has not yet been done. *Awangararanui* may yet be reopened when a site nearer to the centre of population has been obtained.

During the year *Te Kuiti* School passed over to the control of the Auckland Education Board, and a new school has been erected for the Maoris at *Oparure*, some four miles away.

The school at *Hauaroa* is, in spite of former additions, again overcrowded; some of the other schools in the group have, however, fallen away somewhat in their numbers, the people being more or less apathetic.

The new school at *Mangaorongo*, some distance east of Otorohanga, was opened in July, 1905. The children who were promised for the school have, in the time preceding its completion, dwindled in numbers until only about fifteen were present at the opening. The teacher was thereupon transferred at the end of the year and the school temporarily closed.

The buildings formerly erected at *Tapuaeharuru* (Lake Rotoiti) are now removed to *Wai-iti*, the school being inspected in July, with very gratifying results.

The work done in these schools was, on the whole, fair. In at least four the want of proper foundation work in the lowest classes brought about the usual result—disaster in the higher; one school, indeed, was particularly unsatisfactory in this respect, and the new teacher found it necessary to begin *de novo*.

Parawera and *Whakarewarewa* deserve special notice. The children attending the former came, many of them, long distances; their work in school is exceedingly good, and they are clean and well-mannered.

Whakarewarewa has reached a standard in all its work that can be described only as excellent. The attendance, too, in spite of such distractions as tourists, carnivals, and tangis, is excellent.

Group V.—Tuhoe or Urewera District.

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

I have in former reports referred to the specially difficult nature of the work in these schools. This arises from the fact that conditions of life are harder here than in warmer parts, that the people are in consequence badly off for proper food, and that they are still sunk in superstition.

In the case of *Te Houhi* School, I am sorry to have to report that owing to the occupation of the land by the successful litigant in a recent law case the school had to be abandoned. The teachers had used the best methods of teaching, and the school had never before reached such a high stage of efficiency, the examination results being first rate.

I cannot speak so highly of the methods in use in all the other schools of the group. In one the reading in some classes was more of the nature of recitation, and in another the purely alphabetic method was again the cause of many failures in spelling and dictation.

Te Whaiti has made a very successful beginning under a new teacher, and the outlook there has never been more promising. The Urewera children are still not so clean in their dress and persons as are children in other districts.

The attendance at the largest school has fallen off, and it has been necessary to threaten proceedings against the offending parents.

The workshop at *Waimana* has been now put on a more satisfactory basis, and, as a timber-mill has been lately opened in the district, an improvement in the condition of the people and children there may be looked for.

The proposed school at *Ruatahuna* has been delayed by the objection of some of the hapus to the site chosen.

Group VI.—Western Bay of Plenty.

There are seven schools in this group—viz., *Te Kotukutuku*, *Paeroa*, *Papamoa*, *Te Matai*, *Matata*, *Oiamauru*, and *Poroporo*.

These schools on the whole showed very good work at the examination, and the number of children attending each has been well kept up.

Te Kotukutuku has made good progress, and has under the present teachers been transformed into a healthy and vigorous school. Similar remarks apply also in the case of *Poroporo*, to which something like its old form has now returned.

The removal of the old *Judea* buildings to form an addition to the *Paeroa* School has answered the purpose admirably, and has contributed materially to the welfare of this flourishing school.

There were only two schools in which exception might be taken to the want of cleanliness.

There is still in two or three instances a need of better methods of instruction in the lowest classes, and in one school the order and discipline were far from being satisfactory.

A very good display of handwork was made in *Te Kotukutuku* and *Paeroa* School, the plasticine-work in the latter being excellent.

Group VII.—Eastern Bay of Plenty.

There are six schools in this group—viz., *Waioweka*, *Omarumutu*, *Torere*, *Omaio*, *Te Kaha*, and *Raukokore*.

The attendance at these schools has been very good, especially when it is remembered that rivers liable to sudden rise are frequent in the district. To one school children walk at least five miles each way with commendable regularity.

The work done by the children in several of the schools was excellent, and a capital display of handwork was made in them.

The children were tidy and clean, except in one case. In this the peculiar form of religion obtaining prevented the use of medicine of any kind, and faith, on which alone the people relied, proved ineffectual in removing *hakihiaki*. I may remark that I offered my own assistance in the case of one child who was very badly affected with skin disease. The parents objected, however, to the application of any medicine, and the poor child had therefore to suffer for their obstinacy and superstition.

The methods in use in these schools have improved very much of late years, and in *Omaio* and *Te Kaha* especially they have produced excellent results. In one school only was the work weak, the children using their fingers in arithmetic, speaking English very indifferently, and reading in an indistinct manner.

A workshop has been established at *Te Kaha*, the people gladly lending what assistance was required.

Group VIII.—East Coast, Gisborne.

The East Coast schools are: *Wharekahika*, *Te Araroa*, *Rangitukia*, *Tikitiki*, *Waiomatatini*, *Tuparoa*, *Hiraharama*, *Whareponga*, *Tokomaru Bay*, *Whangara*, and *Nuhaka*.

The Maori people of this district are probably the most progressive of any of the tribes amongst which our schools are placed. It follows that as a whole they show a keen appreciation of the benefits of education, and the East Coast schools have always been regarded as setting a high standard.

The attendance at these schools has been good, and in *Tuparoa* and *Nuhaka* there has been a large increase in the number of children, necessitating in the latter case an increase of accommodation.

The work of the schools varies in character from fair to excellent. In one the order was not at all satisfactory; in another the instruction of the infant classes was decidedly weak.

Handwork has been very well done in most of these schools, plasticine-modelling, basket-weaving, and cardboard-work being of exceptionally high order.

In most of the schools, too, an excellent tone prevails.

Whareponga, which was, unfortunately, closed temporarily pending the appointment of a suitable person to succeed the former teacher, who was transferred, and which did not, as has been incorrectly stated, "go out of commission owing to there being not enough children," has been reopened, and at inspection-time every available seat was occupied.

The attendance at one or two of the schools has been affected somewhat by the establishment, presumably for European children, of Board schools, in cases at very short distances from the existing Native school. Thus Maori children from *Rangitukia* and *Tokomaru Bay* Native schools are now attending Board schools established near them. It has also just been decided to establish a Board school at *Nuhaka*, where twelve European children are now attending the Native school.

The fact that European children and Maori children can be taught side by side without difficulty is evidenced by the continued success of *Whangara* School. The results obtained there are excellent. The children are remarkably clean, as is also the school, and the European parents seem well satisfied with the quality of the instruction given to their own children. Further, the tone of the whole kainga has been improved considerably by the work of the school.

The Ngatiporou people have for the past few years begun to turn their attention and energy to sheep-farming, and they have attained a high degree of success in this work. The Ngatikahungunu of *Nuhaka* are still fully occupied in dairy-farming, of which they also have made a success. The Department should, I think, be prepared during the course of the next year or so to lend assistance in training such boys as may find their future vocation in either of these two directions. A training in agriculture or in general farm-work, including dairying, would be beneficial to the people of the district.

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

The schools comprised in this group are: *Tangoio, Te Haroto, Oruanui, Waitahanui, Tokaanu, Karioi, Pipiriki, Pamoana, Puniho, Pariroa, Papawai, and Turanganui.*

Of these, *Oruanui* and *Waitahanui*, in the Taupo district, began operations this year, the latter being too late for examination.

Pariroa School, near Patea, fell so low in numbers and the prospects were so little that the school was closed and the buildings handed over to the Wanganui Education Board.

Oruanui School made a capital beginning, the building being filled completely and the people being very enthusiastic. A night class for adults is being conducted, and a social evening held occasionally has done much to interest the people.

The delay in appointment of a teacher at *Tokaanu* affected materially the welfare of the school, which has been further weakened by, first, the establishment of a Church school as *Tokaanu*, and, next, sickness and want of food among the people.

These schools are not particularly strong as regards the work done in them; indeed, at least half of them are below the mark. In one the reading consisted of mere repetition, and in another I found fingers frequently used in arithmetic. So firmly established had this habit become that new children put up their hands and performed the movements mechanically, being under the impression that this was the correct thing to do. Under these circumstances one could not be surprised at finding the arithmetic weak throughout the whole school.

Papawai School was after a successful examination transferred on the request of the people to the Wellington Education Board.

Group X.—South Island Schools.

The Native schools in the South Island are: *Waikawa, Wairau, Mangamaunu, Kaiapoi, Little River, Arowhenua, Waikouaiti, The Neck, and Ruapuke.*

The work of these schools is, on the whole, fair; there are four in which it is very good indeed.

The attendance has been generally satisfactory, except in the case of *Waikawa*, which is again most unsatisfactory.

The reports show that, in the Inspector's judgment, the children were, except in one school, clean both in habit and person.

Handwork is well done in several of the schools, and there is a workshop at *Waikouaiti* which is proving a very valuable aid.

I regret to learn that the instruction of the preparatory classes is still conducted on useless lines, and hope that the desired change in methods will be introduced without further delay.

Wairau School was vacated during part of the year, as was also *The Neck* School on Stewart Island. Both these schools are now again in working order, new teachers having been appointed.

MISSION SCHOOLS.

There are four mission schools which at the request of their controlling authorities are usually inspected and examined by the Education Department. They are: the *Maori Mission School, Otaki*; the *Mission School, Putiki, Wanganui*; *Matata Convent School*; and *Waerenga-a-hika Mission School, near Gisborne.*

A new mission school has been established at *Tokaanu* by the Roman Catholic Church, and a mission school at *Te Hauke*, near Hastings, Hawke's Bay, by the Anglican Church. The Department has also agreed to inspect and examine these during 1906, the application in each case coming too late for action to be taken in 1905.

The school at *Putiki* was examined some seven months after the former examination, and in spite of this the results obtained were very good, and the methods of teaching satisfactory. The attendance had been fairly good, though the number of children on the roll was not so large as it used to be.

Otaki Mission School had, unfortunately, not been either inspected or examined for some two years. The attendance has not been very satisfactory, but the results obtained in the examination were very good.

The discipline at *Matata Convent School* was capital; the extra subjects—singing, drawing, and drill—had made much advance during the year, and, indeed, the whole of the work showed a very substantial improvement on that of the previous years. I should like, however, again to call attention to the advantages to be derived from a thorough grounding in the powers of the consonants.

The standard of the *Waerenga-a-hika Mission School* is, on the whole, high, and the results of the examination were very satisfactory, though it seemed to me that some of the children had been classified too low.

Since last examination there has been a change in the staff, and the teaching of the lowest classes during my inspection was not at all satisfactory. It seems to me that the importance of the school demands the appointment of an assistant thoroughly qualified to take the work of all the lowest classes. Further, there is a capital opportunity here for the establishment of classes in woodwork and agriculture, in which all the boys from Standard III upwards could take part. I strongly recommend the authorities of the school to give to this important question the attention it deserves.

BOARDING-SCHOOLS.

The schools which provide higher or secondary education to Maori children are six in number—viz., *Te Aute College* (Napier) and *St. Stephen's* (Parnell, Auckland) for boys; *Hukarere* and *St. Joseph's Convent* (Napier), *Queen Victoria* (Auckland), and *Turakina* (Wanganui) for girls,

I again regret to report that, except in the case of *Turakina Girls' School*, I have been unable to pay visits of either inspection or examination to the secondary schools. The examinations were conducted by the Inspector-General of Schools, and by Mr. J. Porteous, M.A., Assistant Inspector of Native Schools, who entered upon his duties towards the end of the year. The following is the substance of the report in each case:—

St. Joseph's Roman Catholic Girls' School, Napier.—The work done during the examination of this school has been of a very high order indeed. Special reference may be made to the very good quality of the reading, the general neatness and care of all the written work, to the singing and physical drill, and to some very fine needlework done in addition to the prescribed work. The questions in physiology were fairly well answered, but there was no evidence of practical work. Experimental science has been taken, but the absence of experimental work detracts considerably from the value of it. In nature-study, the leaves of common trees and plants, and also flowers, have been examined, and painted copies of them made in drawing-books. Three certificates of proficiency and seven of competency in Standard VI were issued. The elder girls receive instruction in cookery at the Technical School, Napier. The girls are also well trained at the Convent in sewing, darning and mending, cooking, and washing.

Hukarere Protestant Girls' School, Napier.—The school on the whole has passed a very fair examination. The weakest classes were Classes V and VI, and the weakest subjects throughout the school were arithmetic and geography. From the nature of many of the answers in English, physiology, and geography, it seemed that some of the pupils failed to clearly comprehend the language of the questions. On the other hand, there were many instances of very good work in the various subjects. The singing was praiseworthy. The girls sang sight tests very well indeed, and with good expression. Physical drill, with musical accompaniment, was well done. Excellent work is done in sewing, and prominence is given to instruction and practice in domestic economy. The elder girls also attend the cooking classes at the Napier Technical School.

Queen Victoria School for Maori Girls, Auckland.—As was suggested in last year's report, a reduction in the number of classes has been made, and evidently with satisfactory results. The school has made a very creditable appearance in most of the subjects. Reading and spelling were very good in the upper classes, whilst writing was good throughout. Good work was done in English and composition by Forms IV and V, but there was some weakness in Form III in arithmetic and geography. The singing was very good indeed, while in physical training the girls receive efficient instruction in the gymnasium of St. Stephen's at the hands of Professor Potter. The science work done by the girls consisted of elementary physiology and the elementary principles of ambulance (first aid), cookery, and agriculture. The practical knowledge of ambulance-work was good, as far as it went. School gardens have been begun, and a little practical study of plant-life and of physiology has formed part of the programme. The girls require rather more instruction in the practice and theory of cookery than they are getting under the present arrangements, although the practical instruction that they do get appears to be good. I welcome the new departure, and hope for still better results in the future.

Native Girls' School, Turakina.—The school has passed an excellent examination, all the girls in Standards I, III, and IV passing creditably, while six out of the seven presented in Standard V gained certificates of competency. This is, I consider, a very creditable result. The work done in English and composition, reading and writing, was well done, as was also the arithmetic in Standards I, III, and IV. The arithmetic of Standard V is of such a nature that attention is given to practical money work, and in this the class did very well. The singing was very pleasant and tuneful. Drill consists of useful Sandow exercises, and chest-measurements are taken periodically. Instruction in sewing includes cutting-out, darning, and mending, and the use of the sewing-machine. The girls are also taught cooking, including the baking of bread. I was well pleased with the manner in which the girls went about this important work. Lessons on health, and the physiology connected therewith, have also been intelligently grasped. Domestic instruction in various branches is taught practically, the girls doing the washing, ironing, and starching for the household. I consider that in the training of these girls the school is doing excellent work, and is exercising a most healthy influence on them. I shall be surprised if the decidedly practical training which the girls receive does not produce most beneficial results. The excellent condition of the school and the good work that is being done redound to the credit of the principal, who, ably seconded by his wife, evidently has the welfare of his pupils very much at heart.

Te Aute College, Hawke's Bay.—Taking everything into consideration, the work done by the various classes may be characterized as very fair. Some very good work in individual cases was met with in most of the subjects. In English and composition the quality of the work was good in Class V, very fair in Class IV, fair in Classes II and III. Arithmetic cannot be described as strong, although some good papers were handed in in each class. Algebra was very fair. In geometry four very good papers were presented, eight papers were good, while several of the others were moderate. Some of the answers in geometry showed that some of the boys had a very crude conception of the work. In history the answers were not of a high order. Geography was fair in Class II, and very weak in Class III. Class III had studied a portion of the "Imperial Geography," but very imperfectly. Three questions were substituted for three of the original questions. Physiology in Class V was good, and very fair in Class IV. According to the syllabus of work, some attention was given to practical work in this subject, but the answers to a question requiring the pupils to give the results of their observations were not good. The methods adopted in answering questions were good, but in many cases the writing was of inferior quality. The Latin of Class V was, on the whole, fair. Closer attention to the point of each question is necessary, and in every case care should be taken that Latin is translated into good English. Classes IV and II were, I think, below the standard which was expected of them. A training in woodwork and in the principles of agriculture would be more beneficial to a majority of the boys than

some of the subjects included in the programme of work. The tone, discipline, and manners are excellent.

St. Stephen's Native Boys' Boarding-school, Parnell, Auckland.—The lower part of the school—Standards I, II, III, and IV—under Miss Lumsden, has passed a very good examination, while the upper part—Standards V and VI—did fairly well. The weakest class is Standard V, the work in English, arithmetic, and spelling being decidedly poor. In Form VI some of the spelling was poor, as was also some of the arithmetic. I understand that the school year was of shorter duration than hitherto, and this may account to some extent for the weakness above mentioned. The order, attention, and discipline appear good. The singing was rather lusty; a little more attention might with advantage be devoted to expression. Physical drill was done, on the whole, well; some few lads did not put sufficient vigour into their work. The boys are instructed in gymnastics by Professor Potter. A little company drill is done. There is good material here for a cadet corps. Taking everything into consideration, the school is satisfactorily managed by Mr. Wilson. The Inspector-General adds, "Woodwork, on the whole, is being very well taught at the school. It is, however, desirable that as far as possible the boys should work from their own drawings—plans and elevations at least, but not necessarily isometrical projections, being used. I am glad to see that agriculture has been begun, and that there is a school garden. The work therein should be accompanied in an increasing degree by other individual practical work by the pupils, who should further be taught to state in clear English the results of their work and observations. As might, perhaps, be expected in the first year of such work, the pupils made only a very moderate show in their written answers to questions. There is promise of better work in future."

TE MAKARINI SCHOLARSHIPS.

The Makarini Scholarships—two junior and one senior—are provided for from a fund established by Mr. R. D. Douglas McLean, Hawke's Bay, in accordance with the views and wishes of the late Sir Donald McLean, and in remembrance of him. The scholarships are tenable for two years at Te Aute College, and are of the annual value of £35.

The examinations were held on the 11th and 12th December, 1905, at the following centres—viz., Auckland, Te Aute, Rakaumanga, Omaio, Whakarewarewa, and Waikouaiti. There were this year twelve entries for the senior scholarship examination, the candidates coming—seven from St. Stephen's Boys' School, four from Te Aute College, and one from Taupiri Public School; for the junior there were two candidates from the North Island and three from the South. Other intending candidates were prevented from sitting for the examination owing to the fact that their teachers had not complied with the regulations contained in the Native Schools Code, which require notice to be given by the candidates of their intention to present themselves for examination.

The scholarships were awarded as follows: Senior scholarship—Joseph Clarke, St. Stephen's Boys' School, Auckland, 84·3 per cent.; junior scholarship for Native schools—Teretiu Kururangi, of Te Kaha School, Bay of Plenty, 71·3 per cent.; open scholarship, William Kiri, of Ranana School, Rotorua, 68·4 per cent.

Except in the case of the senior competition, where H. H. te Wahia, of Te Aute College, closely followed the successful candidate with 81·1 per cent., there is no doubt as to the superiority of the winner.

I would again point out the difficulties with which boys have to contend in regard to what is defined in the regulations as "English." The three South Island candidates, though all of them Maori by birth, did not know the Maori language; and, from the point of view of Maori school education, this is a consummation devoutly to be wished. But it was a severe handicap to them, as their marks showed, when they found that they were called upon to translate Maori, for this meant that the candidates were asked to take a step backwards in their education. I have therefore recommended an alteration in the scholarship regulations, and have submitted with the report a new syllabus of work for the consideration of the trustees.

I have to note the following with regard to the work done in the various subjects, partly for the information of the trustees, and partly for that of the teachers interested: Reading appears to have been very satisfactory, but the comprehension was, in my judgment, much below what it should be; writing was good, and dictation, except in one or two cases, was satisfactory. The English I have remarked upon above. Arithmetic was very poor in the case of many of the senior candidates, that of the juniors being much better. New Zealand history, the laws of health, and Biblical knowledge were much below the standard which I should expect the trustees to wish in these subjects; and the geography was not at all up to the mark. I have to state, however, that the standard of examination has advanced in most subjects considerably beyond what appears in the regulations; and this is, I think, an additional argument why the trustees should consider the question of revising the regulations.

STATISTICS.

A statement of expenditure in connection with Native schools will be found in tables 1 and 2 of the Appendix, the former table giving details that are summarised in the latter. The expenditure for 1905 has been less than that of 1904 by £840.

Table No. 3 gives the ages of the pupils. There is a decrease in the percentage of ages of those under ten years, showing that the children are not coming to school at so early an age, and an increase in all cases above that. In the case of those above the age there can be no doubt that the establishment of workshops in several centres has had the effect of keeping the boys at school longer, while the girls are in some places not so keen upon leaving home.

Table No. 4 shows that the working average for 1905 was 3,428·13, as against 3,083·75 in 1904; while the regularity of attendance (percentage of weekly roll) is 83·67, as against 81·24 last year.

The average has thus increased by 345, while the percentage shows an improvement of 2.43 per cent. I think this is a very creditable result, and regret the circumstances which led to the temporary closing of so many schools as indicated in the footnote to the table.

Table No. 5 has this year been altered to bring it into conformity with that provided by the various Education Boards. There is an increase of 107 in the number of children mostly Maori in race, and this is the only remark that can be made by way of comparison with last year's table.

Table No. 6 shows the number of standard passes obtained during the year. It must be remembered that in the case of Native schools the individual pass examination is still in vogue. Indeed, I think it would be somewhat difficult to do away with a pass examination of some sort, as the parents would lose that keenness of interest which they now show, and which is very desirable in our schools. Fewer children passed Standard I this year, a very good indication that the teachers are promoting less rapidly, and that a better foundation is being laid. The other classes show a general increase on last year's number. In view of the allegations made in various places that the work done in Native schools does not extend beyond Standard IV, it is interesting to note that 130 children passed Standards V and VI. Some of these were granted certificates of proficiency in Standard VI.

Table No. 7 sets forth the results of inspection during the year. The schools have hitherto been inspected on the day of the examination. This will be altered as far as possible during 1906, and inspection visits will be made without notice. As is shown in the fourth column, there can be no doubt that the standard of efficiency is steadily rising. Teachers are becoming more efficient in methods, especially in regard to the instruction of the lowest classes.

Tables 8 and 9 show that there are more children in the preparatory class and Standard I than last year by 115. Standard II has decreased considerably; the other standards have all increased somewhat. The average age has somewhat decreased in the higher standards, while in Standard I, as the result of slower promotion, the age is higher.

Table No. 10 shows the number of children of Maori or mixed race attending schools under the jurisdiction of Education Boards. There is an increase of 218 in the number of pure Maoris, a decrease of 32 in the number of children of mixed race living as Maoris, and an increase of 154 in the number of children of mixed race living as Europeans—a total increase of 340. I have no hesitation, however, in stating that there are several schools which, from the fact that between 80 and 90 per cent. of the children are Maori, ought to be regarded as Native schools, and be conducted as such. Indeed, most Boards decline to assume direction of such schools.

Table 11 shows what is done in regard to the higher education of the Maori, and gives information as to scholarships held at secondary schools, University scholarships, industrial scholarships, and nursing scholarships. There are 289 children receiving education in some secondary school or other, three young Maoris studying at some University, seven boys apprenticed to various trades, and four girls being trained as nurses, of whom two are on the regular staff of some hospital. The higher education of European children attending Native schools is provided for by the regulations respecting free places in secondary schools, certificates of proficiency being issued to such children as qualify.

GENERAL.

In the following paragraphs are some remarks on the general efficiency of the Native schools in the various subjects of the curriculum, with suggestions for the assistance of teachers where necessary, and also some paragraphs dealing with various matters connected with Native schools.

Reading.—During the year a considerable amount of progress has been made in this subject, especially in the preparatory and lower standards. Teachers are beginning to realise now that it is of no use to promote a boy to Standard I before he has mastered the foundation. In very few schools now is the alphabetic method of teaching reading used, and the result has been a very great advance in reading. Indeed, it is no exaggeration to say that in the best of the schools to-day the children of the preparatory classes are able to read lessons that formerly were done more or less imperfectly by the classes of Standards I and II. There are still, however, some schools in which the old system dies very hard, and there are others in which the teachers, while anxious enough to adopt the recommendations made by the Inspector, have yet hesitated on account of their being uncertain as to the correctness of their own method of producing the sounds of the various consonants. These I would ask to avail themselves of the opportunity of an Inspector's visit to get a further explanation of any difficulties, but meanwhile to make every effort to help themselves by pronouncing to themselves the letters about whose function they are in doubt.

I have seen so much benefit derived from the thorough teaching of the sound-values of the consonants that I am more than ever convinced of its absolute necessity in Maori schools. And I would point out to teachers who may have come to regard it as a new fad that the Department has long since recognised its value, as may be seen from the instructions given to teachers in the supplement to the Native School Code, section xii. It is idle for teachers, or indeed for any one, to assert that the Maori child cannot pronounce the English letters. Unless he is suffering from some physical defect, as occasionally I have found, the Maori child, being provided with the same mechanism in his vocal organs, is able to do exactly the same as the European child. All that is necessary is for the teacher to show him how to set the mechanism in proper motion, and, in difficult letters such as *b, p, l, r, &c.*, and in combinations such as *th, sh, &c.*, this work *must* be done by the teacher before any progress can be made. But when once it has been thoroughly done the child can pronounce quite as clearly as the average European child; and, indeed, in some cases his pronunciation is clearer, inasmuch as his words are free from all impurities. I was particularly struck with the clearness of the pronunciation of the lowest classes at Te Houhi—a school remote from civilisation, on the border of Tuhoe-land. Indeed, this one instance would be sufficient to convert any person sceptical as to the success of the method, for at Te Houhi the children have had to depend entirely on their teacher for instruction in reading and pronunciation—they hear no

English spoken, except at school. Further, the upper classes had apparently been listening to the work proceeding in the lower ones, and had thereby acquired the habit of speaking properly and reading correctly. In short, the method of instruction given in the preparatory classes had benefited at once the whole school.

Another pleasant sight also now more frequently meets the eye. If you ask the assistant teacher in most of the Native schools to give a lesson in reading to the preparatory classes, she will proceed with chalk and blackboard, and does not hasten, as formerly, to give out the reading-books. This is a sure sign of a great advance in method.

What I should like to have done now is a carefully thought out scheme of teaching reading to the infants which could be uniformly adopted in all the schools. It might proceed in some such stages as follows: (1) Short combinations of two letters, such as *an, en, in, on*, taught by "look and say"; (2) easy consonantal sounds taught in the easiest order, not the alphabetical order; (3) combination of (2) with (1) to form words of three letters, as *pin*; (4) harder consonantal sounds, such as *sh, th, &c.*; (5) combination of these with words already formed, as in *shin*; (6) vowel sounds, as in words like *boot*; (7) long vowel sounds, as in *shame*. A programme based on these lines would give sufficient work for a preparatory class for two years, and could be taught nearly all from the board. Indeed, there are at present no books suitable for this particular work in use in our schools, except the Adelaide primer, which is too short, though excellent in other respects.

Most of the pupils in the standard classes have read two books during the year, and I think there has been a fair amount of improvement in this respect throughout the schools. There were one or two instances where, however, it seemed clear that the reading had been confined not only to one book, but to certain pages of that book, and I can only express my deep regret at such a proceeding, which is quite indefensible. On the other hand, there are schools where the children seem to have cultivated the art of reading to such an extent that two books have been insufficient, and the teacher has applied for extra books, asking for any books that the Department may have in stock, however out of date.

The upper classes of our schools have got into the fashion of reading Nelson's Royal Crown Readers in preference to "Health for the Maori," while the lower classes seem to prefer these books to those formerly in general use and specially designed for Native schools. The fact of the Royal Crown Readers being illustrated, of course, helps to make them more acceptable. There have been this year a larger number of requests for story-books, in recognition of the supplying of firewood by the Committees, and the children thus make manifest by their choice of books the fact that they are improving in reading, and that they are acquiring a taste for reading—a very encouraging sign.

Spelling.—With regard to spelling, I can say with certainty that it has very much improved all round. Teachers who have found that their pupils were weak have given lessons in word-building with good result, and I hope by the time the present preparatory classes reach Standards III and IV to find a complete reformation in dictation and spelling.

In one or two cases I have taken written spelling in Standard II classes—an innovation full of awe to teachers accustomed always to oral work. But, as a matter of fact, oral spelling is practically useless, and our time in Native schools should be directed only to teaching what is educationally useful. I hope soon to be able to give written spelling or dictation to preparatory children; indeed, most of them can do this work now easily, recognising the various letters from the sounds when these have been properly taught. To show the calamity that is certain to ensue upon the purely alphabetical, or "*r-a-t, rat,*" method of teaching reading and spelling, let me give here a specimen of dictation from a boy in Standard III: "Auckland harpouir is very bretty and ship can ente it by day or night even went the whicer is quit ruff." Nothing can be done but to take such a boy back until he is able to recognise the letters by their function, and it is much more difficult to teach him than it is to teach an entirely new boy.

Writing.—The writing in our schools is now almost universally taught from the blackboard, and a fair amount of progress has been made. Some of our teachers still go to more trouble than is necessary by setting individual copies, instead of putting one copy on the blackboard and explaining to the whole class the points to be mastered. The teaching of writing in the infant classes, which is done mainly by the assistants, is, I think, on the whole more satisfactory than that in the upper classes, and some excellent work is done by the little children. Teachers should, however, endeavour to grade the work as much as possible: it is not at all desirable to teach the letters in the order of the alphabet; they should be taught in the order which is seen to be easiest.

In the highest standards I should like to see some attention given to the copying of invoices and accounts such as boys are likely to meet in country stores.

Further, I trust that greater care will in some cases be taken with the books, which should be kept free from blots and carefully collected after every lesson.

English.—I think the Department has every reason to be satisfied with the progress made in English in Native schools as a whole. Independent testimony to the same effect is given by the fact that in Te Aute College the two lowest classes formerly conducted have now been found unnecessary, owing to the better preparation of new-comers in English subjects generally.

Teachers are now appreciating the importance of the subject: due attention is given to it from the very lowest classes, and, indeed, the work of the preparatory classes is very good. I have to remark to teachers, however, that they should not expect too much at first from these lowest classes, and that here, as in reading, a graded scheme should be arranged. The following may serve as a suggestion as to order: (1.) Name of common objects in schoolroom, parts of body, clothing, &c.—*e.g.*, "That is a hat." (2.) The same with words marking distinction—*e.g.*, "That is my hat." (3.) The same with phrases indicating place, &c.—"The hat is on the slate"; "My hat is on the slate," &c. (4.) Plural forms. This would lead up to the requirements of Standard I.

Again I must ask teachers to be most careful in listening for imperfect or incorrect English from their pupils, and not to pass anything in the shape of an error. Also, I should like to impress upon both teachers and Committees the necessity for encouraging the children to talk

English on the playground, and to see that this is done as much as possible. There are many schools in which this habit is regularly practised, and it is very encouraging to hear the young Maori children calling to one another in English as they chase each other about the playground.

I may inform teachers that it has been alleged that an important distinction exists in this very respect between the Maori children attending a Board school and those attending one of our own Native schools—namely, that the former speak English in the playground, while the latter speak Maori. I hope that teachers will do their best to give this statement a practical denial, and to take every care to impress upon the children the necessity of practising outside school the lessons they learn within it.

It is important to notice in connection with English the benefit that the subject has received indirectly from improved methods in teaching arithmetic, especially in the work of the lowest classes, which is, generally speaking, taught orally. Nor can it be doubted that the improved skill in reading and the power that this gives are decided helps to the child in his English, and there is thus an unconscious correlation of the various subjects.

As regards the written English, one of the chief faults is the want of proper punctuation. One frequently sees the whole lesson written without a single stop inserted. In other cases the word *and* appears *ad nauseam*. The remedy for these faults is blackboard instruction, during which the children themselves should be made to supply the punctuation, the full stop being taught first, then the semicolon, and the comma last.

Arithmetic.—During the year there has been a gratifying improvement in this subject, though there is still a considerable amount of disparity amongst the schools. In the infant classes, however, a great advance has been made, and I have no hesitation in saying that the teaching of arithmetic in the lowest classes is now being conducted on methods that are thoroughly sound and likely to produce the best results. The art of counting by units has practically been discarded, and oral teaching of the various numbers in all their relations has been substituted. Counting on fingers, using strokes, and other mechanical aids to addition are, therefore, now not to be found in the lower classes of our best schools, though one occasionally sees in a higher standard a boy or girl unable to proceed without using fingers.

In most of the schools the recommendations I have made have been accepted by the teachers, and they are now working practically on the same lines as those set forth in the public school syllabus. The teaching of the first ten numbers has been, I think, quite sufficient work for a first-year child of, say, six years of age, the first twenty numbers forming a two-years course. Wherever this plan has been followed the results have been surprisingly good, and I have great hopes in the future for the arithmetic done by the children that have been given their first training in numbers on the method referred to.

During the year a manual of elementary arithmetic by the late Mr. Hartley, Inspector-General of Schools in Adelaide, South Australia, was supplied to teachers of schools. I cannot recommend it too earnestly to teachers who wish to give a thorough foundation in arithmetic in their school.

The teaching of this particular branch of the work being almost entirely oral, there has been a corresponding advance in mental arithmetic and ability to work simple problems. Nor can there be any doubt that the difficulty experienced by Maori children in this respect will entirely disappear as the children taught in the lowest classes on the new method reach the higher standards. I am pleased to note that teachers are making good use of the cardboard money supplied, and in not a few cases the teaching of sums involving money calculations has considerably gained by the practical work. For instance, in a northern school the children of Standard III class are frequently set to transact business such as is commonly done in country stores. One boy acts as storekeeper and the others come to buy goods, the money in all cases being the cardboard coins referred to. At the conclusion of the lesson the storekeeper accounts for his takings, and must have the proper amount of cash in hand. One can see the benefit of this lesson—arithmetic, English, and practical utility are all involved. And, further, in a well ordered school the children can be set to do this work occasionally by themselves; all that the teacher requires is to take note of the cash supplied to each.

The suggestions I have offered teachers as to the necessity of teaching children in Standard IV the working of simple bills of accounts have also been acted on, and I hope that we shall in future provide that every boy on leaving school will be able to understand the meaning of such bills and the correct way in which they should be drawn out. The writing out of sums of this kind forms a very proper subject for a writing lesson in Standard IV. For the arithmetic examination of Standards IV, V, and VI in Native schools I have found it practicable to use the arithmetic cards provided by the Department for the examination of public schools, and, except in one or two instances, have not found the work entirely beyond the ability of the children. What I want to impress more than ever on the teachers is the need of constant and regular practice in oral work throughout the whole school, and to suggest that such arithmetic as will be found to be of practical use to the Maori receive special attention.

Geography.—The work in geography proceeds practically on the old lines, and consists more of topography than of anything else; but there is already a tendency on the part of many teachers towards modern methods in this subject, and the Maori children are being taught to observe the phenomena of nature for themselves.

A teacher once complained that he could not teach the definitions without a map, and, as no map had been supplied until late in the year, his classes knew nothing of geography. It is now found that definitions cannot be taught by means of a map only, and the attempt to do so results in failure. I hope to see in the new Native Schools Code an approach made to the requirements of the public school syllabus, and to have the necessary topography acquired through the use of pictures and an up-to-date geographical reader.

Sewing.—Since last year I am very pleased to say that a great change has come about in the work done in many of our schools. The teachers have readily accepted the suggestion that the

subject should take a more practical form than the mere production of samples of stitches, many of which are not used afterwards. In many schools children are taught to make useful articles—handkerchiefs, pillow-slips, pinafores, blouses, shirts, nightdresses, and even clothes for small children. The teachers have not found any great difficulty in getting the parents to provide the material, and in cases where difficulty has arisen they have generously supplied it. Cutting out has been taught side by side with this work, and the patterns appear to be highly prized by the children who had made them. In one school I was assured that each girl who submitted a pattern for my inspection intended to make a dress for herself from it during the holidays. One difficulty has always to be faced in connection with work of this sort—the natural impatience of the Maori. Neither children nor parents can wait until the garment is made, and often trouble is caused on this account. It happens also that in most Maori settlements the sewing-machine is very commonly used, and one frequently sees even in the most isolated parts a woman seated working a machine placed on the grass before her. Maori people are not thrifty or careful by nature, and the machine is driven at high speed without oil till it refuses to go; then it is put aside—"bust" is the word used to describe its condition.

As we have hitherto done considerably more for the boys than for the girls in the matter of manual training, the Department has approved of the idea of supplying a machine to each of two or three of our largest schools where the extensive work of the teachers in sewing has deserved special recognition. It is hoped that the introduction of these machines will serve a twofold purpose—viz., to enable the children to do their work more quickly, to the benefit of themselves and smaller members of the family, and to teach them the practical use of the sewing-machine and how to take proper care of it.

Extra Subjects.—Singing, drawing and drill: Singing still continues to be very well taught in the greater number of the Native schools, and the sol-fa system is in practically universal use. Maori children seem specially gifted in this work, which forms in many of our schools a very enjoyable part of the work. In a few cases there is a tendency to harshness, arising from the desire of each child to make himself heard. This, of course, is a fault that should be checked, sweet singing being the goal to be aimed at. In some schools, also, the children, taking the pitch from the teacher's voice, sing an octave lower than their natural singing-voice, and consequently produce sounds like little old men. If a tuning-fork were used to give them the correct pitch this habit would disappear. To give an instance of what Maori children can do, I should like to make mention of the excellent singing at *Whakarewarewa*. The infant classes there sang four-part tunes in excellent style, while the singing of the seniors afforded me the greatest pleasure. Nor could one place the children at fault in their modulator exercises, which they sang without hesitation. There are two points further I should like to ask teachers to observe—(1) to teach the children the words of their songs, so that, being independent of song-books, they may attend to proper enunciation, and (2) to choose songs suitable for school-children. I must confess my dislike to hackneyed music-hall songs, especially in the case of Maori children.

Drawing: There is still much to condemn in the drawing of many of the schools, and until we have a suitable course properly graded for each standard I am afraid that little improvement can be hoped for. Further, from the meagre amount of work one sees in the drawing-books, one can hardly conclude that the subject is taught, or even taken, with the regularity that the time-table would indicate. And yet there are schools where the children themselves enjoy the drawing-day almost better than any other day. This, of course, is evidence that there the subject is well taught. At *Maraeroa*, in Hokianga, the drawing is specially excellent, and shows what a degree of proficiency Maori children may attain when the subject is given its due by the teacher. I have again to remark on the want of proper care of the books, which should be kept clean and collected after each lesson. The inculcation of the habit of neatness is not the least object aimed at in the teaching of drawing.

Drill: The forms of drill in use in Native schools are such as are calculated to strengthen the physique rather than to produce military precision. Hence the drill consists of breathing exercises, free exercises, wand, club, and dumb-bell drill, with some marching and simple evolutions. The work of the schools as a whole may be regarded as satisfactory, and a gradual improvement is noticeable. In the best of our schools all the exercises enumerated above are done, and with a precision and vigour that are pleasant to behold. Here again the peculiar character of Maori children lends itself to rhythmic movements, which, where the work is well done, are very graceful indeed. In some of the schools, on the other hand, one gets very little else year by year than half a dozen exercises with wands, which become monotonous. The need of a special course of work suited to Native schools is manifest, and I hope before long to have such a course ready. In a very few schools, I regret to say, the subject does not get the attention it deserves; and I think the Department should consider whether it would not be advisable to begin school half an hour earlier on three days a week for the special purpose of physical exercises and drill. Indeed, there are many of our teachers who already follow this plan. I am glad to note that teachers have followed the suggestions made in last year's report with regard to the preparatory classes. These, as well as the elder children, now receive their lessons in drill. Of course, one cannot expect too much from them, yet they do fairly well on the whole. In two schools there are cadet companies under the regulations respecting public school cadets and the boys evince a keen interest in the work.

Handwork.—The forms of handwork introduced into Native schools consist of paper-work; modelling in carton, cardboard, and plasticine; cane-weaving; and carpentry. In addition to these should be mentioned, as of recent establishment in one or two schools, cooking and practical needlework. The majority of our schools take up some form or another of the occupations referred to, but there are still some schools in which payment by results—soon, happily, to disappear—precludes the introduction of what is valueless from a money point of view. The work that is done is very satisfactory, and I regret that I am unable to submit by way of testimony specimens of excellent work in paper-mounting, cardboard-modelling, plasticine-modelling, and cane-weaving. The

children are in most schools encouraged to model in plasticine from the natural form; they bring their own specimens and produce very faithful models.

In one or two of the schools the teachers have encouraged the making of articles, such as kits and mats, from lacebark and other materials which the children have themselves prepared. This work is included under "Handwork," and may serve to teach the children not to forget altogether the arts of their parents.

Last year there were eight workshops attached to village schools. Of these, six were established at the expense of the Government; the other two were provided mostly through the efforts of the teacher. During the present year a new plan has been tried, and so far it has proved very successful. The best example was set by the people of *Oruanui*, near Taupo. They themselves provided the workshop, the Department finding the tools only. And special credit attaches to the people referred to, inasmuch as it was necessary for them to hew down trees, split them, and prepare them—a laborious undertaking. This example was subsequently followed in other places. At *Takahiwai*, on Whangarei Harbour, the people—men, women, and children all doing their share—laboured for two days in the gum-swamp near by and devoted their winnings to the workshop. At *Pukepoto* and *Whangape* the Committee and the people also provided the building, while at *Te Kaha* they lent all the necessary assistance. The result is that there are now fourteen workshops, of which five have been established on the "self-help" policy at a cost to the Government of the price of the tools. It is on these lines that future development should proceed.

The workshops are doing good work, though there are one or two that have not yet proved to be so successful as was anticipated. The articles that are made are such as will be of use in the kainga: the Department looks at the practical side as well as, or even more than, the purely educational side. In this respect the point of view differs from that in the case of public schools where the *training* is the ultimate end. The Maori wants the *thing made* as well, and hence it is desirable that even adults, whose habits may be fairly regarded as formed, may, if they choose, come to share in the instruction given in the workshop.

I am again pleased to report that boys who have had a preliminary training in our village-school workshops have subsequently succeeded in finding places as apprentices. I must impress upon the teachers in charge of workshops the necessity of training the pupils to take proper care of the tools in their charge. "Lightly come, lightly go," is a saying that well describes the habits of some young Maoris. And not the least important part of the training a boy should get at school is that of taking care of things—other people's as well as his own.

A beginning has been made in two schools this year to impart the principles of plain cooking and domestic economy to the elder girls. It is true that the scheme is at present a very crude one. It consists in the girls being taught the very commonest forms under conditions similar to those that obtain in nearly every Maori kainga, and with similar appliances. Hence it has been arranged that girls shall get experience in cooking with the camp-oven as well as with the range in the master's house. Should the experiment prove a success, I hope to be able to extend the system so that the new generation of Maoris shall know at least how to cook bread—an art in which, from the specimens I have occasionally seen, all Maoris are not particularly gifted. Indeed, when one considers the fact that in the real Maori districts all the "bread" has to be made, and bread and tea form the staple food of many of the children, the need for good bread can be easily understood.

There can be little doubt that many Maoris, both children and adults, die from want of proper food and from ignorance of the preparation of food suitable for invalids, and the training of girls in cooking plain food with simple contrivances, and with the maximum of cleanliness, is certain in time to produce beneficial results.

HIGHER EDUCATION.

Higher education is provided for Maori boys and girls in six institutions, which are, it must be remembered, not established by the Government, but by various religious bodies. They provide, however, the only means of higher education for Maoris at present, at any rate. The Government provides places at these institutions in the following numbers: *Te Aute College*, Hawke's Bay, 10; *St. Stephen's*, Auckland, 30; *Queen Victoria School for Girls*, 20; *Hukarere Girls'*, 20; *St. Joseph's Girls'*, 33; and *Turakina Girls'*, 10—an increase of five on last year's number.

Remarks on the examination work, &c., of these institutions appear elsewhere in this report.

Last year the Department found it somewhat difficult to meet the demands by those qualified for free places in these schools. Especially was this the case with the girls. Though many more qualified for free places there has not been this year such a demand for places; and, indeed, all those available were not filled up until the authorities of the various colleges nominated some of their own pupils for the vacancies.

The Department has endeavoured, where there are several candidates, to choose the best qualified, and, especially in the case of the boys, those admitted to free places have passed one, and sometimes two, standards higher than that which they are supposed to pass in order to qualify; and, seeing that there are only forty places allotted to the boys attending our Native schools, it follows that there are more boys pass than free places can be found for.

In connection with the higher schools there are two matters that I think should not be passed over in this report. The first is that the authorities should not be too exacting in their demands upon the parents for clothing, pocket-money, &c., on account of the children. I know that in several cases girls have been prevented from going to a higher school because they have been unable to comply with the demands as to the necessary outfit, and in other cases girls have not completed their scholarships owing to the fact that the expense of the one year has been too great for the parents to bear another year. I feel certain that did the authorities know the history of each girl and the condition of life of her people they would moderate their demands accordingly.

Another point for consideration in this connection is the necessity of training the Maori youth in habits of thrift. Too much pocket-money and too much dress are likely to have a bad effect on

him, and when after spending two or three years in a higher school the boys and girls return home lack of means prevents their keeping up the same style and opens the way to various kinds of trouble.

There is another difficulty that threatens the present arrangements for affording higher education, and this is the religious difficulty. The various institutions are all connected with some Church, and parents and persons having authority in matters of religion will not allow their children to attend a higher school which is managed by some denominational body other than their own. In the case of the girls the difficulty is not insuperable, as there are schools of various denominations; in the case of the boys, however, there is nothing but the Anglican Church schools, and this fact has prevented many clever boys from proceeding with their education. During the year some girls attending one of the higher schools were compelled to leave and return home. It seems to me that the controlling authorities should, in the case of Government scholars, arrange that there shall be no interference with the religion of their pupils, for whom arrangements might be made enabling them to attend their own church.

It is gratifying to note that in the case of the girls' schools, at any rate, the controlling authorities have recognised the importance of giving the pupils a practical training in such subjects as are calculated to make them useful members of the community to which they must return. The time is spent in English and other subjects as far as the requirements of the public school syllabus, and also in domestic economy in all its branches. Lessons on health and physiology are included, and it might be found possible to have ambulance lectures delivered to the girls at the schools.

St. Stephen's School has improved considerably in usefulness since the establishment of manual classes there, and I am pleased to be able to record the fact that the Department was able at the beginning of this year (1906) to let to an old *St. Stephen's* boy the contract for building the shelter-shed at his former village school.

Te Aute College aims at the Matriculation Examination as its goal, and finds that it has little time to give to manual and technical instruction, although there can be no doubt that the greater number of the boys would benefit most from such instruction. The Maoris are, on the whole, keenly alive to the value of handwork, and, indeed, some of those pupils entitled to admission to *St. Stephen's* or *Te Aute* did not avail themselves of the privilege because there were established at their particular village schools workshops at which they could receive the training.

European Children in Native Schools.

With regard to the higher education of the children of European parents attending Native schools, I am pleased to state that the difficulty formerly existing in this respect appears to have been overcome by the provision of the regulations respecting free places in secondary schools—sub-clause 2, (d). To every Native school about to be examined are sent forms for scheduling the names of candidates who wish to take the examination for the certificate of proficiency as defined by the regulations under "The Education Act, 1904." The examination is conducted in strict accordance with the regulations for public schools, and teachers are enjoined to see that European children attending Native schools shall avail themselves of the facilities of obtaining free places in secondary schools and in district high schools.

There are at present European children from Native schools holding free places at the Auckland Grammar School.

Maori Children in Board Schools.

Since 1900, scholarships have been offered to Maori children who have passed Standard V in any public school, and there were during 1905 seven scholarships of this class held at various secondary schools. As the candidates come from places more or less European, where the Maori has sufficiently advanced in civilisation and European habits, I think that the conditions of these scholarships should be revised so as to make the necessary qualification a Standard VI certificate of proficiency, which, indeed, some of the recent applicants have possessed. This would enable the Department to select only the most highly qualified youths with a view to giving them higher education.

APPRENTICESHIPS.

Maori boys who have passed Standard IV, or a higher standard, have the option of becoming apprenticed to a trade such as is suitable for Maoris. The scheme has not been so universally successful as one could wish, but the degree of success achieved warrants the Department in still adhering to it. Indeed, I think that as time goes on greater demand will be made by young Maoris in this direction. The authorities of *St. Stephen's School*, Auckland, have during the year lent valuable assistance in making arrangements, and have found suitable masters for some of the boys. Reference to the tables in this report will show that there are this year eight apprentices, as against four last year. The trades chosen by these are such as are calculated to be of the greatest benefit to the boys as Maoris—viz., carpentry, blacksmithing, saddlery, engineering.

TRAINING OF MAORI NURSES.

As some confusion has arisen between Maori nurses and State-trained nurses, I am setting out the history of the Department's scheme for the training of Maori girls as nurses.

The first proposals on this subject were made in 1898, to the late Hon. W. C. Walker, by the late Inspector-General of Schools, the Reverend Mr. Habens, on a suggestion of the late Inspector of Native Schools, Mr. J. H. Pope. The scheme then devised consisted in sending two girls who had passed the second year's examination at one of the Napier boarding-schools to the Napier Hospital as trainees for one year in the theory and practice of nursing and dressing, and of cooking for invalids. At the end of the year's training it was intended that the girls should be sent back to their settlements in the usual way, but fitted by what they had learned at the Hospital to be effective preachers of the gospel of health to their people.

The Hon. Mr. Walker having approved of the scheme, the Department approached the Napier Hospital Trustees on the subject and they agreed to give it a trial. It was decided that the girls should board at their respective schools, and that they should attend the Hospital daily from 9.30 a.m. to 4 or 5 p.m., and while there be under the same rules as probationers, payment for them being made at the rate of £20 per annum. Thus arose what subsequently is known to the Department as the day-pupil system.

The following paragraph from a memorandum by Mr. Pope, dated the 18th August, 1898, should, I think, be quoted here, as being of the first importance in connection with the scheme: "The principal dangers to be guarded against are (a) the diverting of these nursing scholarships from the object aimed at—*e.g.*, by making them the means by which Maori girls could have advantage over better-educated European girls in competitions for permanent employment as hospital nurses, or (b) by allowing the scholarships to be regularly secured by persons in whom the Maoris as a body have only a limited amount of confidence—thoroughly Europeanized half-castes, for instance, who have quite cut away from the Maori way of life. In short, these scholars should be in full sympathy with the Maori people and with their own peculiar schools. This clearly explains why the Department has always endeavoured to arrange that scholars should be chosen from Maoris whose family life is of the Maori type, and not already half Europeanized, or even almost undistinguishable from that of ordinary European families."

The Matron of the Napier Hospital reported that the first girl chosen was doing well, and one year, in her opinion, being not enough, advised the Department to extend the scholarship for another year. Dr. Baldwin, of Auckland Hospital, in a letter to the Right Hon. Mr. Seddon, subsequently expressed the opinion that one year's training would be of little use, as he found even in the case of his staff (European) the full period of three years to be too short in which to give a thoroughly sound training. The extension was therefore agreed to.

The first trainee had by this time (1899) given such satisfaction to the Hospital authorities that they offered her a position on the staff, which she accepted, on the grounds that under the existing scheme she had neither knowledge of nursing nor money, and to go amongst the Maoris and depend on them would be useless.

The next trainee was also recommended for extended training, and the Hon. the Minister decided in 1902 that the duration of the scholarships should be extended to two years, and to three years if considered desirable.

In 1904 it was represented to the Department that the scheme even now was not complete enough to give the *mana* or weight which the Maori nurse should have, and which could only be impressed upon the Maori people by the nurses having a certificate of efficiency in nursing. The whole question was thereupon reviewed, with the idea of securing duly qualified Maori nurses who should be trained on the understanding that after qualifying they should live amongst their own people, that the medicines supplied by the Justice Department be at their disposal, and that in time nursing homes be established in some central position amongst Maori kaingas. It was decided, however, that the day-pupil arrangement should still remain, as it affords both the Hospital authorities and the girls themselves an opportunity of seeing whether the work is likely to prove congenial. These proposals were approved by Cabinet on the 9th July, 1905, and it was decided that provision should be made in the Hospital Bill for Maori-girl probationers to be trained as nurses.

The Department communicated with the authorities of the Napier, Gisborne, and Wellington Hospitals, asking them to admit Maori girls as probationers on the staff. The Napier and Wellington Hospitals agreed (Napier taking one probationer and two day-pupils), but the Gisborne Hospital authorities could not see their way to accept the proposals. The two girls who had served as day-pupils in Napier were thereupon admitted to the staff of the Wellington and Napier Hospitals respectively, and other day-pupils were to be selected in their places.

After the establishment in Auckland of Queen Victoria School for Maori Girls, and of Turakina Girls' School, near Wanganui, the Department approached the Hospital authorities of these two cities with a view to their taking girls who had passed through these schools. It was further suggested that, in the case of their complying, the first positions as probationers should be filled by those who had just served (during 1905) an apprenticeship as day-pupils at Napier, and who would otherwise have to wait until 1907, when the two probationers appointed to Napier and Wellington respectively had completed their three-years course. Both bodies agreed to admit Maoris, but the Wanganui Hospital Trustees stipulated that all candidates should be twenty-one years of age—this an impossible condition in the case of Maori girls—and, further, that only girls from Turakina should be admitted. The former condition is likely to prove an insuperable obstacle in the way of the project.

The Auckland authorities agreed to take a Napier day-pupil on the staff as probationer, and also to take one girl from the Victoria School as day-pupil. As, however, the day-pupils serve only one year, while the probationers serve three, it is evident that more day-pupils would have to be turned out (nine) than under existing conditions places as probationers could be called for (three). The Department has therefore had to call a halt in the case of the day-pupils until more places as probationers are available than at present. What is necessary now is that the Department should endeavour to secure the co-operation of the Hospital Department in finding places for probationers at other hospitals suitable for the purpose of training Maori girls. By the day-pupil arrangement the Education Department should be able to provide annually at least two, and probably three, girls who have had a year's preliminary work. It is important that the candidates should be possessed of qualifications not less than Standard VI certificate of proficiency in order that they may pass the necessary examinations, that they are healthy and of good character, and that they are Maoris in habits of life. These conditions are most likely to be secured by the selection of girls from those attending one or other of the four secondary schools for Maori girls. These may fairly be regarded as the best qualified, and they, as well as their conditions of living, are intimately known to this Department.

UNIVERSITY SCHOLARSHIPS.

There are six University scholarships provided for Maori youths who, having passed the entrance examination, desire to study for one of the learned professions. Three of these are reserved for the study of medicine, and three for general subjects—arts, science, or law. The University requires that medical students shall have passed the medical preliminary examination before entering upon the course, and this is therefore regarded by the Department as the necessary qualification. A University scholarship in medicine is being held at Otago University, a further extension having been granted in this case to the particular Maori youth holding it, after his failing to pass. The other two are waiting to be claimed by applicants possessing the necessary qualification above referred to. Of the scholarships on general subjects, two are being held by students taking law at Auckland College, and one student is taking the arts course at Victoria College. In addition to these, a minor scholarship has been granted to assist a half-caste youth studying at Canterbury College.

SCHOOL ATTENDANCE.

The percentage of regularity of attendance as set forth in table No. 4 shows, in my opinion, a state of things exceedingly creditable to the children and to the teachers of our schools. There has been a steady increase in the percentage for the past two years, and in twenty-seven schools it has averaged over 90 per cent.

I have remarked in former reports upon the difficulties that Maori children often have to contend with. I made special inquiries this year into the case of the children at *Te Kao* School, and ascertained that no child lived within less than four miles distance of the school, while some lived as far as nine miles away on the gumfields. Under these circumstances a percentage of 93.6 is, I think, remarkably good, and deserves some special recognition, especially when the attendance of these children is purely voluntary. Even the smallest children seem anxious at most schools to attend school daily. This desire I ascribe in part to the fact that they now realise that they are important factors in the school, and that their interest has been roused by the attention bestowed upon them. Hence it is not an uncommon occurrence in our schools for small children to come long distances daily. One boy in a preparatory class rode over twenty miles before 10 o'clock to be present at the examination, which had to be held on a Saturday, contrary to his expectation.

There are other cases known to me where children, finding the streams in flood, have swum to school, the elder ones pulling the smaller ones through the water. The teacher of *Omarumutu* has made application for a bridge, as the children swimming across the *Waiaua* were carried down by the current.

There have been during the year several appointments of School Committees as Attendance Commissions under the regulations, but these have not been productive of very much benefit. In any case, it is very difficult to get Maoris to take action against members of their own hapu, for reasons that are sufficiently obvious to any one who knows the character and conditions of Maori life. It seems to me, therefore, that where it is manifest beyond all doubt that the compulsory clauses of the Act should be enforced to compel attendance the Department should itself move in the matter. Such action, though not necessary in the great majority of the schools, would prove a salutary example, and a single well-defined case would form an effective remedy over a large number of schools. At the same time I cannot help again expressing my conviction that Maori children are very easily attracted to school when they are induced by the conditions obtaining there to regard the school as a source of pleasure.

In not a few cases, as pointed out in last year's report, it has been made evident that the personality of a new teacher has effected a marked increase in the number of children attending. So much has been achieved in this way that the Department now finds it necessary to make considerable additions to schools that were formerly comparatively in very low condition—a result due entirely to the power of the new teacher to make his school attractive.

The attendance at several of the schools has been lowered somewhat owing to the dearth of food caused by the failure of the potato-crop, and the consequent removal of the parents to other parts.

The failure of the potato-crop has during the year brought even harder times than ever to the Maori, and had it not been for the ready assistance granted in genuine cases of need by the Justice Department it would have fared hard with many of the Maori children.

The Roads Department has also done its share in assisting the parents by finding work for them on the roads; and this is, I think, the most useful form that help can take, inasmuch as it impresses upon the Maori the value of work as well as helps him to buy flour and sugar.

Experiments have also been tried in one or two places in the direction of encouraging the Maori to cultivate other crops than potatoes and kumaras merely, and again here thanks are due to the Justice Department for assistance in this direction. In one settlement on the *Hokianga* the teacher had, besides giving out seed to the people, distributed small quantities to the children, who produced for my inspection the various fruits of their labours. It seems to me that much valuable work might be done in many, if not all, of our schools by having gardens—not merely flower-gardens, which already exist—but vegetable-gardens where crops of various food plants might be raised by the children. Already we have had proposals on the subject from several teachers, and I do not anticipate much difficulty in devising a practicable scheme of work in it.

One good result that has arisen partly, at any rate, from the failure of the potato-crop is the failure also of many of the billiard-tables, which are now not so well patronised, owing to the want of funds on the part of the players. I am pleased to be able to state that the remarks made in last year's Native School Report on the subject have contributed, in a larger degree than I had anticipated, to the falling-off in this form of gambling. At the same time few people outside of Maori districts, and not fairly well acquainted with the inner life of the *kainga*, can realise what a hold gambling has not only on adults, but on children. In several districts I have had cases reported to me where children on their way to and from school sit in the scrub playing what is known as "bluff" with cards—matches, buttons, &c., being the stakes. I appealed personally to the leading men of one settlement in the *Bay of Plenty* to stop the children at this, and received their promise to do so—with

what result I have not yet heard. In the case of the adults, I suppose it is hopeless to expect them to give up a habit which, introduced to them amongst other undesirable "blessings" of our civilisation, grips them so firmly. In one case, where I visited a settlement to make inquiries about the proposed transfer of a school from a Board to the Department, all the people present were so absorbed in their game—the stakes being placed on the grass before them—that I could only feel that I was hindering their sport, and was thus a nuisance. There are other instances where I know that the people have played on in relays for some days and nights, and large sums are frequently lost and won. As the card-playing takes place in the one room which is common to all, it may easily be seen that the children have, for the most part, to be satisfied with very little sleep.

Another weakness of the Maori for which frequently the children have to suffer is his inordinate vanity and love of show. These at times are superior to his love for his children, which otherwise, indeed, is not inferior to that which we pakehas have for our own. But he dearly loves show, and at a wedding I have known a man to display a number of bank-notes on a stick to show what a handsome present he is making. A shrewd old couple, who, by the way, set a splendid example to other Maoris by their self-reliant qualities, had in their whare, near the roadside, a bag of sugar packed between two bags of flour—a sure sign of affluence. These were not intended for use—they were placed there mostly as silent witnesses to the fact that the owners of the house were in comfortable circumstances. Now, this vanity is frequently transferred to the children, who attend the school examination in fine raiment, often of excellent quality and resplendent hue. If the Inspector happens to arrive before he is due, as he often does, there is a wild rush home, as the children seem convinced that they cannot appear before him without their "examination clothes." Boots, to which the brown feet are strangers for almost every other day in the year, are put on; not infrequently the father's coat and the brother's hat are borrowed for the occasion, and the boots, at any rate, prove a source of pain both to the child and to the Inspector. Teachers are very often told by parents that a child cannot come to school as he has not suitable clothes. It is very difficult to persuade them to send the child with what clothes he has, but I hope that our teachers will not encourage the parents to incur special expense for the examination day, or, indeed, for any other school day. Provided a child's face and body are clean—and teachers are expected to see that they are—one can hardly take exception to the fact that his coat is not altogether *à la mode*, nor can one help pitying a boy or a girl who has had during a holiday to work on the gumfields to obtain the money with which to procure some decent clothes for school. There is no more pleasant sight in a school than a class of clean Maori children, and in this respect the gospel of soap and water is, in my opinion, the proper subject of discourse for all our teachers.

There is, I regret to say, another reason why I sincerely hope that teachers will pay even greater attention to the cleanliness of their children than ever, and this is that both our children and our schools are frequently condemned as being not clean enough to warrant European parents sending their children to a Native school. Indeed, this has in one or two instances been alleged as the reason for the necessity of establishing separate schools. Although I have to admit that the general cleanliness of both children and school are in a few cases—and only a few—not satisfactory, I feel bound to assert that in these cases the fact is a grave reflection upon the teachers of these particular schools, who are in this respect not fulfilling the duties required of them by the Department. As a general rule, however, I think that the condition of our schools as regards cleanliness will compare very favourably with that of the ordinary country school under the jurisdiction of Boards. It must be borne in mind that the cleaning of the school is usually performed by the children under the direction of the teacher. Many of the children take a personal pride in their work, and I can point to many schools where the floors are scrubbed till the boards are white, and where there is not a spot of ink to be seen on the desks, although they have been in use several years. Indeed, I feel it my duty, while urging teachers to renewed efforts, to express my sense of appreciation of the work done in this direction by the children and themselves.

The Native-schools system has now been in existence for more than twenty-five years, and it seems rather late in the day to have to ask for tolerance. But it is astonishing to find what an amount of either misapprehension or else misrepresentation exists with regard to them. I was assured by Europeans interested in the establishment of a school in a district where many children were Maori that they did not want a Maori school—first, because they did not wish their children to be taught Maori, and, next, because the standard of education in Native schools did not extend beyond Standard II! Not only was this their opinion, but they had persuaded the Maoris that it was correct. In another place exception was taken to the Native school on the ground that the Maori children taught the Europeans to use bad language. It does not take a very great amount of reflection to lead one to the conclusion that the reverse is most likely to be the case. That there are some schools which cannot be regarded otherwise than weak, or more or less unsatisfactory, I am not prepared to deny; but to apply this condemnation to the schools as a whole is to go beyond the truth. Persons who feel interested in Native-school work are cordially invited to visit at any time such schools as may be within their reach. We desire that our critics should be made thoroughly acquainted with the facts first hand, and I feel sure that our teachers will be only too pleased to receive such visitors as may desire to know the *modus operandi* of a Native school.

The year 1906 will most probably be the last in which the system of payment, by examination results, of part of the teacher's salary will be followed. A new scale of salaries has been arranged, and the effect will be to increase generally the salary given to assistants, to distribute more evenly the total amount paid to all teachers, and to produce less variation in the salary. I am glad, also, to welcome to our ranks Mr. J. Porteous, M.A., an experienced teacher, who has been appointed Assistant Inspector. His arrival, towards the close of the year, enabled the work of examination of all the schools to be completed. In the coming year I hope, with his help, to carry out last year's project—viz., to separate the examination from the inspection, the latter work being taken without notice being given to the teachers.

Recently taken photographs which accompany this report will give an idea of the outward appearance of some of our schools, the children, and their work.

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 1905; and the Names, Status, and Emoluments of the Teachers as in December, 1905.

** 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 1905.				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.							
Mangonui	Hapua ..	190 18 3	17 14 4	..	208 12 7	Greensmith, E.	Lic.	H M	147 5 0			
	Te Kao ..	205 18 9	8 7 1	..	214 5 10	Greensmith, Mrs. I.	..	A F	97 11 9			
	Paparore ..	104 2 5	6 8 4	19 17 6	130 8 3	Ablett, C. W.	..	H M	161 16 6			
	Rangiawhia ..	140 2 6	13 8 2	10 10 6	164 1 2	Ablett, Mrs. E. E.	..	A F	42 13 6			
	Pamapurua ..	166 10 10	28 14 0	..	195 4 10	Foley, Miss S. F. V.	..	A F	84 11 8	With house allowance, £10 per annum.		
	Ahipara ..	210 9 4	5 9 3	..	215 18 7	Beresford, Miss M.	..	H M	9 8 4	With allowance for horse-keep, £10 per annum.		
	Pukepoto ..	186 3 0	12 11 0	..	198 14 0	Taua, W. H.	..	A F	123 6 8			
	Kenana ..	125 12 8	4 0 6	..	129 13 2	David, Miss S.	..	A F	17 13 3			
	Parapara ..	65 10 2	4 14 5	..	70 4 7	Matthews, E. W. D.	..	H M	137 4 0			
	Peria ..	205 18 1	3 19 0	15 14 0	225 11 1	Matthews, Miss E.	..	A F	10 1 0			
	Te Pupuke ..	71 0 3	39 5 11	..	110 6 2	Crène, jun., P.	..	H M	167 7 0			
	Whakarara ..	113 15 9	51 17 4	..	165 13 1	Crène, Mrs. E.	..	A F	40 17 9			
Touwai ..	156 3 3	8 7 8	..	164 10 11	Matthews, F. H. S.	..	H M	135 13 0	With house allowance, £26 per annum.			
Whangaroa	Whangape ..	318 8 2	88 8 7	85 0 0	491 16 9	Matthews, Miss M. E.	..	A F	19 5 6	With allowance for horse-keep, £10 per annum.		
	Whakarapa ..	122 17 8	4 19 1	..	127 16 9	Paul, F. H.	..	H M	116 5 1			
	Lower Waihou (side school)	80 0 0	..	..	80 0 0	Paul, Mrs. S. F.	..	A F	13 12 4	School not open September and December quarters.
	Maraeroa ..	180 12 7	2 13 6	..	183 6 1	Vacant	..	H M	174 0 0	School reopened September quarter.		
Hokianga	Matihetihē ..	45 7 0	7 10 8	..	52 17 8	White, H. E.	..	A F	34 7 3	School reopened September quarter.		
	..	..	..	..	..	Holden, W. E.	..	H M	128 5 9	School reopened March quarter.
	..	..	..	..	..	Holden, Mrs. E. L.	..	A F	29 17 9	
	..	..	..	..	..	Duthie, W. O.	..	H M	119 15 2	
..	..	..	..	..	Duthie, Miss E. E.	..	A F	37 3 6		
..	..	..	..	..	McIntyre, J.	..	H M	130 11 7		
..	..	..	..	..	McIntyre, Miss E. J.	..	A F	25 9 4		
..	..	..	..	..	South, M.	..	A F	250 3 4	With allowance for conveyance of goods, £10 per annum.	
..	..	..	..	..	South, Mrs. E. S.	..	A F	50 0 0		
..	..	..	..	..	Clarkson, Miss E. M.	..	A F	23 17 9		
..	..	..	..	..	Irvine, Mrs. L. M.	..	H F	105 11 10		
..	..	..	..	..	Irvine, Miss D.	..	A F	21 0 4		
..	..	..	..	..	Irvine, Miss M. S.	..	A F	50 0 0		
..	..	..	..	..	Irvine, Miss Mary	..	A F	30 0 0		
..	..	..	..	..	Anderson, Mrs. E.	..	H F	146 7 3		
..	..	..	..	..	Anderson, Miss M.	..	A F	32 9 6		
..	..	..	..	..	Paul, Miss H.	..	F	85 16 7	School reopened June quarter.	

Table No. 1—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1905—continued.

County.	Schools.	Expenditure during 1905.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary.	Remarks.					
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.										
		£ s. d.	£ s. d.	£ s. d.	£ s. d.			£ s. d.							
Whakatane—contd.	Omarumutu	266 17 8	1 5 0	..	268 2 8	Cotton, A. H. Woodford, Miss I. Cotton, Mrs. A. Drake, A. G. Drake, Mrs. R. K. Young, H. Young, Miss E. Young, Mrs. M. Hope, J. Hope, Mrs. A. Mulhern, J. Mulhern, Miss K. Mulhern, Mrs. N. Douglas, R. A. Beattie, Mrs. J. E. Beattie, Miss J. E. Hamilton, H. A. Hamilton, Miss H. Robertson, Miss M. Hamilton, Mrs. H. Geissler, H. W. Geissler, Mrs. I. P. Geissler, Miss A. Tobin, W. H. J. Tobin, Mrs. L. Broderick, H. W. Broderick, Mrs. J. S. Horomia, Miss M. Baigent, Miss B. F. Downey, M. Downey, Mrs. J. Sigley, H. C. Robertson, Miss C. Frazer, W. Frazer, Mrs. L. McGavin, J. McGavin, Mrs. J. McGavin, Miss D. C. McGavin, Miss W. E. Alford, E. H. M. Alford, Mrs. F.
	Torere	164 17 9	26 0 10	..	190 18 7	..	..	..	..	..
	Omaio	207 1 3	2 18 5	..	209 19 8	..	..	..	..	..
	Te Kaha	200 16 11	14 4 5	..	215 1 4	..	..	..	..	..
	Raukokore	205 12 2	5 8 0	..	211 0 2	..	..	..	..	..
	Wharekahika	100 10 8	3 9 6	..	104 0 2	..	..	..	..	..
	Te Araroa	188 10 3	9 11 5	..	193 1 8	..	..	..	..	..
	Rangitukia	379 10 9	15 16 5	..	395 7 2	..	..	..	..	..
	Tikitiki	234 8 9	18 11 5	..	248 0 2	..	..	..	..	..
	Waomatatini	168 11 9	..	..	168 11 9	..	..	..	..	..
Wairoa	Tuparoa	301 8 1	12 0 8	..	313 8 9	..	..	..	..	..
	Whareponga	74 3 0	17 11 4	..	91 14 4	..	..	..	..	..
	Hiruharama	234 5 6	4 14 6	..	239 0 0	..	..	..	..	..
	Tokomaru Bay	204 7 7	9 14 6	..	214 2 1	..	..	..	..	..
Wairoa	Whangara	199 11 5	1 14 10	..	201 6 3	..	..	..	..	..
	Nuhaka	337 15 1	10 11 7	15 10 0	388 16 8	..	..	..	..	..
Hawke's Bay	Te Haroto	188 9 10	33 18 9	..	172 8 7	..	..	..	..	..

School reopened June quarter.

The teachers work conjointly.

Hawke's Bay— <i>contd.</i>	Tangoio ..	135	2	6	1	18	0	..	..	137	0	6	McFarlane, C. T. Tooby, Miss E.	Lic.	H M A F	112 17 2 15 15 8	School not yet opened.
Egmont..	Wainarama Puniho ..	145	3	4	4	10	0	729	9	0	0	4	Clemance, P. H. Clemance, Miss G. Clemance, Mrs. E. Burns, A.	D2 Lic.	H M A F S M	126 15 7 12 18 0 12 10 0 100 0 0		
Patea ..	Pariroa ..	55	5	4	30	7	11	..	..	85	13	3	Greenwood, H. M. Gibson, Mrs. M.	Lic.	H M A F	114 0 0 9 18 4	
Wanganui	Pamoana ..	150	6	4	72	6	11	..	..	222	13	3	Gibson, A. Gibson, Mrs. E. Lawton, H. W. Lawton, Mrs. P.	Lic.	H M A F H M A F	137 16 9 25 6 0 93 4 6 12 14 0	School handed over to Wellington Education Board, 31st August, 1905.
Wairarapa South..	Papawai ..	96	9	7	16	4	2	..	..	112	13	9	Hubbard, C. C.	E2	M	56 0 0	School not yet opened. Government subsidy withdrawn after 31st December, 1904.
Sounds ..	Turanganui Kaiwhata Whangarae (Oroiselles) Okaha ..	..	..	..	..	..	..	32	2	0	..	..	Greensill, Mrs. S. M. C. Brown, Miss I. Comerford, W. H. Nordstrum, Mrs. A. Cossgrove, D. Cossgrove, Miss S. Cossgrove, Mrs. S. Lyon, C. A. Tikao, Miss M.	.. .. Lic. Lic. E1 Lic.	.. .. F F H M A F H M A F S H M	.. .. 100 0 0 110 6 4 115 1 0 11 4 0 151 9 2 23 14 0 12 0 0 107 1 2 15 5 6 110 4 1 29 9 9 146 13 11 31 5 0 149 18 8 34 14 9 90 16 8	
Marlborough	Waikawa ..	100	0	0	2	6	6	..	..	102	6	6	..	..	..	..	..
Kaikoura	Wairau ..	111	18	9	3	4	2	..	..	115	2	11	..	..	..	..	..
Ashley ..	Mangamaunu ..	129	7	4	2	2	6	..	..	131	9	10	..	..	..	..	..
Akaroa ..	Kaiapoi ..	194	7	2	7	14	0	..	..	202	1	2	..	..	..	..	..
Levels ..	Rapaki ..	110	18	10	16	12	4	..	..	127	10	5	..	..	..	..	..
Waikouaiti	Little River	207	17	11	12	15	10	..	..	220	13	9	..	..	..	..	..
Stewart Island	Arowhenua ..	197	3	1	19	11	0	..	..	216	14	1	..	..	..	..	..
Boarding-schools—	Waikouaiti ..	177	15	1	29	8	2	..	..	207	3	3	..	..	..	..	..
Queen Victoria, Auckland.	Ruapuke ..	90	17	0	6	1	6	..	..	96	18	6	..	..	..	..	..
St. Stephen's, Auckland	The Neck	50	0	0	8	14	6	..	..	58	14	6	..	..	..	..	..
Turakina, Wanganui	Boarding-schools—	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Te Aute, Hawke's Bay	Queen Victoria, Auckland.	..	..	..	340	0	0	..	..	340	0	0	..	..	..	..	..
Hukarere, Hawke's Bay	St. Stephen's, Auckland	..	..	..	698	15	0	..	..	698	15	0	..	..	..	..	..
St. Joseph's, Hawke's Bay	Turakina, Wanganui	..	..	..	91	3	5	..	..	91	3	5	..	..	..	..	..
Manual-instruction classes	Te Aute, Hawke's Bay	..	..	..	190	0	0	..	..	190	0	0	..	..	..	..	..
Other miscellaneous expenditure not chargeable to particular schools (school-books and material, scholarships, &c.)	Hukarere, Hawke's Bay	..	..	..	310	0	0	..	..	310	0	0	..	..	..	..	..
Totals	St. Joseph's, Hawke's Bay	..	..	..	231	15	0	..	..	231	15	0	..	..	..	..	..
	Inspection	..	..	..	462	18	1	..	..	462	18	1	..	..	..	..	..
	Manual-instruction classes	..	..	..	157	10	0	..	..	157	10	0	..	..	..	..	..
	Other miscellaneous expenditure not chargeable to particular schools (school-books and material, scholarships, &c.)	..	..	..	800	8	6	..	..	800	8	6	..	..	..	..	..
	Totals	16,683	7	4	4,883	16	7	2,560	1	0	24,077	4	11*	16,245	15	10

* Including £95 7s. 4d. paid from Native reserves funds, and £2,000 from Civil List, Native Purposes. Deducting recoveries, £36 13s. 4d., the result is a net expenditure of £24,040 11s. 7d.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1905.

	£	s.	d.
Teachers' salaries	15,980	18	9
Teachers' house allowances	82	0	6
Teachers' allowances for conveyance of goods	75	10	0
Teachers' removal allowances	622	10	5
Books and school requisites	524	1	5
Warming school-rooms (fuel, &c.)	95	9	11
Ferrying school-children	86	3	3
Technical-instruction classes (including material for workshops)	251	4	2
Inspector's salary	400	0	0
Assistant Inspector's salary (2½ months)	62	18	1
Assistance in examination of boarding-schools	30	0	0
Travelling-expenses of Inspectors and others	379	8	6
Boarding-school fees	1,869	18	1
Travelling-expenses of scholars sent to boarding-schools	73	14	3
Apprenticeship charges	20	0	0
University scholarships	118	2	10
Nursing scholarships	34	12	4
Maintenance of buildings, repairs, and small works	598	5	0
New buildings, additions, fencing, furniture, &c.	2,556	11	0
Advertising for new teachers, &c.	71	17	11
Sundries	107	5	2
Total	£24,040	11	7

NOTE.—Of the above total, £95 7s. 4d. was paid from Native reserves 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, 1905.

Age.	1905.				Percentage for 1904.
	Boys.	Girls.	Total.	Percentage.	
Under five years	30	32	62	1·60	2·29
Five and under ten years	1,102	914	2,016	52·19	53·04
Ten and under fifteen years	883	731	1,614	41·78	40·59
Fifteen years and upwards	102	69	171	4·43	4·08
Totals	2,117	1,746	3,863	100·00	100·00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1905

[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.		
Waitahanui ⁽¹⁾	48	..	48	33·50	21	17	38	33·00	98·51
Hapua	42	13	14	41	44·25	17	23	40	43·00	97·18
Mangaorongo ⁽²⁾	22	5	17	16·00	9	6	15	15·50	96·88
Turanganui	6	2	1	7	6·50	4	2	6	6·25	96·15
Takahiwai ⁽³⁾	37	..	37	31·33	24	11	35	30·00	95·75
Omaio	43	8	2	49	47·00	16	32	48	44·75	95·21
Rangiawhia	23	3	1	25	24·25	15	9	24	23·00	94·84
Whangaruru	26	15	5	36	32·25	17	17	34	30·50	94·57
Whakarewarewa	64	9	10	63	66·75	32	27	59	63·00	94·38
Wharekahika	15	3	..	18	17·50	9	8	17	16·50	94·29
Torere	30	12	5	37	37·25	17	18	35	35·00	93·96
Te Kao	47	6	5	48	47·00	28	16	44	44·00	93·62
Parawera	38	17	4	51	46·75	26	20	46	43·75	93·58
Te Houhi ⁽⁴⁾	26	3	29	..	25·66	..	..	..	24·00	93·53
Pupuke ⁽²⁾	44	5	39	33·00	17	17	34	30·66	92·91
Te Kopua	12	7	3	16	13·25	8	5	13	12·25	92·45
Whareponga ⁽⁴⁾	42	2	40	33·33	19	18	37	30·66	91·99
Raukokore	38	10	3	45	46·75	27	13	40	43·00	91·98
Whirinaki	82	23	16	89	92·75	45	37	82	85·00	91·64
Te Whaiti ⁽²⁾	36	4	32	23·00	13	12	25	21·00	91·30
Waima	31	32	2	61	51·00	31	26	57	46·50	91·18
Wai-iti	22	21	10	33	33·75	18	13	31	30·75	91·11
Te Kerepehi ⁽²⁾	35	6	29	29·33	16	9	25	26·66	90·89
Te Kaha	38	8	5	41	42·00	23	14	37	38·00	90·48
Te Rawhiti	25	5	..	30	28·50	9	19	28	25·75	90·39
Whakarara ⁽⁴⁾	50	5	45	41·25	19	21	40	37·25	90·30
Paeroa	46	20	12	54	53·25	21	28	49	48·00	90·14
Kenana	17	9	4	22	22·00	10	11	21	19·75	89·77

Table No. 4—continued.

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

Schools.	School-roll.					Average Attendance.				Regularity of Attendance: Percentage of Weekly Roll-number.				
	Number belonging at beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Average Weekly Number.	Working Average.								
						Fourth Quarter.			Whole Year.					
						Boys.	Girls.	Total.						
Kaikohe ⁽⁵⁾	106	3	103	90.50	53	32	85	81.00	89.50	
Matihetihe ⁽²⁾	21	1	20	18.66	9	9	18	16.66	89.28	
Otamatea	27	5	26	27.50	11	13	24	24.50	89.09	
Peria	46	7	41	42.75	19	18	37	38.00	88.88	
Rapaki	22	12	7	27	25.25	12	10	22	22.25	88.12
Omarumutu	61	15	10	66	64.00	29	28	57	56.25	87.89
Arowhenua	31	12	7	36	37.75	26	9	35	33.00	87.42
Ahipara	41	18	11	48	51.00	27	16	43	44.50	87.25
Otamauru	24	11	9	26	25.50	11	13	24	22.25	87.25
Poroporo	41	29	16	54	44.75	28	21	49	39.00	87.15
Hauaroa	71	50	32	89	86.25	50	27	77	75.00	86.96
Tuparoa	63	33	17	79	74.75	35	34	69	65.00	86.96
Karetu	17	8	2	23	21.00	11	7	18	18.25	86.90
Oromahoe	38	4	9	33	38.00	17	13	30	33.00	86.84
Poroti	30	13	5	38	38.75	22	12	34	33.50	86.45
Mangamuka	52	23	9	66	60.75	23	30	53	52.50	86.42
Waikouaiti	32	17	7	42	41.00	20	18	38	35.25	85.98
Whangara	36	6	2	40	38.00	16	18	34	32.50	85.53
Omanaia	33	20	18	35	39.25	14	14	28	33.50	85.35
Kaipoi	43	21	23	41	47.50	25	14	39	40.50	85.26
Pariroa ⁽²⁾	13	3	10	11.00	5	3	8	9.33	84.82	
Wairau	22	6	6	22	24.25	19	2	21	20.50	84.54
Tangoio	26	7	8	25	29.00	14	9	23	24.50	84.48
Ruapuke	12	1	..	13	12.75	7	4	11	10.75	84.31
Te Haroto	28	11	4	35	35.00	15	15	30	29.50	84.29
Rangitukia	75	19	25	69	74.75	33	27	60	63.00	84.28
Nuhaka	81	42	24	99 ⁽¹⁾	103.50	59	29	88	87.00	84.06
Matata	23	14	4	33	31.00	14	15	29	26.00	83.87
Tikitiki	50	9	10	49	50.75	23	17	40	42.50	83.74
Ranana	34	15	9	40 ⁽¹⁾	36.25	13	15	28	30.25	83.45
Oruanui ⁽⁶⁾	69	9	60	55.50	17	29	46	46.25	83.33	
Ohaeawai	26	11	2	35	32.25	12	16	28	26.75	82.95
Te Kotukutuku	37	15	12	40	43.25	20	13	33	35.25	82.89
Papamoā	37	4	4	37	38.00	19	10	29	31.25	82.24
Waioamatini	30	9	3	36	36.25	16	13	29	29.75	82.07
Waimamaku	26	10	8	28	32.00	15	9	24	26.25	82.03
Tokomaru Bay	49	24	15	58	59.00	34	13	47	48.25	81.78
Waioweka	58	6	11	53	55.50	22	23	45	45.25	81.53
Hiruharama	52	10	10	52	55.25	23	21	44	45.00	81.45
Maraeroa	34	18	3	49	47.00	21	15	36	38.25	81.38
Te Teko	39	23	5	57	51.25	20	27	47	41.50	80.98
Pukepoto	33	2	6	29	32.25	13	12	25	26.00	80.62
Parapara ⁽⁷⁾	20	3	23	23.00	..	..	..	18.50	80.43	
Motukaraka	21	4	..	25	24.25	10	8	18	19.50	80.41
Karioi	38	13	23	28	34.25	10	14	24	27.25	79.56
Rakaumanga ⁽²⁾	64	23	41	45.00	14	18	32	35.66	79.24	
Pamoana	22	16	14	24	27.50	10	8	18	21.75	79.09
Te Ahuahu	21	4	6	19	21.50	10	6	16	17.00	79.07
Touwai	30	17	6	41	39.25	20	10	30	31.00	78.98
Ruatoki	90	17	22	85	96.50	45	28	73	76.00	78.76
Wbangape	77	42	26	93	94.75	42	27	69	74.50	78.63
The Neck ⁽⁷⁾	14	..	14	14.00	..	..	..	11.00	78.57	
Little River	42	14	20	36	44.25	11	23	34	34.75	78.53
Te Waotu	37	6	9	34	36.75	16	13	29	28.50	77.55
Te Araroa	45	18	13	50	50.75	18	18	36	38.50	75.86
Pipiriki	41	21	21	41	45.75	18	12	30	34.50	75.41
Papawai ⁽⁸⁾	28	10	38	36.50	..	..	..	27.50	75.34	
Manaia	27	7	5	29	29.00	11	9	20	21.75	75.00
Mangamaunu	27	11	12	26	26.75	9	10	19	20.00	74.77
Taumarere	4	20	10	14	13.75	5	3	8	10.25	74.55
Waimana	56	31	30	57	64.50	27	17	44	47.00	72.87
Puniho	36	17	12	41	41.75	18	12	30	29.50	70.66
Tokaanu ⁽²⁾	60	23	37	51.33	22	11	33	36.00	70.13	
Paparore	22	15	15	22	27.50	7	11	18	19.25	70.00
Lower Waihou	22	17	11	28	28.25	12	9	21	19.75	69.91
Te Matai	50	20	17	53	63.25	24	17	41	44.00	69.56
Te Kuiti ⁽⁹⁾	74	17	91	89.50	..	..	..	62.00	69.27	
Waiotapu	28	15	18	25	25.50	7	9	16	16.75	65.69
Waikawa	13	24	16	21	19.00	6	9	15	12.25	64.47
Otaua	29	9	15	23	31.00	12	3	15	19.75	63.71
Whakarara	31	30	26	35	36.50	13	14	27	23.25	63.70
Pamapuria	27	19	26	20	37.75	10	8	18	23.75	62.91
Totals for 1905	3,123	1,870	1,130	3,863	4,097.14	1,810	1,469	3,279	3,428.13	83.67
Totals for 1904	3,206	1,651	1,103	3,754	3,794.00	1,708	1,363	3,074	3,083.75	81.28

(1) First opened March quarter. (2) Not open March quarter. (3) Not open December quarter. (4) Reopened March quarter. (5) Not open March or June quarters. (6) First opened September quarter. (7) Not open September and December quarters. (8) Transferred to Wellington Board of Education, September quarter. (9) Transferred to Auckland Board of Education, June quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1905.

** M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European; E, European.

Schools.	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.			Totals.		
	Boys.	Girls.	Total.	Living as Maoris.			Living as Europeans.			Boys.	Girls.	Total.	Boys.	Girls.	Total.
				Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Hapua ..	15	21	36	1	3	4	1	..	1	..	..	..	17	24	41
Te Kao ..	30	18	48	..	..	..	..	..	..	..	..	..	30	18	48
Paparore ..	7	7	14	..	..	..	..	..	..	1	7	8	8	14	22
Rangiawhia ..	16	9	25	..	..	..	..	..	..	..	..	..	16	9	25
Pamapurua ..	7	6	13	1	1	2	..	..	..	3	2	5	11	9	20
Ahipara ..	26	15	41	1	1	2	..	..	..	3	2	5	30	18	48
Pukepoto ..	14	12	26	..	..	..	..	..	..	1	2	3	15	14	29
Kenana ..	9	10	19	..	..	..	..	..	1	1	2	2	10	12	22
Peria ..	12	10	22	2	1	3	4	4	8	3	5	8	21	20	41
Te Pupuke ..	17	20	37	..	..	..	..	..	..	2	..	2	19	20	39
Whakarara ..	22	19	41	..	..	..	..	..	..	1	3	4	23	22	45
Touwai ..	25	10	35	..	..	..	..	..	..	2	4	6	27	14	41
Whangape ..	45	36	81	1	..	1	..	..	..	7	4	11	53	40	93
Whakarapa ..	7	3	10	10	13	23	..	..	..	2	..	2	19	16	35
Lower Waihou ..	15	11	26	1	1	2	..	..	..	..	..	..	16	12	28
Maraeroa ..	29	19	48	..	1	1	..	..	..	..	..	..	29	20	49
Matihetihe ..	6	9	15	1	1	2	3	..	3	..	..	..	10	10	20
Whirinaki ..	47	40	87	..	..	..	..	..	..	2	..	2	49	40	89
Waima ..	33	27	60	..	..	..	..	..	..	..	1	1	33	28	61
Omanaia ..	17	15	32	..	..	..	..	2	2	1	..	1	18	17	35
Motukaraka ..	6	7	13	8	4	12	..	..	..	..	..	..	14	11	25
Mangamuka ..	23	32	55	4	7	11	..	..	..	..	..	..	27	39	66
Waimamaku ..	12	8	20	2	2	4	..	..	..	3	1	4	17	11	28
Otaua ..	13	5	18	..	..	..	..	..	..	5	..	5	18	5	23
Oromahoe ..	15	11	26	..	..	..	1	2	3	3	1	4	19	14	33
Ohaeawai ..	11	16	27	2	2	4	3	1	4	..	..	..	16	19	35
Kaikohe ..	60	38	98	2	1	3	..	..	..	2	..	2	64	39	103
Karetu ..	6	2	8	5	4	9	..	..	..	3	3	6	14	9	23
Whangaruru ..	18	17	35	..	..	..	..	..	..	..	1	1	18	18	36
Taumarere ..	4	4	8	..	..	..	1	..	1	2	3	5	7	7	14
Te Ahuahu ..	9	6	15	2	2	4	..	..	..	..	..	..	11	8	19
Te Rawhiti ..	8	20	28	..	1	1	..	..	..	1	..	1	9	21	30
Takahiwai ..	23	10	33	1	..	1	..	..	..	1	2	3	25	12	37
Poroti ..	13	6	19	4	5	9	2	..	2	6	2	8	25	13	38
Otamatea ..	11	11	22	1	2	3	..	..	..	..	1	1	12	14	26
Manaia ..	14	11	25	3	1	4	..	..	..	..	..	..	17	12	29
Te Kerapehi ..	13	9	22	1	..	1	4	2	6	..	..	..	18	11	29
Rakaumanga ..	18	23	41	..	..	..	..	..	..	..	..	..	18	23	41
Te Kopua ..	8	4	12	1	1	2	..	..	..	1	1	2	10	6	16
Mangaorongo ..	10	7	17	..	..	..	..	..	..	..	..	..	10	7	17
Hauaroa ..	26	19	45	5	1	6	2	..	2	22	14	36	55	34	89
Parawera ..	19	18	37	..	..	..	..	1	1	10	3	13	29	22	51
Te Waotu ..	15	5	20	1	..	1	2	2	4	3	6	9	21	13	34
Oruanui ..	19	20	39	5	14	19	..	..	..	1	1	2	25	35	60
Waitahanui ..	21	23	44	..	..	..	1	..	1	2	1	3	24	24	48
Tokaanu ..	18	9	27	5	2	7	..	..	..	1	2	3	24	13	37
Papamoa ..	22	11	33	3	1	4	..	..	..	..	..	..	25	12	37
Te Kotukutuku ..	23	15	38	1	1	2	..	..	..	..	1	1	24	16	40
Paeroa ..	15	23	38	4	3	7	..	..	..	4	5	9	23	31	54
Te Matai ..	29	17	46	..	1	1	..	..	..	3	3	6	32	21	53
Ranana ..	17	19	36	2	2	4	..	..	..	..	..	..	19	21	40
Whakarewarewa ..	33	28	61	1	..	1	..	..	..	1	..	1	35	28	63
Wai-iti ..	16	12	28	4	1	5	..	..	..	..	..	..	20	13	33
Matata ..	13	14	27	..	..	..	2	2	4	2	..	2	17	16	33
Te Teko ..	18	31	49	2	1	3	..	..	..	4	1	5	24	33	57
Waiotapu ..	10	14	24	..	1	1	..	..	..	..	..	..	10	15	25
Te Whaiti ..	16	14	30	..	1	1	..	1	1	..	..	..	16	16	32
Otamauru ..	10	13	23	..	..	..	..	..	..	2	1	3	12	14	26
Poroporo ..	26	20	46	4	2	6	..	..	..	..	2	2	30	24	54
Ruatoki ..	46	29	75	2	2	4	1	2	3	..	3	3	49	36	85
Waimana ..	33	21	54	1	2	3	..	..	..	..	..	..	34	23	57
Waioweka ..	16	16	32	4	4	8	..	..	..	7	6	13	27	26	53
Omarumutu ..	30	30	60	1	..	1	..	..	..	3	2	5	34	32	66
Torere ..	18	17	35	..	2	2	..	..	..	..	..	..	18	19	37
Omaio ..	17	31	48	..	1	1	..	..	..	..	..	..	17	32	49
Te Kaha ..	23	15	38	2	..	2	1	..	1	..	..	..	26	15	41
Raukokore ..	21	13	34	2	1	3	6	1	7	1	..	1	30	15	45
Wharekahika ..	7	9	16	2	..	2	..	..	..	..	..	..	9	9	18
Te Araroa ..	25	18	43	..	..	..	1	2	3	1	3	4	27	23	50
Rangitukia ..	31	28	59	3	2	5	..	..	..	3	2	5	37	32	69
Tikitiki ..	27	21	48	..	1	1	..	..	..	..	..	..	27	22	49
Waiomatatini ..	12	8	20	2	1	3	5	5	10	1	2	3	20	16	36
Tuparoa ..	34	33	67	2	2	4	3	1	4	2	2	4	41	38	79
Whareponga ..	18	16	34	2	3	5	..	..	..	..	1	1	20	20	40
Hiruharama ..	23	23	46	2	..	2	..	..	..	2	2	4	27	25	52
Tokomaru Bay ..	39	16	55	..	..	..	..	..	..	2	1	3	41	17	58
Whangara ..	14	14	28	3	2	5	..	..	..	2	5	7	19	21	40
Nuhaka ..	48	29	77	8	2	10	..	..	..	9	3	12	65	34	99

Table No. 5—continued.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1905—contd.

Schools.	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.			Totals.		
				Living as Maoris.			Living as Europeans.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Te Haroto ..	15	17	32	2	..	2	..	..	..	..	1	1	17	18	35
Tangoio ..	16	8	24	..	..	..	..	..	..	..	1	1	16	9	25
Puniho ..	8	3	11	..	..	..	3	3	6	13	11	24	24	17	41
Pariroa ..	6	4	10	..	..	..	..	..	..	..	..	..	6	4	10
Pamoana ..	13	10	23	..	..	..	..	..	..	..	1	1	13	11	24
Pipiriki ..	23	12	35	..	..	..	2	1	3	..	3	3	25	16	41
Karioi ..	9	8	17	1	4	5	1	1	2	1	3	4	12	16	28
Turanganui ..	3	1	4	2	1	3	..	..	..	..	..	..	5	2	7
Waikawa ..	..	..	..	9	12	21	..	..	..	..	..	..	9	12	21
Wairau ..	17	4	21	..	..	..	..	..	..	1	..	1	18	4	22
Mangamaunu ..	9	7	16	2	5	7	..	..	..	1	2	3	12	14	26
Kaipoi ..	11	8	19	14	4	18	..	1	1	1	2	3	26	15	41
Rapaki ..	8	8	16	2	2	4	..	..	..	4	3	7	14	13	27
Little River ..	5	23	28	4	4	8	..	..	..	..	..	..	9	27	36
Arowhenua ..	23	9	32	3	..	3	1	..	1	..	..	..	27	9	36
Waikouaiti ..	7	7	14	9	5	14	..	..	..	6	8	14	22	20	42
Ruapuke ..	..	..	..	7	6	13	..	..	..	..	..	..	7	6	13
Totals ..	1,715	1,405	3,120	182	152	334	50	35	85	171	153	324	2,118	1,745	3,863

SUMMARY of Table No. 5.

Race.	1905.			
	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	1,715	1,405	3,120	80·77
Half-caste, and between half-caste and European, living as Maoris	182	152	334	8·64
Half-caste, and between half-caste and European, living as Europeans	50	35	85	2·20
Europeans	171	153	324	8·39
Totals	2,118	1,745	3,863	100·00

Table No. 6.

RESULTS of EXAMINATION, 1905.

Schools.	Number on the Roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard.
		VI.	V.	IV.	III.	II.	I.	
Hapua	42	..	2	3	4	5	6	150·0
Te Kao	48	3	4	3	5	8	5	171·0
Paparore	24	..	..	2	4	..	2	61·0
Rangiawhia	25	..	..	6	4	8	4	142·5
Pamapurua	20	..	..	..	1	8	3	73·0
Ahipara	49	..	..	1	2	6	13	121·0
Pukepoto	31	1	3	3	4	5	4	146·5
Kenana	23	2	1	3	1	2	2	63·5
Parapara ⁽¹⁾
Peria	41	..	1	3	8	12	2	192·5
Te Pupuke	38	..	..	..	4	2	2	47·5
Whakarara	45	..	3	2	5	2	5	105·5
Touwai	42	1	3	4	6	1	3	100·5
Whangape	94	..	1	13	16	11	12	378·5
Whakarapa	32	..	..	1	1	6	9	113·0
Lower Waihou	29	..	..	..	..	2	3	28·5
Maraeroa	45	..	2	5	2	3	7	124·5
Matihetihe	20	..	..	..	1	..	4	30·0
Whirinaki	93	..	..	9	5	12	8	216·5
Waima	49	..	..	2	1	7	5	96·0
Omanaia	41	1	2	..	8	6	9	156·0
Motukaraka	24	..	..	1	1	..	2	18·5
Mangamuka	60	1	1	1	2	4	6	83·0
Waimamaku	28	..	3	2	4	5	4	111·5

Table No. 6—continued.
RESULTS of EXAMINATION, 1905—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	31	..	1	1	2	..	4	45.0
Oromahoe	38	..	..	3	3	4	..	52.0
Obaewai	31	1	..	..	2	..	4	27.0
Kaikohe ⁽²⁾
Karetu	20	..	..	1	4	..	5	52.5
Whangaruru	28	1	..	1	1	3	3	53.0
Taumarere	16	..	..	..	..	1	..	5.5
Te Ahuahu	24	..	..	..	2	3	3	44.5
Te Rawhiti	26	..	..	1	..	..	3	25.0
Takahiwai	37	..	..	2	4	7	11	123.0
Poroti	38	..	2	..	5	8	5	132.5
Otamatea	27	..	..	4	2	2	4	73.0
Manaia	31	..	..	1	4	2	3	52.0
Te Kerepehi	33	..	..	..	..	2	1	14.5
Rakaumanga	45	..	..	1	..	..	..	5.0
Raoraora ⁽³⁾
Te Kopua	16	..	..	1	2	2	1	23.5
Mangaorongo ⁽²⁾
Te Kuiti	88	1	1	3	3	9	10	141.0
Hauaroa	82	..	4	3	5	9	12	173.5
Parawera	44	1	2	3	6	15	5	232.0
Te Waotū	38	..	1	2	2	4	4	90.5
Oruanui	55	..	..	..	..	2	2	25.5
Waitabanui ⁽²⁾
Tokaanu	57	..	..	1	4	1	1	36.5
Papamoa	37	..	..	..	1	3	2	42.5
Te Kotukutuku	43	1	..	1	4	4	13	145.5
Paeroa	55	..	..	4	5	12	7	173.0
Te Matai	64	..	..	5	5	9	6	174.0
Ranana	34	3	3	1	5	5	3	145.5
Whakarewarewa	65	..	1	..	29	9	4	357.0
Wai-iti ⁽⁴⁾
Matata	31	..	..	3	6	2	..	76.0
Te Teko	52	..	3	2	4	12	9	217.5
Waiotapu ⁽⁴⁾
Awangararanui ⁽³⁾
Te Whaiti	30	..	..	..	..	..	..	..
Te Houhi	25	..	..	1	4	6	7	No passes. 124.5
Otamauru	25	..	..	..	..	..	1	4.5
Poroporo	50	..	..	1	1	..	2	21.5
Ruatoki	89	..	..	..	4	10	20	200.0
Waimana	68	..	..	1	1	..	1	15.0
Waioweka	53	1	2	5	2	7	8	163.0
Omarumutu	66	1	2	1	6	11	7	192.0
Torere	38	..	1	..	1	6	3	64.5
Omaio	47	..	..	5	6	8	7	194.5
Te Kaha	41	2	4	4	8	8	6	241.5
Raukokore	46	..	3	..	5	7	7	132.5
Wharekahika	18	..	..	..	1	1	2	27.0
Te Araroa	54	1	..	2	4	3	10	113.0
Rangitukia	72	6	9	6	5	8	10	299.0
Tikitiki	47	2	1	4	5	9	7	190.5
Waiomatatini	39	1	1	..	1	4	6	86.0
Tuparoa	73	1	3	4	11	12	12	305.5
Whareponga	40	..	..	1	2	3	6	67.0
Hiruharama	51	1	1	2	7	9	3	154.5
Tokomaru Bay	56	..	..	2	9	11	7	202.5
Whangara	38	..	1	1	12	11	5	241.0
Nuhaka	96	..	2	3	8	17	25	371.5
Te Haroto	36	..	..	1	5	6	8	107.5
Tangoio	28	..	..	1	1	2	5	56.0
Puniho	44	1	..	4	3	5	7	120.0
Pariroa	10	..	..	..	2	..	3	23.5
Pamoana	26	1	..	1	1	2	3	56.0
Pipiriki	47	1	..	..	1	5	8	73.5
Karioi	29	..	..	..	..	..	..	..
Papawai	35	..	..	..	1	4	9	No passes. 86.0
Turanganui ⁽²⁾
Waikawa	21	..	..	2	1	..	2	27.5
Wairau	25	..	..	2	4	3	4	72.0
Mangamaunu	26	..	..	1	3	2	4	81.0
Kaiapoi	41	..	3	3	5	6	6	140.0
Rapaki	27	..	1	3	2	4	3	69.0
Little River	37	..	1	..	4	5	3	78.0
Arowhenua	36	..	4	3	4	3	3	97.5
Waikouaiti	42	6	4	5	1	6	6	165.0
Ruapuke	12	..	..	..	1	2	1	17.5
The Neck	16	..	..	..	..	..	..	No passes.
Totals for 1905	3,829	42	88	180	341	451	482	..
Totals for 1904	3,694	36	83	147	234	426	497	..

(1) Closed temporarily.

(2) Neither examined nor inspected.

(3) Closed.

(4) Inspected only.

Table No. 7.
RESULTS of INSPECTION, 1905.

[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.
Whakarewarewa..	10.0	10.0	10.0	10.0	10.0	50.0	100.0
Te Kaha ..	10.0	9.5	10.0	10.0	9.3	50.0	98.8
Puk-poto ..	10.0	9.8	10.0	10.0	8.7	50.0	98.5
Rangitukia ..	10.0	10.0	10.0	10.0	10.0	48.5	98.5
Whangara ..	10.0	10.0	10.0	10.0	8.5	50.0	98.5
Parawera ..	9.8	9.5	10.0	10.0	7.5	50.0	96.8
Peria ..	10.0	9.8	10.0	10.0	9.3	47.3	96.4
Rangiawhia ..	9.4	9.3	9.4	10.0	8.0	50.0	96.1
Omaio ..	9.5	9.8	9.8	9.5	8.5	47.2	94.3
Tuparoa ..	9.7	9.0	10.0	10.0	8.5	46.9	94.1
Te Houhi ..	10.0	9.0	10.0	8.0	7.0	50.0	94.0
Waimamaku ..	9.8	9.5	10.0	9.0	8.5	46.4	93.2
Ranana ..	10.0	10.0	9.8	9.0	8.8	44.2	91.8
Tikitiki ..	9.3	9.5	9.8	8.5	8.0	45.8	90.9
Whangape ..	10.0	9.3	10.0	9.5	9.0	43.0	90.8
Nuhaka ..	9.7	9.5	9.3	10.0	8.5	43.6	90.6
Te Kao ..	9.5	9.3	10.0	9.0	8.7	43.1	89.6
Te Teko ..	9.5	9.0	9.8	8.5	8.0	44.5	89.3
Waioweka ..	10.0	9.8	9.0	9.0	7.2	44.0	89.0
Te Kotukutuku ..	9.9	9.5	9.8	8.5	8.0	42.8	88.5
Tokomaru Bay ..	9.5	8.4	8.9	8.5	7.2	45.9	88.4
Waima ..	10.0	9.3	10.0	9.0	8.5	41.2	88.0
Omanaia ..	9.6	8.0	9.5	8.5	7.8	44.1	87.5
Maraeroa ..	10.0	10.0	10.0	10.0	9.5	37.9	87.4
Hapua ..	10.0	10.0	10.0	10.0	8.7	38.5	87.2
Paparore ..	8.1	9.3	10.0	8.5	8.3	42.2	86.4
Whirinaki ..	10.0	10.0	10.0	10.0	10.0	35.5	85.5
Paeroa ..	10.0	9.8	9.8	9.0	8.7	35.5	82.8
Omarumutu ..	10.0	8.0	9.0	9.0	7.1	39.3	82.4
Waikouaiti ..	9.0	8.3	8.5	8.0	8.3	39.7	81.8
Waiomatatini ..	9.3	8.3	9.5	8.0	7.8	37.4	80.8
Poroti ..	8.7	9.3	9.8	7.0	6.7	39.2	80.7
Papawai ..	9.5	8.5	9.0	8.0	6.3	39.3	80.6
Touwai ..	9.3	9.5	9.8	8.0	7.3	36.7	80.6
Hiruharama ..	9.7	8.0	8.8	8.0	7.0	38.6	80.1
Pamoana ..	10.0	9.0	10.0	6.5	6.7	36.8	79.0
Whakarapa ..	6.1	8.3	8.1	7.0	8.0	41.2	78.7
Whareponga ..	10.0	9.0	10.0	8.5	8.3	31.4	77.2
Takahiwai ..	8.6	7.5	9.8	8.0	7.8	35.4	77.1
Te Waotu ..	8.8	8.3	8.8	8.0	7.3	35.7	76.9
Otamatea ..	8.5	9.5	9.5	8.0	7.0	33.8	76.3
Te Matai ..	10.0	9.8	8.0	8.0	7.2	33.2	76.2
Kenana ..	10.0	9.0	9.8	7.5	6.8	32.8	75.9
Puniho ..	9.2	8.6	8.9	7.0	4.7	37.1	75.5
Ruatoki ..	8.9	9.5	9.0	9.0	7.2	31.9	75.5
Te Araroa ..	10.0	9.6	9.0	9.0	8.0	29.4	75.0
Mangamaunu ..	8.5	8.3	8.3	8.0	7.7	33.5	74.3
Karetu ..	10.0	9.5	9.9	9.0	5.7	30.1	74.2
Mangamuka ..	9.7	9.1	8.8	9.0	8.0	28.9	73.5
Ahipara ..	9.4	7.3	7.3	7.5	6.7	35.0	73.2
Matata ..	9.2	8.0	9.5	8.0	8.5	29.3	72.5
Kaiapoi ..	7.7	7.5	8.0	8.0	8.0	33.0	72.0
Te Ahuahu ..	8.6	9.4	9.0	7.5	6.2	31.3	72.0
Pamapurua ..	8.2	7.5	7.6	6.5	5.5	36.3	71.6
Oromahoe ..	9.6	9.8	9.5	8.0	6.2	28.4	71.5
Whakarara ..	8.6	8.5	8.0	8.0	7.2	31.1	71.4
Pipiriki ..	10.0	9.8	9.4	9.0	9.0	23.6	70.8
Raukokore ..	9.0	7.3	8.5	7.5	4.5	34.0	70.8
Rapaki ..	8.3	7.7	7.5	7.0	7.3	32.9	70.7
Whangaruru ..	9.6	6.7	9.5	7.5	5.3	32.1	70.7
Arowhenua ..	9.3	8.3	8.0	8.0	7.5	29.3	70.4
Pariroa ..	9.2	8.5	9.0	6.5	5.3	31.9	70.4
Tangoio ..	9.0	9.8	9.5	8.0	6.2	27.8	70.3
Tokaanu ..	10.0	9.5	9.8	10.0	8.7	22.0	70.0
Te Haroto ..	9.2	8.3	9.3	5.0	3.8	34.1	69.7
Matihetihe ..	7.1	9.0	8.0	6.0	6.0	33.3	69.4
Te Kuiti ..	9.4	9.5	9.8	8.0	7.5	25.2	69.4
Hauaroa ..	7.1	8.1	8.4	8.0	5.5	31.0	68.1
Otaua ..	8.2	7.8	7.6	7.5	6.8	29.9	67.8
Oruanui ..	9.2	9.4	9.8	9.0	8.3	22.0	67.7
Te Kopua ..	8.7	8.1	9.0	6.0	8.2	26.8	66.8
Te Kerepehi ..	6.8	7.0	8.8	5.0	5.0	34.0	66.6
Taumarere ..	8.0	8.3	8.5	5.0	5.7	30.2	65.7
Te Rawhiti ..	8.8	9.0	9.0	6.0	4.3	28.2	65.3
Wharekahika ..	9.8	8.1	4.8	6.5	6.2	29.3	64.7

Table No. 7—continued.
RESULTS of INSPECTION, 1905—continued.

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

Schools.	Condition of Records and the other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Teacher.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly through inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Papamoa	8.3	8.5	7.0	6.5	8.0	26.1	64.4
Waimana	10.0	8.5	8.3	8.0	7.8	21.5	64.1
Manaia	8.3	8.8	8.0	7.0	5.8	25.2	63.1
Rakaumanga	10.0	10.0	10.0	10.0	10.0	13.0	63.0
Wairau	7.5	7.5	7.7	6.6	6.0	27.0	62.3
Ruapuke	6.7	6.8	8.3	7.5	4.0	28.5	61.8
Poroporo	10.0	8.5	10.0	9.0	5.0	18.7	61.2
Torere	4.0	8.5	8.0	5.0	6.0	29.4	60.9
Little River	7.5	7.0	7.8	8.0	4.7	24.0	59.0
Lower Waihou	5.6	6.0	7.3	5.5	6.0	27.0	57.4
Waikawa	7.0	8.0	7.0	6.0	7.0	21.9	56.9
Ohaeawai	8.7	7.8	6.8	6.0	4.7	20.6	54.6
Te Pupuke	8.1	5.6	8.1	5.0	3.7	21.7	52.2
Motukaraka	8.3	6.8	6.9	5.5	5.7	18.8	52.0
Otamauru	8.0	7.3	7.8	5.0	0.0	22.1	50.2
Te Whaiti	8.4	8.4	8.4	6.5	5.0	11.3	48.0
Karioi	9.3	7.8	7.8	6.0	4.5	11.8	47.2
The Neck	7.3	5.3	6.8	6.0	2.0	11.8	39.2
Parapara ⁽¹⁾
Kaikohē ⁽²⁾
Raorao ⁽³⁾
Mangaorongo ⁽²⁾
Waitahanui ⁽²⁾
Wai-itī ⁽⁴⁾
Waioapu ⁽⁴⁾
Awangararānui ⁽³⁾
Turanganui ⁽²⁾

(1) Closed temporarily.

(2) Neither examined nor inspected.

(3) Closed.

(4) Inspected only.

Table No. 8.

CLASSIFICATION of PUPILS on the School Rolls, December, 1905.

Standards.	1905.			Totals 1904.
	Boys.	Girls.	Totals.	
Preparatory classes	647	576	1,223	1,205
Class for Standard I.	412	316	728	631
" II.	333	296	629	719
" III.	319	255	574	568
" IV.	251	188	439	373
" V.	88	74	162	159
" VI.	47	33	80	68
Passed Standard VI.	19	9	28	31
Totals	2,116	1,747	3,863	3,754

Table No. 9.

AVERAGE AGE of PUPILS at Standard Examination of Schools in 1905.

Standards.	1905.		Average Age 1904.
	Number passed at Annual Examination.	Average Age.	
I.	482	Yrs. 9 Mos. 8	Yrs. 9 Mos. 5
II.	451	10 7	10 9
III.	341	11 11	12 0
IV.	180	13 2	13 0
V.	88	13 6	13 10
VI.	42	14 4	14 5

Table No. 10.

CHILDREN of MAORI and MIXED RACES attending PUBLIC SCHOOLS, December, 1905.

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	682	532	1,214	53	45	98	404	368	772	1,139	945	2,084	202
Taranaki	26	22	48	2	..	2	26	16	42	54	38	92	17
Wanganui	177	113	290	3	4	7	20	43	63	200	160	360	44
Wellington	110	86	196	24	14	38	38	33	71	172	133	305	38
Hawke's Bay	249	155	404	15	22	37	81	68	149	345	245	590	44
Marlborough	4	2	6	3	4	7	15	4	19	22	10	32	4
Nelson	16	8	24	2	..	2	2	2	4	20	10	30	6
Grey .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Westland	8	6	14	2	2	4	1	..	1	11	8	19	4
North Canterbury	11	10	21	..	..	..	17	11	28	28	21	49	14
South Canterbury	4	10	14	..	..	..	6	4	10	10	14	24	3
Otago	11	16	27	3	4	7	26	19	45	40	39	79	13
Southland .. ..	..	1	1	12	11	23	51	47	98	63	59	122	17
Totals for 1905	1,298	961	2,259	119	106	225	687	615	1,302	2,104	1,682	3,786	406
Totals for 1904	1,187	854	2,041	146	111	257	594	554	1,148	1,927	1,519	3,446	390
Difference	111	107	218	-27	-5	-32	93	61	154	177	163	340	16

Table No. 11.

(a.) NUMBER of MAORI PUPILS receiving Higher Education, &c., at the End of 1905.

School.	Government Pupils.		Private Pupils.	Totals.
	Scholarship-holders formerly attending Native Schools.	Temporary.		
Boarding-schools—				
St. Stephen's (boys), Parnell, Auckland	29	..	40*	69
Te Aute (boys), Hawke's Bay	9	..	52†	61
Hukarere (girls), Napier	5	5	46‡	58
St. Joseph's (girls), Napier	1	9	28	38
Queen Victoria (girls), Auckland	14	..	17†	31
Turakina (girls), Wanganui	10	..	14	24
Totals	68	14	197	281

* Including 2 boys who are more European than Maori.
who is more European than Maori.

† Including 9 Europeans.

‡ Including 1 girl

(b.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Scholarships at High Schools or Colleges at the End of 1905.

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

Table No. 11—*continued.*

(c.) NUMBER of MAORI STUDENTS, formerly attending Native Schools and College, holding University Scholarships at the End of 1905.

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

(d.) NUMBER of MAORI PUPILS, formerly attending Native Schools, holding Industrial Scholarships at the End of 1905.

Number.	Native School.	Trade to which Scholars are apprenticed.	District.
1	Rapaki	Blacksmith	Lyttelton.
1	Rangitukia	Blacksmith	Port Awanui.
1	Tikitiki	Builder	Auckland.
1	Whirinaki	Builder	Auckland.
1	Waimana	Saddler	Opotiki.

(e.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Industrial Scholarships at the End of 1905.

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

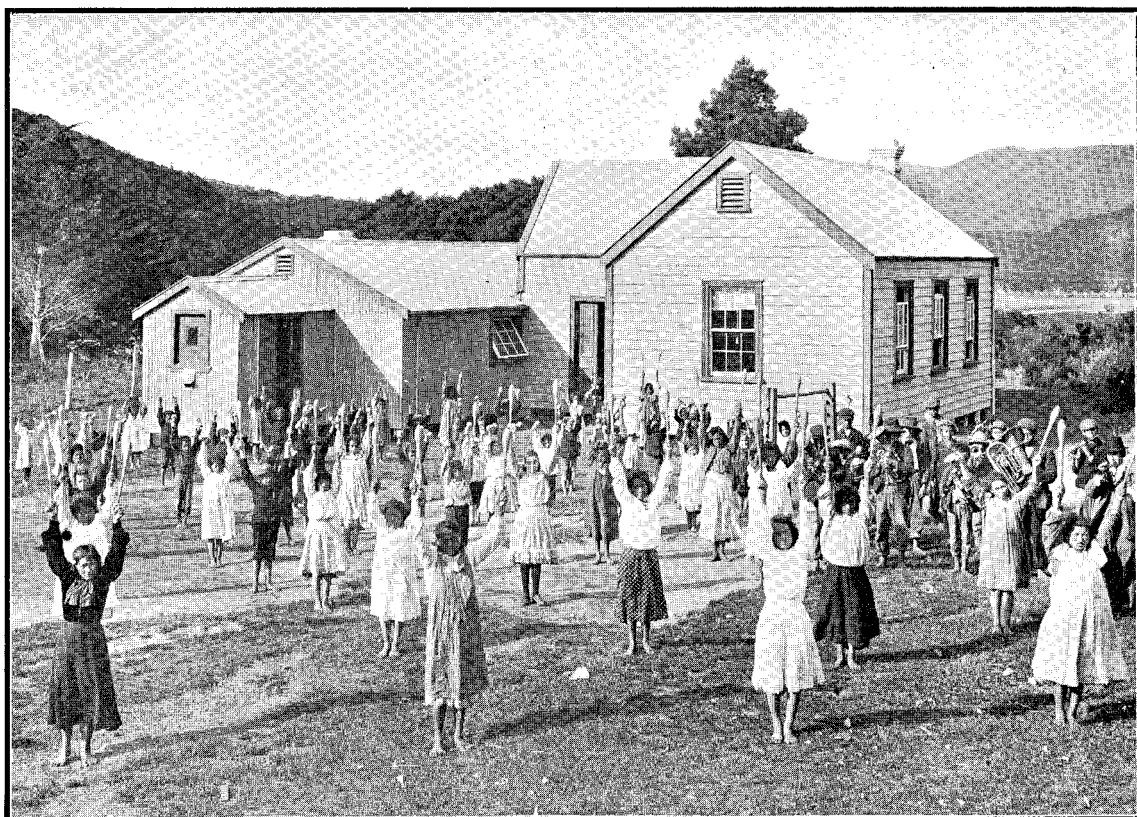
(f.) NUMBER of MAORI PUPILS, formerly attending Native Boarding-schools, holding Hospital Nursing Scholarships at the End of 1905.

Number.	Kind of Scholarship.	Boarding-school.	District Hospital.
1	Day-pupil	Hukarere	Napier Hospital.
1	"	St. Joseph's	Napier Hospital.
1	Probationer ... ..	... ..	Napier Hospital.
1	Probationer ... ..	... ..	Wellington Hospital.

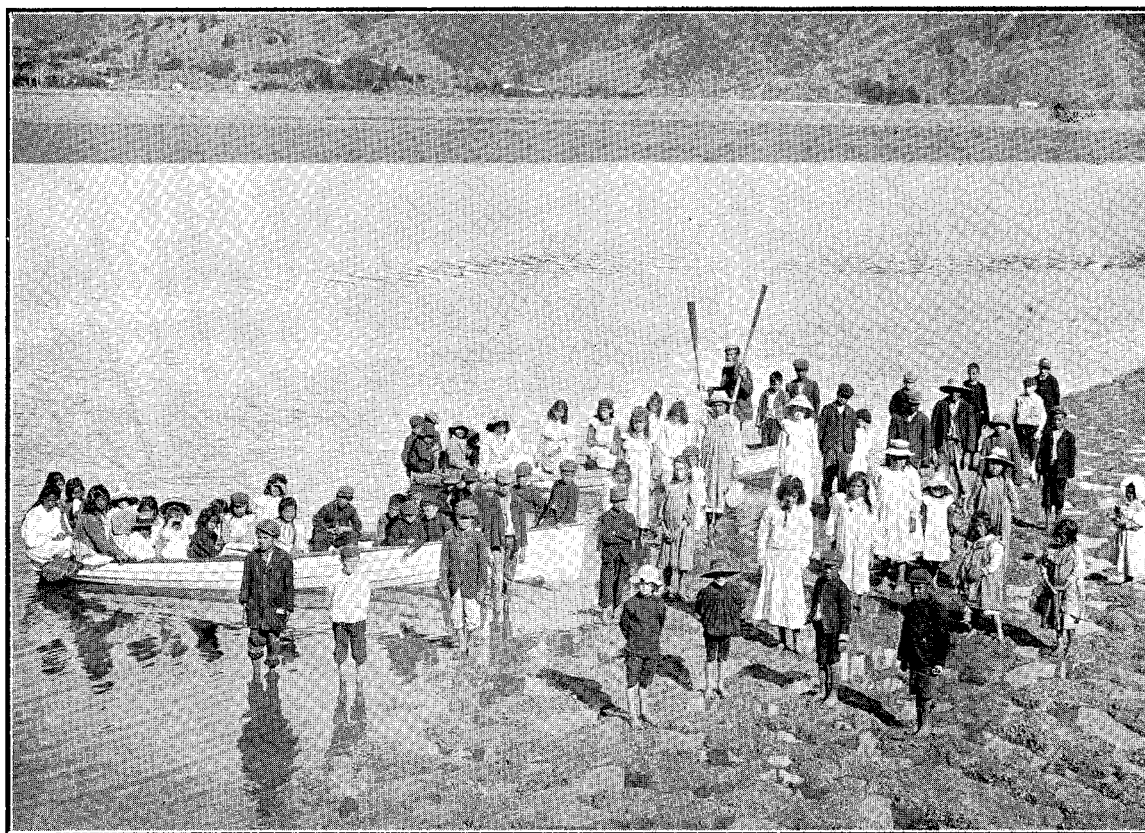
Approximate Cost of Paper.—Preparation, not given; printing (1,750 copies), £29 19s.

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Price 9d.]



WHANGAPE NATIVE SCHOOL.



WHANGAPE NATIVE SCHOOL FERRY.

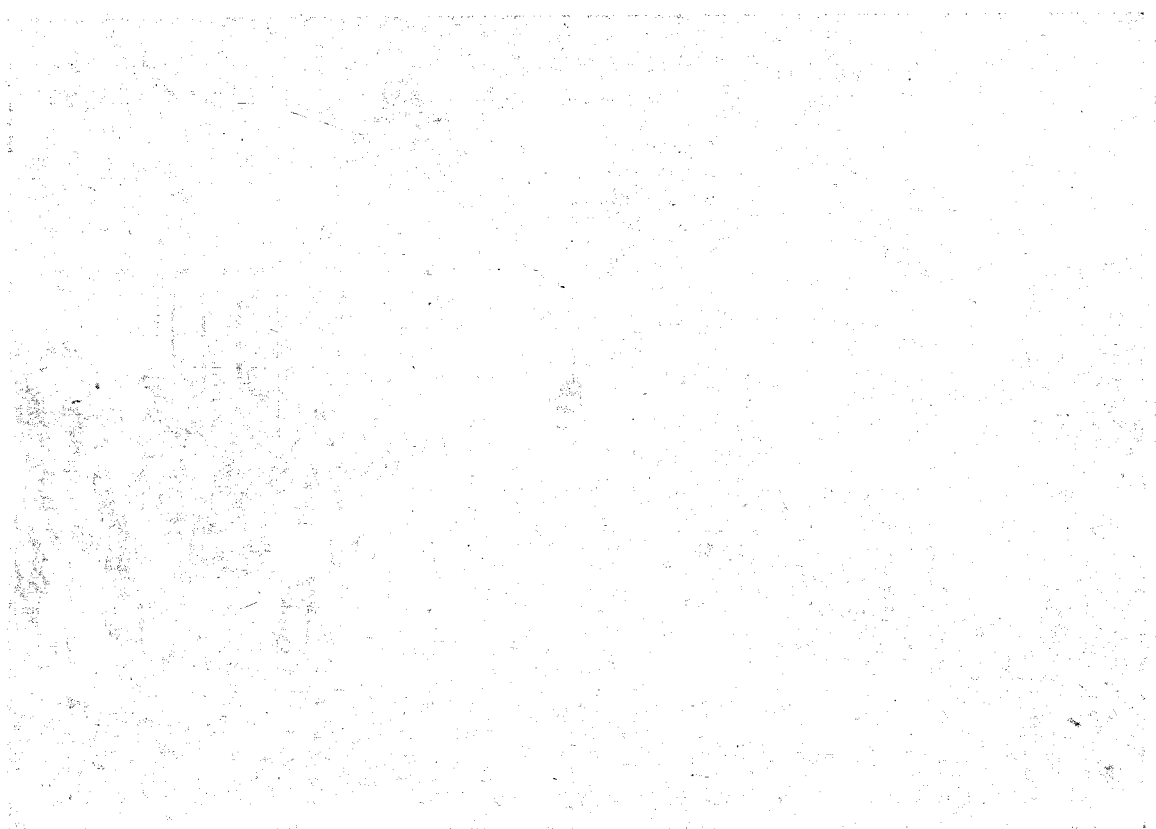


FIGURE 1. [Illegible text]

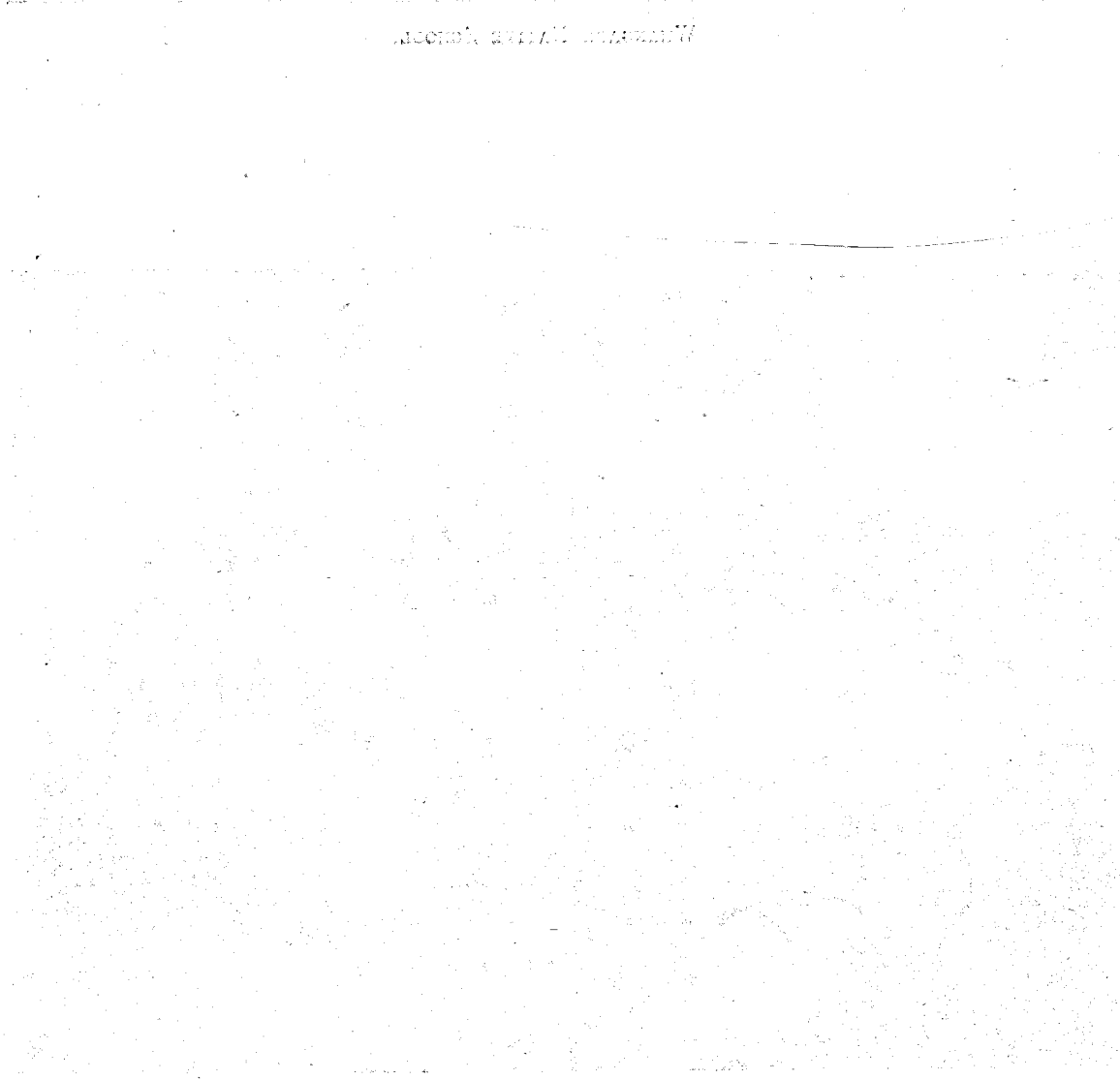


FIGURE 2. [Illegible text]



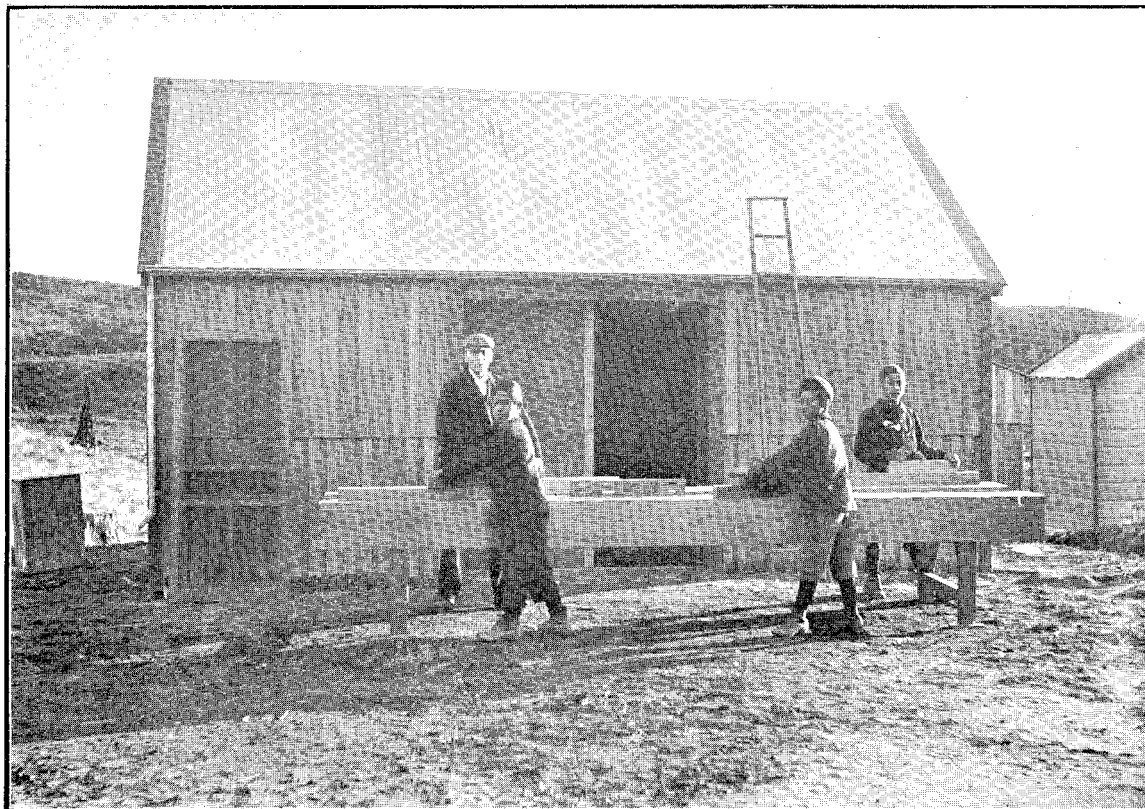
PREPARATORY CLASS, FARTHEST NORTH, HAPUA.



KING-COUNTRY CHILDREN, RAKAUMANGA.

THE UNIVERSITY OF CHICAGO

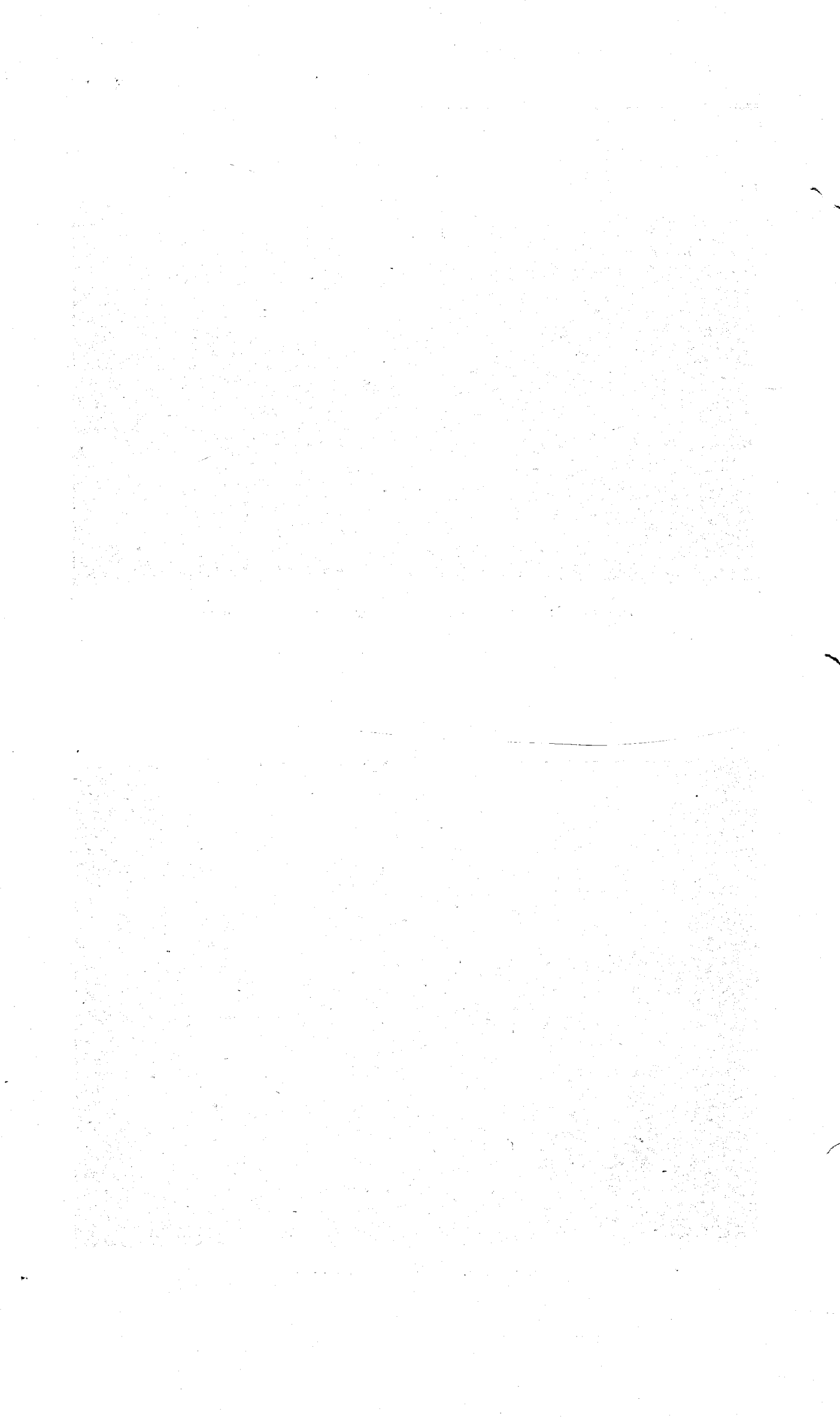
THE UNIVERSITY OF CHICAGO

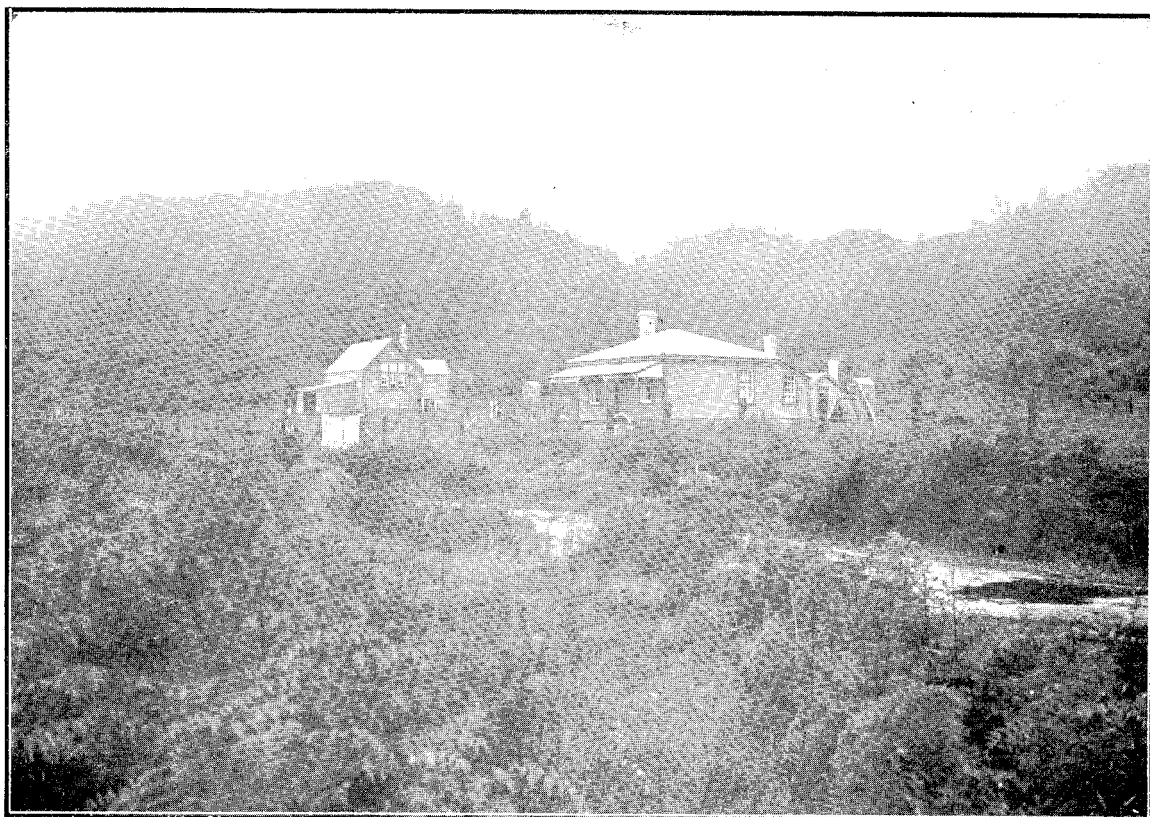


WORKSHOP, TE HAROTO, BUILT BY TEACHER ASSISTED BY MAORIS.

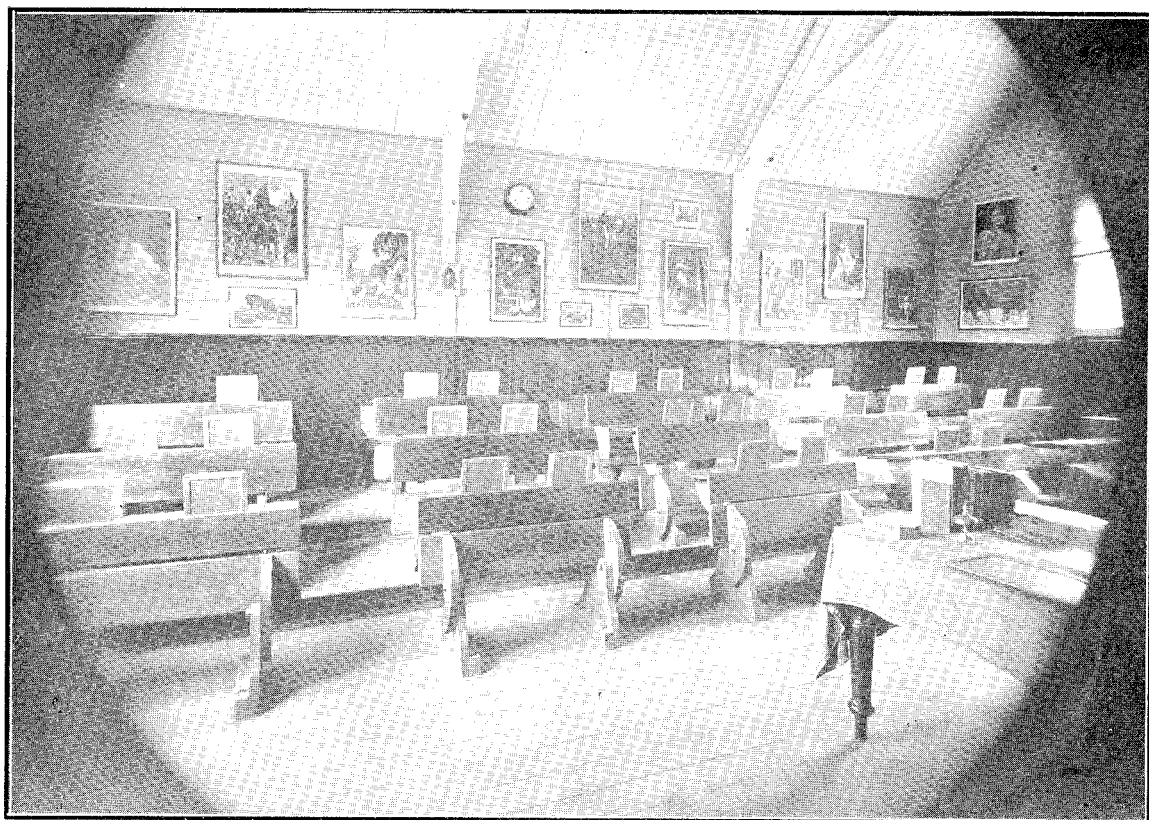


HUKARERE SCHOOL FOR MAORI GIRLS, NAPIER (established 1875).





NATIVE SCHOOL AND RESIDENCE, WAI-ITI, LAKE ROTOUA.

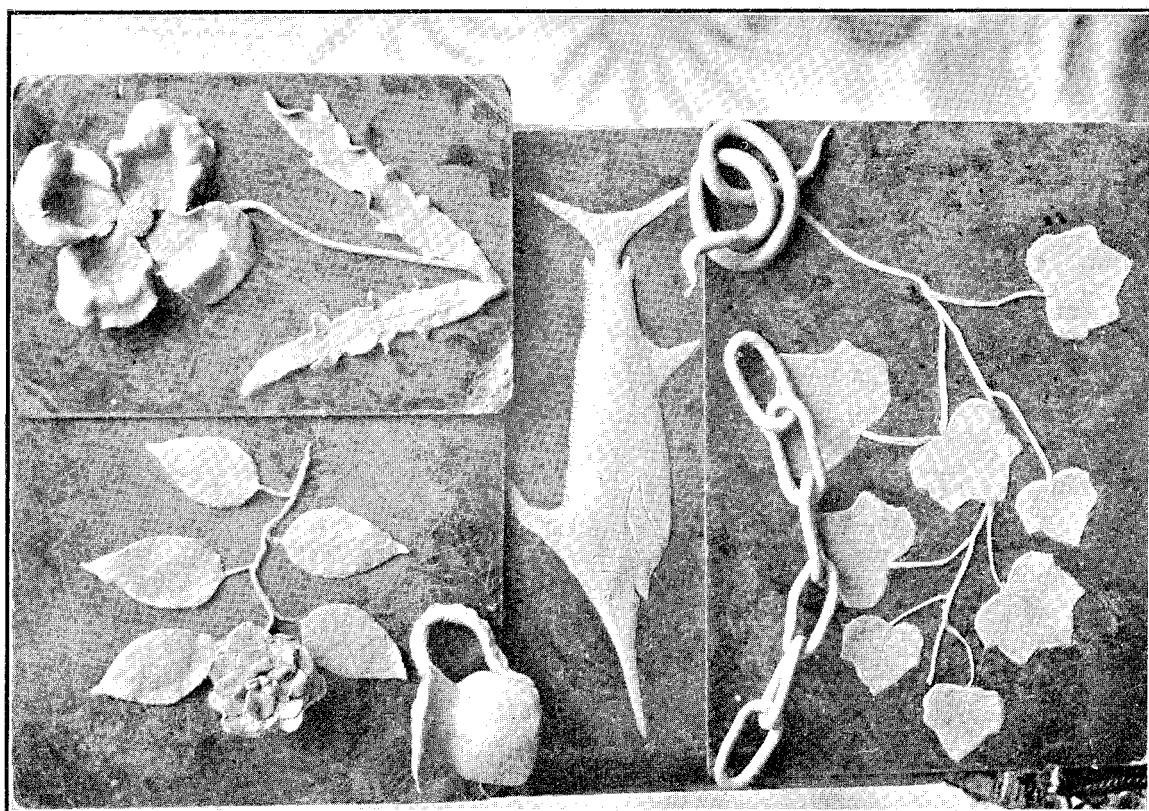


INTERIOR OF SCHOOLROOM, WAI-ITI.

THE UNIVERSITY OF CHICAGO



HANDWORK EXHIBITS, WAIMAMAKU, HOKIANGA.



MODELLING BY CHILDREN OF PREPARATORY CLASS AND FIRST STANDARD, CHIEFLY FROM NATURE, PAEROA SCHOOL.

