

1902.  
NEW ZEALAND.

---

## EDUCATION: NATIVE SCHOOLS.

[In continuation of E.—2, 1901.]

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

---

### No. 1.

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

#### NATIVE SCHOOLS.

THERE were ninety-one village schools in full operation at the end of 1901, two more than the number open in December, 1900. If mission schools and boarding-schools examined by the Department, as well as the four new village schools, and two aided schools, are added, the total number of schools was 103. The increased activity in building, necessitated by the increased interest of Maoris in the matter of education, and the installation of operations in connection with technical work, have caused an increase in the expenditure to the extent of £3,425. The average attendance for the year has increased by 92·5, and is 2,592·25, while the regularity of attendance is greater by nearly 3 per cent.; it has again reached the level attained in 1898. There is a satisfactory increase in the number of passes. For the reason stated in the Inspector's report, it is interesting to find that the ratio of the number of girls to that of the number of boys has sensibly increased.

Of the six schools opened in the course of the year 1901 two are decidedly small. One of these is at Ruapuke Island, in Foveaux Strait, where there was, very many years ago, a mission-house under the Rev. Mr. Wohlers, who also kept a small school going. The population of the place is now larger and more steady than it was. The other is an aided school at Turanganui, Palliser Bay—the settlement of Captain Brown, a very well known Maori chief. The beginning made was not very successful, but there is some reason to hope for better things.

All the other four new schools have made a satisfactory beginning. One of these is at Te Haroto, on the Napier-Taupo Road, a few miles on the Napier side of Tarawera. The climate of the place is rather severe, but the Maoris appear to have thoroughly made up their minds to secure success and have made an excellent beginning. Oromahoe, Bay of Islands District, is another revived school; it, too, has had a rest of about twenty years. The Natives of the place are evidently doing their best to deserve the consideration shown them by Government in reopening in their village. Whareponga is on the East Coast, about five miles from Waipiro; a successful beginning under a careful master has been made, and the prospects of success are considerable. Pariroa, near Patea, is interesting as being a kind of Maori centre whose people long held aloof. Their anxiety to have a school has been great, and it is reported that the prospects of their school are good. It was not found necessary to close any school in the course of the last twelve months.

A few applications for new schools have been sent in during the year, and several visits for inquiry have been paid; there are still many on the list, and it is hoped that some of them at least may be worked off in the course of the coming year. It may be mentioned that schools at Kerepehi, Piako; Parawera, in the Kihikihi district; a school under a Maori teacher at Rangiawhia, in the Mangonui District; schools at Takahiwai, near Whangarei; Tongoio, Hawke's Bay; Taumarunui, Upper Wanganui; and Whangara, East Coast, have been either completed already or have been put in hand during the current year. There are some four or five other cases that will require consideration later on.

The examination and inspection reports on the schools examined during the year 1901 show that, on the whole, the standard previously reached has been rather more than maintained. The Inspectors' reports, summarised as usual by Mr. Pope, give an opportunity for judging the value of the work done both in individual schools and on the whole. It may be observed that the number of schools that, on the work of the year, deserve to be called good, has increased from thirty-five for 1900 to forty-five for 1901. On the other hand, the schools at the wrong end of the list in 1901 numbered only six, a decided improvement on the ten of the previous year. The number of pupils receiving higher education, or learning trades as apprentices, is much the same as it was in 1900. This year there are still two Maori medical students at Otago University, and there are also two Maori nurses receiving hospital training.

Hand-work has received much attention during the year, especially in our village schools. In some cases work that really deserves to be called admirable has been done. The difficulties in the way of introducing hand-work into the boarding-schools have been great. St. Stephen's appears to have nearly got over its difficulties, and to be ready to make a really good beginning. There is a neatly built workshop there, and great interest in the building and equipping of it is being shown by the authorities. Te Aute has not yet been able to make the necessary arrangements, but it is hoped that there will be something done by-and-by. The authorities do not seem to be hostile to manual work; they say merely that they do not yet see their way to set about it without endangering their own peculiar work that is already in hand.

It is understood that there is now in almost all Maori schools a good deal of manual and kindergarten work done; that the children like it, while the teachers are becoming alive to its beneficial effects on the other work of the school; and that, generally, much of the good promised in connection with this kind of work is being fully realised. Such operations as paper-folding, paper-weaving, work in plasticine, cane-weaving, and "bricklaying" are now regularly taught in most of these schools. There has also been progress made in teaching woodwork; reports show that Whirinaki School is doing excellent work of various kinds, and that the Maoris generally are showing great appreciation of the prospect opening out before them. The other two principal technical stations—at Rangitukia and Rakaumanga—are less advanced, but it is hoped that it will be possible to report satisfactory progress next year. Other smaller establishments, such as those at Mangamuka and Omanaia, are giving good promise, the latter considerably more than promise, and much good work has been already done; at Mangamuka the building is almost ready. It is announced in the report that a very successful advance in the teaching of English has been made. There is reason to believe that the method organized by the Inspectors is likely to render excellent service in the way of giving Maori children in a reasonably short time a power of speaking elementary English fluently and correctly.

It will be seen from the above that, in order to accomplish successfully the task of educating the Maoris in such a way as to raise the tone of the ordinary village community, more and more emphasis is being placed upon the teaching of English and upon manual training. This remark raises the question of the desirability of reforming the courses prescribed in the secondary boarding-schools for Maoris; for the two subjects just named must be considered as far more important than more bookish forms of instruction, which tend to unfit Maori boys and girls for the simple life of the pa, and give them no training

that will enable them to perform willingly and intelligently the work that has to be done in connection with their homes. There are very few Maori boys, and, up to the present, no Maori girls, who have become students at the University Colleges, and it seems accordingly a waste of effort to teach Latin and other purely academic subjects to those who should be taught in a practical way the principles that underlie agriculture, domestic work, and the other occupations of their future lives. The few who show sufficient ability to warrant their being taken for a considerable time away from their own people could, at a far less total expense, receive at the ordinary secondary schools the training necessary to prepare them for a university career.

Quite recently a way has been opened up for giving a trial, so far as one locality is concerned, to a scheme proposed some three or four years ago for enabling Maoris, after finishing their school education, to find a field of action in which what they have acquired at school may be applied to the purposes of ordinary life; in which they may, in fact, find the uses of the training they have received by practising in a Maori settlement conducted on European lines the art of living in European fashion. The Native school at Pamoana, on the Wanganui River, has afforded the kind of opportunity necessary for trying the experiment. A large number of young people are on the ground, and already fairly well educated; the Maoris have given the necessary land, and very soon everything will be ready for making a beginning. It would be futile to attempt at the present stage to describe accurately the steps to be taken, but the information here given will probably suffice to show the general lines on which the little colony is to be founded. It may be added, however, that it is intended to make the settlement industrial, and, as soon as possible, self-supporting.

The usual account of the schools and their progress will be found in the Inspector's report, and also paragraphs on subjects connected with Maori life in general, in so far as this is influenced by or influences education.

## No. 2.

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

SIR,—

Wellington, 31st March, 1902.

In accordance with the terms of my appointment, as set forth in letter of 20th November, 1879, I have the honour to lay before you a report on the general conditions of the Native Schools of New Zealand, and on the work done by them during the year 1901.

At the end of the year 1900 there were eighty-nine schools in full working order; at the end of 1899 the number was eighty-eight. In the course of 1901 four new village schools were opened, and one school was re-opened; also an aided school was begun at Turanganui, otherwise called Ranana te Tuarua (London the Second). During the year, or some portion of it, ninety-five schools were in operation, ninety-one of these being village schools and four boarding-schools. At the end of the year, as no schools had been closed, the number was still ninety-five. If to these were added the denominational schools which the Department has been asked to inspect and examine—viz., those at Matata Convent, Putiki, Otaki, and Waerenga-a-Hika—the total number of Native schools would be ninety-nine.

#### CHANGES: NEW SCHOOLS OPENED, ETC.

*Te Haroto* School, some forty-three miles from Napier and on the Taupo Road, was opened in the March quarter, 1901. The region has a rather inhospitable climate, but it seems likely that the Haroto Maoris will make their school very successful; at all events both Inspectors have visited the district and have formed a high estimate of the school and of the people who are supporting it. *Oromahoe* School, opened in the June quarter, is in the Bay of Islands district; it, too, has made an excellent beginning, and the indications are that it will have to be considered one of the really good Maori schools; there seems to be no reason to fear a repetition of the breakdown of twenty-one years ago. *Ruapuke Island*: This also is a district in which a new attempt has been made after a very long period of quiescence. A prudent and industrious teacher should be able to make the school on this interesting island very fairly successful, although some of the difficulties connected with it are rather formidable. The school was opened in the September quarter. *Whareponga* began work in the December quarter. It is in a district containing many good schools, and there is no reason to fear that it will lower the general tone. *Pariroa* is close to the railway line, and a short distance from Patea. It, too, was opened in the December quarter. The Maoris have taken long to consider the advisability of adopting European ways in the matter of schools, but there is now good reason for hoping that they will give enthusiastic support to the school. The

buildings were formerly at Mawhitiwhiti, from which the people very unwisely withdrew their support and so caused the efforts made to educate their children to fall to the ground. The aided school at *Turanganui*, on the Martinborough—East Coast Road, also began operations in the last quarter of the year. Although the start was somewhat unsatisfactory, it is hoped that the master will yet hold his own and make his school successful; he is well qualified for the task. No school was finally closed in the course of last year, but the following suffered from intermission of work for a month or more, through death, illness, removals, or other causes: *Te Ahuahu*, *Te Waotu*, *Te Matai*, *Little River*, *Tikitiki*, *Waima*, and *Matata*.

#### PROPOSALS FOR NEW SCHOOLS.

Probably a short comment on each case still on the books will be sufficient:—

*Kaiwhata, Wellington Province*.—A visit to this Wairarapa settlement will be paid very shortly.

*Kerepehi, Piako*.—A school has been established here, with pleasing prospects.

*Kohanga, Waikato*.—This now includes the Pakou case. There are difficulties in the way of obtaining a site.

*Manukau, Herekino District*.—Maoris are again applying. It is likely that this would be a good field if a site were given.

*Maropiu, near Kaihu*.—This will be visited at the first opportunity. There has been a Native school in the neighbourhood before.

*Moteo, Hawke's Bay*.—What is wanted here is a bridge rather than a Native school. A bridge would enable scholars to attend the public schools.

*Motiti Island, Bay of Plenty*.—It has not yet been found possible to get the building work done at a suitable price.

*Oruanui, Taupo District*.—It seems highly probable that a school would succeed here.

*Parawera, near Kihikihi*.—A school has been established with a very competent staff.

*Pihama, Taranaki*.—It is likely that a school will be founded here by-and-by.

*Puniho, Taranaki*.—This is a good case; it seems probable that a Maori school established here might prove to be a stepping-stone to the education of the Taranaki Maoris.

*Ramotu, near Wairoa*.—This also seems to be a very hopeful case.

*Rangiawhia, Mangonui District*.—An experimental school under Maori management has been started here.

*Rawhiti, Bay of Islands*.—There is certainly room for a good little school at this picturesque spot; the case is a promising one.

*Rongokako*.—Is identical with Kaiwhata.

*Takahiwai, Whangarei Harbour*.—A school has been built here, and the prospect of success is considerable. The buildings have been removed from another site.

*Tongoio, Hawke's Bay*.—The settlement is increasing; probably the founding of a school here has led to a return of the Maoris to their homes.

*Taumarunui, Upper Wanganui*.—The new school is large and flourishing; it is almost certain to be very successful.

*Utaku, Lower Wanganui*.—This place is some seventeen miles up the river from Pipiriki. It is thought that a school is needed there.

*Waimarama, East Coast*.—There ought to be a fair school here if a site could be secured; but there have been difficulties in the way of getting one.

*Waitahanui, Lake Taupo*.—This is a very good case. A school ought to be given as soon as possible.

*Waiuku, Manukau Harbour*.—It seems likely that a good school could be maintained here if a suitable site were secured.

*Whakarewarewa, Rotorua*.—A new school is flourishing here.

*Whangara, between Gisborne and Tolago Bay*.—This will be a mixed school probably, but the Maori element will largely predominate.

#### MAORI VILLAGE SCHOOLS AT WORK DURING 1901, OR SOME PORTION OF IT, AND EXAMINED OR INSPECTED, OR BOTH.

The basis on which the schools are grouped in this report is afforded by their geographical positions. Much information respecting the work done by individual schools, including estimates of their general efficiency as educational institutions, has been tabulated and printed in the Appendix to this report (see Tables VI. and VII.). Additional information respecting the character and circumstances of particular schools will be found in the following paragraphs:—

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

*Hapua* (examined 29th July, 1901).—The general aspect here was pleasing; the school had some time before fallen off considerably, and it had not yet been possible for the new teacher to make up all the leeway; but good work had been done—enough to make it reasonable to expect much higher results next year.

*Te Kao* (examined 30th July, 1901).—This school, which at first proved to be somewhat of a failure, and had been opened for many years before it really began to thrive, improved rapidly under Mr. and Mrs. Wykes. In the hands of the late teacher, now removed to Whakarewarewa, it became in the course of five years a really admirable institution—a distributing centre of far-reaching good to the Aopouri Ngapuhi of the extreme North.

*Paparore* (examined 26th July, 1901).—A good start has been made here, and Paparore promises well; it is settling down to Maori work in the main—as it should. What the master has done in the short time that he has been here is very creditable to him.

*Ahipara* (examined 1st August, 1901).—What may be called an epidemic of billiards was in progress at inspection time; it was understood that the results were enrichment of table owners, with corresponding impoverishment of parents, and irregular attendance of senior children. The juniors here are now well advanced, and the master, who has been ailing of late, has capital material for the coming year.

*Pukepoto* (examined 25th July, 1901).—In the year 1900 the master made a good beginning, and by examination time in 1901 he had made great progress. He is ably supported, and, generally, there is reason to hope for very good work from Pukepoto; that shown at the examination was decidedly encouraging. Extra subjects are well taught. What is called the “external tone” is capital; this is largely due to the Chairman’s influence.

*Pamapurua* (examined 24th July, 1901).—The master secures “massive” results that lack the polish he might easily give. There had been very much strong work done in English composition and in arithmetic, and, indeed, in most of the subjects. Passes were numerous and, all things considered, good. The new assistant is painstaking, and likely to do well.

*Parapara* (examined 23rd July, 1901).—At the previous examination in 1900 no passes were recorded. This year, under a new teacher who has always done well when working steadily with members of her family, satisfactory results were secured; writing, however, was rather carelessly done. Pupils are beginning to take intelligent interest in an examination, and to appreciate the difference between passing and failing.

*Peria* (examined 22nd July, 1901).—The Peria people have always been friendly to education, and they are so still. The pupils are much interested in their work, and regard failure as a real calamity. The large number of young children here lowered the percentages somewhat, but there was hardly any well-marked weakness in the school.

*Kenana* (examined 20th July, 1901).—This bright little settlement is certainly improving; also the parents are taking great interest in school affairs and in the progress of their children; they certainly had no reason to be disappointed with the work shown. The prospects of the school are decidedly good.

*Te Pupuke* (examined 19th July, 1901).—Parents here take a rather languid kind of interest in the school—would on the whole like to see it do well. Closer attention to standard requirements would improve the character and increase the mass of the work. The assistant promises well, but too much responsibility must not be thrown on her yet; she should never be left in full charge of the school. Drill is very pleasing.

*Touwai* (examined 18th July, 1901).—The novelty of the school has not yet worn off, and the parents’ interest in the work seems unabated. Relations between teachers and pupils are very pleasing. A good eighteen months’ work was shown at the examination. Pleasing progress had been made in drawing and in drill.

*Whakarara* (examined 17th July, 1901).—The general aspect of this school is very satisfactory; the master and mistress are on excellent terms with their clients; they work hard, and produce very presentable results, besides familiarising the Maoris with a pleasing type of European family life. It may be mentioned that Whakarara is one of the most romantic spots in North Auckland.

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

*Whangape* (examined 2nd August, 1901).—In spite of the very considerable difficulties arising from the natural features of Whangape, its pupils, parents, and teachers appeared to be working with much spirit and considerable success; and there is good ground to hope that when satisfactory arrangements have been made for conveying the children across the stormy estuary in unfavourable weather the master will see that they make good progress.

*Matihetihe* (examined 4th August, 1901).—There had been a marked falling-off here. The children now work with less vigour, and the interest of the parents is not so great as it used to be. At next year’s inspection and examination signs of very great improvement should be considered indispensable.

*Motukaraka* (examined 17th May, 1901).—The Department has had under consideration the question of removing the Motukaraka buildings to Tapuwae, some seven miles up the inlet of that name. There had been for some months a half-time school at that place. Removal now seems inadvisable. The results at examination were not altogether satisfactory; children that had made over a hundred attendances knew very little indeed.

*Mangamuka* (examined 6th May, 1901).—The results actually achieved were only moderate; they were, however, the product of only some nine months’ work, the teacher having been practically incapacitated by illness during three months of the school year. Preparation for technical work is in progress here.

*Maraeroa* (examined 15th May, 1901).—The children work honestly, and their behaviour is good. The results of the work were on the whole satisfactory. The master’s health has broken down to a considerable extent, and the assistant, who is a certificated teacher, has had to do a considerable part of her husband’s work.

*Whirinaki* (examined 20th May, 1901).—This school is of very great value as a civilising agency, the teacher’s scientific grasp of the uses of the instruments and appliances with which he has stocked his laboratory, and the apparatus itself, give the Maoris an admirable *prima facie* idea of the possibilities of one side of education. All that is required is considerable increase in the strength of the actual school-work; the general results of which were not very good. The technical school, however, had taken much time; there had been illness, too, and other drawbacks.

*Waimamaku* (examined 6th August, 1901).—The children are well in hand and, at the same time, evidently greatly attached to their teacher; so also are the parents. The weakest subject here is reading; but there is also room for progress in English, spoken and written. Generally, very good work was shown. This teacher will do even better than he does now, when he firmly grasps the idea that his future in the service depends almost entirely on himself, and by no means on actual or potential hostility of people outside.

*Omanai* (examined 21st May, 1901).—The people appear to have recovered, in part at least, from the effects of bad leadership by tohungas, and the outlook generally is now cheering. The results must be considered decidedly good, especially when it is remembered that many of the children have been only a short time at school. Extras are not very satisfactory.

*Waima* (examined 25th May, 1901).—The great want of this school is English—sufficient, accurate, and confident. Sickness, the tohungas, and pestilent hui have retarded the progress of the school. When all these serious drawbacks are considered the results may be called not unsatisfactory. "Mutual help" is less prominent than it used to be.

*Otaua* (examined 23rd May, 1901).—Pupils work honestly, and their behaviour is satisfactory. They show some attachment to their teacher, but attendance is not very punctual. Results are pretty good, but not so good as the inspection would have led one to expect. Sickness and irregular attendance account for this.

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

*Kaikohe* (examined 24th July, 1901).—The fundamental want of this school continues to be English—abundant, confidently spoken, good English. The results are not good; they are in the main consistent with the teacher's view that a child takes two years to pass a standard. It must be mentioned, however, that, through holidays and illness, ten weeks have been lost since February.

*Ohaeawai* (examined 25th July, 1901).—The results here, although not by any means good, are more pleasing than those of last year, inasmuch as they indicate that what attainment there is has more solidity. The order is improving. It is to be borne in mind that the attendance has been irregular and unsatisfactory.

*Te Ahuahu* (examined 26th July, 1901).—The results are but small. The school was closed for six months prior to April, and since then the attendance has not been good. In the matter of punctuality, too, there is much to be desired. Defective attendance and want of punctuality indicate want of interest on the part of parents, reflected into the school.

*Oromahoe* (inspected 27th July, 1901).—The school had been at work only three months when it was inspected, but it had already made an excellent beginning. There was not a pupil that had not been well taught; this became evident when the children were put through the form of an examination. It may well be said that results were excellent.

*Taumarere* (examined 30th July, 1901).—This little school is still doing excellent work and more than justifying its existence in anomalous circumstances. The building is still too small. Pupils work honestly, and the school tone generally is good.

*Karetu* (examined 29th July, 1901).—The pupils here, too, work honestly, and, with the exception of one European family, appear to be fond of the school, which continues to do good work and to exert a salutary influence in the place. The examination results were very good.

*Whangaruru* (examined 6th March, 1901).—The work shown was productive of satisfaction to both teachers and scholars. It represented a great deal of good, hard work, carried on in a desert place, so to say, and with no other perceptible incitement than a desire to do rather irksome duty zealously and well. The soil of the school ground is improving, and will bear a crop in a moist season.

*Poroti* (examined 8th March, 1901).—This year's aspect of the school was more favourable than that of the previous year. Some of the passes were decidedly good, while some of the few failures were due to causes evidently beyond the teacher's control. The attendance is larger and more regular than it was, and relations between parents and the school are better.

*Otamatea* (examined 3rd September, 1901).—The children appear to work earnestly and to have a liking for the school, but attendance should be more regular. The order is satisfactory, and the results are in the main decidedly good. Teacher and children have worked hard to make the garden attractive.

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

*Manaia* (examined 2nd March, 1901).—Teacher and parents seemed to be agreeing better than they did in former years. With some backwardness in one or two subjects, the juniors did very fairly well. At the best the work of the seniors was only tolerable. The English and much of the arithmetic were weak, and the geography was very poor. Drawing was unusually good.

*Rakaumanga* (examined 11th March, 1901).—Development of affection for their teachers is apparent among the pupils. The results, although not very striking, give decided promise for the future. Good work will be done if pupils attend steadily, for these young Waikatos have it in them to do very well indeed. There is every reason to expect success in connection with the technical workshop attached to the school.

*Raorao* (examined 18th March, 1901).—This is a pleasing and interesting school. What may be called "King feeling" is strong here, but the Department has been able to carry on school-work for some years with considerable success. There is a falling-off just now, but it may be hoped that this will be temporary. At the examination results were found to be quite satisfactory.

*Kawhia* (examined 16th March, 1901).—The school tone appeared to have been interfered with to some extent by differences originating outside the school and its work. The master stated that these differences were making his pupils hard to manage. The school-work was unequal,

drawing and slate writing being very good, while geography, junior arithmetic, and English were below the average. Attendance had been very irregular.

*Kopua* (examined 14th March, 1901).—The rule here is mild, but effective. The master's relations with his pupils are kindly. The school did remarkably well, and gave promise of satisfactory future development—that, of course, if the existing attendance can be increased, or at least maintained. The people of this district well understand what is for their good, and it may be hoped that they will do their best for the school.

*Te Kuiti* (examined 20th March, 1901).—Seeing that before change of masters took place this school had been becoming seriously weak, there was much ground for satisfaction with its condition at examination-time. This served to a large extent as an apology for the former teacher, and was decidedly creditable to the new master. It showed that the former had laid a solid foundation for the school-work, and that the latter had succeeded in arresting the tendency towards decline.

*Te Waotu* (examined 7th September, 1901).—When it is considered that the school had been closed from October, 1900, to April of the current year, and that prior to the period referred to there had for some time been a state of partial collapse, the results must be called decidedly satisfactory. The pupils work honestly, and are fond of school and teachers. Good garden work had been done.

*Ranana* (examined 17th August, 1901).—The pupils set about their work in a businesslike way, but there are occasional attempts to secure unlawful help. The school continues to be a very useful and creditable one, although the attainments are not yet quite as good as they might be: reading is taken in too low a tone; geography is fair; arithmetic is not very strong; the rest of the work is good.

*Tapuaeharuru* (examined 19th August, 1901).—The school had been open less than a year when the examination took place. The results were excellent. The children work honestly and heartily; their behaviour is good, and they seem to be thoroughly fond of the school and the teachers.

*Wai-o-tapu* (examined 15th August, 1901).—Wai-o-tapu continues to do well, and to be a very valuable member of the Department's system. As was to be expected, several of the older children have left, as being really too big for school. The teaching is intelligent, painstaking and on approved lines. The results were decidedly good.

*Te Awangararanui* (examined 14th August, 1901).—The children work honestly, and appear to behave well; but the school attendance is very irregular. The teaching is intelligent and painstaking, yet the results were not good; perhaps because the attendance had been so poor. The time-table needs amendment. On the whole this is a poor school.

#### *Tuhoe or Urewera District.*

*Te Houhi* (examined 12th August, 1901).—The teaching is painstaking and earnest, but there is still considerable need for improvement in method. The results are meagre; it would be unfair to blame the teachers for this in view of the fact that the attendance has been very bad indeed. On being remonstrated with, the Chairman promised to strive for improvement.

*Te Whaiti* (examined 13th August, 1901).—The attendance had not been as regular as it ought to have been. Road contracts, the Urewera Commission, and the Royal visit, superadded to inherent apathy, had kept the attendance low. These things being considered, results were in the main good. It may be hoped that when the Tuhoe land question is settled there will be a good school at Te Whaiti.

*Te Teko* (examined 20th August, 1901).—The teacher had been for many years one of the Department's most loyal officers, but he had become to some extent disqualified, by advancing age and other circumstances, for the harassing work connected with a Maori school. There were indications of the doing of much strenuous work, but the results were unequal, and in some subjects—reading and English notably—not satisfactory.

*Ruatoki* (examined 23rd August, 1901).—More abundant and more vigorous spoken English is to be desired here. After a considerable period of indifference the Maoris suddenly realised that they were risking the loss of their teacher. The consequence was that the roll-number just about doubled on the eve of the examination. Bearing these facts in mind, we may call the results satisfactory. During the "indifferent" period the pupils made about 30 per cent. of possible absences.

*Waimana* (examined 26th August, 1901).—The school tone is capital; children work heartily. The school is taking a fine position in every respect. Mr. Inspector Kirk, M.A., says: "In discipline, in attainments, and in value as a civilising agency, it is in the very front." A very good beginning has been made with technical work. The results were excellent. What is very important, Committee and people take a keen interest in their school, and work for it.

#### *Western Bay of Plenty.*

*Paeroa* (examined 6th August, 1901).—There have been many drawbacks to school work during the year; the worst has been bad attendance, resulting from maize-picking, bad weather, and indifference. One family has left, taking promising scholars away. Good work has been done, notwithstanding. The results are, in spite of difficulties, good. Methods suggested by the Department are gladly adopted by the teacher, but she frequently puts her own intelligent impress on these methods, with advantage.

*Kotukutuku* (examined 7th August, 1901).—The teaching here is intelligent, and conscientiously given. It is unfortunate that the plan urged for many years of demanding that all answers shall be in complete English sentences has not been adopted. In spite of this serious drawback it can be said that strenuous care and watchful attention have been bestowed on the school, and that the results are good.

*Papamoa* (examined 8th August, 1901).—Results were fairly good in the lower part of the school; not so good in the higher standards. The improvement that had begun last year had not been carried so far as one might have expected. Abundant, confident, and correct English is the chief want of the school. Maize-picking and the Royal visit had proved to be hindrances.

*Te Matai* (examined 9th August, 1901).—The children are evidently fond of their teacher, but in their irregular attendance they reflect the indifference of their parents. Considering that there has been a change of teachers, and that the school remained closed for a long time, the results were as good as could be expected; in some respects even better.

*Matata* (examined 28th August, 1901).—Attendance was irregular and the school tone had become languid. The results were poor; in the midst of very disheartening circumstances it could hardly be otherwise. Yet it was plain that the mistress had worked well in spite of insuperable external difficulties. The school had to be closed in October.

*Otamauru* (examined 27th August, 1901).—Examination results were very satisfactory in view of the irregularity of the attendance, and pleasing in any case. It is probable that the Maoris of the district could without much trouble secure great improvement in the attendance. It may be, however, that the school is going through one of those crises familiar to Maori-school teachers, in which older children are leaving faster than usual, and younger ones are not yet ready.

*Poroporo* (examined 22nd August, 1901).—The children are for the most part young, and yet there are abundant indications of good work done. The master and mistress have maintained a successful school here for many years, in a place that their predecessors found too hard to deal with; and there is no reason to suppose that they could not be successful for many a year, were the place not unsuited to the master's state of health. Work was generally satisfactory.

#### *Eastern Bay of Plenty.*

*Wai-o-weka* (examined 4th June, 1901).—As had been the case at most of the schools seen on the East Coast and the Eastern Bay of Plenty journey, the condition of Wai-o-weka was found to be a very flourishing one. The teachers here had undoubtedly "pulled the school out of the fire," and caused it to be prized and respected by all the Maoris who live within the sphere of its influence. For the first time for years there was a large attendance of parents.

*Omarumutu* (examined 3rd June, 1901).—Some little weakness appeared in reading, and less in arithmetic, but on the whole the work was very good. High passes were numerous, poor ones few. There will probably be a strong school here for many a year to use the fine new building. At present, at all events, the number of children is rapidly increasing, and there is marked improvement in the health and physique of the people, and especially of the children that belong to the settlements that support the school.

*Torere* (examined 1st June, 1901).—According to the elder Maoris' remarks the master and the Committee are now in peace and amity. The results show that improvement in the working of the school has been taking place, but also that there is still room for a great advance in English and arithmetic. The teacher, however, seems to have lately mastered some principles that can hardly fail to be useful to him in the near future.

*Omaio* (examined 31st May, 1901).—The work here seemed very unequal; the unprecedented difficulties connected with the Motu disaster unhinged the Omaio School for months, and rendered satisfactory work in it quite impossible. Still there were what may be called veins of really capital result running through the very diversified examination work, and these seemed to give good promise of future excellence. The children of this district have fine ability, and with a reasonable amount of prudence, industry, and judgment on the part of teachers, this school should always stand high on the list.

*Te Kaha* (examined 30th May, 1901).—The school-room is exceedingly pretty. Some weakness appeared here in the extra subjects, some also in the Second Standard, where the junction between the old and the new, between the work of the present and the former teachers, is to be found; but on the whole the work may fairly be called very good. The Maoris here are very prosperous; they have good land, and by hard work make the most of it.

*Raukokore* (examined 29th May, 1901).—Needlework is very decidedly weak here. So also are geography and English. Somewhat closer attention to Code requirements—not, of course, slavish adherence—would make the school give a better as well as more tangible return for the labour expended upon it. The work of the juniors continues good. Pronunciation requires constant attention.

#### *East Coast.*

*Wharekahika* (examined 27th May, 1901).—Results were pleasing; they were in truth the outcome of the labours of three earnest and capable men who, working at Wharekahika in rather quick succession, have made it one of the very best little Maori schools in the colony. It is fair to add that they have had the assistance of an excellent Committee. The Wharekahika children have not yet learnt how to misbehave.

*Te Araroa* (examined 25th May, 1901).—The work generally was satisfactorily strong; in the branches included under the head "writing," very strong. The English, too, was meritorious so far as it went, and the English speaking was decidedly better than that of many more favourably situated schools. The slate arithmetic was, on the whole, the weakest part of the work. The extra subjects are remarkably well dealt with here.

*Rangitukia* (examined 22nd May, 1901).—Miss Porter, for many years principal assistant here, and a very important helper in the work of making this school successful, has left us, and the school has been reorganized—partly on technical lines. At examination time the school was just taking up its altered position; but it showed extremely good work all the same. When weakness is found here it is always caused through external limiting circumstances, the work

itself invariably being well up to the mark. Success under the new conditions may safely be expected.

*Tikitiki* (examined 21st May, 1901).—Just before the examination the master, Mr. David Bone, had been smitten down by paralysis. He died soon after the examination. He was an upright man and a meritorious teacher—the friend of the Maoris, as well as the faithful instructor of their children. The examination results showed that a great deal of honest and successful work had been done.

*Wai-o-matatini* (examined 20th May, 1901).—There is much ground for satisfaction with the examination results: a great deal of excellent work was shown, while blemishes were few and unimportant. English throughout, spelling and geography of the seniors, and singing and needle-work, all deserve special commendation; so also the reading of the juniors. The late master greatly improved the school tone here. This improvement is still going on; children show increasing interest.

*Tuparoa* (examined 17th May, 1901).—Better-mannered children could hardly be found than those attending this school. In the higher standards the work shown is really good. The influx of juniors, resulting from the growing popularity of the teachers, has rendered the school too big for the teaching staff; hence success at examination, although great, has been somewhat less than it was in 1900. *Tuparoa* is, for those interested in Maori education, a very encouraging school.

*Hiruharama* (examined 18th May, 1901).—Much of the work shown was interesting and pleasing; some of it was excellent. In one or two cases there had been a tendency to under-rate the stringency of the examination. Teachers on the one hand and parents on the other are very far from showing any of the symptoms of mutual distrust that are painfully manifest in a few of our districts. The tone is very good.

*Tokomaru* (examined 15th May, 1901).—The school has been going through a critical period, such as every school has to deal with now and again. There has been a large irruption of juniors, too, hence the results are somewhat smaller than they were last year. Language-work is fairly well taught here, but what is shown needs supplementing very considerably with conversational, correct, and fluent English from every pupil.

#### *Hawke's Bay, Taupo, Wanganui, Wairarapa.*

*Nuhaka* (examined 25th February, 1901).—Standard I. work was, on the whole, fairly satisfactory, and some of it decidedly good. Standard II. was so weak that no pupil managed to secure a pass. The greatest weakness appeared in subjects in which very constant and diligent attention to individuals is needed; such subjects as can be taught by means of class work alone were, on the whole, well taught. At examination time the school had been open only two years and a quarter.

*Tokuauu* (examined 25th March, 1901).—This is a remarkably well managed school. It is, in fact, creditable to its teachers and to the Department. It has its weaknesses, but these depend on circumstances rather than on any fault in the teaching. For a long time before the examination the attendance had been small and irregular; it is needless to say that this kind of difficulty always weakens results. The main want here is more English—fluent, adequate to requirements, and correct. In spite of all drawbacks, however, the examination was very pleasing, evidently the work of an admirable school.

*Karioi* (examined 28th March, 1901).—It is not very difficult to secure ordinary Maori school passes, but really good ones involve the bestowal of much earnest and well considered toil. This has been applied here with capital results. It may be said also that the Karioi teachers seem quite anxious to take upon themselves full responsibility for the general welfare of the pupils committed to their care; this is obviously a highly pleasing feature.

*Te Haroto* (visited 3rd October, 1901).—The visit proved nearly fruitless; the master was ill in bed at the time it took place. *Te Haroto* gives promise of being a good little school by-and-by. The difficulties in winter time will be very considerable, when the climate is decidedly rigorous.

*Pipiriki* (examined 30th March, 1901).—The children that live at Pipiriki attend well, but there are many outsiders who increase the roll number, but do not greatly affect the average attendance. In spite of this drawback the work is as a whole pleasing, the weakest spot being some want of fluent and correct use of English. Here, too, the teachers show affectionate solicitude for the pupils' welfare, and the feeling is reciprocated.

*Pamoana* (examined 1st April, 1901).—The results were on the whole excellent. The singing and drill were remarkably good. There is here very little punishment of any kind; corporal punishment is both unnecessary and unknown. The pupils worked well at examination time; they were well-dressed and clean. The teaching is thoughtful and good—it has, one may say, the Spencerian moving equilibrium: it adjusts itself to needs, while advancing constantly and consistently.

*Papawai* (examined 10th December, 1901).—A pleasing feature is the improvement in the order, which has had here a tendency towards weakness. The lower classes are not quite forward enough—they have not yet free use of English; but the work of the higher classes is satisfactory, and some of it is very good indeed. On the whole it is safe to say that capital work has been done.

#### *Southern Schools.*

*Okoha, Pelorus* (examined 21st November, 1901).—There was no inspection; a temporary illness of one of the teachers was the cause. The examination work was found to be very satisfactory. Great soundness and facility in the English work formed quite a characteristic feature, and, with other good points, notably general intelligence, entitled the school to an excellent position.

*Whangarae, Croiselles* (examined 26th November, 1901).—Like the Okoha School, Whangarae is only indirectly under the Department. The children show heartiness both in work and in play, and are evidently fond of their school and their teachers. They are all clean and tidy. In the teaching there is perhaps hardly enough testing work or preparation for avoidance of errors that can be foreseen; but the children have been in all ways improved by the school, and the examination results were decidedly good.

*Waikawa* (examined 19th November, 1901).—Although much hard and conscientious work had been done the results were not very good. In some cases the attendance had been very irregular, and this would largely account for shortcomings. It is desirable here, as elsewhere, that every child should have at least one English lesson every day. The principal weakness at Waikawa is to be found in a tendency of the teachers to readily take appearance of knowledge for reality, instead of seeking for convincing proofs of the existence of reality.

*Wairau* (examined 18th November, 1901).—The attendance is very irregular, and the lax interest indicated by this fact is incompatible with a satisfactory school tone. The people probably value the school after their own fashion, but they will make no sacrifice for it. In view of the irregularity of the attendance results were very good, and showed that much hard work had been done.

*Kaitapoi* (examined 8th November, 1901).—This school is very presentable, and is doing good work in spite of the indolence and indifference of many of the people. There have been serious drawbacks during the year; of these prolonged epidemic sickness has, perhaps, given most trouble. Through this mainly school has been open on only 184 days. In view of this difficulty, too, the results, although not strikingly strong, are very satisfactory. Arithmetic was the weakest subject.

*Rapaki* (examined 7th November, 1901).—This school had done much excellent work, in spite of the fact that there had been very frequent sickness in the village. The examination work of the seniors was good, except in geography; that of the juniors was but scanty. On the whole the results might be called good, the drawbacks of the year being considered. The teacher's garden was tidy and attractive.

*Little River* (examined 6th November, 1901).—The results were not very good. The school had had three different teachers in the course of the year. The present teachers are getting the school into creditable form, and there is reason to hope that 1902 will be a successful year for the school. The new master has mechanical ability; a tellurian of his making is very good.

*Arouhenua* (examined 5th November, 1901).—The school is very presentable, and does credit to the Department. The examination results were generally satisfactory, work in arithmetic affording almost the only exceptions. At inspection the geography work was particularly good, in spite of some want of summary and recapitulation work. The kindergarten and manual work generally are of great utility.

*Waikouaiti* (examined 2nd November, 1901).—Work is honestly and heartily done; there is a vigorous and pleasing school-life. The order is excellent; the head boy or girl of each class acts as sergeant, with admirable effect. Work is honestly and heartily done. The results are, on the whole, decidedly good, but there is some weakness in arithmetic. An excellent beginning has been made with kindergarten work, and with cane weaving. With increased numbers, the school is still a Maori school, and a very presentable one.

*The Neck, Stewart Island* (examined 23rd October, 1901).—This school has become much smaller than it used to be. The decrease is very largely owing to the state of the tracks, which are in bad weather almost impassable. Very good work is being done however, and the school, small as it is, has real value; the results are very good in most subjects, and are nowhere unsatisfactory.

#### MARKS GAINED AT THE NATIVE VILLAGE SCHOOLS.

The results of inspection, given in Table No. 7, place six schools in the front line with gross percentage over 90, viz.: Pamoana, Wanganui River, under Mr. C. W. Grace; Te Araroa, East Coast, under Mrs. Beattie; Te Kao, Parengarenga, under Rev. H. W. Burgoyne; Waimana, Tuhoe Country, under Mr. C. H. Brown; Wharekahika, East Coast, under Mr. C. W. Ablett; Tokaanu, Lake Taupo, under Mr. A. G. Hamilton. The schools at the following places gained more than 80 per cent., and less than 90: Rangitukia, Wai-o-weka, Ranana, Whangarae, Tikitiki, Kenana, Karioi, Te Kaha, Whakarara, Papawai, Pukepoto, Tokomaru, Te Kopua, Tuparoa, Waiotapu. The schools at the places whose names follow gained more than 70 per cent., and less than 80: Omarumutu, Waiomatatini, Waikouaiti, Whangaruru, The Neck, Taumarere, Hiruharama, Arouhenua, Maraeroa, Poroporo, Pamapurua, Raukokore, Torere, Mangaunu, Ruatoki, Omaio, Otamau, Tapuaharuru, Te Pupuke, Raorao, Te Kuiti, Te Kotukutuku, Kawhia, Karetu. Thirty-three schools made more than 50, but less than 70 per cent. Of the schools both inspected and examined, only six made less than 50 per cent. By comparison of number of percentages gained in 1901 with those gained in 1900, we obtain the following figures: For 1900—over 90, four; over 80, nineteen; over 70, thirty-five; under 50, ten. For 1901—over 90, six; over 80, twenty-one; over 70, forty-five; under 50, six. It will be seen, then, that there is a satisfactory increase in the number of really good schools. In percentage figures there is a certain element of chance when these refer to schools; but a school that makes 70 per cent. is generally a good school.

#### BOARDING-SCHOOLS, ETC.

Under this heading a brief account is given of the facts connected with the inspection and examination of the four Native boarding-schools during the year 1900. There are also abstracts of the reports on the Convent Native School at Matata, and the Church of England Mission Schools at Waerenga-a-Hika, Otaki, and Putiki. Information is also given with regard to the

annual examination for the Te Makarini scholarships, which are provided for from a fund established by Mr. R. D. Douglas McLean in accordance with the views and wishes of the late Sir Donald McLean, and in remembrance of him. These scholarships, it may be stated, have exercised an important and highly beneficial, although for the most part indirect, influence on the Native schools of New Zealand. They have also been instrumental in bringing to the front many able young Maoris who, without the aid of these scholarships, would very possibly have had no opportunity of showing their capacity for helping to mould the future of their people.

*The Native College, Te Aute, Hawke's Bay.*—The inspection of this institution took place on the 20th February, 1901. The only remark needed with reference to the buildings and grounds is that these are, generally, very satisfactory; except that the appearance of the main school-room is not nearly so inviting as it might easily be made, and that the bath-room needs repairs. The following remarks with regard to the methods of instruction may be of interest: (a.) It is worth noting that the new assistant's spelling lesson consisted merely of dictation and the marking of errors: in this way the principal utility that a spelling lesson should have was entirely missed; there was no obvious reason why the very same mistakes should not recur whenever the lesson happened to be repeated. (b.) Instruction in geometry is given in the best kind of way from start to finish; it is perfectly clear, and it is rational throughout; also there is no parrot work. (c.) Physiology was being taught not merely with reference to a text-book containing pictures, but with the aid of good chalk drawings made on the board, and in presence of the boys; in suitable cases the very objects to be known were actually set before them. This is, of course, a very decided step in the right direction. (d.) The instruction here given, strong and good as it is, could be considerably improved by making it involve more talking by the pupils. Silent reading and writing are no doubt of great use, but intelligently managed *vivâ voce* work, in quantity, is perhaps quite as useful in nearly all subjects. This holds good with even arithmetic and geometry, and perhaps algebra also. In purely linguistic work of all kinds the *vivâ voce* part of it is of first-class importance. (e.) In elementary arithmetic it is well to avoid cases of "irreducible residuum" as far as possible until the pupil has had sufficient training to enable him to see through such cases. Young pupils should never have problems set that are quite beyond them. Practice sums leading to fractional remainders should not be given to pupils unable to deal with fractions except by rule of thumb; and questions leading to circulating decimals should be avoided in the case of pupils unfamiliar with the nature of such decimals. (f.) There are some who believe that translation from Latin into bald or non-idiomatic English—so-called literal translation—may have its uses as a stepping-stone to something better; but the use of bad English for this purpose is hardly likely to do anything but harm. It is desirable that in the junior classes every false quantity should be carefully corrected; as children begin in this matter, so will they go on. (g.) In such work as geography or history for the lower classes very much depends on the teacher's power of creating in the minds of his pupils a living interest in the work. This is best done by travelling, so to say, from what is familiar to the class to what is unfamiliar. For a simple illustration of the principle it may be mentioned that the very best way to teach our young pupils about the customs, and general character of, say, the Chinese, would be to gradually bring the peculiarities of these people, whom the pupils do not know, into contiguity and contact with those of the Maoris, whom they do know.

The examination of the College took place on the 16th and 17th December. Only sixty-two were examined. The Sixth Form boys had already been examined for matriculation. These candidates were six in number, and four of them passed. Five classes were examined (I. to V.). In Class I., the English was rather poor; the other two subjects were well done. There was only one weak paper in each of these subjects. Class II. did creditably throughout. In Class III. the work was decidedly satisfactory. The mathematical subjects were well done, except that somewhat cumbrous methods were used in the arithmetic. English was satisfactory throughout. Of the remaining work, geography was quite up to the mark, and Latin was very fair. Class IV.: Weak papers were very few. Questions were not at all easy; but, generally, the boys did not seem to mind that very much. A little want of power was shown here and there in history and in Latin; but the work of the class as a whole was decidedly creditable to those who taught it. Class V.: This, too, was a good form. History, English, and arithmetic were very well done. The algebra generally was not over strong. About half the boys knew their Euclid well; two failed completely; the remainder did fair work. The physiology and the Latin ranged from fair to very fair.

There is much excellent work done at this school in directions other than those referred to above. The boys sing tunelessly and well, and they know something about musical notation. The drill is really excellent; most of the boys, I understand, could, on an emergency, take their place on a battle-field and behave there like men. On the whole it may safely be said that Te Aute is an institution of which Maoris may well be proud; for it is one of the most striking of the monuments that commemorate the rise of a fine race from savagery to civilisation. Any one who visits Te Aute and sees what kind of work is being done there, and who is told that only in very few cases is English the mother-tongue of the pupils, will, in proportion as he is candid and competent to judge about such matters, feel compelled to confess that Te Aute has done wonders. If danger to Te Aute should by-and-by arise from the very usual want of recognition of the fact that in the life of an institution it is constant adaptation to the general and special needs of the time that is wanted rather than conformity to a pattern adopted long ago, it would be rather a danger of its losing a considerable part of its capacity for doing good than of its falling from its premier position as the secondary Maori school for New Zealand. Te Aute has made such a good start that it would be very difficult indeed for any other school to overtake it.

*The Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.*—This school was inspected on the 28th February, 1901. Dormitories, kitchen, and dining-room were all in good order; taps in

bath-room were highly polished—not a matter of great importance, except as an indication of the existence of care and very sharp oversight. The urinals and closets were clean, and would have been tidy if all the paper strewed about had been in the proper receptacles. The play-ground had been drained and ploughed, sown and planted. There are two borders, one of English and one of Maori trees. The boys have also put up dividing-fences and garden-seats. The ground has been well and profitably worked. The singing was not as good as it would be towards the close of the year, but it was still fairly creditable; tonic sol-fa work and some part-singing were done. In drawing, freehand and geometrical work are taught; also, there is much attention paid to scale-drawing, to prepare the boys for technical work. In drill there are calisthenic exercises and musical drill, and an extensive course of gymnastics is given; these are all very good. The “home work” is a strong point in this school; it has contributed, perhaps more than it ought, to the school’s success: that is to say, the general culture of the school and the intellectual attitude of the boys—their certainty and rapidity of grasp and power of expression—might have been somewhat greater if more of the excellent work done had been done *vivâ voce*. In the course of the year Mr. J. E. Davies received a well-deserved holiday from the Trustees, which enabled him to pay a short visit to the Old Country. He returned to his work quite lately with renewed health and spirits. During the absence of Mr. Davies the school was managed by Mr. Edward M. C. Harrison, who performed what might easily have been his difficult duty quite satisfactorily. The examination took place on the 9th August. The results were, as is usual here, very pleasing. Of the nineteen boys qualified by attendance and in other respects four passed the final examination, two of them with credit; thirteen passed the first year’s examination, two of them with credit; two of the nineteen failed to pass. The places of those that failed, however, were filled by two new scholars, who showed themselves to be strong enough to pass the first examination without further preparation. Thus nineteen boys in all passed the higher examinations, which are about equal in difficulty to those set for the public-school Standards VII. and V. respectively, but involve the very considerable addition that arises from the fact that the instruction is given, and the examination has to be taken, in a language very remote indeed from the mother tongue of the pupils. This fact cannot be too strongly insisted upon, whenever the question of relative difficulty of public school work and Native school work is under consideration. In the lower classes the passes were as follows: Five for Standard III., six for Standard II., and four for Standard I., or fifteen out of the eighteen present. This work, too, was generally good.

Here is a proper place, and the return of its oldest teacher from a well-earned holiday indicates that this is a suitable time, to say that this school has done an immense amount of good to the Maori race first and last. A considerable part of the good influence referred to is certainly due to the exertions of the two officers, Messrs. Davies and Smith, who, under the trustees, practically carry on the work of the institution. All over the northern parts of the colony one may meet here and there intelligent, well set up men, who can converse with one in good English, can transact most kinds of business, and are competent to initiate wise plans and undertakings for the benefit of those depending on them. Sober, shrewd, intelligent men are they, who, clinging to their own people and their old way of life to a large extent, have yet modified it beneficially at so many points that it would be hard to suggest a mode in which they could have been of greater service to themselves and their people—a way, in short, in which they could have made better use of their lives. The kind of men here alluded to have the same stamp on all of them; it is the stamp of St. Stephen’s, Parnell.

*Hukarere Protestant Girls’ School, Napier.*—The inspection of this school took place on the 21st February, 1901. This was rather early; and from one cause and another many of the girls had not yet arrived. The average attendance for the previous year, however, had been 54·935, all pupils being boarders. At the time of the inspection visit the extensive additions to the building undertaken by the authorities of the boarding-school were still in hand. These additions—which, it is understood, are due to the munificence of a very well known friend to higher Maori education—should undoubtedly make the institution much more satisfactory, by giving additional room for purely educational work on the one hand, and on the other the increased cubic space per pupil should tend to improve the sanitary conditions. The girls here sing very well, and show good acquaintance with notation work. Later on I heard them sing under Mr. Sharpe’s direction, and their performance was really creditable. The drawing is good; but the drawings are copies. It would be much more advantageous if it were insisted on that the drawings of the pupils should be either considerably smaller or considerably larger than the originals. The grounds were, on account of the alterations going on, not fit for a display of physical exercises. It has been pleasing to learn that one of the old pupils of this school has, after receiving preliminary training as a hospital nurse at Napier, been of great use as a nurse at her home at Waima. With regard to the Hukarere examination, held on the 13th December, 1901, it may be remarked: (1) That the papers sent in by pupils belonging to the upper part of the school were highly creditable; they were neat, well written, and thoroughly systematic. Three of the elder girls did useful and creditable work in preparation for matriculation. It was understood that a fourth, who is a very promising girl, was sick and unable to attend. A fair beginning in Latin had been made by these girls; in Euclid too much had been attempted. If Maori girls took, say, sixteen propositions with the relevant definitions, axioms, and postulates thoroughly understood, quite enough work would have been done for the first year. The remainder of the work of the senior class was good, only one of the girls showing any weakness, and this was in but one subject. In all, fifteen girls passed the second-year examination; which is more than has ever been done here before. This means, too, that the thirteen girls in the ordinary second-year class all passed. Two of these “barely” passed, while two passed “well”—that is, obtained good marks in every subject. In the first-year class three passed “barely,” five “passed,” one passed “well,” and one “very well.” The last-named girl, Daisy Ormsby, gained all the marks in every subject. Nine passed Standard IV., four Standard III., one passed Standard II., and three Standard I.

*St. Joseph's Roman Catholic Girls' School, Napier.*—The inspection was held on the 19th February. Mr. Bird, M.A., gave both here and at Hukarere demonstrations in hand-work, including paper-folding and paper-weaving, "bricklaying," plasticine modelling, and cane-work. Teachers and scholars watched the work with great interest throughout, and, indeed, it was interesting, both because it marked a new departure in the school work, and because it was intrinsically suggestive and worth seeing. The extra subject work was good. A part-song, with organ accompaniment, was pleasingly done; there was considerable acquaintance with notation work, which, however, might properly be increased in quantity. More valuable results would flow from the drawing work if it were drawing instead of copying only; the work should be larger or smaller than the pattern used. The drill is very pleasing, and is the result of much good training. The school tone is very good; work given up at examination may be depended on as being genuine. Buildings and outhouses stood the test of careful inspection.—The examination took place on the 24th November, 1901. The passes made were somewhat less numerous than they usually are at St. Joseph's, but this is not a reason why either pupils or teachers should feel discouraged. It was due to the fact that the stringency of the examination in English is being increased. This increase is in turn the result of a growing conviction that the power to write and speak English well, to spell it correctly within reasonable limits, and to understand the mutual bearing of parts of sentences, should be placed in the very fore-front of the secular education of Maoris. What is here said refers only to the upper division, including Standard IV. The work of the lower school is, as usual, very good; even here, however, there is some need for more particular attention to the English work. In the two classes at the top of the school there were five passes: one girl passed well; two "passed," and two passed barely. The work in arithmetic was, so far as the obtaining of correct answers is concerned, very good, but some of the methods were rather cumbrous. The general paper was very fairly done. In English, only a few papers were good. There were no passes in Standard IV. In Standard III. there were five passes, three being good; no failures. In Standard II., five passed and two failed; in Standard I., fifteen passed, all well. Most of the examining of papers in connection with the boarding-school work was, this year, done by Mr. Bird.

*The Matata Convent School, Bay of Plenty,* was inspected and examined on the 28th August, 1901. Thirty-eight children were present. The records were not very complete, but satisfactory in other respects. The organization was good; the time-table was adapted to the requirements of the school, except that more time ought to be given to conversational English. The discipline is good, and work was done honestly. Drill is good; singing and drawing were not quite up to their usual form. The school is doing good work, and is very presentable. The Sisters are to be congratulated on the progress made.

*The Mission School, Otaki,* was inspected and examined on the 13th November, 1901. The school documents were fairly complete; the buildings and general organization were very fairly satisfactory. Relations between children and teacher were decidedly pleasing, the discipline being good. The extra subjects, and especially drill, are fairly well taught, drawing being the weakest of the three. The methods have been improved, and are becoming very well suited for Maori school work. The results of two years' work were examined, and they turned out to be good. They had been won in spite of considerable apathy on the part of the people, and in spite of numerous unavoidable distractions.

*The Mission School, Putiki, Wanganui River,* was inspected and examined on the 14th November, 1901. Good work had been done with some of the kindergarten occupations, and, generally, the aspect of the school was pleasing. The examination results, however, were not large, although the mistress had evidently worked with much earnestness. On the whole the examiner was led to believe that the teacher had only partly acquired certain new and valuable methods, and that much better results would be forthcoming in the following year.

*The Mission School, Waerenga-a-Hika, near Gisborne,* was inspected and examined on the 23rd February, 1901. Twenty-three boys were present. The records were in pretty fair order. The organization generally was very fairly good, but there had been little attempt to secure suitable succession of subjects. The order was fair, but the boys did not seem to put quite enough earnestness into their work. On the whole, the school was not up to its usual form. More assistance has since been given to the master, and it was certainly necessary.

*Te Makarini Scholarships Examination* was held in the usual way on the 16th and 17th December, 1901. At the various centres candidates presented themselves as follows: For the senior scholarship, four, viz.: three from Te Aute College, Hawke's Bay, and one from St. Stephen's, Auckland. The candidates for the junior Native schools scholarship and the junior open scholarship numbered fifteen, viz.: one from Moeraki Public School, Otago; one from Rapaki, near Lyttelton; two from Pamoana, Wanganui River; two from Tokaanu, Lake Taupo; two from Ranana, Lake Rotorua; three from Tokomaru, East Coast; one from Rangitukia, East Coast; two from Taumarere, Bay of Islands; and one from Te Kao, North Cape. Nineteen in all appeared at examination time; but there were five other candidates, who, for one reason or another, did not attend. It may be truly said that these candidates very fairly represented all parts of New Zealand. There is reason to be greatly pleased with the work sent in this year. All the senior candidates did very well, and two of them gave up excellent papers. Five of the fifteen junior candidates sent in good work; that of two others also was creditable; the remaining eight each obtained less than 50 per cent. of the marks. The Trustees awarded the senior scholarship to William Walker, of Rotorua, formerly a St. Stephen's and, later, a Te Aute scholar. He gained 74.7 per cent. of the total number of marks. Wewe te Kape, of St. Stephen's, followed, with 63.4 per cent. The junior Native school scholarship was won by Tango Kokiri, of Ranana, who secured 56 per cent. This candidate's writing and arithmetic were highly meritorious. The open junior scholarship was taken by Hone Wetere, of Rapaki, with 64.1 per cent. The following, named in order of merit, deserve honourable mention: Raana Kooti Tipa, of Port Moeraki;

Matiana Tipaata, of Tokomaru : Kata Tamihana, of Ranana. Next to these came Parikura Pewhairangi, of Tokomaru, and Etera Rihara, of Rangitukia. It seems quite plain that the influence of these examinations is sensibly increasing, while the good that they do is certainly widening ; for, although the winning percentages remain about the same as they were years ago, the difficulty of the questions set has increased very considerably.

#### STATISTICS.

A statement of expenditure incurred in connection with Native schools will be found in Tables Nos. I. and II. of the Appendix ; Table No. II. being a classified summary of Table No. I., which gives full details. The expenditure for 1901 has exceeded that for 1900 by about £3,425. Nearly two-thirds of this increase may be considered the result of increased activity in building, and in the matter of technical instruction, as may be learnt from Table II.

Table III. gives the ages of pupils. There is a tendency towards an increase in the percentages of children over and under the age limits (5 to 15, for public-school scholars). This will have to be watched.

Table IV. shows that the working average attendance for 1901 was 2,592.25, as against 2,500.75 in the previous year, while the Regularity of Attendance percentage of Weekly Roll Number is 79.59 for 1901, as against 76.80 for 1900. This shows satisfactory improvement.

Table V. : In this table the race of pupils attending Native schools is dealt with. The percentages here are very steady ; the most marked feature is a decrease in the percentage of children either European, or between European and half-caste ; but this is only 0.83 per cent.

Table VI. shows the numbers of passes gained in the course of the year. The total number was 1,346, as against 1,222 for the previous year. The greatest difference was in Standard III. In this there were a hundred more passes than had been made in the previous year.

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

Tables VIII. and IX. are not as interesting as they will be if continued for twenty years or so. There is, however, one rather important indication. The ratio of girls to boys on the rolls in December, 1900, was 77.05 : 100 ; in December, 1901, the figures were 81.28 : 100. It was perhaps to be expected that an increased ratio of girls to boys would accompany the general increase in the population shown by the last census. I understand that this would be in accordance with the views of recent biologists.

Table X. : We learn from this that there were seventy-eight Government pupils in the boarding-schools in 1901, as against seventy-four in 1900 ; the number of private pupils was 148. Seven boys were holding industrial scholarships at the end of 1901, viz. : Three as saddlers, one as a coachbuilder, one as a printer, and two as blacksmiths. Two girls are holding nursing scholarships at Napier Hospital. There were also two public-school scholars holding scholarships : One (boy) from Nelson Central Public School, at Te Aute College, Hawke's Bay ; one (girl) from Gladstone, Wellington, at Hukarere, Napier. Also there were two medical students (male) at the Otago University.

#### THE TEACHING OF ENGLISH IN MAORI SCHOOLS.

Almost from the first it has been seen by those engaged in Native school work that the main difficulty is to obtain good spoken English, correct, abundant, and fluent. For a considerable time this difficulty remained to a large extent insuperable. The circumstances of New Zealand made it almost a new problem, and an unusually hard one to solve. As time went on many devices were tried, with more or less success. Perhaps on the whole the results secured would have compared not unfavourably with those obtained in other fields where teachers have had to teach their own language to children speaking another tongue and still living among their own people. Previous attempts of this kind, however, have generally been made with children of civilised peoples.

There is good reason to believe that Mr. H. B. Kirk, M.A., has really solved this difficult problem ; at all events, a scheme of his has been in use for more than a year by receptive teachers, and the more that has been seen of it the greater has been the reason for liking it. Of course, Mr. Kirk himself makes full use of it ; Mr. Bird, M.A., employs it also with excellent effect ; my own experience of the method is entirely satisfactory, and I have no doubt that the discovery is of very high importance. The only precaution required is to remember that such a method must have its limits. This system, while it prepares children very thoroughly for all kinds of higher English work, will not, by itself, serve as a complete method for teaching them to read difficult English with understanding, or to write English well. Its principal work will be to teach Maori children to speak English fluently and correctly within reasonable limits and in a very short time.

The method is briefly this : The pupils are made by the teacher to converse with him *and with one another*, the teacher leading the work into channels that he considers suitable. In a word, the principle is conversation among the children, "personally conducted" by the teacher. The secret of the method's success lies just in the fact that the pupils are not taught merely the meaning of this sentence and of that, but are made to talk rationally and quite correctly, and are trained to thoroughly understand what is being said, and to prove this to their teacher by reporting what they have been told, or what they have seen. In fact, by this method children are trained to take part in what is in its way a drama, and to use in this drama correct speech in correct form—speech that is very largely of their own construction.

The three cardinal points of the scheme are : (1.) That every child shall be personally and individually brought into what may be called colloquial contact with everything that is said and done, and shall at every single step be made to give evidence, by its own contribution to the work,

that it understands that step thoroughly. (2.) That complete mastery of work done shall be habitually held to be of first-class importance, especially at the beginning, and that fluency and abundance shall rank next to accuracy. (3.) That everything said by teacher and by pupil shall be in idiomatic English sentences, and that no answer shall be considered correct and done with for the time unless it is quite complete. This rule is rather tiresome at first, but children get used to it soon, and it is highly useful and salutary.

#### SECONDARY EDUCATION FOR MAORIS, AND SOME OF ITS RESULTANT DIFFICULT PROBLEMS.

It is the latter rather than the former part of the subject that will be considered in this section; but to treat even this fully, within the limits of the space at our disposal, would be impossible. It may perhaps be hoped, however, that some useful material will be provided for the use of those who will hereafter have to deal with the problems referred to.

Some of the features of Maori secondary education are of a delicate as well as difficult nature. It is therefore desirable to state that the pupils dealt with in this paper are only those educated with Government assistance; it would be both impertinent and futile to remark on work done by private institutions for private scholars, and for ends that the Department has never undertaken to concern itself with. The difficulty of the task lies in the fact that it is impossible to treat Government education of Maoris usefully without making remarks that apply to all Maori education; this, though unavoidable, is nowhere intended.

#### I.

A very brief statement with regard to the Department's resources available for the work of forwarding secondary Maori education will serve the present purpose. There are, then, four institutions that educate boys or girls sent to them from our village schools on passing the Fourth or a higher standard. This is, perhaps, the proper place to correct an error fallen into some time ago at a meeting held in the South in order to make known the necessity for, and to collect money to be used in establishing, a higher school for Maori girls at Auckland—a very laudable object. On the whole, far too little credit was given at this meeting to two excellent establishments—boarding schools for girls—in Napier, which had long been in existence; in fact, any one listening to the speaker referred to would have been almost justified in inferring that there were no Maori boarding-schools of any importance in the colony except Te Aute. On the same occasion another misleading impression might readily have been received from the remarks made by the same speaker: these were to the effect that the Native village schools do not take pupils beyond Standard IV., when in fact they bring them up to Standard VI., and these pupils will compare, not unfavourably, with average Sixth Standard children from public schools of similar size, provided that some allowance be made for the fact that the examination is conducted in a language other than the mother-tongue of the Maori school children. There is no need to make very much of these small matters: perhaps it is only natural that one should let himself go a little when he feels that he has a thoroughly good cause in hand, and wants to do his very best for it. Perhaps, too, it is just as natural that those who observe mistakes of the kind referred to, and are interested in having the exact truth stated, should wish to see them corrected.

Returning from this digression, we may say that of the four schools now receiving Standard IV. scholars from Government schools, two, Te Aute College and St. Stephen's, take boys who have passed the Fourth Standard at village schools, if they are in good health and their parents elect to send them. Parents have hitherto had two other courses open to them besides the obvious one of removing their children from school altogether: They have for many years been given the privilege of leaving their children at school to work for Standards V. and VI., if it has been their wish to do so; or, in suitable cases, they have been allowed to apprentice their children to trades, under Government supervision. The weak spot in this latter plan is that it is rather difficult to make the supervision thoroughly effective, or to be sure that the object sought is, in a majority of cases, thoroughly secured. For the girls the available schools are St. Joseph's, Napier; and Hukarere, in the same town. The reference just made to the boys' schools holds also in the case of that for girls; Standard IV. girls from Government schools are sent to these two institutions, or they may remain at village schools and pass Standards V. and VI.; or they may consider their education finished.

With regard to the nature of secondary education given at these schools it may be said that the tendency at St. Stephen's is to go in for what is called by "Philistines" a sound English education, and this is done with excellent effect. The boys who remain to see the thing out really do it in a very creditable fashion, and their work is sound and good. During their course they also do much technical and industrial work, and it is pleasing to be able to report that St. Stephen's is just now making a further advance in the same direction. Te Aute takes up rather the lines of the English grammar school, so far as may be. Boys at that institution are skilfully prepared for the matriculation examination, and many of them now succeed in passing it. Both of these schools may fairly be called very good.

With regard to the girls' schools, it may be said that Hukarere follows Te Aute in the main, and quite creditably, but it is naturally a very considerable distance behind it, so far as the upper classes are concerned. St. Joseph's does much sound work, and in some respects reminds us of St. Stephen's. It is, I believe, uncertain what relation, if any, there will be between the Victoria Girls' School at Auckland and our Government scholars; but it is not improbable that some of our village pupils will, in one way or another, find their way to that school after finishing their primary course. It should be added that there are now scholarships for pupils belonging to the Maori race who are attending public schools.

This short account, then, of our available means for giving the Maori pupils at Government schools and other institutions more or less education when they have finished their primary work may probably serve as a kind of inventory of all our possessions of this particular class. It is probable that for a considerable time to come this provision will remain much as it is, but with capacity for expansion quantitatively, and having always two distinct qualitative tendencies, corresponding, perhaps, in some degree to those found in the classical and modern sides of an English grammar school, but with the advantage in the case last referred to, that all the work must be done in the language that has to be thoroughly mastered, and mastered mainly by being so used.

It is nearly always worth while to draw attention to this important point when occasion offers, just because its very obviousness is a constant cause of its being overlooked altogether. One curious consequence of this fact is that if a European and a Maori boy pass the matriculation examination, each gaining the same number of marks in each subject, and if this happens to be a fair index of their respective mental capacities, the Maori must necessarily be the more highly educated of the two.

## II.

If we are now prepared to admit that the Department's scheme for giving secondary education to young Maoris really must contain valuable elements, and if even this sketchy statement makes it plain that a very great deal is actually done in the way of giving secondary education to young Maoris, both boys and girls, it will also be plain that there still remain on hand many problems that deserve and are capable of receiving further treatment, and greatly require it. Three of these have been selected for brief discussion on the present occasion; the many others that have at the least been recognised as existing and important must stand over until more experience has been gained of the circumstances to which they owe their origin and peculiar features.

The following are the questions now to be dealt with: I. Are our secondary school time-tables quite thoroughly adapted to the conditions and interests of the people whom they are intended to benefit, and, if not, how may these documents be so amended or altered that all or most of the advantages aimed at may be secured? II. Supposing that Maori education is all that it should be, or that it would be so if our time-tables received important suitable modifications, it may be quite properly asked, What further work or preparation for work, or, generally, what means would be most likely to give our educated young Maoris the very best chance of leading good and useful lives? III. The third problem may be stated thus: Is it desirable that young Maoris in general should be encouraged to look forward to a university career as the natural sequence to what they may have already done? More particularly: Is it expedient to encourage all boys who are considered strong enough to take up matriculation work to enter upon that work with the full expectation that if they succeed in passing the examination they will receive university scholarships from the Government?

I. With regard to our secondary time-tables, then, it may be said that the following considerations are, perhaps, worthy of some attention: The period during which the term "educated man" has meant, in the main, a man of letters is rapidly passing by; and it may be safely believed that institutions neglecting the thorough training of each and every useful human power will soon begin to find themselves more or less out of date, no matter how sound and good their literary or other work may be. The educated man of the future will probably have to wield far more instruments than the pen, the rifle, and the cricket-ball. It may be remarked, too, that while it is well that scholastic institutions should be strong at games, and many other kinds of athletic exercises also, and that proficiency in these could, to some small extent at all events, serve as a substitute for ability to use the saw, the plane, the hammer, the compass, and the square, it may, perhaps, be taken for granted that the most athletically minded of men would hardly maintain that cricket, or even football, can be justly considered a means for giving the thorough training of hand and eye which is going to be before very long a necessary part of an educated man's equipment. It would be very natural for an institution like Te Aute, for instance, to state that as it is the only establishment in New Zealand specially set apart for the preparation of Maori boys for university work, it must do this work at all hazards. This statement happens to be true; but the admission of its truth by no means carries with it the further admission that the educated man of the immediate future is to be a one-sided literary specialist, a man of books, and not of varied activities with the kind of culture properly pertaining to each; still less does the admission referred to entitle one to say that five hours a day should be devoted regularly to purely mental work. Probably, if the opinions of "the masters who know" could be taken, there would be found a large majority in favour of the view that four hours' mental work daily, in a school with an adequate staff, a good time-table, and a first-class tone—all of which, to the best of my belief, are to be found at Te Aute, for instance—would be quite sufficient for any boy, European or Maori, to say nothing of any master. One might venture to go further than this in the same general direction, and say that any extension of time beyond four hours per diem for hard continuous mental work must certainly be bad for both pupils and teachers.

Teachers whose life experience of teaching and being taught extends over more than, say, sixty years know quite well that there has in that time been a gradual shortening of the hours of work, and much more than corresponding increase of efficiency. These two facts are, on the whole, beyond question. The long experience of the present writer very possibly gives him a kind of right to have an opinion on the subject, and he holds that the limits of decrease of school-time for mental subjects, and simultaneous increase of efficiency of teachers, have not yet been reached; and he would venture to prophesy, if prophesying were one of his functions, that within ten years the limits for such hard mental work will be, for boy and man, about four hours a day—less

rather than more. On the other hand, the ancient "school-teaching," which consists of sitting in the midst of a class and hearing pupils "recite lessons" for five or six hours a day, will be even more obsolete than it is now. Should these contentions prove correct—and it is worth some trouble to find whether they are correct or not—the problem of manual work for Native schools would be as good as solved, for the hour or hour and a half saved could be devoted to technical occupations of one kind and another. Then, with an hour and a half a day besides for singing or drill, and for pure recreation, a very pretty time-table for a day's occupations could be easily framed.

II. If, now, we had a thoroughly good time-table, and every other condition required for the giving of a really sound and duly varied education, and if, say, fifty boys and girls educated under such conditions were turned out really ready for their life's work by our boarding-schools yearly, then already there would have emerged, in very pronounced form, the problem which is even now somewhat worrying at times: How is it possible to give our educated young Maoris the very best opportunity of living good and useful lives? This is the second of the problems with which we undertook to deal. As has been hinted, no complete general reply to this question has yet been obtained, unless in mere outline, although numerous isolated cases have been more or less satisfactorily dealt with. A sketch of an answer may be given in very few words, but it will be in the main of a negative character, having in it, however, one or two positive elements: (1.) Now and then a real Maori genius turns up. When one of these is fairly recognised, the opportunity should be made the most of, and no pains should be spared to give this genius a sound education, and full opportunity to do good to his people as a doctor, lawyer, or teacher of some kind. His example, and the encouragement it gives his people, will probably lead to substantial progress on all the lines that the Department has learnt to set a high value on. (2.) With this exception no young Maoris should stay away from their people more than a couple of years or so at a time, or long enough to get out of touch with them, and so be unable to re-establish or maintain thoroughly friendly relations with them, relations soundly based on reciprocal kindly feelings, and substantial benefits, also of the mutual order. (3.) As far as can be made out at present, it seems that girls who have been very long at boarding-schools often find considerable difficulty in adjusting themselves to the rougher phases of Maori life, and so encounter many hardships and trials that can do them no good and may bring about much harm. (4.) As it will probably always be the case that a considerable number of pupils will remain long at boarding-schools, and so, unless they are "geniuses," will render themselves unfit for ordinary Maori life, it appears very important indeed that a way out of their peculiar difficulty should be provided for them in the shape of a semi-Maori township, in which young Maoris could for a time learn to live the European kind of life, in and for which they have been long and carefully trained.

There really seems to be an element of unwisdom in the employment for perhaps ten years or more of a method eminently calculated to make boys and girls unfit for life in a Maori settlement, and, when this training has been completed, to turn them adrift into the very midst of the conditions which they have been so sedulously rendered unfit to live in. However, this practice has now been almost consecrated by long usage, and it must probably be made the best of. The contention of this paper is, nevertheless, that if boarding-schools are to be of the highest possible utility to the Maori race, as such, and not merely to individuals, the residence of the great majority of pupils must not exceed three years at the very most. It must be admitted, however, that, as might be expected, pupils residing very long at a boarding-school are certain to become better scholars than they would if treated in the way here advocated; but the long absence of the young Maori from his people will have so estranged him from them, that only rarely will he be of much use to them or they to him, except in cases in which the pupil educated at a boarding-school is strong enough, clever enough, and good enough to be a true patriot, who wishes to serve his people because he feels stirring within him the ability to do so.

But we have to deal with what is, rather than what ought to be; and, as has just been said, the difficulty is that Maori pupils through long residence at boarding-schools become to a large extent unfitted for life in a Maori kainga. The remedy proposed in the report for 1899, and referred to above, was a Maori-pakeha township. Such a township should at first be taken charge of by a trustworthy European officer, and, say, a couple of respectable, middle-aged Maori "commissioners"—chiefs who had themselves been thoroughly educated at a boarding-school, and had become well acquainted with the European mode of life, and able to get on entirely without *tapu*, *makutu*, or *tangihanga*. If the settlement could be developed sufficiently quickly to warrant the early occasional employment of a Maori medical man, it would be very satisfactory to have one to look after the health of the settlers, and especially to see to the making of such sanitary arrangements as would tend to render his services as a healer less frequently necessary. The course of affairs in a settlement of this kind would reach the temporary needs of the educated class of young Maoris until they had acquired skill in the management of their own business. Of course it would be hoped and expected that many ordinary two- or three-year scholars would go to the Maori township directly after finishing their village school work, and would, after completing their terms, return to their homes, and at once begin to use their acquired aptitudes for the benefit of their own people, and to live constantly in the midst of them; thus all the objects aimed at by the Government in establishing such a township would be in a fair way to be reached.

III. There is a very powerful and important reason why Maori boarding-school pupils should not be drawn from their homes entirely, unless when, from one cause or another, they have been so long and so completely dissevered from their people as to have become virtually pakehas rather than Maoris. The view referred to has been held by the Government for many years in a fragmentary and incomplete form. It may be called the biological view. Mr. H. B. Kirk, M.A., of this Department, has done much in the way of giving us clear views on this subject. Perhaps the case may be adequately stated in some such way as this: To systematically take the most promis-

ing members of a community and train them in a way that will make it almost incumbent on them to desert that community must, on occasion of each operation of the kind, leave it somewhat weaker than it would have been if such interference had not taken place. Should this process of selection be repeated frequently it would amount to a contrivance for securing the survival, so far as the particular settlements are concerned, of the more unfit. Probably no surer means could be devised for bringing about the deterioration of the race, with eventual destruction. The view might be stated still more briefly thus: To deprive the Maori settlements of their best members by giving them scholarships and other inducements to forsake their people for good and for all would be one of the cruellest and most certain means that could be adopted for making the race as such deteriorate and die out. It would seem that the only sound and just reason for taking even unusually able young Maoris from their homes for very long periods is a probability, almost amounting to certainty, that these young Maoris will in some sense return to their people, and be not a loss to them but a very great gain. This amounts to saying that no very young Maoris, except those who are of commanding ability and obviously likely to be very useful to their race, should be encouraged to look forward to university careers.\*

### III.

This article may well conclude with an attempt to remove a difficulty which might easily be thought insuperable by any one not very conversant with Maori affairs. People who are quite outside of the Maori circle can hardly understand fully how it is that long-continued residence among Europeans can render a young Maori unfit for getting on with his people if he in any way maintains the ground that he has gained—that is, his real advance; noticeable as such from the European point of view. It comes about in some such way as this: The young Maori, who has been at boarding-school long enough to cause him to feel that his people are strange, foreign, and somewhat unsatisfactory from his own newer point of view, finds that his view of his people is, after the rejoicings connected with his return are over, or even before in some cases, exactly their view with regard to him and his goings on: they have already found out that their wanderer has returned to them quite spoiled—that is, for any purpose that they could, in their least critical moods, consider useful. Finding him so altered and disfigured from their Maori standpoint, they have come to believe that he is far less industrious than he used to be, and that his fastidiousness about matters of eating and drinking is quite unendurable. They also sometimes find that it is going to cost a small fortune to dress him in the Te Aute or St. Stephen's style. These shortcomings, with numerous others, more or less imaginary in many cases, are chalked up against him, until at last a feeling of something like disgust is found to have sprung up on both sides, and the lot of the returned scholar has come to be no longer a happy one. Sometimes it is found that a fortnight or less suffices to bring this state of matters to maturity. Should the returned student be a girl, the course of things is just about the same, the only difference being that the number of more or less competent critics will probably be greater. This is what always may, and often does, happen in the case of scholars who have been very long at boarding-schools.

If, on the other hand, a boy or a girl has been only a short time away—say, a couple of years, or even three—the feeling referred to will wear off, and the family or hapu, including the returned member of it, will soon be at one again, or as much so as large families usually are. In the case of village schools this kind of difficulty hardly ever makes its appearance at all; the family just notice one small difference after another making its appearance in the children they are sending to school, and, as these seem to be generally of a harmless character, each of them is soon forgotten; but all the time these trifling circumstances are gradually modifying the point of view of the parents, who are quite unaware that this or any other process is going on in connection with themselves. It may be added that any one who is at all in the habit of observing such matters, and whose duty causes him to visit the settlements at regular intervals, can hardly help noticing that such effects have been brought about between one of his visits and another. After all, however, the residence at boarding-school, whether of boy or girl, does great good when it does not last too long; and I should be sorry if it were taken to be my intention to affirm that a lengthened stay at a boarding-school does nothing but harm. Quite the contrary is the truth; it does hardly anything that does not deserve to be called unalloyed good, from the European standpoint, so far as the pupils are concerned; but it thoroughly unfits them for residence in a Maori settlement, and so tends to loosen ties that ought to be preserved, unless it seems quite certain that such loosening will bring very obvious advantage to the pupil and the tribe from which he springs. It is certainly not a case in which anything should be left to chance; the end should be seen from the beginning, for a mistake in the matter is almost sure to be irreparable. Boys or girls who live seven or eight years away from their race, and the home to which they belong, will probably never again be able to adapt themselves to their original surroundings so as to live in them with comfort and credit to themselves. On the other hand, however, it should be carefully remembered that the comfort and welfare of the young Maori on his return from boarding-school depend very largely on his capacity for hard work, and his willingness to exercise that capacity. If it should happen that parents and relatives find that boys have not lost their

\* The following copy of a minute by Mr. Kirk on this subject gives an explicit statement of his views in his own words: "I think this place is a proper one for the reaffirmation of the principle that we have from the first recognised and acted upon—that we should not remove from the midst of the Maori people for life those that are best fitted to become intellectual and moral leaders and reformers. It should be made unmistakably plain that our object is not to enable a considerable number of young Maoris to become *litterati*, or members of such professions as would lead them to quit their people and live among Europeans; that such a course, leaving the propagation and guidance of the race in undue proportion, as it would, to the vicious and the stupid—the former the worse from lack of control, the latter from lack of stimulus and leadership—would be a course most inimical to the true interests of the Maori; that we wish to educate as many as possible of the young people in European ways of thought and life, in the hope that their example and influence in the *kainga* may result in the elevating of the race."

utility (as utility is conceived by the Maori) they are prepared to condone the holding of peculiar views of European origin concerning matters of food and dress—perhaps with the hope that these views will wear down later on. It is worthy of remark, just here, that the scholars from some of our schools seem to find favour in the eyes of their parents, and other candid friends, just because they have brought home with them somewhat increased powers of being useful in the settlement at such work as planting, road-making, &c. The discussion of matters of this kind in a report will, possibly, seem out of place; but if our reports are to have any considerable utility it must be because they point out places where injurious action frequently occurs, and suggest how it may be obviated.

There is one other question of a somewhat delicate nature that requires, on account of its real importance, at least brief mention: A few of the young people at boarding-schools have parents very well off. But there is good reason for believing that this does not hold in a majority or even a considerable number of instances. But, as is the case in other spheres, a kind of "fashion" is set by the sons and daughters of parents best able to afford expensive outfits, and these are supplied, with not unpleasing outward results, even in the case of those whose poverty causes them to lag a long way behind. But, the question must be asked, Is it desirable that this kind of competition should exist? Is it salutary either for those who proudly set the fashion, or for those who limp behind, attempting to follow it? It may be suggested that the best cure for the evil here hinted at,—for evil it is,—would probably be a simple uniform, pretty and tasteful, but not too costly.

This long section may well close with a reference to a danger that is sometimes encountered by young Maori lads when their school work has just come to an end. A kind of final vacation naturally closes the scholar's secondary school career. Ordinarily, that is in the late scholar's previous year's residence at a higher school, there has been a definite conclusion of the holidays through the arrival of the day for reopening. Now, however, the case is different. The reopening has come, certainly, but not for him. Also nothing else has turned up; no Government billet, for instance. Why should he not extend his holiday a little and take a further ride round; and perhaps even visit every settlement at which relatives of his reside? The adoption of this plan is a very great mistake; none the less because the path chosen is a very pleasant one—for a time, at all events. But like so many other pleasant paths, it may lead to very rugged country later on. Indeed, many people who are well informed about such matters think that there is no more demoralising agency to be found for a young man than the habit of riding about from settlement to settlement, living on friends and doing no work; and this is how, in some cases, at all events, promising young Maoris' careers of usefulness have literally ended before they have begun.

The really safe thing for a young man to do after leaving such an institution as Te Aute or St. Stephen's is to get to work soon—as soon as possible. "True," says a young Maori, perhaps; "but how? You may fairly hold that when the 'carpenters' shops' and other technical aids that we have been told about are in full swing there will be no difficulty; but what are we to do *now*?" The answer is, that no earnest seeker after work has in New Zealand, at the present time at all events, to go far or to wait long for something to do. If the worst comes there is generally plenty of work of one kind or another waiting to be done in the neighbourhood of every settlement, and if a young Maori shows himself always first on hand when there is something to be done, and always ready to look for work when it is not quite to hand, he is in a thoroughly good way; he will find his niche by-and-by; also (and this is a most important thing) he will generally find that he is not very far from having the thorough respect and affection of his people, who will be much more ready to follow his lead—to receive his really valuable help—in matters that they do not understand but he does, than they would if he were always last at work and first at football, races, and *tangihangas*.

Some pictures, mostly taken from photographs by amateurs, are attached to this report. They give some idea of Maori schools, a Maori School Committee, Maori children, and kindergarten and hand-work in Maori schools.

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

Table No. 1.

LIST of the NATIVE VILLAGE SCHOOLS, and SCHOOLS at which NATIVE CHILDREN are maintained by the Government of New Zealand, with the Expenditure on each and on General Management, during the Year 1901; and the Names, Status, and Emoluments of the Teachers as in December, 1901.

\*\* 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 1901. |                             |                                           |           | Teachers of Village Schools at the End of the Year. | Classification of Teachers. | Position in the School. | Rate of Salary at the End of Year. | Remarks.                                                |
|-----------|-----------------------|--------------------------|-----------------------------|-------------------------------------------|-----------|-----------------------------------------------------|-----------------------------|-------------------------|------------------------------------|---------------------------------------------------------|
|           |                       | Salaries.                | Other Ordinary Expenditure. | Buildings, Sites, Fencing, and Furniture. | Total.    |                                                     |                             |                         |                                    |                                                         |
|           |                       | £ s. d.                  | £ s. d.                     | £ s. d.                                   | £ s. d.   |                                                     |                             |                         |                                    |                                                         |
| Mangonui  | Hapua ..              | 140 9 5                  | 23 3 6                      | ..                                        | 163 12 11 | Mathews, E. W. D.                                   | V.                          | H M                     | £ 117 17 8                         |                                                         |
|           | Te Kao ..             | 227 7 7                  | 11 0 4                      | 1 2 6                                     | 239 10 5  | Mathews, Miss E.                                    | ..                          | A F                     | 37 14 3                            |                                                         |
|           | Paparore ..           | 131 19 0                 | 3 13 0                      | ..                                        | 135 12 0  | Burgoyne, Rev. H. W.                                | V.                          | H M                     | 184 1 11                           |                                                         |
|           | Panapupia ..          | 136 0 2                  | 6 9 2                       | ..                                        | 142 9 4   | Burgoyne, Miss G.                                   | ..                          | A F                     | 28 7 3                             |                                                         |
|           | Ahipara ..            | 166 11 6                 | 2 5 0                       | ..                                        | 168 16 6  | Newell, Miss S. A.                                  | V.                          | S                       | 12 10 0                            |                                                         |
|           | Pukepoto ..           | 133 19 1                 | 11 8 4                      | ..                                        | 145 7 5   | Greensmith, E.                                      | III. <sup>1</sup>           | H M                     | 101 6 11                           |                                                         |
|           | Kenana ..             | 112 18 7                 | 25 10 7                     | ..                                        | 138 9 2   | Mackenzie, Rev. A.                                  | ..                          | S                       | 11 9 6                             |                                                         |
|           | Parapara ..           | 102 19 10                | 22 12 7                     | 0 8 0                                     | 126 0 5   | Fisher, Miss F.                                     | ..                          | H M                     | 115 17 2                           |                                                         |
|           | Peria ..              | 196 3 10                 | 11 8 3                      | 1 3 3                                     | 208 15 4  | Créne, P.                                           | V.                          | A F                     | 10 10 0                            |                                                         |
|           | Te Pupuke ..          | 127 1 3                  | 14 7 6                      | ..                                        | 141 8 9   | Masters, Mrs. A.                                    | ..                          | A F                     | 133 17 6                           | With allowance for horse, £5 per annum.                 |
| Whangaroa | Whakarara ..          | 178 15 0                 | 8 13 3                      | ..                                        | 187 8 3   | Mathews, F. H. S.                                   | V.                          | H M                     | 97 19 8                            | With house allowance, £26 per annum.                    |
|           | Touwai ..             | 175 10 1                 | 2 10 0                      | ..                                        | 177 0 1   | Foley, Miss F.                                      | ..                          | A F                     | 8 0 0                              | With allowance for horse, £10 per annum.                |
|           | Whangape ..           | 181 16 11                | 17 2 11                     | ..                                        | 198 19 10 | Stewart, Mrs. M.                                    | V.                          | S                       | 109 2 4                            | With house allowance, £10 per annum.                    |
| Hokianga  | Maraeroa ..           | 144 17 7                 | 4 2 8                       | 9 0 0                                     | 158 0 3   | Hamilton, Miss E.                                   | ..                          | H F                     | 100 0 0                            |                                                         |
|           | Matihetihe ..         | 59 0 0                   | 3 0 0                       | ..                                        | 62 0 0    | Irvine, Mrs. L. M.                                  | V.                          | A F                     | 11 14 6                            |                                                         |
|           | Whirinaki ..          | 279 14 0                 | 41 7 4                      | 20 3 6                                    | 341 4 10  | Irving, Miss M.                                     | IV. <sup>8</sup>            | H M                     | 146 16 6                           |                                                         |
|           | Waima ..              | 119 17 1                 | 8 13 10                     | ..                                        | 128 10 11 | Welsh, A. E.                                        | ..                          | A F                     | 25 16 9                            |                                                         |
|           | Omanuia ..            | 214 10 0                 | 8 6 4                       | 30 0 0                                    | 252 16 4  | Porter, Miss L.                                     | ..                          | A F                     | 1 5 0                              |                                                         |
|           | Motukaraka ..         | 131 18 0                 | 5 10 0                      | 0 7 6                                     | 137 15 6  | Thomas, Miss A.                                     | ..                          | A F                     | 107 6 1                            |                                                         |
|           | Tapuwae (side-school) | ..                       | ..                          | ..                                        | ..        | Tennent, Mrs. M.                                    | V.                          | H F                     | 17 10 3                            |                                                         |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Tennent, Miss F.                                    | ..                          | A F                     | 142 5 8                            |                                                         |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Harris, A. R.                                       | V.                          | H M                     | 28 18 9                            |                                                         |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Hill, C. P.                                         | III.                        | H M                     | 182 6 8                            |                                                         |
| Hokianga  | ..                    | ..                       | ..                          | ..                                        | ..        | Hill, Mrs.                                          | ..                          | A F                     | 18 15 0                            |                                                         |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Logan, A. J.                                        | V.                          | H M                     | 144 8 5                            | With allowance for conveyance of goods, £10 per annum.  |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Anderson, A.                                        | ..                          | A F                     | 39 15 0                            |                                                         |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Anderson, Mrs.                                      | II. <sup>6</sup>            | H M                     | 126 16 2                           |                                                         |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Kendall, Miss S.                                    | V.                          | F                       | 24 9 6                             |                                                         |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Winklemann, C. P.                                   | II. <sup>6</sup>            | H M                     | 59 0 0                             |                                                         |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Winklemann, Mrs.                                    | ..                          | A F                     | 188 6 6                            |                                                         |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Martin, Miss K.                                     | ..                          | A F                     | 50 0 0                             |                                                         |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Cotton, A. H.                                       | III. <sup>5</sup>           | H M                     | 50 0 0                             | School not open during September and December quarters. |
|           | ..                    | ..                       | ..                          | ..                                        | ..        | Burr, Miss J.                                       | IV.                         | A F                     | 162 12 9                           |                                                         |



Table No. 1.—continued.  
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1901.—continued.

| County.          | Schools.         | Expenditure during 1901. |                             |                                           |            | Teachers of Village Schools at the End of the Year. | Classification of Teachers. | Position in the School. | Rate of Salary at the End of Year. |  | Remarks.                                                                                  |
|------------------|------------------|--------------------------|-----------------------------|-------------------------------------------|------------|-----------------------------------------------------|-----------------------------|-------------------------|------------------------------------|--|-------------------------------------------------------------------------------------------|
|                  |                  | Salaries.                | Other Ordinary Expenditure. | Buildings, Sites, Fencing, and Furniture. | Total.     |                                                     |                             |                         |                                    |  |                                                                                           |
|                  |                  | £ s. d.                  | £ s. d.                     | £ s. d.                                   | £ s. d.    |                                                     |                             |                         | £ s. d.                            |  |                                                                                           |
| Whakatane—contd. | Waioapu ..       | 144 11 5                 | 5 7 8                       | 16 0 0                                    | 165 19 1   | Wykes, F. R.                                        | V.                          | H M                     | 126 6 6                            |  |                                                                                           |
|                  | Awangararunui .. | 150 0 0                  | 29 17 7                     | ..                                        | 179 17 7   | Watts, Miss M. A.                                   | ..                          | A F                     | 14 16 6                            |  |                                                                                           |
|                  | Te Whaiti ..     | 100 0 0                  | 20 12 0                     | 5 0 0                                     | 125 12 0   | Wylie, J.                                           | V.                          | M                       | 100 0 0                            |  | With allowance for conveyance of goods, £20 per annum.                                    |
|                  | Te Houhi ..      | 126 0 0                  | 21 16 0                     | ..                                        | 147 16 0   | Wilding, C. B.                                      | V.                          | M                       | 100 0 0                            |  | On leave of absence, 1st July to 31st December.                                           |
|                  | Otamauru ..      | 131 16 7                 | 4 4 9                       | ..                                        | 136 1 4    | Crène, P., jun.                                     | V.                          | H M                     | 117 14 5                           |  | With allowance for conveyance of goods, £20 per annum.                                    |
|                  | Poroporo ..      | 220 3 9                  | 2 17 9                      | ..                                        | 223 1 6    | Crène, Mrs. E.                                      | I <sup>4</sup>              | A F                     | 11 1 0                             |  | With house allowance, £26 per annum, and allowance for conveyance of goods £20 per annum. |
|                  | Ruatoki ..       | 211 15 8                 | ..                          | ..                                        | 211 15 8   | Herlihy, Mrs.                                       | V.                          | A F                     | 176 1 8                            |  |                                                                                           |
|                  | Waimana ..       | 309 11 2                 | 3 2 6                       | 64 10 2                                   | 377 3 10   | Lee, J. B.                                          | ..                          | A F                     | 36 12 9                            |  |                                                                                           |
|                  | Waioweka ..      | 153 17 10                | 2 5 0                       | ..                                        | 156 2 10   | Lee, Mrs.                                           | ..                          | A F                     | 224 2 11                           |  |                                                                                           |
|                  | Omarumutu ..     | 279 2 9                  | 2 16 0                      | 724 9 2                                   | 1,006 7 11 | Brown, C. H.                                        | V.                          | H M                     | 50 0 0                             |  |                                                                                           |
| Waipapu..        | Torere ..        | 145 16 6                 | 9 12 3                      | 3 17 0                                    | 159 5 9    | Levert, Miss M.                                     | ..                          | A F                     | 12 10 0                            |  |                                                                                           |
|                  | Omaio ..         | 207 19 2                 | 14 14 4                     | 1 2 6                                     | 223 16 0   | Levert, Mrs.                                        | ..                          | A F                     | 15 8 4                             |  |                                                                                           |
|                  | Te Kaha ..       | 185 15 7                 | 3 17 2                      | 2 12 0                                    | 192 4 9    | Broderick, H. W.                                    | III.                        | H M                     | 215 9 10                           |  |                                                                                           |
|                  | Raukokore ..     | 145 18 2                 | 13 5 0                      | ..                                        | 159 3 2    | Broderick, Mrs.                                     | ..                          | A F                     | 50 0 0                             |  |                                                                                           |
|                  | Wharekahika ..   | 100 0 0                  | 8 14 0                      | 17 0 0                                    | 125 14 0   | White, Miss E.                                      | ..                          | A F                     | 19 16 3                            |  |                                                                                           |
|                  | Te Araroa ..     | 180 2 5                  | 23 12 6                     | ..                                        | 203 14 11  | Moore, J.                                           | III. <sup>6</sup>           | H M                     | 128 3 9                            |  |                                                                                           |
|                  | Rangitukia ..    | 340 17 6                 | 29 7 5                      | 25 14 9                                   | 395 19 8   | Moore, Mrs.                                         | III. <sup>6</sup>           | A F                     | 18 15 0                            |  |                                                                                           |
|                  | Tikitiiki..      | 136 12 5                 | 24 7 8                      | 0 12 6                                    | 161 12 7   | Young, Rev. H.                                      | ..                          | H M                     | 166 2 10                           |  |                                                                                           |
|                  | Waiomatatini ..  | 170 13 6                 | 12 14 6                     | ..                                        | 183 8 0    | Young, Mrs.                                         | ..                          | S                       | 12 10 0                            |  |                                                                                           |
|                  | Tuparoa ..       | 274 1 9                  | 22 5 4                      | 4 13 0                                    | 301 0 1    | Young, Miss E.                                      | ..                          | A F                     | 24 16 6                            |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Hailey, Rev. D. T.                                  | V.                          | H M                     | 154 11 10                          |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Hailey, Mrs.                                        | ..                          | A F                     | 42 9 6                             |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Mulhern, J.                                         | III. <sup>6</sup>           | H M                     | 125 10 0                           |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Mulhern, Mrs. N.                                    | ..                          | S                       | 7 18 8                             |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Mulhern, Miss K.                                    | ..                          | A F                     | 7 18 8                             |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Ablett, C. W.                                       | V.                          | M                       | 100 0 0                            |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Beattie, Mrs. J.                                    | V.                          | H F                     | 148 7 8                            |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Beattie, Miss J. E.                                 | ..                          | A F                     | 21 0 6                             |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Hamilton, H. A.                                     | I. <sup>5</sup>             | H M                     | 254 16 7                           |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Robertson, Miss M.                                  | ..                          | A F                     | 50 0 0                             |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Turei, Miss N.                                      | ..                          | A F                     | 50 0 0                             |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Hamilton, Mrs.                                      | ..                          | S                       | 18 15 0                            |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Geissler, H. W.                                     | V.                          | H M                     | 100 0 0                            |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Geissler, Mrs. J. P.                                | ..                          | A F                     | 28 11 9                            |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Tobin, W. H. J.                                     | III. <sup>4</sup>           | H M                     | 132 6 6                            |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Tobin, Mrs. L.                                      | ..                          | A F                     | 35 10 3                            |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Blathwayt, G. C. J.                                 | V.                          | H M                     | 228 3 1                            |  |                                                                                           |
|                  |                  |                          |                             |                                           |            | Blathwayt, Miss E.                                  | ..                          | A F                     | 50 0 0                             |  | School not open during September quarter.                                                 |

|                                                                      |    |    |        |    |    |       |    |    |       |    |    |        |    |    |                       |                   |     |        |    |    |                                                                                     |
|----------------------------------------------------------------------|----|----|--------|----|----|-------|----|----|-------|----|----|--------|----|----|-----------------------|-------------------|-----|--------|----|----|-------------------------------------------------------------------------------------|
| Whareponga                                                           | .. | .. | 25     | 0  | 0  | 11    | 2  | 3  | 635   | 5  | 1  | 671    | 7  | 4  | Frazer, W. ..         | IV.               | H M | 100    | 0  | 0  | School opened December quarter.                                                     |
| Hiruharama                                                           | .. | .. | 205    | 15 | 9  | 4     | 17 | 0  | 37    | 10 | 0  | 248    | 2  | 9  | Frazer, Mrs.          | V.                | A F | 25     | 6  | 3  |                                                                                     |
| Tokomaru                                                             | .. | .. | 272    | 8  | 1  | 23    | 1  | 0  | 5     | 11 | 0  | 301    | 0  | 1  | Downey, Mrs.          | V. <sup>5</sup>   | A F | 41     | 3  | 6  | The teachers work conjointly. (\$ Mrs. McGavin.)                                    |
| Nubaka ..                                                            | .. | .. | 203    | 4  | 7  | 5     | 15 | 0  | ..    | .. | .. | 208    | 19 | 7  | McGavin, Mr. and Mrs. | III.              | A F | 261    | 19 | 7  |                                                                                     |
| Te Haroto                                                            | .. | .. | 110    | 12 | 1  | 28    | 14 | 0  | 59    | 6  | 3  | 198    | 12 | 4  | Pinker, A. ..         | III.              | A F | 4      | 0  | 6  |                                                                                     |
| Pariroa ..                                                           | .. | .. | 16     | 13 | 4  | 1     | 0  | 0  | 34    | 1  | 6  | 51     | 14 | 10 | Pinker, Mrs. O.       | III.              | A F | 43     | 5  | 3  | With allowance for conveyance of goods, \$5 per annum. School opened March quarter. |
| Pamoana ..                                                           | .. | .. | 354    | 3  | 7  | 4     | 4  | 7  | ..    | .. | .. | 358    | 8  | 2  | Moloney, Miss A.      | I. <sup>6</sup>   | S   | 100    | 0  | 0  | School opened December quarter.                                                     |
| Pipiriki ..                                                          | .. | .. | 144    | 0  | 8  | 7     | 13 | 9  | 22    | 0  | 0  | 173    | 14 | 5  | Maloney, Miss E.      | III.              | A F | 50     | 0  | 0  |                                                                                     |
| Karioi ..                                                            | .. | .. | 138    | 18 | 3  | 6     | 8  | 0  | ..    | .. | .. | 140    | 6  | 3  | Phillips, G. W. S.    | V.                | A F | 11     | 17 | 6  |                                                                                     |
| Papawai ..                                                           | .. | .. | 130    | 13 | 9  | 1     | 9  | 0  | ..    | .. | .. | 122    | 2  | 9  | Gibson, Mrs.          | III. <sup>2</sup> | A F | 16     | 2  | 9  |                                                                                     |
| Turanganui                                                           | .. | .. | ..     | .. | .. | 0     | 10 | 0  | 6     | 1  | 0  | 6      | 11 | 0  | Grant, Miss A. L.     | II. <sup>7</sup>  | H F | 118    | 19 | 9  |                                                                                     |
| Whangarae (Croiselles)                                               | .. | .. | 50     | 14 | 9  | 16    | 17 | 0  | ..    | .. | .. | 67     | 11 | 9  | Grant, Miss           | V.                | H M | 107    | 9  | 0  |                                                                                     |
| Okoha ..                                                             | .. | .. | 61     | 1  | 4  | 14    | 7  | 6  | ..    | .. | .. | 75     | 8  | 10 | Clemance, P. H.       | V.                | S   | 52     | 4  | 0  | Aided school; opened December quarter.                                              |
| Waikawa                                                              | .. | .. | 100    | 0  | 0  | 16    | 7  | 0  | ..    | .. | .. | 116    | 7  | 0  | Power, J. L.          | ..                | ..  | ..     | .. | .. | Subsidised school; £14 7s. 6d. was paid from Native reserve funds.                  |
| Wairau ..                                                            | .. | .. | 100    | 0  | 0  | 12    | 12 | 11 | 18    | 10 | 0  | 131    | 2  | 11 | Greensill, Mrs S. M.  | V.                | F   | 100    | 0  | 0  | Subsidised school; £14 7s. 6d. was paid from Native reserve funds.                  |
| Mangamaunu                                                           | .. | .. | 130    | 5  | 3  | 1     | 7  | 6  | ..    | .. | .. | 131    | 12 | 9  | Gibbs, Miss E.        | III. <sup>6</sup> | F   | 100    | 0  | 0  | £7 10s. was paid from Native reserve funds.                                         |
| Kaipoi ..                                                            | .. | .. | 141    | 18 | 8  | 2     | 11 | 0  | ..    | .. | .. | 144    | 9  | 8  | Comerford, W. H.      | IV. <sup>5</sup>  | A F | 18     | 15 | 0  | £70 4s. 2d. was paid from Native reserve funds.                                     |
| Rapaki ..                                                            | .. | .. | 109    | 0  | 1  | 3     | 7  | 0  | ..    | .. | .. | 112    | 7  | 1  | Gibson, Miss C.       | III. <sup>4</sup> | H M | 122    | 0  | 5  |                                                                                     |
| Little River                                                         | .. | .. | 102    | 6  | 10 | 44    | 5  | 11 | ..    | .. | .. | 146    | 12 | 9  | Cosgrove, D.          | ..                | A F | 16     | 14 | 0  |                                                                                     |
| Arowhenua                                                            | .. | .. | 181    | 14 | 5  | 4     | 8  | 3  | 16    | 19 | 0  | 203    | 1  | 8  | Cosgrove, Mrs C.      | ..                | S   | 12     | 0  | 0  |                                                                                     |
| Waikouaiti                                                           | .. | .. | 177    | 11 | 2  | 20    | 19 | 6  | 5     | 0  | 0  | 203    | 10 | 8  | Hastings, E. A.       | V.                | H M | 96     | 7  | 11 | School not opened during June quarter.                                              |
| Ruapuke ..                                                           | .. | .. | 42     | 10 | 0  | 8     | 6  | 9  | 6     | 18 | 6  | 57     | 15 | 3  | Tikao, Miss H.        | V.                | A F | 9      | 17 | 6  |                                                                                     |
| The Neck                                                             | .. | .. | 108    | 1  | 0  | 4     | 14 | 2  | ..    | .. | .. | 112    | 15 | 2  | Hamilton, H. R. W.    | V.                | H M | 96     | 12 | 0  |                                                                                     |
| Boarding-schools—                                                    | .. | .. | ..     | .. | .. | 653   | 9  | 6  | ..    | .. | .. | 653    | 9  | 6  | Hamilton, Miss E.     | III. <sup>3</sup> | S   | 9      | 15 | 4  | With house allowance, £26 per annum.                                                |
| St. Stephen's, Auckland                                              | .. | .. | ..     | .. | .. | 200   | 0  | 0  | ..    | .. | .. | 200    | 0  | 0  | Headley, Mrs.         | ..                | H M | 131    | 10 | 2  |                                                                                     |
| Te Aute, Hawke's Bay                                                 | .. | .. | ..     | .. | .. | 395   | 0  | 0  | ..    | .. | .. | 395    | 0  | 0  | Headley, Mrs.         | V.                | A F | 17     | 15 | 9  |                                                                                     |
| Hukarere, Hawke's Bay                                                | .. | .. | ..     | .. | .. | 482   | 1  | 0  | ..    | .. | .. | 482    | 1  | 0  | Blathwayt, H. A. W.   | ..                | H M | 148    | 15 | 2  |                                                                                     |
| St. Joseph's, Hawke's Bay                                            | .. | .. | 679    | 3  | 4  | 593   | 5  | 8  | ..    | .. | .. | 1,272  | 9  | 0  | Blathwayt, Miss M.    | V.                | A F | 33     | 6  | 0  |                                                                                     |
| Technical instruction classes ..                                     | .. | .. | 93     | 19 | 7  | 626   | 2  | 6  | ..    | .. | .. | 720    | 2  | 1  | Horan, T.             | V.                | M   | 85     | 0  | 0  | School opened September quarter.                                                    |
| Other miscellaneous expenditure not chargeable to particular schools | .. | .. | ..     | .. | .. | 707   | 18 | 9  | ..    | .. | .. | 707    | 18 | 9  | Thompson, J. H.       | V.                | H M | 100    | 0  | 0  | £64 4s. 10d. was paid from Native reserve funds.                                    |
| Totals                                                               | .. | .. | 14,255 | 15 | 3  | 4,923 | 17 | 0  | 4,275 | 8  | 11 | 23,455 | 1  | 2* | Thompson, Mrs.        | ..                | A F | 6      | 6  | 9  |                                                                                     |
|                                                                      | .. | .. | ..     | .. | .. | ..    | .. | .. | ..    | .. | .. | ..     | .. | .. | ..                    | ..                | ..  | 13,627 | 18 | 1  |                                                                                     |

\* Including £170 14s. paid from Native reserve funds, and £51 19s. from Civil List. Native Purposes. Deducting recoveries, £44 11s. 2d., the result is a net expenditure of £23,410 10s.  
 1 Also M.A. and B.; 2 also B.A.; 3 also C4; 4 also D1; 5 also D1; 6 also E2; 7 also E3; 8 also E4.

£40 each at Whirinaki, Rakaumanga, and Rangititukia.  
 £51 19s. paid from Civil List.

Table No. 2.  
CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1901.

|                                                                                                    | £       | s. | d. |
|----------------------------------------------------------------------------------------------------|---------|----|----|
| Teachers' salaries .. .. .                                                                         | 13,873  | 11 | 11 |
| Teachers' allowances for special objects .. .. .                                                   | 231     | 2  | 1  |
| Teachers' removal allowances .. .. .                                                               | 267     | 3  | 4  |
| Books and school requisites .. .. .                                                                | 440     | 18 | 0  |
| Planting sites .. .. .                                                                             | 2       | 12 | 6  |
| Repairs and small works .. .. .                                                                    | 517     | 3  | 0  |
| Warming school-rooms—Cost of fuel .. .. .                                                          | 49      | 4  | 9  |
| Inspector's salary .. .. .                                                                         | 450     | 0  | 0  |
| Travelling-expenses of Inspectors .. .. .                                                          | 381     | 1  | 4  |
| Organizing teacher and practical instructor's salary (eleven months) .. .. .                       | 229     | 3  | 4  |
| Organizing teacher and practical instructor's travelling-expenses .. .. .                          | 172     | 0  | 4  |
| Visits of Public-school Inspectors—Subsidy to Auckland Education Board (three months only) .. .. . | 37      | 10 | 0  |
| Sundries .. .. .                                                                                   | 190     | 18 | 3  |
| Boarding-school fees and apprenticeship charges .. .. .                                            | 1,782   | 8  | 3  |
| Travelling-expenses of scholars sent to boarding-schools .. .. .                                   | 51      | 19 | 8  |
| University scholarships .. .. .                                                                    | 134     | 19 | 0  |
| Nursing Hospital scholarships .. .. .                                                              | 21      | 0  | 0  |
| Buildings, fencing, furniture, &c. .. .. .                                                         | 4,262   | 18 | 11 |
| Technical-instruction classes (including material for workshops) .. .. .                           | 720     | 2  | 1  |
| Canterbury Jubilee Industrial Exhibition, November, 1900—Freight, &c., on exhibits .. .. .         | 94      | 18 | 3  |
| Total .. .. .                                                                                      | £23,410 | 10 | 0  |

NOTE.—Of the above total, £170 14s. was paid from Native reserve funds, and £51 19s. from Civil List, Native purposes.

Table No. 3.  
AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1901.

| Age.                                | Boys. | Girls. | Total. | Percentage. |
|-------------------------------------|-------|--------|--------|-------------|
| Under five years .. .. .            | 56    | 44     | 100    | 3·06        |
| Five and under ten years .. .. .    | 882   | 766    | 1,648  | 50·35       |
| Ten and under fifteen years .. .. . | 772   | 599    | 1,371  | 41·89       |
| Fifteen years and upwards .. .. .   | 98    | 56     | 154    | 4·70        |
| Totals .. .. .                      | 1,808 | 1,465  | 3,273  | 100·00      |

Table No. 4.  
LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1901  
[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. |             |                                                             |
| Pariroa <sup>1</sup>                | ..                                     | ..                           | ..                           | ..                               | ..                     | 8                   | 4      | 12     | 12·00       | 100·00                                                      |
| Touwai                              | ..                                     | ..                           | ..                           | ..                               | ..                     | 31                  | 20     | 51     | 52·50       | 99·05                                                       |
| Torere                              | ..                                     | ..                           | ..                           | ..                               | ..                     | 17                  | 14     | 31     | 30·50       | 97·60                                                       |
| Arowhenua                           | ..                                     | ..                           | ..                           | ..                               | ..                     | 12                  | 12     | 24     | 25·75       | 94·49                                                       |
| Matihetihe                          | ..                                     | ..                           | ..                           | ..                               | ..                     | 6                   | 6      | 12     | 12·25       | 94·23                                                       |
| Whareponga <sup>1</sup>             | ..                                     | ..                           | ..                           | ..                               | ..                     | 19                  | 11     | 30     | 30·00       | 93·75                                                       |
| Waimana                             | ..                                     | ..                           | ..                           | ..                               | ..                     | 50                  | 17     | 67     | 66·75       | 93·68                                                       |
| Little River <sup>2</sup>           | ..                                     | ..                           | ..                           | ..                               | ..                     | 10                  | 16     | 26     | 24·00       | 93·53                                                       |
| Te Kaha                             | ..                                     | ..                           | ..                           | ..                               | ..                     | 27                  | 17     | 44     | 38·25       | 93·29                                                       |
| Omarumutu                           | ..                                     | ..                           | ..                           | ..                               | ..                     | 34                  | 30     | 64     | 64·75       | 92·17                                                       |
| Omaio                               | ..                                     | ..                           | ..                           | ..                               | ..                     | 16                  | 24     | 40     | 40·50       | 92·04                                                       |
| Poroporo                            | ..                                     | ..                           | ..                           | ..                               | ..                     | 25                  | 14     | 39     | 42·00       | 91·80                                                       |
| Tapuaeharuru                        | ..                                     | ..                           | ..                           | ..                               | ..                     | 12                  | 19     | 31     | 30·25       | 91·66                                                       |
| Whangarae (Croiselles) <sup>3</sup> | ..                                     | ..                           | ..                           | ..                               | ..                     | 6                   | 7      | 13     | 13·25       | 91·37                                                       |
| Whirinaki                           | ..                                     | ..                           | ..                           | ..                               | ..                     | 33                  | 26     | 59     | 57·75       | 90·94                                                       |
| Te Pupuke                           | ..                                     | ..                           | ..                           | ..                               | ..                     | 13                  | 11     | 24     | 23·75       | 90·47                                                       |
| Taumarere                           | ..                                     | ..                           | ..                           | ..                               | ..                     | 12                  | 13     | 25     | 23·75       | 90·47                                                       |
| Waimamaku                           | ..                                     | ..                           | ..                           | ..                               | ..                     | 17                  | 8      | 25     | 25·50       | 90·26                                                       |
| Whangaruru                          | ..                                     | ..                           | ..                           | ..                               | ..                     | 17                  | 7      | 24     | 25·25       | 90·17                                                       |
| Pamoana                             | ..                                     | ..                           | ..                           | ..                               | ..                     | 32                  | 28     | 60     | 60·00       | 89·88                                                       |
| Ruapuke <sup>4</sup>                | ..                                     | ..                           | ..                           | ..                               | ..                     | 7                   | 4      | 11     | 11·00       | 89·79                                                       |
| Okoha <sup>5</sup>                  | ..                                     | ..                           | ..                           | ..                               | ..                     | 6                   | 7      | 13     | 13·00       | 89·65                                                       |

Table No. 4—continued.

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

| Schools.                           | School-roll.                           |                              |                              |                                  |                        | Average Attendance. |        |        |             | Regularity of Attendance: Percentage of Weekly Roll-number. |
|------------------------------------|----------------------------------------|------------------------------|------------------------------|----------------------------------|------------------------|---------------------|--------|--------|-------------|-------------------------------------------------------------|
|                                    | Number belonging at beginning of Year. | Number admitted during Year. | Number who left during Year. | Number belonging at End of Year. | Average Weekly Number. | Working Average.    |        |        | Whole Year. |                                                             |
|                                    |                                        |                              |                              |                                  |                        | Fourth Quarter.     |        |        |             |                                                             |
|                                    |                                        |                              |                              |                                  |                        | Boys.               | Girls. | Total. |             |                                                             |
| Otamatea .. .. .                   | 22                                     | 17                           | 11                           | 28                               | 26.50                  | 11                  | 14     | 25     | 23.50       | 88.67                                                       |
| Oromahoe <sup>5</sup> .. .. .      | ..                                     | 47                           | 3                            | 44                               | 42.66                  | 19                  | 21     | 40     | 37.66       | 88.27                                                       |
| Kenana .. .. .                     | 16                                     | 4                            | 2                            | 18                               | 17.00                  | 7                   | 10     | 17     | 15.00       | 88.23                                                       |
| Rangitukia .. .. .                 | 78                                     | 26                           | 12                           | 92                               | 88.00                  | 48                  | 34     | 82     | 77.50       | 88.06                                                       |
| Ranana .. .. .                     | 32                                     | 23                           | 8                            | 47                               | 37.50                  | 25                  | 13     | 38     | 33.00       | 88.00                                                       |
| Wharekahika .. .. .                | 20                                     | 5                            | 4                            | 21                               | 20.00                  | 10                  | 8      | 18     | 17.50       | 87.50                                                       |
| Te Waotu <sup>6</sup> .. .. .      | ..                                     | 70                           | 16                           | 54                               | 48.00                  | 24                  | 22     | 46     | 41.66       | 86.79                                                       |
| Tokaanu .. .. .                    | 49                                     | 37                           | 10                           | 76                               | 69.50                  | 33                  | 33     | 66     | 60.25       | 86.69                                                       |
| Te Haroto <sup>7</sup> .. .. .     | ..                                     | 45                           | 9                            | 36                               | 33.75                  | 19                  | 11     | 30     | 29.25       | 86.66                                                       |
| Hapua .. .. .                      | 35                                     | 19                           | 3                            | 51                               | 44.00                  | 21                  | 19     | 40     | 38.00       | 86.36                                                       |
| Te Kao .. .. .                     | 52                                     | 8                            | 6                            | 54                               | 52.50                  | 24                  | 19     | 43     | 45.00       | 85.71                                                       |
| Raukokore .. .. .                  | 29                                     | 2                            | 4                            | 27                               | 29.00                  | 12                  | 11     | 23     | 24.75       | 85.34                                                       |
| Turanganui <sup>1, 8</sup> .. .. . | ..                                     | 15                           | ..                           | 15                               | 13.00                  | 4                   | 7      | 11     | 11.00       | 84.61                                                       |
| Karetu .. .. .                     | 19                                     | 6                            | 3                            | 22                               | 24.25                  | 13                  | 7      | 20     | 20.50       | 84.53                                                       |
| Tokomaru .. .. .                   | 57                                     | 20                           | 15                           | 62                               | 66.25                  | 27                  | 26     | 53     | 56.00       | 84.52                                                       |
| Waiomatatini .. .. .               | 39                                     | 16                           | 8                            | 47                               | 45.50                  | 19                  | 19     | 38     | 38.25       | 84.06                                                       |
| Te Araroa .. .. .                  | 37                                     | 5                            | 6                            | 36                               | 37.50                  | 14                  | 13     | 27     | 31.25       | 83.33                                                       |
| Ruatoki .. .. .                    | 37                                     | 56                           | 8                            | 85                               | 65.75                  | 46                  | 32     | 78     | 54.75       | 83.26                                                       |
| Otamauru .. .. .                   | 21                                     | 6                            | 5                            | 22                               | 25.00                  | 10                  | 9      | 19     | 20.75       | 83.00                                                       |
| Whangape .. .. .                   | 45                                     | 16                           | 13                           | 48                               | 52.75                  | 20                  | 22     | 42     | 43.75       | 82.93                                                       |
| Tuparoa .. .. .                    | 67                                     | 33                           | 17                           | 83                               | 82.50                  | 37                  | 34     | 71     | 67.50       | 81.81                                                       |
| Ahipara .. .. .                    | 40                                     | 10                           | 10                           | 40                               | 39.75                  | 22                  | 9      | 31     | 32.50       | 81.76                                                       |
| Rapaki .. .. .                     | 21                                     | 12                           | 13                           | 20                               | 22.50                  | 13                  | 5      | 18     | 18.25       | 81.11                                                       |
| Poroti .. .. .                     | 37                                     | 10                           | 14                           | 33                               | 36.75                  | 15                  | 14     | 29     | 29.75       | 80.95                                                       |
| Hiruharama .. .. .                 | 47                                     | 22                           | 11                           | 58                               | 57.75                  | 20                  | 23     | 43     | 46.75       | 80.95                                                       |
| Maraeroa .. .. .                   | 32                                     | 16                           | 9                            | 39                               | 33.25                  | 15                  | 15     | 30     | 26.75       | 80.45                                                       |
| Mangamuka .. .. .                  | 29                                     | 13                           | 8                            | 34                               | 36.00                  | 15                  | 12     | 27     | 28.75       | 79.86                                                       |
| Pamapurua .. .. .                  | 27                                     | 8                            | 11                           | 24                               | 28.50                  | 9                   | 9      | 18     | 22.75       | 79.82                                                       |
| Waikouaiti .. .. .                 | 42                                     | 13                           | 11                           | 44                               | 43.25                  | 19                  | 18     | 37     | 34.25       | 79.19                                                       |
| Whakarara .. .. .                  | 45                                     | 5                            | 11                           | 39                               | 45.25                  | 22                  | 11     | 33     | 35.75       | 79.00                                                       |
| Papawai .. .. .                    | 23                                     | 10                           | 8                            | 25                               | 24.75                  | 11                  | 9      | 20     | 19.50       | 78.78                                                       |
| Paparore .. .. .                   | 22                                     | 14                           | 13                           | 23                               | 27.00                  | 12                  | 7      | 19     | 21.00       | 77.77                                                       |
| Waikawa .. .. .                    | 18                                     | 6                            | 5                            | 19                               | 18.75                  | 7                   | 8      | 15     | 14.25       | 76.00                                                       |
| Pukepoto .. .. .                   | 20                                     | 5                            | 3                            | 22                               | 21.75                  | 8                   | 8      | 16     | 16.50       | 75.86                                                       |
| Te Kuiti .. .. .                   | 37                                     | 29                           | 19                           | 47                               | 48.50                  | 25                  | 12     | 37     | 36.75       | 75.77                                                       |
| The Neck .. .. .                   | 18                                     | 9                            | 7                            | 20                               | 17.50                  | 8                   | 7      | 15     | 13.25       | 75.71                                                       |
| Waioweka .. .. .                   | 29                                     | 15                           | 2                            | 42                               | 36.50                  | 16                  | 16     | 32     | 27.25       | 74.65                                                       |
| Karioi .. .. .                     | 23                                     | 19                           | 9                            | 33                               | 29.75                  | 12                  | 11     | 23     | 22.00       | 73.94                                                       |
| Papamoa .. .. .                    | 28                                     | 21                           | 13                           | 36                               | 34.50                  | 23                  | 7      | 30     | 25.50       | 73.91                                                       |
| Manaia .. .. .                     | 39                                     | 13                           | 13                           | 39                               | 40.00                  | 15                  | 12     | 27     | 29.25       | 73.12                                                       |
| Peria .. .. .                      | 55                                     | 11                           | 20                           | 46                               | 54.50                  | 18                  | 17     | 35     | 39.75       | 72.93                                                       |
| Waiotapu .. .. .                   | 30                                     | 18                           | 19                           | 29                               | 33.00                  | 12                  | 10     | 22     | 23.75       | 71.96                                                       |
| Raorao .. .. .                     | 36                                     | 1                            | 4                            | 33                               | 34.25                  | 12                  | 11     | 23     | 24.50       | 71.52                                                       |
| Te Kotukutuku .. .. .              | 18                                     | 17                           | 10                           | 25                               | 28.75                  | 12                  | 5      | 17     | 20.50       | 71.30                                                       |
| Omanuia .. .. .                    | 46                                     | 18                           | 13                           | 51                               | 56.50                  | 18                  | 20     | 38     | 40.00       | 70.79                                                       |
| Nuhaka .. .. .                     | 56                                     | 31                           | 28                           | 59                               | 71.75                  | 27                  | 18     | 45     | 50.50       | 70.38                                                       |
| Ohaeawai .. .. .                   | 22                                     | 3                            | 4                            | 21                               | 22.75                  | 10                  | 6      | 16     | 16.00       | 70.32                                                       |
| Waima <sup>(9)</sup> .. .. .       | 29                                     | 17                           | 46                           | ..                               | 38.50                  | ..                  | ..     | ..     | 27.00       | 70.12                                                       |
| Motukaraka and Tapuwae .. .. .     | 32                                     | 8                            | 5                            | 35                               | 35.25                  | 12                  | 11     | 23     | 24.50       | 69.50                                                       |
| Tikitiki <sup>(9)</sup> .. .. .    | 54                                     | 63                           | 60                           | 57                               | 60.00                  | 13                  | 20     | 33     | 41.50       | 69.16                                                       |
| Otaua .. .. .                      | 27                                     | 14                           | 7                            | 34                               | 32.00                  | 14                  | 9      | 23     | 22.00       | 68.75                                                       |
| Mangamaunu .. .. .                 | 26                                     | 18                           | 12                           | 32                               | 32.50                  | 9                   | 16     | 25     | 22.25       | 68.46                                                       |
| Te Whaiti .. .. .                  | 15                                     | 12                           | 6                            | 21                               | 17.75                  | 9                   | 6      | 15     | 12.00       | 67.60                                                       |
| Rakaumanga .. .. .                 | 60                                     | 21                           | 19                           | 62                               | 67.25                  | 19                  | 21     | 40     | 44.50       | 66.17                                                       |
| Kaipoi .. .. .                     | 39                                     | 23                           | 21                           | 41                               | 47.00                  | 20                  | 13     | 33     | 31.00       | 65.95                                                       |
| Te Kopua .. .. .                   | 24                                     | 8                            | 17                           | 15                               | 23.50                  | 8                   | 4      | 12     | 15.50       | 65.95                                                       |
| Kawhia .. .. .                     | 55                                     | 52                           | 43                           | 64                               | 63.50                  | 23                  | 19     | 42     | 41.75       | 65.74                                                       |
| Kaikohe .. .. .                    | 42                                     | 7                            | 22                           | 27                               | 42.25                  | 15                  | 8      | 23     | 27.75       | 65.68                                                       |
| Te Houhi .. .. .                   | 20                                     | 6                            | 4                            | 22                               | 21.25                  | 5                   | 10     | 15     | 13.75       | 64.70                                                       |
| Parapara .. .. .                   | 23                                     | 21                           | 14                           | 30                               | 25.25                  | 8                   | 11     | 19     | 16.00       | 63.36                                                       |
| Paeroa .. .. .                     | 38                                     | 25                           | 34                           | 29                               | 37.75                  | 12                  | 8      | 20     | 23.00       | 60.92                                                       |
| Wairau .. .. .                     | 18                                     | 8                            | 6                            | 20                               | 19.00                  | 8                   | 3      | 11     | 11.50       | 60.52                                                       |
| Pipiriki .. .. .                   | 38                                     | 15                           | 18                           | 35                               | 43.75                  | 13                  | 10     | 23     | 26.25       | 60.00                                                       |
| Te Teko .. .. .                    | 32                                     | 16                           | 7                            | 41                               | 40.00                  | 15                  | 11     | 26     | 23.50       | 58.75                                                       |
| Matata <sup>(10)</sup> .. .. .     | 28                                     | 12                           | 40                           | ..                               | 32.66                  | ..                  | ..     | ..     | 19.00       | 58.17                                                       |
| Te Matai <sup>(9)</sup> .. .. .    | ..                                     | 46                           | 22                           | 24                               | 38.33                  | 6                   | 8      | 14     | 20.00       | 52.17                                                       |
| Awangararanui .. .. .              | 22                                     | 17                           | 20                           | 19                               | 22.75                  | 7                   | 5      | 12     | 11.75       | 51.64                                                       |
| Te Ahuahu <sup>(9)</sup> .. .. .   | ..                                     | 23                           | 6                            | 17                               | 23.33                  | 3                   | 5      | 8      | 10.00       | 42.85                                                       |
| Totals for 1901 .. .. .            | 2,770                                  | 1,510                        | 1,007                        | 3,273                            | 3,257.00               | 1,468               | 1,197  | 2,665  | 2,592.25    | 79.59                                                       |
| Totals for 1900 .. .. .            | 2,768                                  | 1,231                        | 890                          | 3,109                            | 3,256.16               | 1,366               | 1,070  | 2,436  | 2,500.75    | 76.80                                                       |

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

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1901.

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

| Schools.                     | M and M Q. |        |        | H.    |        |        | E Q and E. |        |        | Totals. |        |        |
|------------------------------|------------|--------|--------|-------|--------|--------|------------|--------|--------|---------|--------|--------|
|                              | Boys.      | Girls. | Total. | Boys. | Girls. | Total. | Boys.      | Girls. | Total. | Boys.   | Girls. | Total. |
| Hapua .. ..                  | 28         | 20     | 48     | ..    | 1      | 1      | ..         | 2      | 2      | 28      | 23     | 51     |
| Te Kao .. ..                 | 27         | 23     | 50     | 1     | 2      | 3      | ..         | 1      | 1      | 28      | 26     | 54     |
| Paparore .. ..               | 9          | 6      | 15     | 4     | 1      | 5      | 2          | 1      | 3      | 15      | 8      | 23     |
| Pamapurua .. ..              | 12         | 12     | 24     | ..    | ..     | ..     | ..         | ..     | ..     | 12      | 12     | 24     |
| Ahipara .. ..                | 25         | 12     | 37     | ..    | ..     | ..     | 3          | ..     | 3      | 28      | 12     | 40     |
| Pukepoto .. ..               | 11         | 8      | 19     | ..    | ..     | ..     | ..         | 3      | 3      | 11      | 11     | 22     |
| Kenana .. ..                 | 5          | 10     | 15     | ..    | ..     | ..     | 2          | 1      | 3      | 7       | 11     | 18     |
| Parapara .. ..               | 10         | 18     | 28     | 1     | ..     | 1      | 1          | ..     | 1      | 12      | 18     | 30     |
| Peria .. ..                  | 16         | 10     | 26     | 2     | 2      | 4      | 5          | 11     | 16     | 23      | 23     | 46     |
| Te Pukuke .. ..              | 13         | 9      | 22     | 1     | 2      | 3      | 2          | ..     | 2      | 16      | 11     | 27     |
| Whakarara .. ..              | 20         | 9      | 29     | 4     | 1      | 5      | 3          | 2      | 5      | 27      | 12     | 39     |
| Touwai .. ..                 | 30         | 16     | 46     | ..    | ..     | ..     | 1          | 4      | 5      | 31      | 20     | 51     |
| Whangape .. ..               | 22         | 24     | 46     | ..    | ..     | ..     | 1          | 1      | 2      | 23      | 25     | 48     |
| Maraeroa .. ..               | 19         | 15     | 34     | ..    | 2      | 2      | 2          | 1      | 3      | 21      | 18     | 39     |
| Matihetihe .. ..             | 3          | 4      | 7      | 2     | 2      | 4      | 2          | ..     | 2      | 7       | 6      | 13     |
| Whirinaki .. ..              | 33         | 29     | 62     | ..    | ..     | ..     | 3          | ..     | 3      | 36      | 29     | 65     |
| Waima .. ..                  | ..         | ..     | ..     | ..    | ..     | ..     | ..         | ..     | ..     | ..      | ..     | ..     |
| Omanaia .. ..                | 24         | 21     | 45     | ..    | ..     | ..     | 2          | 4      | 6      | 26      | 25     | 51     |
| Motukaraka and Tapuwae .. .. | 12         | 8      | 20     | 6     | 7      | 13     | 1          | 1      | 2      | 19      | 16     | 35     |
| Mangamuka .. ..              | 16         | 16     | 32     | 1     | 1      | 2      | ..         | ..     | ..     | 17      | 17     | 34     |
| Waimamaku .. ..              | 19         | 8      | 27     | ..    | 1      | 1      | ..         | ..     | ..     | 19      | 9      | 28     |
| Otaua .. ..                  | 19         | 12     | 31     | ..    | ..     | ..     | 2          | 1      | 3      | 21      | 13     | 34     |
| Ohaeaawai .. ..              | 5          | 6      | 11     | 2     | 1      | 3      | 5          | 2      | 7      | 12      | 9      | 21     |
| Kaikohe .. ..                | 17         | 10     | 27     | ..    | ..     | ..     | ..         | ..     | ..     | 17      | 10     | 27     |
| Karetu .. ..                 | 6          | 3      | 9      | 7     | 3      | 10     | 2          | 1      | 3      | 15      | 7      | 22     |
| Whangaruru .. ..             | 12         | 6      | 18     | 2     | ..     | 2      | 2          | 1      | 3      | 16      | 7      | 23     |
| Taumarere .. ..              | 14         | 15     | 29     | ..    | ..     | ..     | ..         | ..     | ..     | 14      | 15     | 29     |
| Te Ahuahu .. ..              | 6          | 8      | 14     | 1     | ..     | 1      | 1          | 1      | 2      | 8       | 9      | 17     |
| Poroti .. ..                 | 12         | 4      | 16     | 1     | 4      | 5      | 5          | 7      | 12     | 18      | 15     | 33     |
| Otomatea .. ..               | 11         | 13     | 24     | 2     | 2      | 4      | ..         | ..     | ..     | 13      | 15     | 28     |
| Manaia .. ..                 | 21         | 15     | 36     | 3     | ..     | 3      | ..         | ..     | ..     | 24      | 15     | 39     |
| Rakaumanga .. ..             | 30         | 31     | 61     | ..    | ..     | ..     | 1          | ..     | 1      | 31      | 31     | 62     |
| Raorao .. ..                 | 15         | 16     | 31     | 1     | 1      | 2      | ..         | ..     | ..     | 16      | 17     | 33     |
| Kawhia .. ..                 | 22         | 20     | 42     | 7     | 4      | 11     | 8          | 3      | 11     | 37      | 27     | 64     |
| Te Kopua .. ..               | 11         | 4      | 15     | ..    | ..     | ..     | ..         | ..     | ..     | 11      | 4      | 15     |
| Te Kuiti .. ..               | 13         | 5      | 18     | ..    | 2      | 2      | 18         | 9      | 27     | 31      | 16     | 47     |
| Te Waotu .. ..               | 20         | 14     | 34     | 1     | 2      | 3      | 6          | 11     | 17     | 27      | 27     | 54     |
| Tokaanu .. ..                | 33         | 33     | 66     | 5     | 1      | 6      | ..         | 4      | 4      | 38      | 38     | 76     |
| Papamoa .. ..                | 25         | 9      | 34     | 2     | ..     | 2      | ..         | ..     | ..     | 27      | 9      | 36     |
| Te Kotukutuku .. ..          | 17         | 7      | 24     | ..    | 1      | 1      | ..         | ..     | ..     | 17      | 8      | 25     |
| Paeroa .. ..                 | 13         | 9      | 22     | 2     | ..     | 2      | 1          | 4      | 5      | 16      | 13     | 29     |
| Te Matai .. ..               | 8          | 10     | 18     | ..    | 2      | 2      | 2          | 2      | 4      | 10      | 14     | 24     |
| Ranana .. ..                 | 25         | 12     | 37     | 4     | 5      | 9      | 1          | ..     | 1      | 30      | 17     | 47     |
| Tapuaecharuru .. ..          | 11         | 17     | 28     | 2     | 1      | 3      | ..         | 2      | 2      | 13      | 20     | 33     |
| Matata .. ..                 | ..         | ..     | ..     | ..    | ..     | ..     | ..         | ..     | ..     | ..      | ..     | ..     |
| Te Teko .. ..                | 20         | 19     | 39     | 2     | ..     | 2      | ..         | ..     | ..     | 22      | 19     | 41     |
| Waiotapu .. ..               | 15         | 11     | 26     | 1     | ..     | 1      | 1          | 1      | 2      | 17      | 12     | 29     |
| Awangararanui .. ..          | 11         | 5      | 16     | 1     | 2      | 3      | ..         | ..     | ..     | 12      | 7      | 19     |
| Te Whaiti .. ..              | 13         | 7      | 20     | ..    | ..     | ..     | 1          | ..     | 1      | 14      | 7      | 21     |
| Te Houhi .. ..               | 9          | 11     | 20     | ..    | 2      | 2      | ..         | ..     | ..     | 9       | 13     | 22     |
| Otamauru .. ..               | 11         | 11     | 22     | ..    | ..     | ..     | ..         | ..     | ..     | 11      | 11     | 22     |
| Poroporo .. ..               | 23         | 14     | 37     | 2     | 1      | 3      | 1          | ..     | 1      | 26      | 15     | 41     |
| Ruatoki .. ..                | 49         | 29     | 78     | 1     | ..     | 1      | 2          | 4      | 6      | 52      | 33     | 85     |
| Waimana .. ..                | 49         | 18     | 67     | ..    | ..     | ..     | 4          | ..     | 4      | 53      | 18     | 71     |
| Waioweka .. ..               | 15         | 13     | 28     | 2     | 2      | 4      | 5          | 5      | 10     | 22      | 20     | 42     |
| Omarumutu .. ..              | 34         | 30     | 64     | 3     | ..     | 3      | 2          | 2      | 4      | 39      | 32     | 71     |
| Torere .. ..                 | 14         | 11     | 25     | 1     | 1      | 2      | 2          | 2      | 4      | 17      | 14     | 31     |
| Omaio .. ..                  | 18         | 25     | 43     | ..    | ..     | ..     | 1          | ..     | 1      | 19      | 25     | 44     |
| Te Kaha .. ..                | 27         | 17     | 44     | ..    | ..     | ..     | 3          | 1      | 4      | 30      | 18     | 48     |
| Raukokore .. ..              | 11         | 8      | 19     | 3     | 3      | 6      | ..         | 2      | 2      | 14      | 13     | 27     |
| Wharekahika .. ..            | 11         | 8      | 19     | 1     | 1      | 2      | ..         | ..     | ..     | 12      | 9      | 21     |
| Te Araroa .. ..              | 18         | 17     | 35     | 1     | ..     | 1      | ..         | ..     | ..     | 19      | 17     | 36     |
| Rangitukia .. ..             | 47         | 33     | 80     | 3     | 3      | 6      | 3          | 3      | 6      | 53      | 39     | 92     |
| Tikitiki .. ..               | 21         | 29     | 50     | 2     | 1      | 3      | ..         | 4      | 4      | 23      | 34     | 57     |
| Waiomatatini .. ..           | 17         | 14     | 31     | 7     | 7      | 14     | ..         | 2      | 2      | 24      | 23     | 47     |
| Tuparoa .. ..                | 32         | 31     | 63     | 10    | 7      | 17     | 1          | 2      | 3      | 43      | 40     | 83     |
| Hiruharama .. ..             | 23         | 27     | 50     | 1     | ..     | 1      | 2          | 5      | 7      | 26      | 32     | 58     |
| Tokomaru .. ..               | 28         | 27     | 55     | 4     | 3      | 7      | ..         | ..     | ..     | 32      | 30     | 62     |
| Nuhaka .. ..                 | 32         | 21     | 53     | ..    | ..     | ..     | 3          | 3      | 6      | 35      | 24     | 59     |
| Pamoana .. ..                | 27         | 25     | 52     | 3     | 2      | 5      | 5          | 2      | 7      | 35      | 29     | 64     |
| Pipiriki .. ..               | 16         | 12     | 28     | 2     | 2      | 4      | 1          | 2      | 3      | 19      | 16     | 35     |
| Karioi .. ..                 | 13         | 11     | 24     | 2     | 2      | 4      | 4          | 1      | 5      | 19      | 14     | 33     |
| Papawai .. ..                | 3          | 3      | 6      | ..    | ..     | ..     | 11         | 8      | 19     | 14      | 11     | 25     |
| Whangarae (Croiselles) .. .. | 4          | 6      | 10     | 2     | 2      | 4      | ..         | ..     | ..     | 6       | 8      | 14     |
| Okoba .. ..                  | 1          | 2      | 3      | 6     | 5      | 11     | ..         | ..     | ..     | 7       | 7      | 14     |
| Waikawa .. ..                | 1          | 2      | 3      | 7     | 8      | 15     | ..         | 1      | 1      | 8       | 11     | 19     |
| Wairau .. ..                 | 14         | 4      | 18     | ..    | ..     | ..     | 1          | 1      | 2      | 15      | 5      | 20     |
| Mangamaunu .. ..             | 8          | 5      | 13     | ..    | 1      | 1      | 4          | 14     | 18     | 12      | 20     | 32     |
| Kaiapoi .. ..                | 15         | 9      | 24     | 7     | 3      | 10     | 4          | 3      | 7      | 26      | 15     | 41     |
| Rapaki .. ..                 | 11         | 6      | 17     | 3     | ..     | 3      | ..         | ..     | ..     | 14      | 6      | 20     |
| Little River .. ..           | 1          | 3      | 4      | 8     | 10     | 18     | 1          | 5      | 6      | 10      | 18     | 28     |

Table No. 5—continued.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1901—contd.

| Schools.         | M and M Q. |        |        | H.    |        |        | E Q and E. |        |        | Totals. |        |        |
|------------------|------------|--------|--------|-------|--------|--------|------------|--------|--------|---------|--------|--------|
|                  | Boys.      | Girls. | Total. | Boys. | Girls. | Total. | Boys.      | Girls. | Total. | Boys.   | Girls. | Total. |
| Arowhenua .. ..  | 10         | 12     | 22     | 1     | 1      | 2      | 1          | ..     | 1      | 12      | 13     | 25     |
| Waikouaiti .. .. | 9          | 6      | 15     | ..    | 3      | 3      | 13         | 13     | 26     | 22      | 22     | 44     |
| The Neck .. ..   | 3          | 1      | 4      | 6     | 6      | 12     | 2          | 2      | 4      | 11      | 9      | 20     |
| Te Haroto .. ..  | 20         | 13     | 33     | ..    | 1      | 1      | 2          | ..     | 2      | 22      | 14     | 36     |
| Oromahoe .. ..   | 18         | 20     | 38     | 2     | 2      | 4      | 1          | 1      | 2      | 21      | 23     | 44     |
| Ruapuke .. ..    | ..         | ..     | ..     | 8     | 5      | 13     | ..         | ..     | ..     | 8       | 5      | 13     |
| Whareponga .. .. | 21         | 13     | 34     | ..    | ..     | ..     | ..         | ..     | ..     | 21      | 13     | 34     |
| Pariroa .. ..    | 8          | 4      | 12     | ..    | ..     | ..     | ..         | ..     | ..     | 8       | 4      | 12     |
| Turanganui .. .. | 4          | 7      | 11     | ..    | ..     | ..     | 2          | 2      | 4      | 6       | 9      | 15     |
| Totals .. ..     | 1,475      | 1,157  | 2,632  | 166   | 137    | 303    | 167        | 171    | 338    | 1,808   | 1,456  | 3,273  |

SUMMARY of Table No. 5.

| Race.                                               | Boys. | Girls. | Total. | Percentage. |
|-----------------------------------------------------|-------|--------|--------|-------------|
| Maori, and between Maori and half-caste .. ..       | 1,475 | 1,157  | 2,632  | 80.41       |
| Half-caste .. ..                                    | 166   | 137    | 303    | 9.26        |
| European, and between half-caste and European .. .. | 167   | 171    | 338    | 10.33       |
| Totals .. ..                                        | 1,808 | 1,465  | 3,273  | 100.00      |

Table No. 6.  
RESULTS of EXAMINATION, 1901.

| Schools.                     | Number on the Roll. | Passes of Pupils examined. |    |     |      |     |    | Marks obtained by Children that passed a Standard. |
|------------------------------|---------------------|----------------------------|----|-----|------|-----|----|----------------------------------------------------|
|                              |                     | VI.                        | V. | IV. | III. | II. | I. |                                                    |
| Hapua .. ..                  | 48                  | ..                         | .. | 3   | 1    | 2   | .. | 30.0                                               |
| Te Kao .. ..                 | 51                  | ..                         | 1  | 7   | 8    | 5   | 5  | 182.0                                              |
| Paparore .. ..               | 29                  | ..                         | .. | ..  | ..   | ..  | 8  | 38.5                                               |
| Pamapurua .. ..              | 28                  | ..                         | .. | 2   | 7    | 2   | 7  | 106.0                                              |
| Ahipara .. ..                | 37                  | ..                         | .. | ..  | 1    | 6   | 7  | 86.0                                               |
| Pukepoto .. ..               | 21                  | ..                         | .. | 2   | 4    | 2   | 3  | 67.5                                               |
| Kenana .. ..                 | 16                  | 1                          | 1  | 1   | 5    | 4   | .. | 78.5                                               |
| Parapara .. ..               | 20                  | ..                         | .. | 1   | 2    | 5   | .. | 53.5                                               |
| Peria .. ..                  | 49                  | ..                         | .. | ..  | 7    | 5   | 8  | 106.5                                              |
| Te Pupuke .. ..              | 23                  | ..                         | .. | ..  | 1    | 3   | 4  | 51.5                                               |
| Whakarara .. ..              | 46                  | ..                         | .. | ..  | 6    | 18  | 7  | 197.5                                              |
| Touwai .. ..                 | 54                  | ..                         | .. | ..  | ..   | 6   | 19 | 128.5                                              |
| Whangape .. ..               | 50                  | ..                         | .. | ..  | 2    | 4   | 20 | 111.0                                              |
| Maraeroa .. ..               | 29                  | ..                         | 1  | ..  | 7    | 3   | 7  | 90.0                                               |
| Matihetihe .. ..             | 13                  | ..                         | .. | ..  | 1    | ..  | 2  | 16.5                                               |
| Whirinaki .. ..              | 60                  | 1                          | .. | 3   | 9    | 3   | 3  | 101.5                                              |
| Waima .. ..                  | 44                  | ..                         | 1  | ..  | 2    | 6   | 4  | 70.5                                               |
| Omanaia .. ..                | 56                  | ..                         | .. | ..  | 8    | 6   | 10 | 132.5                                              |
| Motukaraka and Tapuwae .. .. | 36                  | ..                         | .. | 3   | 1    | 1   | 1  | 30.0                                               |
| Mangamuka .. ..              | 36                  | ..                         | .. | 3   | 2    | 6   | 1  | 62.5                                               |
| Waimamaku .. ..              | 30                  | ..                         | .. | ..  | 4    | ..  | 6  | 59.5                                               |
| Otaua .. ..                  | 29                  | ..                         | .. | ..  | 2    | 3   | 2  | 37.0                                               |
| Oromahoe* .. ..              | ..                  | ..                         | .. | ..  | ..   | ..  | .. | ..                                                 |
| Ohacawai .. ..               | 23                  | ..                         | .. | 1   | ..   | 2   | 2  | 22.5                                               |
| Kaikohe .. ..                | 38                  | ..                         | .. | 4   | 1    | 2   | 3  | 42.0                                               |
| Karetu .. ..                 | 21                  | ..                         | .. | 1   | 6    | 3   | 3  | 63.0                                               |
| Whangaruru .. ..             | 30                  | 2                          | .. | 3   | 3    | 4   | 5  | 95.5                                               |
| Taumarere .. ..              | 27                  | ..                         | .. | 2   | 3    | 4   | 4  | 70.0                                               |
| Te Ahuahu .. ..              | 19                  | ..                         | .. | ..  | ..   | ..  | .. | ..                                                 |
| Poroti .. ..                 | 38                  | 1                          | .. | 2   | 5    | 1   | 6  | 91.5                                               |
| Otamatea .. ..               | 25                  | ..                         | .. | 1   | ..   | ..  | 9  | 54.5                                               |
| Manaia .. ..                 | 41                  | ..                         | .. | 1   | 6    | 1   | 2  | 42.0                                               |
| Rakaumanga .. ..             | 62                  | ..                         | .. | 1   | 1    | 4   | 10 | 78.5                                               |
| Raorao .. ..                 | 36                  | ..                         | .. | ..  | 6    | 5   | 4  | 90.5                                               |
| Kawhia .. ..                 | 69                  | ..                         | 2  | 2   | 4    | 5   | 6  | 102.0                                              |
| Te Kopua .. ..               | 26                  | ..                         | 1  | 2   | 3    | 4   | 6  | 96.0                                               |
| Te Kuiti .. ..               | 45                  | ..                         | .. | ..  | 6    | 6   | 7  | 97.0                                               |
| Te Waotu .. ..               | 49                  | ..                         | .. | ..  | 3    | 5   | 5  | 61.5                                               |
| Tokaanu .. ..                | 56                  | ..                         | 2  | 6   | 6    | 14  | 6  | 213.0                                              |
| Papamoa .. ..                | 35                  | ..                         | .. | ..  | ..   | 4   | 5  | 47.5                                               |
| Te Kotukutuku .. ..          | 28                  | ..                         | .. | ..  | 5    | 2   | 5  | 72.0                                               |
| Paeroa .. ..                 | 31                  | ..                         | 1  | ..  | 2    | 2   | 5  | 56.0                                               |

Table No. 6--continued.  
RESULTS of EXAMINATION, 1901--continued.

| Schools.                        | Number on the Roll. | Passes of Pupils examined. |    |     |      |     |     | Marks obtained by Children that passed a Standard. |
|---------------------------------|---------------------|----------------------------|----|-----|------|-----|-----|----------------------------------------------------|
|                                 |                     | VI.                        | V. | IV. | III. | II. | I.  |                                                    |
| Te Matai .. .. .                | 28                  | ..                         | .. | ..  | ..   | 6   | 7   | 73.0                                               |
| Ranana .. .. .                  | 33                  | ..                         | 1  | 4   | 10   | 8   | 3   | 147.5                                              |
| Tapuaeharuru .. .. .            | 29                  | ..                         | 1  | ..  | ..   | ..  | 7   | 56.0                                               |
| Matata .. .. .                  | 36                  | ..                         | .. | 1   | ..   | 1   | 2   | 17.5                                               |
| Te Teko .. .. .                 | 39                  | ..                         | .. | ..  | 1    | 4   | 4   | 40.5                                               |
| Waiotapu .. .. .                | 29                  | ..                         | .. | ..  | ..   | 5   | 7   | 81.0                                               |
| Awangararanui .. .. .           | 33                  | ..                         | 1  | ..  | 1    | ..  | ..  | 11.5                                               |
| Te Whaiti .. .. .               | 19                  | ..                         | .. | 1   | ..   | ..  | 5   | 26.5                                               |
| Te Houhi .. .. .                | 21                  | ..                         | .. | ..  | 1    | ..  | ..  | 5.0                                                |
| Otamauru .. .. .                | 25                  | ..                         | .. | 10  | ..   | 4   | 2   | 86.0                                               |
| Poroporo .. .. .                | 45                  | 1                          | 3  | ..  | 3    | 5   | 8   | 107.5                                              |
| Ruatoki .. .. .                 | 88                  | ..                         | .. | 4   | 4    | 14  | 3   | 140.5                                              |
| Waimana .. .. .                 | 69                  | ..                         | .. | 1   | 4    | 30  | 12  | 324.0                                              |
| Waioweka .. .. .                | 33                  | ..                         | 1  | 1   | 1    | 7   | 5   | 101.0                                              |
| Omarumutu .. .. .               | 71                  | ..                         | 1  | 7   | 10   | 12  | 6   | 238.5                                              |
| Torere .. .. .                  | 31                  | ..                         | .. | 2   | 6    | 2   | 1   | 63.0                                               |
| Omaio .. .. .                   | 44                  | ..                         | .. | 2   | 8    | 4   | 5   | 125.0                                              |
| Te Kaha .. .. .                 | 37                  | ..                         | .. | 3   | 5    | 6   | 6   | 133.5                                              |
| Raukokore .. .. .               | 29                  | ..                         | .. | 4   | 3    | 2   | 6   | 91.0                                               |
| Wharekahika .. .. .             | 18                  | ..                         | 2  | 2   | 3    | 2   | 4   | 81.5                                               |
| Te Araroa .. .. .               | 38                  | ..                         | .. | 6   | 4    | 4   | 5   | 128.0                                              |
| Rangitukia .. .. .              | 87                  | ..                         | 1  | 13  | 10   | 10  | 11  | 293.0                                              |
| Tikitiki .. .. .                | 56                  | 2                          | 4  | 7   | 5    | 4   | 9   | 200.0                                              |
| Waiomatatini .. .. .            | 44                  | ..                         | .. | 6   | 6    | 1   | 12  | 150.0                                              |
| Tuparoa .. .. .                 | 83                  | ..                         | .. | 5   | 9    | 8   | 8   | 182.0                                              |
| Hiruharama .. .. .              | 56                  | 1                          | 1  | 9   | 6    | 3   | 8   | 161.5                                              |
| Whareponga† .. .. .             | ..                  | ..                         | .. | ..  | ..   | ..  | ..  | ..                                                 |
| Tokomaru .. .. .                | 68                  | ..                         | 4  | 3   | 3    | 7   | 9   | 157.5                                              |
| Nuhaka .. .. .                  | 71                  | ..                         | .. | 1   | ..   | ..  | 16  | 87.5                                               |
| Te Haroto† .. .. .              | ..                  | ..                         | .. | ..  | ..   | ..  | ..  | ..                                                 |
| Pariroa† .. .. .                | ..                  | ..                         | .. | ..  | ..   | ..  | ..  | ..                                                 |
| Pamoana .. .. .                 | 62                  | ..                         | .. | ..  | 34   | 13  | 3   | 363.0                                              |
| Pipiriki .. .. .                | 52                  | ..                         | 1  | 2   | 7    | 5   | 2   | 105.0                                              |
| Karioi .. .. .                  | 29                  | ..                         | 1  | ..  | ..   | 8   | 5   | 97.0                                               |
| Papawai .. .. .                 | 27                  | 1                          | .. | 3   | 1    | 3   | 8   | 92.0                                               |
| Turanganui† .. .. .             | ..                  | ..                         | .. | ..  | ..   | ..  | ..  | ..                                                 |
| Whangarae (Croiselles)† .. .. . | 13                  | ..                         | .. | 4   | ..   | 2   | 6   | 62.5                                               |
| Okoha† .. .. .                  | 14                  | ..                         | .. | ..  | ..   | 2   | 7   | 53.0                                               |
| Waikawa .. .. .                 | 19                  | ..                         | .. | ..  | 1    | 4   | ..  | 26.0                                               |
| Wairau .. .. .                  | 20                  | ..                         | .. | 1   | 2    | ..  | 4   | 41.5                                               |
| Mangamaunu .. .. .              | 32                  | 1                          | 2  | 2   | 7    | 2   | 4   | 102.5                                              |
| Kaiapoi .. .. .                 | 38                  | 1                          | .. | ..  | 5    | 2   | 3   | 64.5                                               |
| Rapaki .. .. .                  | 18                  | ..                         | .. | 2   | 3    | 2   | 2   | 47.0                                               |
| Little River .. .. .            | 27                  | ..                         | .. | ..  | 2    | ..  | 4   | 25.5                                               |
| Arowhenua .. .. .               | 25                  | ..                         | .. | 3   | 2    | 5   | 2   | 72.5                                               |
| Waikouaiti .. .. .              | 45                  | 2                          | 2  | 4   | 6    | 5   | 6   | 142.5                                              |
| Ruapuke§ .. .. .                | 14                  | ..                         | .. | ..  | 1    | 1   | 3   | 26.0                                               |
| The Neck .. .. .                | 15                  | 1                          | 1  | ..  | 4    | 1   | 3   | 63.0                                               |
| Totals for 1901 .. .. .         | 3,208               | 15                         | 37 | 164 | 318  | 362 | 450 | ..                                                 |
| Totals for 1900 .. .. .         | 3,133               | 15                         | 52 | 152 | 218  | 374 | 411 | ..                                                 |

\* Not examined.

† Neither examined nor inspected.

‡ Subsidised schools.

§ Examination held at beginning of 1902.

Table No. 7.  
RESULTS of INSPECTION, 1901.

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

| Schools.                                      | Condition of Records and the other School Documents, except the Time-table. | Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Teacher. | Discipline, including Order, Tone, and Punctuality. | Methods, judged partly through Inspection and partly from the Character of the Passes obtained. | Extras—Singing, Drawing, and Drill. | Half of Percentage obtained at Examination. | Gross Percentage. |
|-----------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------|-------------------|
| Pamoana .. .. .                               | 9.7                                                                         | 9.5                                                                                                                   | 9.5                                                 | 9.5                                                                                             | 8.5                                 | 50.0                                        | 96.7              |
| Te Araroa .. .. .                             | 10.0                                                                        | 9.3                                                                                                                   | 9.6                                                 | 9.0                                                                                             | 8.7                                 | 46.8                                        | 93.4              |
| Te Kao .. .. .                                | 10.0                                                                        | 9.3                                                                                                                   | 9.4                                                 | 9.5                                                                                             | 9.3                                 | 44.9                                        | 92.4              |
| Waimana .. .. .                               | 9.5                                                                         | 9.3                                                                                                                   | 9.3                                                 | 10.0                                                                                            | 8.7                                 | 45.3                                        | 92.1              |
| Wharekahika .. .. .                           | 9.0                                                                         | 8.3                                                                                                                   | 8.5                                                 | 7.8                                                                                             | 9.0                                 | 48.1                                        | 90.7              |
| Tokaanu .. .. .                               | 10.0                                                                        | 9.5                                                                                                                   | 9.8                                                 | 8.5                                                                                             | 9.8                                 | 43.0                                        | 90.6              |
| Rangitukia .. .. .                            | 10.0                                                                        | 9.0                                                                                                                   | 9.3                                                 | 10.0                                                                                            | 8.2                                 | 43.1                                        | 89.6              |
| Waioweka .. .. .                              | 10.0                                                                        | 9.6                                                                                                                   | 8.8                                                 | 7.5                                                                                             | 7.2                                 | 46.4                                        | 89.5              |
| Ranana .. .. .                                | 10.0                                                                        | 9.5                                                                                                                   | 9.5                                                 | 6.8                                                                                             | 9.0                                 | 43.8                                        | 88.6              |
| Whangarae (Croiselles) <sup>(1)</sup> .. .. . | 8.5                                                                         | 9.3                                                                                                                   | 9.5                                                 | 7.2                                                                                             | 7.7                                 | 46.2                                        | 88.4              |
| Tikitiki .. .. .                              | 9.2                                                                         | 8.4                                                                                                                   | 9.4                                                 | 9.0                                                                                             | 9.5                                 | 42.1                                        | 87.6              |
| Kenana .. .. .                                | 8.9                                                                         | 7.7                                                                                                                   | 8.9                                                 | 7.5                                                                                             | 2.3                                 | 50.0                                        | 85.3              |
| Karioi .. .. .                                | 9.0                                                                         | 8.9                                                                                                                   | 6.9                                                 | 7.5                                                                                             | 9.2                                 | 42.8                                        | 84.3              |
| Te Kaha .. .. .                               | 9.1                                                                         | 9.0                                                                                                                   | 8.8                                                 | 9.0                                                                                             | 5.7                                 | 41.9                                        | 83.5              |

**Table No. 7—continued.**  
**RESULTS of INSPECTION, 1901—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 Fidelity. | 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. |
|--------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------|-------------------|
| Whakarara .. .. .                                | 8.1                                                                         | 8.0                                                                                                                   | 8.8                                              | 8.0                                                                                             | 6.5                                 | 43.3                                        | 82.7              |
| Pukepoto .. .. .                                 | 9.7                                                                         | 8.3                                                                                                                   | 8.8                                              | 6.5                                                                                             | 7.8                                 | 40.4                                        | 81.5              |
| Papawai .. .. .                                  | 10.0                                                                        | 8.5                                                                                                                   | 8.5                                              | 8.0                                                                                             | 6.8                                 | 39.7                                        | 81.5              |
| Tokomaru .. .. .                                 | 10.0                                                                        | 9.5                                                                                                                   | 8.9                                              | 9.0                                                                                             | 8.3                                 | 35.7                                        | 81.4              |
| Te Kopua .. .. .                                 | 8.4                                                                         | 9.4                                                                                                                   | 9.1                                              | 7.5                                                                                             | 5.3                                 | 41.1                                        | 80.8              |
| Tuparoa .. .. .                                  | 9.2                                                                         | 9.6                                                                                                                   | 9.5                                              | 9.5                                                                                             | 8.8                                 | 34.1                                        | 80.7              |
| Waitapu .. .. .                                  | 9.9                                                                         | 9.5                                                                                                                   | 9.8                                              | 9.0                                                                                             | 8.0                                 | 34.1                                        | 80.3              |
| Omarumutu .. .. .                                | 8.4                                                                         | 7.9                                                                                                                   | 8.6                                              | 10.0                                                                                            | 7.7                                 | 36.8                                        | 79.4              |
| Waioamatatini .. .. .                            | 8.3                                                                         | 8.1                                                                                                                   | 7.6                                              | 8.0                                                                                             | 7.7                                 | 39.2                                        | 78.9              |
| Waikouaiti .. .. .                               | 7.9                                                                         | 9.0                                                                                                                   | 9.8                                              | 9.0                                                                                             | 8.0                                 | 34.8                                        | 78.5              |
| Whangaruru .. .. .                               | 9.9                                                                         | 7.5                                                                                                                   | 9.3                                              | 8.5                                                                                             | 6.2                                 | 36.6                                        | 78.0              |
| The Neck .. .. .                                 | 9.3                                                                         | 8.3                                                                                                                   | 8.8                                              | 6.0                                                                                             | 5.3                                 | 40.1                                        | 77.8              |
| Taumarere .. .. .                                | 8.2                                                                         | 8.0                                                                                                                   | 8.0                                              | 8.0                                                                                             | 5.7                                 | 39.2                                        | 77.1              |
| Hiruharama .. .. .                               | 8.5                                                                         | 8.4                                                                                                                   | 8.5                                              | 8.0                                                                                             | 7.5                                 | 36.2                                        | 77.1              |
| Arowhenua .. .. .                                | 8.0                                                                         | 9.8                                                                                                                   | 9.0                                              | 7.0                                                                                             | 8.0                                 | 35.1                                        | 76.9              |
| Maraeroa .. .. .                                 | 8.9                                                                         | 8.3                                                                                                                   | 8.0                                              | 6.8                                                                                             | 5.7                                 | 39.0                                        | 76.7              |
| Poroporo .. .. .                                 | 9.2                                                                         | 8.3                                                                                                                   | 8.3                                              | 10.0                                                                                            | 9.0                                 | 31.7                                        | 76.5              |
| Pamapurua .. .. .                                | 8.4                                                                         | 7.3                                                                                                                   | 6.4                                              | 7.5                                                                                             | 6.5                                 | 40.2                                        | 76.3              |
| Raukokore .. .. .                                | 9.3                                                                         | 6.4                                                                                                                   | 6.9                                              | 6.5                                                                                             | 6.2                                 | 40.4                                        | 75.7              |
| Torere .. .. .                                   | 9.8                                                                         | 8.5                                                                                                                   | 8.4                                              | 9.5                                                                                             | 7.7                                 | 30.7                                        | 74.6              |
| Mangamaunu .. .. .                               | 7.6                                                                         | 8.3                                                                                                                   | 8.3                                              | 7.5                                                                                             | 7.0                                 | 34.8                                        | 73.5              |
| Ruatoki .. .. .                                  | 8.8                                                                         | 8.0                                                                                                                   | 7.3                                              | 9.0                                                                                             | 6.7                                 | 33.1                                        | 72.9              |
| Omaio .. .. .                                    | 8.1                                                                         | 7.9                                                                                                                   | 6.9                                              | 7.5                                                                                             | 6.7                                 | 35.5                                        | 72.6              |
| Otamauru .. .. .                                 | 8.3                                                                         | 7.8                                                                                                                   | 8.5                                              | 6.0                                                                                             | 6.7                                 | 35.0                                        | 72.3              |
| Tapuaeharuru .. .. .                             | 9.5                                                                         | 10.0                                                                                                                  | 9.5                                              | 9.5                                                                                             | 7.3                                 | 26.4                                        | 72.2              |
| Te Pupuke .. .. .                                | 9.2                                                                         | 6.9                                                                                                                   | 7.8                                              | 6.5                                                                                             | 8.0                                 | 33.5                                        | 71.9              |
| Raorao .. .. .                                   | 8.1                                                                         | 8.1                                                                                                                   | 8.4                                              | 7.5                                                                                             | 7.5                                 | 31.4                                        | 71.0              |
| Te Kuiti .. .. .                                 | 8.2                                                                         | 9.3                                                                                                                   | 6.9                                              | 7.0                                                                                             | 5.2                                 | 34.2                                        | 70.8              |
| Te Kotukutuku .. .. .                            | 8.7                                                                         | 9.5                                                                                                                   | 7.3                                              | 8.0                                                                                             | 6.0                                 | 31.1                                        | 70.6              |
| Kawhia .. .. .                                   | 8.6                                                                         | 8.3                                                                                                                   | 8.0                                              | 9.0                                                                                             | 8.5                                 | 27.7                                        | 70.1              |
| Karetu .. .. .                                   | 6.6                                                                         | 8.8                                                                                                                   | 9.8                                              | 7.0                                                                                             | 6.7                                 | 31.1                                        | 70.0              |
| Waima .. .. .                                    | 9.8                                                                         | 9.0                                                                                                                   | 8.3                                              | 6.7                                                                                             | 6.3                                 | 29.8                                        | 69.9              |
| Touwai .. .. .                                   | 9.0                                                                         | 7.4                                                                                                                   | 8.1                                              | 7.0                                                                                             | 6.5                                 | 31.6                                        | 69.6              |
| Waimamaku .. .. .                                | 8.4                                                                         | 7.6                                                                                                                   | 8.5                                              | 7.0                                                                                             | 8.7                                 | 29.2                                        | 69.4              |
| Ahipara .. .. .                                  | 10.0                                                                        | 8.1                                                                                                                   | 7.8                                              | 7.5                                                                                             | 7.8                                 | 28.1                                        | 69.3              |
| Rapaki .. .. .                                   | 6.9                                                                         | 8.0                                                                                                                   | 8.5                                              | 8.0                                                                                             | 7.0                                 | 30.3                                        | 68.7              |
| Peria .. .. .                                    | 8.7                                                                         | 8.9                                                                                                                   | 8.3                                              | 7.5                                                                                             | 7.0                                 | 26.9                                        | 67.3              |
| Pipiriki .. .. .                                 | 8.8                                                                         | 9.0                                                                                                                   | 8.8                                              | 7.5                                                                                             | 6.2                                 | 26.7                                        | 67.0              |
| Otaua .. .. .                                    | 8.7                                                                         | 7.0                                                                                                                   | 7.8                                              | 6.7                                                                                             | 6.7                                 | 29.4                                        | 66.3              |
| Whirinaki .. .. .                                | 9.5                                                                         | 8.5                                                                                                                   | 10.0                                             | 6.5                                                                                             | 8.3                                 | 22.5                                        | 65.3              |
| Parapara .. .. .                                 | 8.3                                                                         | 7.0                                                                                                                   | 9.5                                              | 7.0                                                                                             | 6.3                                 | 27.1                                        | 65.2              |
| Poroti .. .. .                                   | 8.0                                                                         | 6.4                                                                                                                   | 7.9                                              | 7.0                                                                                             | 4.7                                 | 30.8                                        | 64.8              |
| Kaipoi .. .. .                                   | 9.0                                                                         | 8.5                                                                                                                   | 8.5                                              | 8.0                                                                                             | 7.3                                 | 23.3                                        | 64.6              |
| Waikawa .. .. .                                  | 6.7                                                                         | 7.8                                                                                                                   | 8.0                                              | 6.0                                                                                             | 7.0                                 | 28.6                                        | 64.1              |
| Mangamuka .. .. .                                | 7.7                                                                         | 6.5                                                                                                                   | 7.8                                              | 8.0                                                                                             | 4.0                                 | 29.1                                        | 63.1              |
| Omanaia .. .. .                                  | 8.8                                                                         | 6.0                                                                                                                   | 8.0                                              | 8.3                                                                                             | 5.0                                 | 26.9                                        | 63.0              |
| Paeroa .. .. .                                   | 9.2                                                                         | 9.0                                                                                                                   | 8.2                                              | 9.0                                                                                             | 8.7                                 | 18.1                                        | 62.2              |
| Whangape .. .. .                                 | 6.0                                                                         | 7.5                                                                                                                   | 8.8                                              | 7.0                                                                                             | 3.3                                 | 27.7                                        | 60.3              |
| Rakaumanga .. .. .                               | 9.8                                                                         | 8.9                                                                                                                   | 7.5                                              | 8.5                                                                                             | 6.5                                 | 19.1                                        | 60.3              |
| Nuhaka .. .. .                                   | 9.8                                                                         | 9.8                                                                                                                   | 7.4                                              | 6.5                                                                                             | 4.4                                 | 21.4                                        | 59.3              |
| Te Matai .. .. .                                 | 9.3                                                                         | 9.0                                                                                                                   | 6.5                                              | 8.0                                                                                             | 5.3                                 | 20.6                                        | 58.7              |
| Manaia .. .. .                                   | 5.6                                                                         | 9.3                                                                                                                   | 7.4                                              | 7.0                                                                                             | 6.3                                 | 22.6                                        | 58.2              |
| Te Whaiti .. .. .                                | 8.0                                                                         | 8.5                                                                                                                   | 7.0                                              | 4.8                                                                                             | 6.0                                 | 23.6                                        | 57.9              |
| Otamatea .. .. .                                 | 7.4                                                                         | 7.8                                                                                                                   | 8.0                                              | 6.6                                                                                             | 4.7                                 | 23.4                                        | 57.9              |
| Wairau .. .. .                                   | 7.5                                                                         | 7.3                                                                                                                   | 6.8                                              | 7.0                                                                                             | 7.0                                 | 21.2                                        | 56.8              |
| Te Waotu .. .. .                                 | 6.8                                                                         | 6.5                                                                                                                   | 8.3                                              | 6.7                                                                                             | 6.0                                 | 21.6                                        | 55.9              |
| Awangararanui .. .. .                            | 8.4                                                                         | 7.3                                                                                                                   | 7.0                                              | 6.8                                                                                             | 6.0                                 | 19.5                                        | 55.0              |
| Matihetihe .. .. .                               | 6.4                                                                         | 7.7                                                                                                                   | 7.3                                              | 6.0                                                                                             | 6.3                                 | 20.2                                        | 53.9              |
| Ohaeawai .. .. .                                 | 8.8                                                                         | 8.0                                                                                                                   | 7.0                                              | 5.3                                                                                             | 5.0                                 | 18.9                                        | 53.0              |
| Motukaraka and Tapuwae .. .. .                   | 9.0                                                                         | 6.8                                                                                                                   | 7.3                                              | 6.0                                                                                             | 6.7                                 | 17.1                                        | 52.9              |
| Kaikohu .. .. .                                  | 9.4                                                                         | 8.0                                                                                                                   | 7.5                                              | 5.5                                                                                             | 5.7                                 | 15.4                                        | 51.5              |
| Ruapuke <sup>(2)</sup> .. .. .                   | 5.7                                                                         | 5.5                                                                                                                   | 7.2                                              | 5.6                                                                                             | 5.5                                 | 22.0                                        | 51.5              |
| Hapua .. .. .                                    | 8.0                                                                         | 6.9                                                                                                                   | 7.5                                              | 5.0                                                                                             | 6.8                                 | 16.9                                        | 51.1              |
| Te Teko .. .. .                                  | 8.4                                                                         | 7.8                                                                                                                   | 4.3                                              | 5.5                                                                                             | 6.0                                 | 18.3                                        | 50.3              |
| Papamoa .. .. .                                  | 7.2                                                                         | 6.3                                                                                                                   | 6.5                                              | 5.8                                                                                             | 6.0                                 | 17.6                                        | 49.4              |
| Paparore .. .. .                                 | 6.0                                                                         | 5.0                                                                                                                   | 7.0                                              | 5.0                                                                                             | 3.2                                 | 20.5                                        | 46.7              |
| Little River .. .. .                             | 7.7                                                                         | 7.0                                                                                                                   | 6.8                                              | 5.2                                                                                             | 4.7                                 | 15.2                                        | 46.6              |
| Matata .. .. .                                   | 8.0                                                                         | 7.3                                                                                                                   | 6.0                                              | 6.0                                                                                             | 4.0                                 | 13.0                                        | 44.3              |
| Te Houhi .. .. .                                 | 8.0                                                                         | 7.7                                                                                                                   | 7.0                                              | 4.0                                                                                             | 5.0                                 | 6.7                                         | 38.4              |
| Te Ahuahu .. .. .                                | 6.7                                                                         | 5.5                                                                                                                   | 7.3                                              | 6.3                                                                                             | 3.7                                 | 5.9                                         | 35.4              |
| Okohu <sup>(1)</sup> <sup>(3)</sup> .. .. .      | ..                                                                          | ..                                                                                                                    | ..                                               | ..                                                                                              | ..                                  | 35.5                                        | ..                |
| Oromahoe <sup>(4)</sup> .. .. .                  | 9.7                                                                         | 9.3                                                                                                                   | 9.0                                              | 8.0                                                                                             | 5.0                                 | ..                                          | ..                |
| Te Haroto <sup>(5)</sup> .. .. .                 | ..                                                                          | ..                                                                                                                    | ..                                               | ..                                                                                              | ..                                  | ..                                          | ..                |
| Whareponga <sup>(5)</sup> .. .. .                | ..                                                                          | ..                                                                                                                    | ..                                               | ..                                                                                              | ..                                  | ..                                          | ..                |
| Pariroa <sup>(5)</sup> .. .. .                   | ..                                                                          | ..                                                                                                                    | ..                                               | ..                                                                                              | ..                                  | ..                                          | ..                |
| Turanganui <sup>(1)</sup> <sup>(3)</sup> .. .. . | ..                                                                          | ..                                                                                                                    | ..                                               | ..                                                                                              | ..                                  | ..                                          | ..                |

(1) Subsidised schools

(2) Examination held at beginning of 1902.

(3) Not inspected.

(4) Not examined.

(5) Not examined or inspected.

**Table No. 8.**

CLASSIFICATION of PUPILS on the School Rolls, December, 1901.

| Standards.            |      |     |     |     | Boys. | Girls. | Totals. |
|-----------------------|------|-----|-----|-----|-------|--------|---------|
| Preparatory classes   | ...  | ... | ... | ... | 490   | 426    | 916     |
| Class for Standard I. | ...  | ... | ... | ... | 374   | 322    | 696     |
| "                     | II.  | ... | ... | ... | 323   | 244    | 572     |
| "                     | III. | ... | ... | ... | 277   | 219    | 496     |
| "                     | IV.  | ... | ... | ... | 214   | 160    | 374     |
| "                     | V.   | ... | ... | ... | 95    | 73     | 168     |
| "                     | VI.  | ... | ... | ... | 22    | 18     | 40      |
| Passed Standard VI.   | ...  | ... | ... | ... | 8     | 3      | 11      |
| Totals                | ...  | ... | ... | ... | 1,808 | 1,465  | 3,273   |

**Table No. 9.**

AVERAGE AGE of PUPILS at Standard Examination of Schools in 1901.

| Standards. |     |     |     |     | Number passed<br>at Annual<br>Examination. | Average Age. |      |
|------------|-----|-----|-----|-----|--------------------------------------------|--------------|------|
|            |     |     |     |     |                                            | Yrs.         | Mos. |
| I.         | ... | ... | ... | ... | 450                                        | 9            | 8    |
| II.        | ... | ... | ... | ... | 362                                        | 10           | 11   |
| III.       | ... | ... | ... | ... | 318                                        | 12           | 2    |
| IV.        | ... | ... | ... | ... | 164                                        | 12           | 11   |
| V.         | ... | ... | ... | ... | 37                                         | 12           | 11   |
| VI.        | ... | ... | ... | ... | 15                                         | 14           | 9    |

**Table No. 10.**

(a.) NUMBER of MAORI PUPILS receiving Higher Education, &amp;c., at the End of 1901.

| School.                                 |     |     |     | Government Pupils.       |            | Private Pupils. | Totals. |
|-----------------------------------------|-----|-----|-----|--------------------------|------------|-----------------|---------|
|                                         |     |     |     | Scholarship-<br>holders. | Temporary. |                 |         |
| Boarding-schools—                       |     |     |     |                          |            |                 |         |
| St. Stephen's (boys), Parnell, Auckland | ... | ... | ... | 28                       | ...        | 31              | 59      |
| Te Aute (boys), Hawke's Bay             | ... | ... | ... | 9                        | ...        | 60*             | 69      |
| Hukarere (girls), Napier                | ... | ... | ... | 14                       | ...        | 35†             | 49      |
| St. Joseph's (girls), Napier            | ... | ... | ... | 5                        | 20         | 22‡             | 47      |
| Otago University—                       |     |     |     |                          |            |                 |         |
| Medical students (male)                 | ... | ... | ... | 2                        | ...        | ...             | 2       |
| Totals                                  | ... | ... | ... | 58                       | 20         | 148             | 226     |

\* Including 8 Europeans. † Including 4 girls who are more European than Maori. ‡ Including 1 European and 1 girl who is more European than Maori.

(b.) NUMBER of MAORI PUPILS holding Scholarships at Technical Schools at End of 1901.

| Number. | Technical School.                          |
|---------|--------------------------------------------|
| 1       | School of Engineering, Canterbury College. |

Table No. 10—*continued*.

(c.) NUMBER of MAORI EX-NATIVE-SCHOOL PUPILS holding Industrial Scholarships at the End of 1901.

| Number.     | District.          | Trade to which Scholars are apprenticed. |
|-------------|--------------------|------------------------------------------|
| 1           | Bay of Islands ... | Saddler.                                 |
| 1           | Auckland ...       | Saddler.                                 |
| 1           | Opotiki ...        | Saddler.                                 |
| 1           | Auckland ...       | Coachbuilder.                            |
| 1           | Opotiki ...        | Printer.                                 |
| 1           | Opotiki ...        | Blacksmith.                              |
| 1           | Lyttelton ...      | Blacksmith.                              |
| Total ... 7 |                    |                                          |

(d.) NUMBER OF MAORI EX-NATIVE BOARDING-SCHOOL PUPILS holding Hospital-nursing Scholarships at the End of 1901.

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

(e.) NUMBER of MAORI PUPILS formerly attending Public Schools holding Scholarships at Native Boarding Schools at the End of 1901.

| Number. | Public School.             | Native Boarding School.      |
|---------|----------------------------|------------------------------|
| 1       | Nelson Central ...         | Te Aute (boys), Hawke's Bay. |
| 1       | Gladstone (Wellington) ... | Hukarere (girls), Napier.    |

*Approximate Cost of Paper.*—Preparation, not given; printing (1,725 copies), £27 1s.

By Authority : JOHN MACKAY, Government Printer, Wellington.—1902.

Price 9d.]





1 A Native School, long established Tokomaru Bay, East Coast.



2. A Native School, recently established Waimana, Tuhoe Country.





3. A Native School Committee Otua Hokianga



Page 11

4. Children with Teachers Raorao Aotea



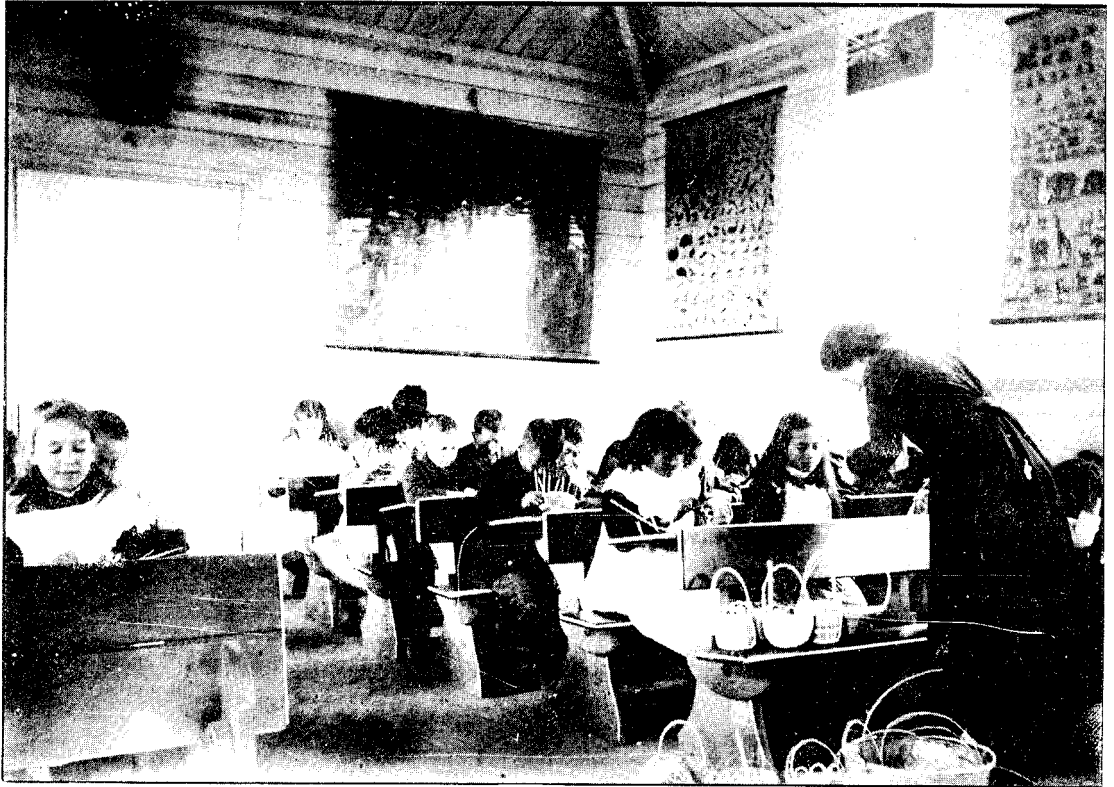


5. Children at Drill. Rapanui, Rotorua.



6. Plasticine Modelling. Whirinaki, Hokianga.





7. Basket weaving Waikouaiti Otago.



8. Interior of Workshop Whirinaki Hokianga.

