

1904.  
NEW ZEALAND.

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## EDUCATION : NATIVE SCHOOLS.

[In continuation of E.-2, 1903.]

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

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### No. 1.

#### EXTRACT FROM THE TWENTY-SEVENTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

THE number of Maori village schools in full operation at the end of 1903 was 101, two more than the number open at the end of 1902. The number of children on the rolls of these schools at the 31st December, 1903, was 3,693, as against 3,742 at the end of the preceding year. This falling-off is doubtless due in the main to epidemics of measles, whooping-cough, and scarlet fever that have occurred in various localities in the North. The average attendance, nevertheless, has been fully maintained, being 3,012, as against 3,005 in 1902. In addition to the village schools, there are the four mission schools and the five boarding or secondary schools that are examined and inspected by the Department at the request of their controlling authorities. These bring the total number of Native schools to 110.

The Inspector's report (E.-2) shows that on the whole the standard efficiency of the schools is satisfactory. This is encouraging, in view of the fact that of late years there has been a gradual increase in the standard requirements. Handwork is now fairly well established in most of the schools. Maoris take very readily to all forms of manual work, and their skill in carpentry and modelling is in many instances surprising. At several of the schools there are carpenter's shops in full operation. The boys are taught to make articles that are likely to prove useful to their parents, who may purchase such things as stools, tables, boxes, &c., at the cost-price of the material. The elder Maoris appreciate these workshops very highly, and in one case have voluntarily supplied the timber for the building.

Native schools being established only upon the application of the Maoris directly concerned, it is satisfactory to observe that this year marks an advance into Taranaki, a district in which these schools have hitherto had no place. The new school at Puniho, near Parihaka, has so far been successful, the people taking a praiseworthy interest in it. A side school at Lower Waihou, Hokianga, in connection with the Whakarapa School, was opened experimentally in a building lent by the Natives, but owing to unsatisfactory circumstances was closed again for the greater part of the year. Of the new schools proposed last year Kaingahoa, near Russell, and Oruanui and Waitahanui, in the Taupo district, are now approaching completion. The Inspector's report contains a list of the applications for new schools that are still under consideration.

At Kawhia, where European settlement has recently increased with great rapidity, the Department has had once more to consider the problem of providing for the education of both races in the same locality. The maintenance of

the Native school, otherwise desirable, would have involved the expenditure of a considerable sum for the erection of an ordinary public school and the subsequent maintenance of two schools within a mile of each other. As at Otorohanga, Matakohē, Maketu, Kirikiri, Port Molyneux, and Colac Bay, to name some of the places where such a change has occurred, the case for the public school, which is by law open to children of the Maori race, appeared in the case of Kawhia irresistible, and the Native school was accordingly handed over to the Education Board. It has since been shown that elsewhere in the Kawhia district there are sufficient Maoris to make the establishment of another Native school desirable, and arrangements for effecting this are now in progress.

At the five boarding-schools—St. Stephen's and Te Aute for boys, and Hukarere, St. Joseph's, and the recently established Victoria School, Auckland, for girls—the Government provide scholarships, tenable for two years, for children of predominantly Maori race who pass the Fourth Standard at the Maori village schools. The number of places available for such scholarships is 113, and 100 were occupied at the end of the year.

So far as it is possible to find suitable openings, apprenticeships to trades are arranged for boys that prefer such work to the ordinary scholarship. At present there are four apprentices under the Department's care. One boy in the service of the Railway Department is doing good work at the School of Engineering, Canterbury College.

The after-career of the most promising young Maoris is a matter that has received the attention of the Government. The most desirable career for girls to follow, in view of the circumstances of the race, appears to be that of nursing, and since 1898 the Department, with the valued co-operation of the Napier Hospital authorities, has had in operation an arrangement for training senior scholars from the two Native girls' schools in Napier. Negotiations for an extension of this arrangement are now in progress. University scholarships are also offered to Maori youths of marked ability, in order that after matriculating from Te Aute College they may take up the study necessary for a profession. Two young men have been studying medicine at Otago University, and one of them, Dr. P. H. Buck, has just attained the distinction of being the first person of Maori blood to obtain a New Zealand qualification for the medical profession. Other scholarships have been granted in law, and there is one student at present attending lectures in law at Auckland University College.

Maori children attending the ordinary public schools, and who pass the Fifth Standard before the age of fifteen, may obtain allowances of £20 a year for two years to enable them to attend higher schools or to enter upon industrial pursuits. There are now five scholars receiving higher education under these conditions.

The total expenditure on Native schools for the year was £28,719, which includes £134 paid from Native reserves funds and £136 paid from other funds for Native purposes. Deducting £40 recoveries from various sources, the result is a net cost of £28,679, as against £26,946 for the year 1902. Included in this sum is expenditure on new buildings and additions, £5,655; on secondary education (including boarding-school fees for holders of scholarships from village schools, apprenticeships, hospital-nursing scholarships, technical and University scholarships, and travelling-expenses of scholarship-holders), £2,172; and on the model kainga at Pamoana, £444.

The staff of the village schools included 76 masters, 19 mistresses in charge, 81 assistants, and 12 sewing-teachers. The masters received salaries ranging from £284 2s. 8d. to £94 0s. 10d., the headmistresses from £181 4s. 5d. to £90 8s. 9d., the assistants from £50 to £7 3s., and the sewing-teachers from £18 15s. to £7. In one school the master and mistress work conjointly, the total salary being £264 8s. 1d. It must be understood in the case of the assistants and sewing-teachers that they are generally members of the teacher's family who give assistance for some part of the day's work.

Of the 3,693 children attending Native schools, 81·32 were Maori or nearly Maori, 8·98 were half-castes, and 9·7 were European or nearly so. Of the 3,209 children of Maori or mixed race attending the public schools, 56·96 were

Maori, 6·92 were of mixed race living as Maoris, and 36·12 were of mixed race living as Europeans.

The standard classification of pupils of Native schools at the end of the year was—Preparatory classes, 1,046; Standard I., 739; Standard II., 706; Standard III., 515; Standard IV., 407; Standard V., 191; Standard VI., 67; passed Standard VI., 22.

An event of the year was the retirement of Mr. James H. Pope, who for twenty-four years had held the position of Inspector of Native Schools. The opportunity is here taken of recording the Government's sense of the great value of Mr. Pope's services in a field which his enthusiastic and sympathetic nature, his great ability, and wide knowledge had made particularly his own.

## No. 2.

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

SIR,—

Wellington, 31st March, 1904.

In accordance with instructions, I have the honour herewith to place before you a report on the general condition of the Native schools, and the work done by them during the year 1903.

At the end of 1902 there were ninety-nine schools in full working-order. During the course of the year 1903 one new village school has been opened and one side school reopened, and the total number of village schools engaged in active work at the close of 1903 was thus 101. If to this be added the number of denominational schools whose authorities have requested the Department to inspect and examine them—viz., Matata Convent, Putiki Mission, Otaki Convent, and Waerenga-a-hika Mission—it will be seen that primary-school education is afforded to children of Maori race in 105 special schools. If we take into further account the number of the secondary schools—Queen Victoria School, St. Joseph's Convent, and Hukarere School for girls, and St. Stephen's and Te Aute for boys—there are altogether 110 institutions in which instruction is provided for Maori children. This is, of course, exclusive of the number of public schools under the Education Boards at which Maori children attend (Appendix, Table No. 10).

### CHANGES: NEW SCHOOLS OPENED, ETC.

*Puniho* School, just outside the precincts of Parihaka District, was opened in June quarter, 1903. The career of this school will be watched with interest. It has already made a very promising beginning, the opening being an imposing function. The school should exercise some influence over the Maori people in the Taranaki District, hitherto a *terra incognita* to Native-school work. The difficulties experienced by a number of very small children in attending Whakarapa School, Hokianga, led to the opening of a side school at *Lower Waihou*. The building provided by the Maoris for the purpose was, however, not suitable without considerable improvement, and until these were forthcoming it was decided to close the school. The people, however, remedied the defects, and the school was reopened towards the latter part of the year. *Te Pupuke* school, near Kaeo, was denuded of nearly all its children by a general exodus of the parents with their families to the gumfields in the far North. The abundance of gum and the high prices obtained for it were attractions not to be withstood. It has been decided therefore to close the school for the present. The Chairman, who had done his part to endeavour to stem the tide, agreed that this was the only possible course. As there seems to be no prospect of the school's reopening, the teacher has been transferred, and it is proposed to remove the buildings to Rangiawhia, a place where the Maoris have learned to appreciate the benefits of education in a temporary building of their own. *Tapuae-haruru* School, which it has been decided to remove to a more suitable and central site, has not been open during the year. The attendance at *Te Kotukutuku* fell so low towards the end of the year that the teacher was transferred temporarily to another school, and *Te Kotukutuku* remained closed for the two last quarters. The teachers of *Peria* and *Matihetihe* Schools having left the service, those schools were not open during the last quarter, and *Wairau* School also was not open during part of the last quarter, owing to the illness of the teacher. The Native school at *Kawhia* was handed over to the Auckland Education Board towards the end of the year. Since this has been done, however, there have been strenuous representations from the leading Maoris of the district that their children should still have a school for themselves. From the attitude of the European members of the community, who also desire separate schools, it is improbable that the Maori children can attend school in common with the European children, and it will perhaps be necessary to erect a new school.

The year has been very fruitful of changes in the ranks of our teachers. Mr. C. P. Hill, of *Touwai* School, who had the honour of being the *doyen* of the Native-school service, having been engaged in the work since 1874, was retired on the grounds of ill health towards the end of the year. He has laboured faithfully and well during his long service, and carries with him in his well-merited rest the good wishes of the Department. Mr. A. Pinker, of *Nuhaka*, was also retired, on account of his having reached the age-limit. He has also seen many years' service in the Department, during which time he has carried out his work in a way that has given general satisfaction to the authorities. Mr. T. M. Minchin, *Mangamuka*, was retired in December. He, too,

has seen a considerable amount of hard work in our service. Latterly, however, he has been in failing health, and could not be expected to devote the energy that is required. The workshop established at Mangamuka is due to his efforts there. Mr. P. Crène, sen., of Ahipara, retired after many years' work, and his son was transferred from Parapara to Ahipara. Mr. Wylie, Te Awangararanui, left the service at the close of the year. For thirteen years he had been in charge of an outlying school, built on the site of the old Galatea Fort, notable from its associations with Te Kooti. Mr. Cowley, who had only recently joined us, worked up a very promising school at Waima, which fell away considerably from various causes upon his leaving to re-enter business. Mr. A. E. Welsh, of Peria, also left in October to go into business, and the school was left vacant for some time pending the appointment of a suitable teacher. Mr. John Moore, of Torere School, retired on account of ill health towards the end of the year, but did not live long to enjoy his well-earned rest; he passed away before the year closed. The vacancies thus created have been filled, in most cases, by the transfer of other teachers in the service.

#### PROPOSALS FOR NEW SCHOOLS.

With reference to the cases that seemed most promising last year, the following remarks will indicate the position :—

*Oruanui and Waitahanui, Taupo.*—The work of building is here attended with considerable difficulty, owing to the fact that the timber has to be cut on the ground. These schools should be available towards the end of 1904.

*Waimarama, Hawke's Bay.*—It is hoped that the erection of a school here will shortly be proceeded with.

*Te Kopua, Raglan.*—A site is being acquired, and a survey has been asked for.

*Kaingahoa, Te Rauwhiti, Russell.*—The buildings should be ready about the end of May.

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

*Bowen Town and Matakana Island, Thames.*—The Maoris themselves having taken no action in prosecuting the application, no progress has been made.

*Hangatiki.*—Preliminary steps are not complete. No site has been offered.

*Hurunui-orangi, Wairarapa.*—This place has been visited. It is probable that the requirements of the place can be met by arrangement with the Wellington Education Board. The Natives are specially anxious to obtain the benefit of instruction in manual work for their children.

*Kaingapipiwai, near Te Pūpūke, Kaeo,* has yet to be visited.

*Kaiwhata, Wairarapa.*—Action is being taken here.

*Kohanga, Waikato.*—No progress has been made since last report.

*Kokako, Waikaremoana.*—Application for reopening to be considered after visit.

*Kakanui (Kaipara), Kawa (Great Barrier), and Te Huruhi (Waiheke Island),* brought under the notice of the Department by the Rev. G. Maunsell, are to be inquired into as soon as an opportunity offers.

*Mangaorongo, Waikato.*—This is one of the most promising cases. The Public Works Department has been asked to prepare plans and call for tenders.

*Motuti, near Whakarapa, Hokianga.*—Application not successful. A side school might possibly meet the case.

*Mataura Bay (Waihi), Thames.*—Inquiries are to be made here at the earliest opportunity.

*Mohaka, Hawke's Bay.*—A Board school has been established here during the current year.

*Maraetai, Port Waikato.*—It is not improbable that the establishment of a school at Pakau would meet the case. These places are to be visited shortly.

*Ohui, near Tairua, Coromandel.*—The prospects of a school here appear to depend somewhat on the action taken with regard to Mataura Bay. Both are to be visited.

*Otawhuwhi, near Katikati.*—The Natives have not yet forwarded lists of children. There appears also to be some difficulty about a site.

*Pakau, Lower Waikato.*—No progress has been made since last year's report.

*Poroutawhao, near Levin.*—No progress made.

*Port Albert, Kaipara.*—This place should be visited.

*Parapara, Field's Track, Wanganui.*—The children live in settlements as much as ten or fourteen miles from the site offered. The difficulty is how to get them to school. Place is to be visited shortly.

*Pukehou, near Te Aute,* is suggested by the Hawke's Bay Board as a case for the establishment of a Native school.

*Ramato, Wairoa.*—Action deferred pending decision about Kokako.

*Rahotu, Taranaki.*—No reply from those interested, in answer to communications, has so far been received by the Department.

*Scoria Flat, near Kawakawa.*—People have not yet made direct application as required.

*Te Patunga, near Kaeo.*—To be visited shortly.

*Te Puke, Tauranga,* has yet to establish a satisfactory case.

*Teweri, near Okakune.*—It seems as if this had been confused with another application. At any rate, the letters from the Department failed to reach their destination. No reply has been received.

*Tokikuku, Waingaro, Waikato.*—This is a good case, and it is hoped to establish a school here.

*Taheke, Hokianga.*—This does not seem at first sight to be very promising, owing to its proximity to other schools. Inquiries will be made by Auckland Education Board.

*Takou, near Kaeo.*—Suggested as a case for a Native school. The Maoris themselves have yet to move in the matter.

*Wai-wharangi, or Mokaiteure, near Atiamuri.*—There is at first sight a good chance for a school here. The place is some fifteen miles distant from Atiamuri. It will be visited at the first opportunity.

*Waioniro, Kawakawa*.—Application has been made for reopening the school here. The matter will require careful investigation.

*Wainui, near Whakarara, Whangaroa*.—There seems to be no ground for action in this case.

*Waitotara, Wanganui*.—Many of the Maori children attend the public school. There is no reason why all should not attend, and the Department can take no action.

*Waiharara, Awanui, Mangonui*.—A Board school is already established here, and most of the Maori children attend.

*Waiuku, Manukau*.—No advance has yet been made by the Maoris in giving the required site. Further action meanwhile is therefore impossible.

MAORI VILLAGE SCHOOLS AT WORK DURING THE YEAR 1903, OR SOME PORTION OF IT, AND EXAMINED OR INSPECTED, OR BOTH.

The basis on which the schools are grouped in this report is afforded by their geographical position. Much information respecting the work done by individual schools, including estimates of their general efficiency as educational institutions, has been tabulated and printed in the Appendix to this report (see Tables Nos. 6 and 7). Additional information regarding the character and circumstances of particular schools will be found in the following paragraphs:—

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

*Hapua* (inspected and examined 20th October, 1903: Mr. Bird).—The amount of time allotted to conversational English, as shown on the time-table, should be considerably increased. Attention to this would make a great difference, as there were some failures through lack of sufficient knowledge of English. Examination results were on the whole uneven. It is somewhat difficult to get these children to speak out distinctly, a fact which probably arises from their living so far out of the world. Some children had not yet learned to work honestly. The extra subjects were on the whole weak. Many children could come to school here, but the difficulties to be overcome are the crossing of the arms of the harbour and the attractions of the gumfields surrounding. The Chairman is very anxious that compulsion should be used.

*Te Kao* (examined 19th October, 1903: Mr. Bird).—The time-table here is well suited to the school requirements. Order and discipline good; tone, both internal and external, satisfactory. The teaching is thoughtful and well directed, and produces, especially in the upper standards, very good results. Extra subjects were good, singing being very good. This is another remote school, surrounded by gumfields. The Maoris of Te Kao have always been anxious for the welfare of their children as regards education, having indeed started a school of their own over twenty years ago. This interest is still apparent.

*Paparore* (examined 22nd October, 1903: Mr. Bird).—This school made a good appearance at examination, and the results were exceedingly good. The teaching is earnest and thorough, English work being excellent. The tone is first rate, and the order and cleanliness all that can be desired. The people are thoroughly satisfied with their teachers. The building, erected by the Maoris themselves, is now too small to accommodate the children. Kindergarten and handwork are well done. One lamentable feature noted during inspection work was the fact that the preparatory class had received a severe blow during the year: most of the children had been carried off by an epidemic. Only three were left, of whom two were still absent through illness. The master deserves every credit for the valuable assistance he rendered to the Natives during the prevalence of the fever.

*Ahipara* (examined 20th October, 1903: Mr. Bird).—The Maori is keenly attracted by the new thing. New site and new teacher have combined to make a remarkable development in Ahipara. As the old building was in danger of being buried by the sand, it was removed to a new site, and forms practically a new school. There were present at examination fifty children, the majority of them in the preparatory classes. Examination results were not large, but the school has taken a new lease, being now quite on the basis of a new school. It should under the present conditions become one of our largest and most important schools. Classes P and S1 should receive the most careful attention. The class-room will soon need enlarging to accommodate these classes.

*Pukepoto* (examined 16th October, 1903: Mr. Bird).—This school still keeps up its excellent standard. The Maoris have great faith in their teachers, and would be very loth to part with them. The Chairman, an old St. Stephen's scholar, takes a very great interest in the school, and is a source of considerable support to the master. The new shelter-shed, erected at a very reasonable cost, is of great utility, and its state of cleanliness is remarkable. The school tone is exceedingly good. The teaching is thoughtful and well directed, that of the assistant in charge of the infant classes being especially good. The results of the examination were very good indeed.

*Pamapurua* (examined 15th October, 1903: Mr. Bird).—The whole *ahua* of this school can only be described as most unsatisfactory—attendance irregular, school tone bad, and relations between master and people considerably strained. The examination results were accordingly poor, there being only two passes. In some cases the reading was so indistinct as to be unintelligible. English suffered in the same way, being weak right through. There is room, too, for a general smartening-up in the appearance of the schoolroom, in the children's persons, and in the school work. Extra subjects left much to be desired.

*Peria* (examined 10th October, 1903: Mr. Bird).—This school has, from one cause and another, had a very bad time of it. Epidemics of various kinds led to the closing of the school for over two months. There were present at examination twenty-six out of a roll number of thirty-two. Want of constant attention to work on the part of the teacher in charge led to disastrous examination, there being no passes at all. A new teacher was appointed at the end of the year.

*Parapara* (examined 11th October, 1903: Mr. Bird).—A change of teachers has occurred here since last examination, and the inspection was more of the nature of a constructive criticism.

The children are on very good terms with their teacher, whom the parents appreciate very much indeed. Sickness had wrought great havoc in the school, and the children were just beginning to pick up again. The teacher works hard, and gives his lessons in a conscientious manner. He is ably assisted by his wife, who comes from one of the Department's teaching families, and whose knowledge of the art of nursing makes her a valuable addition to a Native-school staff. The Chairman, Piri Raiti, who has for years done much for the school, was absent from the inspection through severe illness.

*Rangiawhia* (examined 13th October, 1903: Mr. Bird).—The good results referred to last year were again manifested this year. The order and tone were very good indeed. The interest in the school is well maintained, and the people are proud of their school. The master, a member of the Maori race and an old St. Stephen's scholar, teaches English well, though one or two little defects—a want of attention to plural forms, for instance—were noticeable here and there. The assistant, an ex-Hukarere girl, teaches well the preparatory classes, and her lesson on the sounds of the letters was very satisfactory. What is more, the children showed that this was no unusual effort of the teacher's. Of the extra subjects, singing was especially commendable.

*Kenana* (examined 9th October, 1903: Mr. Bird).—The Maoris of Kenana have always done their part towards assisting the school. The small number of children in the kainga is the chief drawback. The tone of the school is very satisfactory; the children try to please their teachers, the people are contented, and the influence of the school on the Natives is considerable. The children should be trained to speak out well and to answer in complete English sentences. The preparatory class needed thorough drilling in the sounds of the letters. The results of the examination were satisfactory, slate-work being well done. Extra subjects, including kindergarten and handwork, have progressed satisfactorily.

*Te Pupuke* (examined 6th October, 1903: Mr. Bird).—The attendance at this school has dwindled away till there were present at examination only seven children, a fact which had a depressing influence on the day's work. The work done was fair. Children were not accustomed as they should be to answer in complete sentences, and the preparatories should have received more drill in sound, as was suggested in last year's report. The high price of gum and the reputed wealth of a distant field have produced an exodus of the people. The Chairman had endeavoured to stem the current, but failed. His remark to the Inspector on the point was very expressive, "Kua pau toku kaha." He agreed that the school should be closed. It is proposed to remove the buildings to Rangiawhia, a place where they are more in demand.

*Touwai* (examined 7th October, 1903: Mr. Bird).—An epidemic of fever has wrought havoc in this school since last examination; the interest in the school is still, however, well maintained. The place is kept exceedingly clean, the garden being very pretty. The results were, on the whole, disappointing. This arises from two causes—want of due attention to the requirements in English, and the epidemic of sickness above referred to. More than this, the master, one of our most faithful workers, has been, through illness, unable to respond to the demands that the school made upon him. His wife has for some time been from the same cause unable to render her husband much assistance. Hence the weakness apparent since last examination. Mr. Hill has seen more than thirty years' service in the Native schools. His work has always been performed with a thoroughness and earnestness that have won for him the heartiest appreciation by the Department.

*Whakarara* (examined 5th October, 1903: Mr. Bird).—The interior of this school, an exceedingly isolated one, was very pleasing indeed. Order and discipline were satisfactory. The timetable should make fuller provision for reading. The work done during the day showed that good progress has been made since last year's examination. There is still room for attention to the pronunciation of the more difficult consonants. The proper place to begin this is at the preparatory stage; once the sounds are thoroughly taught there no further trouble arises. Some of the work was very good indeed, and many passes were secured. Extra subjects need strengthening. The master has since the examination been seriously ill, and a change of scene and climate is imperative for him. Both he and his wife have certainly done much for the school, and the Department hopes that his health will soon be restored.

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

Mr. T. L. Millar acts as local visitor to the schools in this district, and the thanks of this Department are due to him for the valuable assistance he has rendered at various times during the year, and for the kindly interest he has, as before, taken in the work.

*Whangape* (examined 24th October, 1903: Mr. Bird).—It is very pleasing indeed to find that this most important school is, after about twenty years' rather precarious existence, now doing admirable work. This is due entirely to the efforts of the new teachers. The attendance at examination, held somewhat unexpectedly, was sixty-two. Thirty-six were presented for standards; thirty-five passed. The methods of teaching are good, the teaching being thorough. The attention to the preparatory classes and the excellent preparation they are getting under the mistress deserve the highest praise. The extra subjects received special attention, and the fife-and-drum band established by the master had attained a high state of proficiency. The Maoris of Whangape realise the benefit of the school; they turned out in full strength—old and young—men, women, babies, and dogs. Their one request was that the master should not be transferred from their school.

*Matihetihe*.—This little school was at work during the first months of the year. Then, owing to the teacher's resignation on account of her approaching marriage, the school was closed. A new teacher was selected for it to begin work early in the new year.

*Whakarapa* (examined 28th October, 1903: Mr. Bird).—There had been an epidemic of measles and whooping-cough in this district that seriously affected the school work. The children do not attend either regularly or punctually, and the teacher's work is hampered accordingly.

The appearance of the children was not very pleasing; there was an air of untidiness about them. At examination there were present thirty. The work was not very satisfactory. Greater attention is necessary to the cardinal subject—English—and the teacher should apply all her energies in that direction.

In connection with Whakarapa the side school at *Lower Waihou* should be mentioned. It is designed to meet the difficulty found in the case of a number of small children who are unable to travel to the main school on account of the distance and the bad road. The experiment has so far not been a success, as the building provided by the Maoris was altogether unsuitable for the purpose without considerable improvement. The school was therefore closed temporarily. It will get a better chance next year.

*Motukaraka* (examined 27th April, 1903: Mr. Bird).—Here, too, disease had played havoc with the school. Enteric fever was raging for some months and many deaths occurred. This led to the closing of the school for a considerable period. At examination there were present only seventeen, and the attendance at the school had for some time been very unsatisfactory. In view of the epidemic it was decided to defer the question of closing the school to allow it time to recover. The teaching of English is not so satisfactory here as it should be, and the children should be taught to speak out. The other subjects were also very poor, while the pronunciation needs careful attention. The extra subjects, as one might expect, lacked vigour, and gave one the impression that the children were out of heart. Plasticine modelling and handwork were good.

*Mangamuka* (examined 28th April, 1903: Mr. Bird).—There were present at examination thirty-one children, and these, with one or two exceptions, had a respectable appearance. The time-table was, in view of recent developments, wholly unsuitable and out of date. The English lesson given by the master was similar in all respects to a reading lesson. Viewed in the latter aspect it was very satisfactory, but it failed completely as an English lesson. The assistant, however, gave a very satisfactory lesson on modern lines in this subject to the youngest classes. The examination results were very disappointing, the weakest subjects being English and arithmetic. The Department had established a workshop here, but up to the time of my visit the pupils had received no regular instruction. It is to be hoped that renewed energy in all directions will be shown next year. Mr. Minchin was in the service for twenty-one years. His health during the year had been very poor, and towards the end of it he became very ill. It was therefore decided that he should be retired, and this has accordingly been done. A new master will have charge of the school on its reopening.

*Maraeroa* (examined 2nd May, 1903: Mr. Bird).—This school made a very pleasing appearance at examination. There were present thirty-seven out of a roll number of forty. The school-room is clean, and the walls bright with pictures. The time-table showed that last year's recommendations with regard to English had been attended to. The order, discipline, and tone were very satisfactory, and the children were exceedingly neat and clean. The examination was very successful and the passes were of good quality. It seems probable that even more success would have been achieved had English been treated on more modern lines. Kindergarten work is well taught, and the extra subjects are also fairly good. Altogether the school appeared to be in a flourishing condition.

*Whirinaki* (examined 18th April, 1903: Mr. Bird).—The new master had been at work only a few weeks before the examination took place. Owing to various causes it was not to be expected that very satisfactory results would be obtained. The children had suffered from want of regular instruction, and the examination was more of the nature of a reclassification. The attendance has during the year increased considerably, and the Maoris appreciate thoroughly the efforts of the new master and his staff. The workshop at the school is in great demand, and is a real live institution. Useful articles are made by the boys, and disposed of at cost-price to such persons as want them. Instruction is thorough and regular. Unfortunately, just as the school was booming in prosperity an epidemic of scarlatina visited the place, and the school had to be closed for some time. The master himself suffered the sad loss of two of his daughters, and had altogether a most unfortunate time of it. The Department has to express its deepest sympathy with Mr. and Mrs. Hamilton in their loss. The Maoris, too, have suffered, and several of the school-children died. It is to be hoped that the coming year may bring health and prosperity once more to this important school.

*Waimamaku* (examined 27th October, 1903: Mr. Bird).—This school has made a praiseworthy increase in numbers since last examination, and every child on the roll was present on the arrival of the Inspector, who came unexpectedly two days before he was due. One or two of the records were not up to date, but all the others were correctly kept. The grounds and gardens, including children's gardens, are well kept. The rule is kind and gentle; so much so that one or two of the more buoyant spirits wanted quietly repressing. There is, however, a first-rate tone; parents appear to be interested anew in the school, and children are attached to their teachers. The teaching is satisfactory, but would be of far more effect were absolute attention secured first. The school suffered through being closed pending change of teachers. Granted good health, next year there will be a good record. The teachers have already shown themselves to be valuable and welcome acquisitions to the staff of our schools.

*Omanaia* (examined 23rd April, 1903: Mr. Bird).—The examination of this school was also affected considerably by change of teachers. Mr. A. H. Cotton, who had done well here, had been promoted to Omarumutu School, Bay of Plenty, and Mr. A. Muir, late of Waimamaku, had, at the time of the Inspector's visit, been in charge about three weeks. The children were just a little inclined to take advantage of the teacher's mild rule. They made a very presentable appearance, and are apparently attached to their teachers. The gumfields form a great source of distraction for this school, and the people being somewhat poor in circumstances the children are not so regular in attendance as one could wish. The exhibits in plasticine-work done during the previous master's



tenure were really admirable. The children have been encouraged to reproduce in plasticine natural forms from the actual objects. They vied with each other in selection of these objects. One child brought ferns, another a spray of lemons, while another had speared a flounder, brought it to school, and made a model of it that was exceedingly lifelike. This kind of work is what is desired in all schools.

*Waima* (examined 22nd April, 1903: Mr. Bird).—The school has been closed for some time owing to the former master having left the service. Proximity to the gumfields also affected the school. There had been at examination-time only about a fortnight's school under the present master. Illness in his family also tended to upset work. The examination results were therefore very poor; indeed, no result could be expected from the career of the school. The teacher has since had a very unpleasant time at the place—his wife and children were taken ill, and, unfortunately, one of his children died. He therefore asked for removal on the ground that the place did not suit his family's health, and he was fearful lest a recurrence of the illness should take place. His request has therefore been granted.

*Otaua* (examined 21st April, 1903: Mr. Bird).—This school has made a gratifying increase in numbers since last examination, and there were present at the Inspector's visit thirty-seven. The time-table showed rather much written and not enough oral work. Discipline is satisfactory, and there is a good tone. The teaching is also on good lines, and the examination results showed that earnest work had been done during the year. The teacher has her time fully taken up, as there are no less than eight classes to manage. Grouping the classes as much as possible should be resorted to. The Chairman of the Committee is doing valuable work in keeping up the school attendance.

*Bay of Islands, Whangarei, and Kaipara.*

*Kaikohē* (examined 20th April, 1903: Mr. Bird).—There were present at inspection forty-seven children, which shows that the school is still doing successful work. There should be, however, many more children in regular attendance if their parents valued the school as they ought. The children behaved very well during a long day's work, and the order is very good. Extra subjects are satisfactorily taught. The teaching would gain somewhat in English if complete sentences were always insisted on, and in arithmetic if more blackboard teaching were taken in the cases when difficulties present themselves. The teachers have succeeded, in spite of many obstacles, in working up a presentable school, in which the infant department is now a very important part. The examination results were on the whole satisfactory. They will improve as the teacher's methods and hard work make themselves felt. Plasticine modelling has been well done here.

*Ohaeawai* (examined 30th April, 1903: Mr. Bird).—This school is not a large one, but it has been long established, and the master has now under him the second generation. The discipline is of the fatherly kind, and one or two children are inclined to presume on this account. The people do not show particular interest; they leave everything to the teacher. One or two of the children had not the "shining morning face" which is so pleasing to the eye, especially in a Maori boy. The examination results were marred by the prevailing epidemic. Some of the best pupils were absent ill. Geography was not strong; reading and English were fair. The passes in the lowest classes were very good. Kindergarten work is fairly well done.

*Te Ahuahu* (examined 1st May, 1903: Mr. Bird).—This school has increased considerably in numbers, as well as in efficiency, since the appointment of the new teacher, Mrs. Smallwood. There were present twenty-three children, all of them exceedingly clean and smart-looking. The tone of the school is first rate; children behaved well all day, and are apparently attached to their teacher. The teaching is earnest, and the examination results were very good, and I was very pleased with the new spirit that pervades the school. It is to be deeply regretted that death has removed the late Chairman of the school, the Rev. Timoti Kiriwi. He was a very strong support to the teacher, and his loss is one that cannot be easily supplied.

*Oromahoe* (examined 4th May, 1903: Mr. Bird).—This school has increased to such an extent that additions are absolutely necessary. There were present forty-five children at examination, the majority of them being in the first two standard classes. The work is here very satisfactory. The master works quietly, but very efficiently. English work is again specially commendable. The results of the examination were good. They would have been better had some of the children spoken out more distinctly. Some of them were also not quite conversant with plural forms. There is a very good tone in the school. The Committee look after its interests, and there are cordial relations existing between the people and the master. The children were, on the whole, very presentable, though one or two of the younger ones proved exceptions.

*Taumarere* (examined 5th May, 1903: Mr. Bird).—With regard to the building, there has been no improvement on the state of things mentioned in last report. There were present at examination twenty children out of a possible twenty-one. The recommendations with regard to time-table arrangements have all been carried out. Extra subjects show improvement, though there is room for more vigour in drill. In teaching English by the natural method as much life as possible should be introduced, interest being one of the chief essentials to memory. Arithmetic is somewhat weak, and in the examination the upper classes were not quite up to the mark in English and dictation. The results were fair, and showed that conscientious work had been done. The buildings are altogether against successful work.

*Karetu* (examined 7th May, 1903: Mr. Bird).—This is not a large school, but it continues to do excellent work. The place is kept exceedingly neat and clean, yet only one bucket has been requisitioned for since the school opened, some seventeen years ago. Discipline is unsatisfactory in every way. Extra subjects are fair, though drill ought always to be taken outside. The examination results were good, arithmetic being very good. There is need for constant attention to and practice in English work; the children should be taught to speak in sentences.



*Whangaruru* (examined 8th May, 1903: Mr. Bird).—The regularity of the attendance at this isolated school is very pleasing indeed. Every child on the roll was present at inspection. The parents also turned up in full force. Children work honestly, behave well, and are on the whole clean in their habits. A new time-table is necessary, as the one in use seemed to be old-fashioned. Miss Patrick gave a satisfactory lesson to the juniors in English. It is desirable that from the very beginning the children should be trained to speak in sentences. The examination results were very good, arithmetic and geography being the best subjects. The master takes considerable trouble with medical work, and keeps careful records of all cases.

*Poroti* (examined 2nd October, 1903: Mr. Bird).—The attendance here has, with exceptions, been fairly good; all the children (thirty-two) were present at examination. Records are well kept. Time-table neatly made out and providing satisfactorily for all school work except handwork. The tone in school is decidedly improved, though one or two were inclined to copy. Extra subjects are good, singing especially so. Teaching-methods are on the whole satisfactory. Better reading should be aimed at in the preparatory class, and the aid of fingers in arithmetic should not be evident in standard classes. The examination results were good, there being nineteen passes, showing that the teachers have taught intelligently and well during the year.

*Takahiwai* (examined 11th May, 1903: Mr. Bird).—This school was opened in September quarter, 1902, and had therefore not been very long at work. The grounds had not yet been taken in hand with a view of forming a garden. The time-table should provide for English as a subject by itself and not in conjunction with other subjects. At least five half-hours per week should be devoted to English. The discipline is not quite up to the mark; some of the children are inclined to presume. They will soon, however, get into school form. They must also learn to speak out, one or two of them being extremely backward. The teaching of English requires constant effort and attention, as also does the pronunciation of the English consonants. Extra subjects are only fair. The examination results were fairly satisfactory. The higher work was good on the whole. The lower or preparatory class should be worked in two divisions if possible.

*Otamatea* (examined 15th May, 1903: Mr. Bird).—The relations between teacher and people here are very cordial. Attendance is fairly good. Records should, if possible, contain no corrections. Order and tone are both all that can be desired. The children, taken unexpectedly, were neat and clean. Extra subjects are fair. The teaching was good, and the particular lesson given was all the more pleasing in that it showed that the children were accustomed to this sort of thing, and that it occurred more than once a year. Examination results are very good. The kindergarten work exhibited showed that this branch of school work is very satisfactorily taught. The appointment of an assistant would enable Miss Lloyd to devote more time to the preparatories. As it is, she has done remarkably well single-handed.

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

*Manaia, Coromandel* (examined 18th May, 1903: Mr. Bird).—There were present at examination thirty-three out of a roll number of thirty-seven. This does not represent the ordinary state of the attendance, which might be much better. There should be, if possible, no corrections made in attendance registers. The time-table is old-fashioned and should be remodelled to make better provision for the cardinal subject. The elder children were very good all day; the younger ones were at times restless. Maori is spoken in the school by some of the children. This should not be allowed. The school has undoubtedly had a good influence on the settlement generally. The children came to school clad very sumptuously in cases, their clothing varying from green plush and red velvet down to khaki and white duck. Of the extra subjects, drawing is exceedingly good. Plenty of vigorous English conversation is needed in the teaching. The examination results were somewhat disappointing. Irregular attendance and illness are given as contributory causes. Standard I. did well, and much of the work in the upper classes was good. Handwork is fairly well done.

*Te Kerepehi* (examined 19th June, 1903: Mr. Pope).—There were thirty-one children on the roll, of whom twenty-four were present at examination. Typhoid fever prevalent in the settlement explains the absence of several. The master, Mr. Hope, himself had, unfortunately, been laid aside during the year from the same cause. The organization of the school is very good indeed, and the tone is excellent. The master has done much to improve the grounds connected with the school. The examination results were highly satisfactory, and show that the teacher has taken to Maori-school teaching very rapidly and successfully.

*Rakaumanga* (examined 23rd March, 1903: Mr. Pope).—The attendance at this school had improved just prior to the examination, at which fifty-three children out of sixty were present. A very great improvement was noticeable in the external tone of the school, in which very great interest is now taken. The order and discipline were satisfactory, though the very little ones were too noisy at times. In methods of teaching it is important that complete sentences—the unit of language—should be insisted on. The assistant teaches very clearly and well, and maintains the interest of her pupils. Kindergarten work is here very well taught. The workshop has not so far been a conspicuous success, there being no big boys available. Various kinds of handwork are done, however, and this should form a good preliminary training. The examination results were somewhat uneven, English and writing being the weakest subjects, geography and arithmetic the strongest. The institution is now a great boon to the district in which it is situated, and is doing good work in various directions.

*Raorao* (examined 27th March, 1903: Mr. Pope).—The attendance had here been somewhat irregular, otherwise there is little to find fault with as regards tone. Children are much tidier than of yore. Extra subjects are good, especially drawing and singing. The methods of teaching are such as should produce good results. English conversation lessons have since last report received the careful attention of the teacher, and she had made excellent use of this work. The

examination results were very satisfactory; indeed, when the difficulties of the district are considered, they are wonderfully good.

*Kawhia* (examined 26th March, 1903: Mr. Pope).—Though there assembled thirty-four children at examination, the average attendance for the preceding quarter was only eighteen, a very unsatisfactory state of affairs. The buildings lacked the neatness generally characteristic of our schools. Garden and grounds were kept well. Time-table should make fuller provision for English. The people showed little interest in the school, and the children had not much refinement, nor was there the smartness about them that one expects to see. Extra subjects were good. The teaching was on very satisfactory lines, though the English work wanted treating on more modern lines. The aspect of affairs was much more promising than at the former examination. The examination results, affected by a large proportion of young pupils, showed that the work was strong and good. The success was achieved in the face of difficulties of one kind and another, notably illness among the Maoris.

*Parauera* (examined 19th March, 1903: Mr. Pope).—The first examination of this school produced very pleasing results, so far as the elder children were concerned. The juniors did not do so well, having received less attention owing to the ill health of the assistant. The school has fully justified its existence. There were sixty-two names on the roll, and the attendance had been fairly regular. The order and discipline were very good, the condition of the children as regards cleanliness being exemplary. Handwork had been done to a really very useful extent. There was great reason to be satisfied with what had been done during the eight months of the school's existence. Mr. Herlihy had accomplished a very toilsome task in a very meritorious fashion. The effects of the school have been very far-reaching, and there were signs that a very considerable advance has been made by the Maoris here in the direction of civilisation and general improvement.

*Te Kopua* (examined 25th March, 1903: Mr. Pope).—As the new master, Mr. Coughlan, had been in charge only three days, no ordinary inspection was held. Both he and his wife had already made a very favourable impression. There are not many children in the district, and the attendance cannot, therefore, be very large. Still, Te Kopua has in the past done very good work, and, with the assistance of the elders, there is hope for its continuance.

*Te Kuiti* (examined 13th June, 1903: Mr. Pope).—Forty-seven children, of whom eighteen were Europeans, presented themselves for examination. Records are satisfactorily kept. Time-table shows need for less geography and more English. Order is fair. The school tone has improved greatly. Extra subjects were pleasing. One likes, however, to hear part-singing. The teaching is, on the whole, satisfactory, though there were some defects noticeable in the method of teaching English. Except in the case of handwork, which has, to say the least, not received adequate attention, the results are decidedly satisfactory.

*Hauaroa* (examined 15th June: Mr. Pope).—The establishment of this school has been so far a pronounced success. The school has, indeed, been found to be too small to accommodate the number of children, and a new room must be added. Fifty-nine children out of sixty-one were present. Records are not remarkably neat. Time-table contains many mistakes, and careful reconstruction is necessary. The order, under the circumstances, was satisfactory. Interest in the school is at present very great; parents and children give the school full support. Extra subjects are somewhat weak. It is important that the foundation work in the lowest classes should be laid as thoroughly as possible, and that in English complete sentences should be expected. The master must learn, also, to keep abreast of recent developments. On the whole, the results are good, and have been obtained by much hard work. What weaknesses are evident are not sufficient to detract from the credit that the school deserves.

*Te Waotu* (examined 11th June, 1903: Mr. Pope).—The attendance here had not been so high as one could wish, though a very creditable number came on examination-day. The time-table makes too much provision for copybook writing and not enough for conversational English. The order is quite satisfactory, and the tone marvellously improved. Extra subjects are moderate in quality. The teaching is very good. Complete sentences should, however, be insisted on. The master's wife deserves a word of praise for her very valuable help. Both teachers have the interests of their pupils really at heart, and are fast becoming two of our best teachers. The examination results are good in nearly every particular, and as a whole may fairly be called excellent.

*Ranana* (examined 9th June, 1903: Mr. Pope).—The attendance here has been fairly regular. Records are excellently kept. Great attention has been paid to the grounds. The organization of the school is also first class. There is also a very gratifying tone. The new class-room has proved to be of great use, and order now is entirely satisfactory. The teaching is careful and to the point. Extra subjects were satisfactory, drill being the best. Examination results show distinct improvement on former years, and the work of classes S3, S4, and S5 was very good indeed.

*Whakarewarewa* (examined 10th June, 1903: Mr. Pope).—The attendance here is very satisfactory and regular, and fifty-six children were present at examination. The state of the records earned the total possible marks. Time-table is good in every detail. The order and tone leave nothing to be desired. The extra subjects are very good, singing being excellent. The methods of teaching also deserved the highest marks. During the unfortunate illness of the master the school had been ably conducted by his daughters. The school has more than reached the highest expectations of the Department. The results are exceedingly good, and highly creditable to all concerned.

*Waiotapu* (examined 17th July, 1903: Mr. Pope).—The attendance here is generally, but not always, regular. There are not very many children available, and the climatic conditions are somewhat severe. More time should be devoted to conversational English in the lowest classes, and

the principle of grouping should be made use of as far as possible with the other classes. The tone, both external and internal, is admirable, and deserves the highest credit. The children are also quite clean. In teaching it is important that errors made by children should be quite stamped out at once. The evening classes, to which the master sacrifices his time for recreation, are manifestly having an excellent effect on the school tone of the district. The examination results are satisfactory, and they have been gained in the face of much difficulty, arising from a period of apathy on the part of the parents and a period of sickness.

*Te Awangararanui* (examined 15th July, 1903: Mr. Pope).—The attendance at this school has been both irregular and small. The time-table should be remodelled in such a way as to give more prominence to the work of the lower classes. The order and tone are satisfactory. Rigorous climate prevents expansion of settlement. The extra subjects require much more attention, drawing being very poor indeed. There is also room for improvement in the methods of teaching. The lesson on English by the assistant was on proper lines. The results are very small, and the Department should expect much more at the ensuing examination.

#### *Tuhoe or Urewera District.*

*Te Houhi* (examined 15th July, 1903: Mr. Pope).—Attendance is very fairly regular; time-table satisfactory. The tone is good, and the children behave well. The extra subjects are fair; singing is, however, taken too slowly. The teacher is beginning to find that *vivâ voce* arithmetic is more useful than the ancient form. Some amount of leniency had to be shown to the seniors in certain subjects. This is an exceedingly isolated school, where the children never hear English. The results are pleasing when compared with those of last year. They would be better were the teachers to make a point of ascertaining at intervals the individual progress of their pupils.

*Te Whaiti* (examined 16th July, 1903: Mr. Pope).—There are not very many children here, twenty-six being present at examination. Considerable trouble had been taken with the grounds. The parents and master get on well together. Children are obedient, and evidently fond of the school. The children are not allowed to be anything but clean; if necessary, the teachers clean them, and in many other ways show great attention to the welfare of their pupils. Extra subjects are fair, singing being the best. The teachers have not yet had much experience in our kind of work, but there is no doubt that the methods required by the Department will be soon picked up. The teachers have high ideals, and are trying with very great earnestness to reform the whole conditions of living not only of the children, but also of the people. The results were small, and show the need of proper setting-out beforehand of the day's work, and of assurance before the school closes that the children have learned what was set out.

*Te Teko* (examined 13th July, 1903: Mr. Pope).—The attendance was spoiled here by the prevalent epidemic. It had previously been very regular. Much hard work had been done in the grounds. Time-table was in every way deserving of the highest mark. Order was perfect, and relations between teacher and pupils were very cordial. The cleanliness of the children has also been remarkably improved. Extras were exceedingly good; drill being admirable, comprising extension motions, wand drill, and dumb-bell drill. Here the teaching of Class P is a very important feature, the methods being first class. In fact, the teaching throughout is of the very best character, and fully deserved the highest possible mark. In the face of a severe epidemic, which afterwards proved fatal to several children, very good results were obtained. The children at Te Teko have not hitherto had the advantage of continuous up-to-date teaching, but under Mr. and Mrs. Cummins they are getting such teaching now.

*Ruatoki* (examined 2nd July, 1903: Mr. Pope).—The interest reported last year as being taken by the Tuhoe Maoris in their school is still maintained. Eighty children were present, there being ninety-nine on the roll. The usual regularity of attendance has been broken by much epidemic sickness of late. More provision for English and geography in the case of some classes would be an improvement in a thoughtfully constructed time-table. The tone is all that one can desire, and the children nearly all appear clean and decently dressed. Extra subjects are very satisfactory, drawing being specially good. The methods of teaching are entirely satisfactory. Hand-work has been taken up in earnest here. Much good work has been done in plasticine, basket-making, and other occupations. The results show that good work has been performed in spite of very considerable difficulty in the shape of epidemic sickness of a dangerous character.

*Waimana* (examined 6th July, 1903: Mr. Pope).—The attendance here has been very good. Sixty-two children were present. Their behaviour was very satisfactory, and their attachment to their teachers was very apparent. The time-table deserves the highest mark for the purposeful care evident in its construction. There has been improvement in the extra subjects, though in drawing mechanical aids are not entirely dispensed with. The drill is very decidedly good. The silent work is done with satisfactory neatness and exactness; this in itself is a sign of good management. Blackboard illustration is useful for those children who are weak in mental arithmetic. The methods in use at Waimana are good and up to date. Good work is being done in leather, but the attempted woodwork class has been discontinued, a fact which is much to be regretted. The results were very good, though not quite even. Geography and English need a little more systematizing. There is, however, every reason to be proud of this secluded school.

#### *Western Bay of Plenty.*

*Te Kotukutuku* (examined 24th June, 1903: Mr. Pope).—The attendance here has been so exceedingly irregular that after the examination, at which only fifteen were present, it was decided to give the school a rest for at least six months. The results were very meagre, as one might expect from the wretched attendance. The master had suffered bereavement in the death of his wife, and his activities were for a time profoundly affected by the loss he had suffered. At the end of the year it was decided to reopen this school. Mr. J. W. Williams was transferred from Pitt Island, Chatham, and there has been a gratifying renewal of life and activity in the school.

*Paeroa* (examined 22nd June, 1903: Mr. Pope).—The attendance has been very regular; forty-three children out of fifty-five were present at examination. Much has been done to improve the grounds, which are now decidedly pretty. The order and discipline are very satisfactory, especially considering the crowded state of the school. The external tone is all that could be wished for. Extra subjects are well attended to, drill being first class. Methods of teaching are, on the whole, satisfactory, though definite aim is necessary before starting, whether in English or any other lesson. Here also an unusual and satisfactory interest is shown in handwork, and the juniors take great interest in their paper-work. The general *ahua* of the school gave much satisfaction. With some weakness in one or two subjects, the results are decidedly good.

*Papamoa* (examined 23rd June, 1903: Mr. Pope).—Though there were forty-four names on the roll of the school, there were present at examination only twenty-eight. The attendance can be regarded, therefore, as very unsatisfactory. It is to be regretted that the Maoris have not here a teacher living in their midst. The time-table should not provide for a continuous amount of slate-work—up to three half-hours for preparatory classes—but as much variety as possible should be introduced. Discipline is moderately good. Extra subjects were very fair, drawing being best. There is much need for improvement in methods of teaching. Pronunciation was imperfect; reading monotonous in the extreme. The methods generally showed lack of careful planning-out; careful preparation of work and direct aim in teaching are essential. The examination results would have been better had there been conformity to our methods.

*Te Matai* (examined 26th June, 1903: Mr. Pope).—The attendance here is also very unsatisfactory, thirty-one being present out of a roll of fifty-four. The suggested alterations in last year's time-table had not been acted upon. The order is not bad; the tone is very fair; and parents appear to be taking more interest than they did. Children were fairly clean and tidy, though taken unawares. Extra subjects are very weak. The children here are almost unique in being slow at singing. Teaching-methods are good; the blackboard should, however, be used in mental arithmetic. The reading lesson was decidedly well done. A revival of interest in the school has lately appeared, and, judging by the examination results, which ranged from fair to good, given a good attendance the teacher would produce very good results.

*Matata* (examined 27th June, 1903: Mr. Pope).—The attendance here is generally regular and satisfactory. Grouping should be practised whenever it is possible, and the time-table should be amended in this direction. The children are obedient and well-behaved, not at all inclined to be noisy. The parents all show good interest in the school. There has been under the present rule a wonderful improvement, which is noticeable even amongst the parents. Good progress has been made with the extra subjects, club drill being very satisfactory. Miss Kelly is a strong teacher, and when she has fully gauged the character of the Maori child she will be very competent. Handwork is well treated here, plasticine-work, cane-work, and paper-work all being satisfactorily done. The results were decidedly good.

*Otamauru* (examined 30th June, 1903: Mr. Pope).—The garden and grounds show little of a favourable nature to record. The present teacher had, however, not been long in occupation. Time-table arrangements should provide greater distinction between time allotted to spoken and to written English, and less arithmetic for preparatory classes. The school tone is very good; cordial relations have been established; the children are now all clean, and some of them clad in simply gorgeous array. Extra subjects are still in a weak state. Methods of teaching showed that Mr. McFarlane has a good grasp of the principles on which the art of teaching English is based. Some fair plasticine-work was shown, and some elementary paper-work had also been done. On the whole, there was reason to be satisfied with the work done by the teacher since he took charge.

*Poroporo* (examined 1st July, 1903: Mr. Pope).—There were present thirty-seven children, the attendance being regular. The grounds are in a very pleasing condition, children's gardens having been established. The time-table should provide for at least one conversational lesson in English every day. Six and a half hours' arithmetic for Class S1 is certainly too much. The school was well in hand, and relations between people and teacher improved. The children looked clean and well. Singing was good, though somewhat unusual; drawing weak; while drill was very good. The examination results were disastrous. The work of the master was circumscribed to a considerable extent by his inability at present to cope with the difficulty of passing Maori children through our highest standards. The assistant teaches carefully and well, and she has the love of her pupils.

#### *Eastern Bay of Plenty.*

*Waioweka* (examined 10th July, 1903: Mr. Pope).—Fifty-five children, the total possible, presented themselves at inspection, all of them tidy, clean, and fairly well dressed. The organization of the school is such as deserves the highest praise. Discipline is also very good indeed, and the parents speak in the highest terms of the teachers. Extra subjects are not quite so good. Drawing is the best, and there has been considerable improvement also in drill. The teaching is everywhere clear and to the point, and there is much "driving-home" work. Handwork receives due attention, and the results are very creditable. Plasticine, basket-work, and paper-work are the occupations taken up. The school, originally built for thirty children, has now to accommodate fifty-five; an addition is, therefore, urgently required. The results, in spite of this overcrowding, were very good indeed, very much of the work being really excellent.

*Omarumutu* (examined 9th July, 1903: Mr. Pope).—The attendance here has been very satisfactory, and sixty-four children were present, only three being absent. The present master, Mr. A. H. Cotton, had only recently been promoted to the charge of this school, after successful work in Hokianga. The garden and grounds want attention, and some minor improvements are necessary in the arrangement of the work as shown in the time-table. The children are gradually improving in behaviour, although much remained to be done. They are also inclined to dishonesty. The

relations between teacher and parents appeared to be quite satisfactory. Extra subjects require careful and constant attention. The teaching was, on the whole, satisfactory. It is desirable that in English conversation the children should do the greater part of the talking. The results were satisfactory, in so far as they were wide, but the weak places were numerous. A better order of things is now being established, the consequences of which were not at examination-time fully visible.

*Torere* (examined 8th July, 1903: Mr. Pope).—Every child was present at examination. Garden and grounds were in very creditable condition. Time-table arrangements were, on the whole, good. The rule is exceedingly mild, and cordial relations exist between master and people. Children made a much better appearance than they did in olden times, though they had not yet learned the sanitary method of cleaning slates. Extra subjects were in a rudimentary stage. The master had already made good progress in seeing where Native-school difficulties lie. Mr. Harrison's work was such as to show that he will prove a decidedly useful acquisition to the Department. He had done much in a short time to bring into good order a school that had, through the long illness of his predecessor, fallen far out of line.

*Omaio* (examined 10th August, 1903: Mr. Bird).—There was a very good attendance of children, forty-six being present. The time-table should show, in its distribution, the work of every class, including Class P. It was pleasing to note that handwork found a place amongst the school subjects. Basket-work and paper-work are satisfactorily done. The use of concrete methods in the teaching of the infants has, under the assistant, produced good results. The internal tone of the school, as evinced during the examination, was very good. Songs were moderately well sung, the fault being that the pitch was too low. Other extra subjects are fair. It is necessary always that the teacher should ascertain before the lesson closes that the children have grasped what he has endeavoured to present to them. The examination results were good on the whole; English work was satisfactory throughout, but there is still some weakness in arithmetic.

*Te Kaha* (examined 7th August, 1903: Mr. Bird).—Forty-one children were present out of a roll number of forty-two. This school still keeps up its reputation for cleanliness. It is, without doubt, the most pleasing in appearance of all the schools, inasmuch as the cleanliness is reflected in the habits and personal appearance of the children. The Department has every reason to be proud of *Te Kaha*. The children worked quietly and well. Their manners also called for some praise. Extra subjects were very satisfactory indeed, drill being especially good. The teaching done by Mrs. Hailey in the infant-department is of a most painstaking character. It recognises the fact that the keynote to success in Maori-school work is thorough preparation of the infants. The master's lesson was also very satisfactory, and showed that the children were accustomed to proper teaching. Kindergarten work made a fine display, basket-work, carton, cardboard, and plasticine work all being well done and exceedingly neat. The master, Rev. D. T. Hailey, and Mrs. Hailey have both been in ill health for some time. In spite of this, however, much excellent work has been done, and the results are exceedingly gratifying. (The Rev. Mr. Hailey has since been granted leave of absence on account of ill health, and a successor has been appointed. The Department hopes that the rest and change will be of service to Mr. Hailey, and that he and his wife will be able to resume work with renewed health.)

*Raukokore* (examined 6th August, 1903: Mr. Bird).—This is an important school, though not a large one. There were thirty-two children present out of thirty-five. The time-table should be amended to give more time for English, which should be given to every class every day. There is a good tone, and the children seemed to be eager to work. They should, however, be trained to go out quietly, and to refrain from mutual help. Singing was rather poor; drawing and drill fair. The children, especially in the preparatory classes, should receive a thorough training in the sounds of the English consonants. The method of teaching to read should be a combination of the phonetic and look-and-say methods. Once the sounds are properly taught, the difficulties end. Conversational work in English, as suggested in at least two previous years' reports, is absolutely necessary. Had this direction been attended to, the results, which were on the whole very good, would have been little short of excellent.

#### *East Coast and Wairarapa.*

*Wharekahika* (examined 4th August, 1903: Mr. Bird).—In order to increase the attendance, in their efforts to make a good show, the people had brought children to school that were far too young, some of them being probably under three. Of course, this could not be allowed. The master had not been accustomed to Maori work; otherwise, grammar would find no place on his time-table. The tone was good, and the master had done much for the Natives in time of sickness. He has yet to get into our ways, and with a view of assisting him time was devoted to an exposition of methods. The results obtained were very small indeed, nor could they be expected to be otherwise. (The master has since left the service, as he found the isolation more than he could endure.)

*Te Araroa* (examined 3rd August, 1903: Mr. Bird).—Full provision is made here for conversational English, and the effect on the work of the school is very marked. The children should work without needless talking. They are on exceedingly good terms with their teachers, and the working-tone of the school is good. There has been a considerable influx of young children who "do not pay," and these have lowered the percentage in some measure. Of the general work of the school it can be truly said that it was very satisfactory. Handwork has been well attended to here, though a little more accuracy and neatness in carton-work are desirable.

*Rangitukia* (examined 29th and 30th July, 1903: Mr. Bird).—This is one of our largest schools, there being present at examination eighty children. The order is excellent; the children obey quietly and without fuss. The people are proud of their school, and, indeed, they have good reason to be so. Drawing is, in the upper classes, combined with handwork, and is taught with great success. The drill was first class, work by the cadet company being very good, and showing

the very great interest taken in this work by master and pupils. The teaching of the master was exceedingly pleasing. It followed on the true scientific method, proceeding from the known to the unknown. The assistants gave very satisfactory lessons, phonetic work in preparatories being good, and the English work in Class S2 was all the more interesting in that the teacher is herself of Maori race, and has learned her English in our Native schools. As showing what can be done, I should add that the English work by the class referred to was afterwards completed by written English. The results, though not so large as in former years, are most satisfactory. The highest classes were very good, and Classe S2 and S3 were exceedingly good. The handwork in the school is taught exceedingly well: cardboard and carton work in the upper classes, cane-weaving by girls, paper-folding and modelling in the lowest classes are all done in such a way as reflects the greatest credit on the teachers. More than this, Mr. Hamilton finds that cardboard-work especially is of great use in teaching measurement and helping the drawing. This extra work has in no way detracted from the value of the general school work. Practical lessons are also given in needlework by Mrs. Hamilton. The workshop connected with this school is now in thorough working-order. At the end of the year there were nineteen pupils and four ex-pupils on the workshop roll. The fittings, including six very fine benches complete in every detail, were all made by Mr. Hamilton, assisted by the boys, and they certainly are exceedingly well constructed. The Department has every reason to be satisfied with the working and prospects of the shop.

*Tikitiki* (examined 27th July, 1903: Mr. Bird).—The attendance here had been very regular. Time-table arrangements would be more satisfactory were fuller provision for English made. Children were well behaved, and the tone is a very healthy one. Interest in the school is well maintained; the parents and children seemed loth to go after a long day's examination. The parents are evidently attached to the teachers. Handwork of various kinds receives due attention throughout the school, and many pretty specimens were to be seen. Dumb-bell and club drill are exceptionally good. The methods of teaching shown during the day were satisfactory. Much advance had been made in the most important division, the preparatory classes, where the methods are such as must in time make their effect felt throughout the school. The results are good. The habit of forcing through into Standard 1.—a habit encouraged to an extent by the present system of payment—which has obtained in this and other schools was responsible for the weakness in Class S2. This habit cannot be too strongly condemned; there is nothing like a thorough preparation, which should extend over at least two or three years.

*Waiomatatini* (examined 24th July, 1903: Mr. Bird).—It seemed probable here that fuller provision was necessary for English work in the lowest classes. So far as the internal tone of the school is concerned, there is little to find fault with. One or two children required special attention owing to their inclination to help each other. Beyond this the discipline and tone were satisfactory. The attendance had again been seriously interfered with, and the constant disturbances of school work that had occurred during the year had doubtless a bad effect on the examination. Extra subjects were fair. The master lacks confidence in his own powers to teach singing. He teaches it, however, better than he thinks. The exercises in drill lacked certainty and vigour. The children in the lowest classes had apparently got their reading lessons off by heart, a fact which points to the need of using more than one Reader. Handwork exhibited would have been better had more neatness and accuracy been shown in its production. Most of the children who failed were those who had been away for some considerable time during the year; those who passed did well.

*Tuparoa* (examined 23rd July, 1903: Mr. Bird).—The children of this school know well how to behave, and their manners are very pleasing. They attend school regularly, though some come from a considerable distance. The time-table shows that twenty-minutes lessons are in use. This is, perhaps, more suited to infant-classes than the longer periods. Extra subjects had somehow drooped, and want fresh life and vigour. Kindergarten and handwork receive proper attention. There is need here, as elsewhere, of thorough drilling in sounds, in order that the difficulties of pronunciation may be overcome in the earliest stages. Considering the change that has taken place in the school, and the distraction incident thereto, the examination produced satisfactory results; those children who passed passed well.

*Whareponga* (examined 21st July, 1903: Mr. Bird).—Though there are not many children here, the attendance has been very regular, and the parents take great interest in their school. The children appeared to be well looked after by the teachers; one might say that they are slightly over-indulged. The time-table should provide conversational English work for Class P at least once every day. Extra subjects, especially club drill, were very good. The teachers recognise the importance of giving a thorough foundation to the work of the lowest classes. Mental arithmetic should, however, be made the prelude to the more advanced work. Plasticine-work has been very well done by the upper classes, and paper-work by the lower ones. The results were good. High marks were obtained in the lowest classes, Class S1 doing very well. The school appeared to be on a thoroughly sound basis.

*Hiruharama* (examined 20th July, 1903: Mr. Bird).—The garden and grounds are here neatly kept, Arbor Day being made proper use of. One or two children were inclined to mutual help, otherwise the order and tone leave nothing to complain of. As regards the extra subjects, drawing shows considerable weakness when compared with the other two, of which drill is very good indeed. It will be found, I think, in teaching that it is unwise to trust too much to general action. Children should therefore be encouraged to make their own conversation and ask their own questions. Answers in complete sentences should also be required. The teaching of arithmetic was satisfactory. Kindergarten work is taken up. The basket-weaving was very creditable. The infants do also paper weaving and folding. The results were, on the whole, satisfactory; the lower part of the school did well. English is the difficulty that must be grappled with thoroughly in this as in other schools.



*Tokomaru* (examined 18th July, 1903: Mr. Bird).—This school still maintains its high standard of efficiency. Sixty-two children were present at the examination. There is a very good working-tone in the school, and the behaviour of the children is all that one can desire. The extra subjects were all very satisfactory; drawing was, perhaps, limited in extent. Classes S1 and S2 should be independent of the use of fingers in arithmetic, and to this end it is advisable to begin in the earliest classes with the composition of the numbers, and to arrange the work so that a child shall not advance beyond numbers with which he is thoroughly familiar. The methods in the school, judged by results and inspection, are sound, and the teaching is intelligently directed towards securing a thorough training. Kindergarten work and handwork have received due attention, and some very creditable products of the children's labours were exhibited. The results were very good, the middle part of the school doing really capital work.

*Whangara* (examined 16th July, 1903: Mr. Bird).—The doubts that attended the early career of this school have been for the most part removed. The attendance is very regular. The people showed such interest in their school that the building was filled. The children work well, and the order and discipline are very satisfactory. The extra subjects have not yet reached a very advanced stage; drill is satisfactory. The teaching is based on proper methods, and produces results that were very good indeed. The people showed much appreciation of the school, and the Committee was at the time of the examination making an effort to provide a shelter-shed for the school.

*Tangoio* (examined 7th November, 1903: Mr. Bird).—There were, at inspection-time, forty names on the roll, but only twenty-eight children were present. Some of the records were not entered up to date, and they were not marked so neatly as one could desire. Very little had been done with the ground, and there was no garden to speak of. Order and discipline were very unsatisfactory; children talked without control, came into school and went out with no order at all. One case of copying was remarked, otherwise the children worked fairly well. The relations between teachers and parents were such as should cause much uneasiness to the Department. Indeed, the attendance had already been considerably affected, and the prospects of success very much diminished. The extra subjects were fair. Drill was weak, and no use had been made of the dumb-bells supplied. The results were disappointing in the highest class, fair in the middle class, and weak in the preparatory classes.

*Papawai* (examined 10th November, 1903: Mr. Pope).—A very decided general improvement is noticeable in the garden and grounds. Time-table arrangements needed some modification in order to make satisfactory provision for the most important subjects. The teacher must learn to secure order and attention before progress can be made with the work. Trouble spent in this direction is well spent. The relations between parents and teachers are of a kindly nature, and the parents show interest in the school. There is still much to be done in the extra subjects. In teaching, though the lessons given were interesting, they were somewhat on old lines. If the children were trained to habits of quietness and attention, the school would be at once in a very satisfactory state. The results, which were pleasing on the whole, show that the new staff means business, and should the interest of the Maoris be maintained at its present pitch the school should in a year or two reach a high level.

*Turanganui* (examined 12th November, 1903: Mr. Pope).—The order here was good, children being well in hand, yet the rule seems to be satisfactorily mild. There was also noticeable a good all-round tone. Pupils were clean and tidy, and anxious to work. The methods of teaching were such as were in vogue some considerable time back, and have been improved upon during recent years. The master has, however, high aims, and works very hard to reach them. Much capital work had been done.

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

*Nuhaka* (examined 6th April, 1903: Mr. Pope).—The attendance here has not been what it should be; out of a roll number of sixty-seven there were present forty-seven, while the average for the year was about forty-two. Drawing was fairly good; the other extra subjects were, however, not worth much, the drill especially being purposeless. There has been some improvement in the school tone since last year. Children appeared to be well in hand, and were cleaner than formerly. The handwork taken is rather limited in extent, and more than half an hour a week should be devoted to it. There is still too much time devoted to arithmetic in the lowest classes. Larger results would have been achieved if the Maoris took a more active personal interest in the work. The school has an unusually large number of juniors, a good indication of bright future prospects.

*Tokaanu* (examined 5th and 6th June, 1903: Mr. Pope).—The whole tone of this school is inconsistent with any kind of disorder. The mutual relations of parents and teachers, and teachers and children, are really all that they ought to be. The children made an admirable turn-out for such a remote district. It was difficult to find any unsound places in the work, and the results produced were very good. Extra subjects are all very well taught, singing being unusually good. Much good use has been made of the lantern here, and Mr. Hamilton had taken considerable trouble with it. Modelling in plasticine showed considerable merit; paper-weaving had also been done with accuracy. It is advisable, perhaps, to remark that here, as elsewhere, in the teaching of arithmetic much *viva voce* work should be done. This should be begun in the preparatories, who should learn to deal with the numbers 1 to 12, say, in every kind of way. There can be no doubt that such work insures solid foundation and thorough comprehension of the values of the numbers.

*Karioi* (examined 3rd June, 1903: Mr. Pope).—Though the children here appeared to be rather "free and easy," the mistress has them well under control, and the order was satisfactory. It is not improbable that some of them need the restraint of corporal punishment. The tone was, however, in most respects admirable. The parents admire and respect their teachers greatly. The cleanliness of the children seems to be more and more satisfactory. The teaching is up to date and good. It is important, however, that the teacher should, by individual questioning, ascertain



whether the points of the lesson have struck home. Plasticine-work has been done with fair success. The results of the examination were highly satisfactory. Miss Grant has for a considerable time been impeded in her work by her health not keeping generally satisfactory. She has been compelled, therefore, to resign the charge of the school in order to seek rest and restoration. The people and children of Karioi, who have been much indebted to Miss Grant and the members of her family, will very deeply regret her departure, and the Department joins with them in hoping that she will be able to return to the work in which she has achieved so much success in renewed health and vigour.

*Te Haroto* (examined 9th November, 1903: Mr. Bird).—Under the new teacher considerable progress has been made at this interesting school. The attendance has been well maintained; the order is fairly good; excellent terms of friendliness exist. One seldom finds such thoroughgoing interest in the school as is here manifested. There is a very good tone in the school, and the children seemed very anxious to get on. The Chairman, Wi Pikai, has been a source of great help to the master. Extra subjects have been well attended to, the club drill being very good. The master requires a little more experience to enable him to cope fully with the requirements of the Department. Reading requires special attention, and the phonetic method should be the basis of the work. Handwork of various kinds, carton-work, modelling, and paper-work are all very well done. The master has, with the assistance of the boys and the people, erected a building for a workshop without any expense being incurred by the Department. The examination results were very satisfactory, and show that steady and earnest efforts have been made. (Since the above was written the Department has received news of the death of the Chairman. His loss will be a serious one to the school. Up to the end his thoughts were of the school, and almost his last words were an injunction to the children to attend regularly.)

*Pipiriki* (examined 1st June, 1903: Mr. Pope).—A good appearance was made at examination, the children being neatly dressed, and showing much interest in their work. The principle of grouping is here extensively used, though the arrangements admit of some modification. Excellent use had been made of the new drawing-books, while the work in other extra subjects showed that progress had been made. The master has become theoretically and practically fond of the black-board. This is always a step in advance. Good use has also been made of the newer English teaching by conversation. Excellent use has also been made of handwork; paper-work of all kinds was all well done; cane-work was good; and bricklaying, which the master values highly, has also been successfully taught. The results were pleasing on the whole, but in some subjects there were weak places. The low age of the juniors caused them to be generally weak. It is gratifying to note that at a meeting of the people held some time previously resolutions had been passed prohibiting certain undesirable forms of amusement, such as dancing hakas, singing at the boardinghouse, striking in the playground, or wearing dirty clothes. This deliberate expression of the people's opinion is very pleasing, and their example might well be imitated.

*Pamoana* (examined 28th May, 1903: Mr. Pope).—Organization and discipline still maintain their usual state of excellence, and the interest in the school is still well maintained. Extra subjects deserved the maximum marks. The methods of teaching were also very good. In conversational English, however, it is advisable that after a proper stage of efficiency has been reached the conversation should be between pupil and pupil, the teacher supervising. The results were exceedingly good, and the excellent percentage attained shows that in the midst of other pressing work that has during the year engaged the teacher's attention and time the school work proper has received thoroughly satisfactory treatment. In connection with the model village, a workshop was erected during the year, and the boys have for some time been receiving instruction in wood-work. The boys also assisted in the erection of the first of the cottages which was built in connection with the scheme.

*Pariroa* (examined 28th October, 1903: Mr. Pope).—Good work has been done here with the grounds. The attendance has been satisfactory; children made a good appearance in the main, though they are still old-fashioned in their method of cleaning slates. They are, however, well under command, and are not even inclined to be rude. The parents take interest in their school and its work. Extra subjects require strengthening all round. The methods in teaching were thoughtfully worked out. Considering that there had been much illness here, and that other disturbing elements had been present, the results were satisfactory. In Class S2, the most important one by far, good work was shown: the whole class passed, most of them well.

*Puniho* (examined 30th October, 1903: Mr. Pope).—This school, the establishment of which marks the first advance into the Taranaki District proper, was opened with considerable ceremony in June. So far much success has attended it, though the school met with a severe blow shortly after its opening through the death, by drowning, of the Chairman. The order was not bad, and the master was rapidly getting hold of his pupils. Children had not quite learned everything in the way of cleanliness. Extra subjects were all in the rudimentary stages. Plenty of physical exercises are needed. The master had made laudable efforts to get the ground drained. The prospects of the school are satisfactory, and on the whole the results were decidedly pleasing. The pupils all seemed interested in their work, and generally a good beginning had been made. Everywhere there were traces of really hard work done by the teachers.

#### *Southern Schools.*

*Okoha* (examined 22nd December, 1903: Mr. Bird).—Through unusual pressure of work, the examination of this school took place very late—so late that the teachers were compelled to spend Christmas at the settlement. It speaks well for their loyalty that they remained in charge to see their school examined. The garden and grounds had been fenced in, and there was a pleasant display of flowers and vegetables. Grouping should be made use of in the upper classes. The rule is very gentle; punishments seem to be unnecessary amongst the Maori children here. Tone

and cleanliness left nothing to be desired. Extra subjects, except drill, which had not been taught, were good. The work of the school showed that much honest effort had been put forth. Considering the crowded state of the schoolroom, the teachers had done remarkably well in the isolated circumstances in which they have been placed. The results of the examination were very satisfactory. The youngest children wanted thorough drilling in sounds, and Classes S1 and S2 need greater attention in mental arithmetic.

*Whangarae* (examined 19th December, 1903: Mr. Bird).—Each child here has his own garden, and they were all very creditably kept. Blackberry had, however, taken possession of the school ground. The relations between teacher and people were very cordial indeed. The children's clothes were clean and tidy; they still have to learn, however, how to clean a slate properly. The singing was, on the whole, very good; drill and drawing were weak. Word-building and instruction in sound should be the preparation for reading given in the lowest classes. The examination showed that fairly good work had been done during the year, and that probably only a little more experience is required to produce more even work. The teacher has the interests of the people at heart, and does much work, outside of the school work, in helping and caring for them.

*Waikawa* (examined 8th December, 1903: Mr. Pope).—The attendance here is somewhat small, there being few children to attend school. The garden and grounds were in a highly satisfactory condition. Time-table arrangements should be made more up to date, and the document should be complete in every particular. The teachers and pupils were on good terms, though it seemed as if the cordial relations sometimes existing between parents and teachers were hardly to be found here—rather a kind of armed neutrality. It is desirable that in teaching there should be an almost imperceptible “sliding” from the known to the unknown. This makes the work concrete. Further, in order to give the teacher an opportunity of knowing how far the matter in hand has been grasped, and to improve the children's power of expressing their thoughts in English, all answers should be given in complete sentences. The results, which were on the whole satisfactory, showed that much hard work had been done.

*Wairau*.—Owing to the illness of the teacher, this school was not examined. It had to be closed towards the end of the year, but it is hoped that work will be resumed shortly.

*Mangamaunu* (examined 18th November, 1903: Mr. Bird).—The attendance here has been satisfactory. Buildings were in a satisfactory condition. The garden is exceedingly pretty and well arranged. The order and discipline were both quite satisfactory. The singing was very pleasing, the enunciation being very good. Kindergarten work of various kinds is very well done. The higher standards should receive more English work, notwithstanding the fact that the school is not so “Maori” in character as our Northern schools. The results were very satisfactory, English and arithmetic being specially good.

*Kaipoi* (examined 4th December, 1903: Mr. Bird).—The work of the school had been considerably interfered with owing to the children taking part in the carnival. Indeed, the school deserves better consideration at the hands of the people. The new residence had been completed in a very satisfactory manner. Singing was hearty; drawing, especially that of the upper classes, very good; the drill exceptionally good. There is need of careful attention to the method of teaching reading to the preparatory classes—work which may be regarded as some of the most important in the school. In the lowest division the results were somewhat weak; in the highest they were exceedingly good. Preparations for pois and hakas generally leave their mark on a school.

*Rapaki* (examined 5th December, 1903: Mr. Bird).—The schoolroom here was not so bright as one could wish. Time-table arrangements needed some alteration; five hours and a half per week are far too much for infant-class writing. The order in school was distinctly good, and, with one exception, the children worked honestly. Extra subjects were only fair, and need attention. Arithmetic can be taught successfully only by means of constant use of the blackboard. The younger children should be so trained that they do not require the use of their fingers in adding. The results in the lower classes were good; in the upper the work was not so good. The children of this school had not, strange to say, been diverted from work by practising for carnivals.

*Arowhenua* (examined 2nd December, 1903: Mr. Bird).—A little needless talking among the younger ones was observable; the elder children behave well. There is, however, very little to find fault with, and one may regard the discipline as very good indeed. The children were exceedingly clean both in person and habit. Kindergarten work is done fairly well. A little sliding was noticeable in singing. Drawing and paper-mounting both deserved a high mark. The methods in arithmetic need attention, and preparation of the juniors in sounds and word-building would be of benefit to the children. The sewing deserved special praise. One of the best pieces of work exhibited was a shirt made by a boy. Practical instruction of this kind has a very high value. Throughout the school work very pleasing progress had been made.

*Wairewa, Little River* (examined 3rd December, 1903: Mr. Bird).—The discipline here has considerably improved under the present teacher and his predecessor, and one would now hardly recognise the children as being the same as were to be seen here formerly. There is still room for more stringency in the lowest classes; the upper classes leave nothing to be desired in their behaviour and manners. Kindergarten and hand work are well attended to. The children should now proceed in plasticine-work to model from actual objects. Of the extra subjects, drill was very weak. It has been affected, as have other subjects, by the absence of the children to practise pois and hakas. Great care should be taken with preparatory classes to establish a thorough foundation in the sounds of the English language. In arithmetic, too, it may be advisable to take one number at a time, and to teach as concretely as possible its composition and relations. The results of the examination were on the whole satisfactory.

*Waikouaiti* (examined 30th November, 1903: Mr. Bird).—The appearance of the school and its surroundings showed that much care is taken to secure cleanliness. Order and discipline were

exceedingly good; teachers and pupils thoroughly understand each other, and there is good honest work done in school. Of the extra subjects, singing was much the best, and well deserved the highest mark. Drawing and drill were also well up to the mark. Kindergarten and hand work are well done. Paper-work showing original designs, cane-work, and cardboard-work are all very satisfactorily treated. Monitors are made good use of, and, though perhaps it is not always safe to intrust important lessons to them, the amount of attention secured by them here speaks well for the discipline of the school. The results of the examination were very good throughout, and showed that sound instruction had been given.

*The Neck* (examined 26th November, 1903: Mr. Bird).—The new teachers had already established cordial relations with the people, and had entered with good spirit into the work. Plenty of occupation provided for the juniors would prevent their talking needlessly. Mr. Burns made proper use of mental arithmetic as a preparation for harder work. Children should generally be trained to answer individually. The master had not quite become accustomed to the needs of the school, and the results were somewhat weak. He has, however, plenty of good-will, and next year will doubtless produce good results.

*Ruapuke* (examined 24th November, 1903: Mr. Bird).—Children, though few in numbers, had attended well. The children have now acquired pleasant ways, free from any objectionable manner. The people still take a keen interest in the education of their children, and the school tone is satisfactory. Some of the children still spit on their slates, an objectionable method of cleaning them; in other respects they were clean and tidy. Of course, the children here speak English rather than Maori. Indeed, a child spoken to in Maori by his parent generally replies in English. Yet English lessons of a useful type are included in the course of instruction. A little handwork had been done. In singing, unfortunately, the tunes were not quite according to the music in the book. The examination results were very good, and show that the teaching had been effective.

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

The results of inspection, as set forth in Table No. 7, show that nine schools reached the high standard of over 90 per cent.—viz., Pamoana, under Mr. C. W. Grace; Waimana, under Mr. C. H. Brown; Tokaanu, under Mr. A. G. Hamilton; Whakarewarewa, under Rev. H. Burgoyne; Waio-weka, under Miss Levert; Paparore, under Mr. E. Greensmith; Waikouaiti, under Mr. H. W. Blathwayt; Turanganui, under Mr. C. C. Hubbard; and Te Kaha, under Rev. D. T. Hailey. The schools (fifteen) that came next in rank, having gained over 80 and less than 90 per cent., were Ranana, Rangitukia, Whangape, Tokomaru Bay, Whakarara, Whareponga, Te Teko, Oromahoe, Karioi, Ruapuke, Poroti, Okoha, Pukepoti, Kenana, Te Waotu. The following schools gained over 70 and less than 80 per cent.: Raorao, Karetu, Te Kao, Te Kuiti, Paeroa, Arowhenua, Mangamaunu, Tikitiki, Maraeroa, Omaio, Whangaruru, Otaua, Tuparoa, Taumarere, Ruatoki, Te Araroa, Te Pupuke, Matata, Waiomatatini, Whangarae, Te Haroto, Whangara, Pariroa, Te Kerepehi, Kaiapoi, Rangiawhia, Parawera, Rapaki, Hiruharama, Touwai, Poroporo, Kaikohe, Rakau-manga, Te Ahuahu, and Torere. Thirty-four schools made between 50 and 70 per cent., and only four less than 50 per cent. Many circumstances may combine to effect the percentage of a school, and this year was not an exception to the general rule; but the increased efficiency indicated by the figures given above should be a source of considerable satisfaction, in so far as it indicates that the higher aims of the Department are being attained by a greater number of schools year by year.

#### BOARDING-SCHOOLS, ETC.

Under this heading is to be found a summary of the results of the examination and inspection of the five Native boarding-schools held during the course of the year 1903. There are also given some remarks on the Church of England mission schools at Putiki, Otaki, and Waerenga-a-hika, and on the convent Native school at Matata. An account is also given of the annual examination for the Te Makarini Scholarships, which are provided 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. Considerable interest has always been shown by both the teachers and Maori people in these scholarships, and the successful competitor is held to have brought great honour to his school. The scholarships are tenable at Te Aute College, and the Te Makarini scholars who have entered and passed through that institution have shown themselves to be possessed of ability of no mean order.

*St. Joseph's Roman Catholic Girls' School, Napier.*—The school was inspected on the 2nd April, 1903, by Mr. Pope. The number present was sixty. No important changes had been made in the garden and grounds. The time-table arrangements are given in considerable detail, and are scientific and satisfactory. The methods of teaching were thoroughly well devised, and were very effective. Kindergarten and handwork form an important branch of the school work. All of the work was very satisfactory; some of the modelling in plasticine may be described as excellent. The order in school leaves nothing to be desired, and the tone could hardly be better; all the girls seemed anxious to do their best for the school. Much progress had been made with the extra subjects. The singing of the little ones, including part-singing, was very good, while the seniors had also greatly improved. Drawing was very well done, and the drill—club drill, scarf drill, and marching—was very pleasing. Year by year some advance or improvement has had to be recorded, and this year has been very far from being an exception to the rule. The school was examined by the Inspector and Assistant Inspector of Native Schools on the 11th and 12th December, 1903. Of Government pupils, four passed in Standard VI., eight in Standard V., four in Standard IV., four in Standard III., three in Standard II., and eight in Standard I. Of the private pupils, two passed in Standard VII., two in Standard VI., one in Standard V., eleven in Standard IV., three in Standard III., one in Standard II. The work done in the preparatory class was also very satisfactory. Throughout the whole school there was but one failure. The

work of the school was very pleasing indeed. Arithmetic in Standard V. was, perhaps, on the weak side. The lower classes did really admirable work. Needlework and drawing were excellent. The teachers have shown much ingenuity in kindergarten work generally, and some very pretty specimens of work were exhibited. A special word of praise is due to the work of the preparatory class, which showed that careful teaching, on thoroughly good methods, had been given. With regard to the question of admitting as Government pupils only those who had passed Standard IV., the Department decided, after further consideration, to extend the currency of the scholarships already being held until the end of the year 1904. In the case of future admissions, however, it will be necessary that all candidates shall have passed Standard IV.

*Hukarere Protestant Girls' School, Napier.*—The school was inspected by Mr. Pope on the 2nd April, 1903. The total number present was forty-nine. The average attendance for the four previous quarters was 50.2. The tennis-court was approaching completion, and the grounds were very presentable. The tone is as a whole always good, relations between teachers and pupils being admirable. The singing was very pleasing, both in theory and in practice; ordinary squad-drill and wand drill were satisfactorily done. Club drill is to be taken up. It is perhaps desirable that the senior teachers should as occasion requires help the juniors with criticism and advice. The school was examined by the Inspectors of Native Schools on the 10th and 11th December, 1903. Two girls were presented in the highest class, and may be taken to have finished their course. They did very satisfactory work in all their subjects, of which Latin was very decidedly creditable. Two girls passed the third-year examination, and six that of the second year. The work done by these girls was very good. In the next class, five passed the first-year examination. There were several failures here in arithmetic, and the class as a whole could not be called strong. The lower class did fairly good work, and all passed Standard IV. Three passed Standard III., dictation being the weakest subject. The English of this class was much more satisfactory. Standard II. proved to be a very good class, and did its work exceedingly well. Standard I. was not so strong in English as one could wish, but otherwise did well enough. The preparatory class had been fairly well taught. This school, as well as other boarding-schools, has reached a stage of development where it seems to be necessary that a definite syllabus of work should be drawn up for the various classes by the Department, in conjunction, if necessary, with the authorities of the school. The course to be followed is perfectly well marked so far as the work required up to Standard IV. is concerned. Beyond that there appears to be a region somewhat undefined in character. Not that the teachers do not work thoroughly in accordance with their own programme, but one gathers that they would prefer to have a definite course mapped out so that they would know just what they are expected to teach. I think that this, so far as it concerns the holders of scholarships, would be of very great benefit both to the pupils and to the teachers. It might fairly come within the province of the revised code.

*Queen Victoria School for Maori Girls, Auckland.*—This school, the foundation-stone of which was laid by His Royal Highness the Duke of York, has made a most satisfactory beginning. It is exceedingly well built, charmingly situated, and is in every way thoroughly well equipped. There has been a great demand for admission, arising partly from the fact of its being a new school, and partly from its being situated so conveniently to the chief Maori settlements of the North. The school was examined by the Inspector-General of Schools on the 7th, 8th, and 9th December, 1903. The following is a nearly complete statement of his report: "During the seven months that the school has been open the work has been carried on under considerable disadvantages, as pupils have been entering at various times, and until a short time ago there was only one teacher. Notwithstanding these disadvantages and others incidental to the starting of a new institution, there is ample evidence that good sound work has been done, and, what is of at least equal importance, that a healthy moral tone prevails throughout the school. English throughout the school shows signs of very careful work, but still more emphasis is required to be given to this important subject. As much easy modern English as possible should be read, and intelligent comprehension of the subject-matter and good oral and written composition should be the chief points aimed at. The arithmetic is distinctly good, but the examples should be more practical in character. The writing is very fair, and the dictation very good. In geography less emphasis should be laid upon mere names; the physical geography should be based on the girls' own observation, and for the teaching of descriptive geography pictures should, if possible, be used in conjunction with the map. In this connection, a good museum for teaching purposes would be of great assistance. Physiology, if it is to be regarded as of high value, should not be taught by means of books and diagrams only; the work should be accompanied by observation of the bones and organs of some animal—as a sheep, for instance—and experiments illustrating the main processes of respiration, &c. Botany has been begun with the girls of the highest classes, and, if properly used, will afford a valuable training in elementary scientific method. Three of the girls have begun Latin and Euclid. I consider it a great mistake to attempt to teach these subjects in such a school. It must be remembered that the girls are already being instructed in one language—English—which is foreign to them, and the addition of a smattering of Latin will not help them in the slightest degree, but will reduce the time that can be devoted to the language that is of the highest value to them. A good elementary course of geometry will do no harm, especially if it is made to serve as a hand-maid to lessons in arithmetic and science; but Euclid seems to me out of place here. I am glad to see that cookery, laundry-work, and other branches of domestic instruction are receiving attention. I should like to see cottage-gardening added thereto. These practical subjects may be taken in such a way as to be co-ordinated with and, indeed, form part of systematic training in scientific method. The sewing is excellent; the singing very good; the drawing, which has just been begun, shows promise. My remarks will be misunderstood if they fail to convey the idea that the teaching has been thorough all round, and that the girls show equal eagerness to learn. The written papers are characterized by one good feature—viz., that they are, almost without exception,

very neat indeed. The number of classes at present is rather too large for the most effective work; but even if they were reduced it would be desirable to have another addition to the staff, say, in the form of a pupil-teacher. I must congratulate the authorities upon the staff whose services they have secured, and, in conclusion, trust that the school that has begun its career under such happy auspices may have a brilliant future before it."

*Te Aute College, Hawke's Bay* (examined 14th and 15th December).—The examination was conducted by the Inspector and Assistant Inspector of Native Schools, with very satisfactory results. Great interest in their work was shown by all the boys, and there were absolutely no indications of attempts to see what other boys were doing. Mr. Pope remarks, "It has been a pleasing task for one who visited and examined this school nearly a quarter of a century ago to compare, at his final visit, what is with what used to be. The difference is of the same character as that between the acorn and the oak." The highest class was examined in sub-matriculation work. Arithmetic was by far the weakest subject in the class. There is need of constant revision and periodical examinations, and some attention to better methods is also desirable. Euclid was, on the other hand, very good, English very satisfactory indeed, and in all the other subjects the boys were well up to the mark. In Classes IV., A and B, the work in Euclid, algebra, and Latin was really excellent, many of the boys making from 90 to 100 per cent. This class showed good work throughout. Class III. did well in Latin, and excellently in algebra. English and physiology were alike very good; geography very fair; and arithmetic not so strong. In Class II., with one or two exceptions in arithmetic, the work was very satisfactory, geography being especially good. The work of Class I. in arithmetic was very pleasing; *viva voce* work was very fair. The rest of the work was good, some of it very good. A glance at the results as a whole show that arithmetic is not as strong in the school as other subjects. On the other hand, the purely secondary subjects—Latin, Euclid, and algebra—were little short of excellent; indeed, several candidates were so good as to be able to clear the whole paper. The eagerness of the boys to do well is guarantee of their pride in their school, and throughout two long days' work, extending in cases until after dark, the examiners had no fault to find with the behaviour or tone exhibited. The work of the school now covers such a wide ground that in the future it will be necessary to take three or even more days for the examination. It is no light task for the boys, and is certainly a very arduous undertaking for the examiner to perform in two days. This may be taken as an indication of the development of the work in Te Aute.

*The Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland* (inspected 17th March, 1903: Mr. Pope).—There were present at inspection sixty-two boys; the average attendance for the four preceding quarters was sixty-four. The question of complete drainage has now been settled, and there is now no recommendation on this subject to be made. The school was well in hand, and there were no signs of restiveness. The tone of the school was very satisfactory. The boys were clean and healthy-looking, and sufficiently well dressed. Complaints were made that some of the boys who had passed Standard IV. in our Native schools were very weak indeed. The pupils from one school especially were mentioned. This points to need of revision of the conditions under which scholarships are granted. It is quite probable that the developments in the Native-school work generally require a higher standard of proficiency for scholarships, and this matter should receive careful attention in the revision of the code. The technical work here has been exceedingly well done. The only difficulty that has been met with so far is a field for the output of the workshop. It would be, indeed, quite possible for the boys of St. Stephen's to construct the school furniture necessary for any of our schools. The organization of the classes is good. There are three days in the week on which the work is done under Mr. Beatty's instruction. The boys work from 8 a.m. to 5 p.m. each day, and each boy gets about thirty days' work per annum. The number of boys thus learning work is forty. The school was examined by Mr. Pope, Inspector of Native Schools, on the 21st July, 1903. Three boys passed the examination of the second year; eleven passed the first year. There were three failures. There was a large class of lately admitted boys (nineteen), who could not be expected to pass. In the lower division, eight boys passed Standard IV., seven passed Standard III., six passed Standard II. (one failing), and four passed Standard I. It was remarked that the boys throughout worked with great zeal, and showed that an excellent tone exists at St. Stephen's. The work of the junior class was good on the whole; much of it deserves to be called very good. In the senior classes, the English did not quite reach the mark, spelling and sentence-construction being weak, except up towards the top of the school, where it was much better. The other subjects, especially geography, were very good indeed. The weakness in English and spelling was probably the result of two main causes—(1) the absence of the master on a well-earned holiday at the end of 1901 which led to some temporary disturbance of the usual course of instruction, and (2) the need referred to above of a considerable hardening-up of the conditions on which scholarships are granted. This, of course, involves either a stiffening of the Standard IV. pass in our village schools, or else the granting of scholarships only to those who attain certain percentage of marks. The making-good of the defects due to the two causes above referred to required more time and labour than could be expected from teachers doing what is really secondary work.

*The Maori Mission School, Otaki* (examined 26th October, 1903: Mr. Pope).—The teaching was painstaking and clear; reading is taught to the juniors properly. It is necessary that the teacher should take care to make sure that difficulties in oral arithmetic are thoroughly mastered. The bad attendance still leaves its mark on the work of the school. The year has been altogether discouraging; what with the great fire and the irregular attendance, the teacher had had much uphill work to do. Still, the results were decidedly good. There need be no hesitation in saying that in spite of peculiar and pronounced difficulty improvement is taking place here steadily—that is, in the school and its work.

*The Mission School, Putiki, Whanganui* (examined 2nd November, 1903: Mr. Pope).—The attendance here had been considerably interfered with by sickness. Out of a roll number of

thirty-two, there were present at examination only eighteen. Everything about the school was very clean. The order was sufficiently good, though the school was visited under somewhat unfavourable conditions. The tone has greatly improved; the children take a living interest in their work, and are on excellent terms with their teacher. The Committee seem to take a languid interest in the school. The extra subjects have been fairly well attended to, and may be considered satisfactory. The teaching is spirited, and evidently effective; considerable improvement in this direction is noted. The teacher, who has had a Board-school training, is taking up the difficulties of Maori-school work very satisfactorily. As the result of the examination, the top of the school did much better than the bottom. On the whole, there is reason to be well satisfied with what the mistress had been able to do under rather hard conditions.

*Matata Convent School* (inspected and examined 29th June, 1903: Mr. Pope).—The order was very good. There is also a good tone, and the interest of the parents in the school is maintained. The children were clean and decently dressed. The drill was very good; it consisted of a set of dumb-bell exercises, with musical accompaniment, and was performed with vigour and accuracy. The sister in charge is an experienced teacher, and she has adjusted the school to our requirements, and is largely guided by our principles. Traces of our English-conversation method are now visible everywhere throughout the work, and generally the methods are satisfactory. In the examination results it was found that the higher work was considerably stronger than the lower. The principal difficulty in the way here is that the necessity for much higher thoroughness in the instruction of Maori children than is sufficient in the case of Europeans has not been fully recognised.

*Waerenga-a-hika Mission School* (inspected and examined 22nd May, 1903: Mr. Bird).—With the exception that more time should be devoted to English composition based upon conversational methods, there was no fault to be found with the time-table arrangements. The order was good, the boys being well in hand, and thoroughly at home with their teachers. The tone leaves nothing to be desired. The singing was marred to some extent by harshness, but the drill was very good, the boys working with energy and precision. The teaching was on the whole satisfactory. The examination results were very good, and the work of the school was very pleasing. Some of it showed a surprising improvement, notably the arithmetic and geography of Standard IV. The slate-work generally was also exceedingly neat, a sure sign of careful teaching.

*Te Makarini Scholarships*.—The Chief Inspector of Native Schools, Mr. J. H. Pope, conducted the Te Makarini Scholarships examination, which was held on the 14th and 15th December, 1903, at nine centres—viz., Te Aute College, Waerenga-a-hika, Hapua, Karioi, Opotiki, Tokaanu, Ahipara, Whareponga, and Nelson. The following is his report: "Seven candidates took the senior scholarship examination and sixteen the junior. There were three other incomplete applications. A new feature this year has been the admission of four candidates from Waerenga-a-hika Boarding-school to the junior examination. It may, perhaps, be desirable that candidates of this kind should in future be treated as senior candidates, seeing that they have coaching advantages beyond the reach of boys attending day-schools. However, the letter of the regulations is at present favourable to such candidates. The following schools were represented at the examination: Hiruharama, Whangarae, Tuparoa, Omarumutu, Te Kao, Tokaanu, Waioweka, Karioi, Pukepoto, Waerenga-a-hika, and Te Aute College for senior candidates. The North Island was therefore very widely represented. The scholarships were awarded as follows: The senior scholarship to J. P. Ferris, of Te Aute College, who gained 68 per cent. of the marks. Iria te Rangi Halbert gained 65.2 per cent., and deserves honourable mention. Of the junior scholarships, the one devoted to Native village schools was awarded to Mahauariki te Waru, of Tokaanu, who gained 69.8 per cent.; and the open junior scholarship to Tupara Kingi, of Waerenga-a-hika Boarding-school, his percentage being 61.2. Matina Hiparaiti, of Whangarae, Croiselles, deserves honourable mention, having obtained 58.8 per cent. There is good reason to be satisfied with the greater part of the work shown at this examination. The neatness of much of it, the increased power of dealing with questions that do not in any way suggest the answers required, the greater facility acquired by the candidates in expressing their thoughts in English—in short, their ability to send in good work in all or in most of the subjects—shows that there has been really an immense advance since the year 1880. The only remark I wish to make is that teachers ought to be asked to test their pupils' knowledge, and so qualify themselves for judging whether such pupils have a fair chance of gaining not less, say, than 40 per cent. of the marks. It is very discouraging for young candidates to have to face papers quite beyond their powers, but it is safe to say that pupils who gain over 40 per cent. at one examination would have a very fair chance of gaining a scholarship, or at least favourable mention, at the next. Of course, a teacher could gain some useful measure of a pupil's proficiency by formally applying a test such as is here suggested. At the 1903 examination there were six candidates unable to obtain 40 per cent., and three of these gained little more than 30 per cent. In conclusion, it may be stated that all the candidates who gained over 50 per cent. did, in one way or another, creditable work. Care had been taken not to make the questions too easy."

#### STATISTICS.

A statement of expenditure in connection with Native schools will be found in Tables Nos. 1 and 2 of the Appendix, the former table giving the details which are summarised in the latter. The expenditure for 1903 has exceeded that of 1902 by £1,733. This increase is due to the increase in the number of schools and expenses connected with them, and to the increased activity in manual instruction, especially in connection with the establishment of the model kaainga at Pamoana.

Table No. 3 gives the ages of pupils. There is still a tendency towards an increase in the percentages of children over and under the age-limit (five to fifteen) for public-school scholars. But one must remember, in the case of those above the age, the fact that their chance of education



has come in most cases at an age later than that at which the public-school boy receives education. Indeed, there have been several instances of adults attending newly established schools, and passing the various standards. The admission of children below the age of five is, perhaps, a matter for future consideration.

Table No. 4 shows that the working average attendance for 1903 was 3,012, as against 3,005 in 1902; while the regularity-of-attendance percentage of weekly roll number is 79.15, as against 82.33 for the preceding year. An explanation of the decrease here is given elsewhere.

Table No. 5 is a very interesting table, showing the race of the children attending Native schools. The percentages show a very slight decrease of 0.39 per cent. in the number of Maori children, and 0.61 per cent. in the number of half-caste children, and an increase of 1 per cent. in the number of European children.

Table No. 6 shows the number of passes gained in the course of the year. The total number was 1,538, a very satisfactory increase on last year's number, 1,349. The greatest difference is in Standard I., where there is an increase of 101 passes.

Table No. 7 set forth the result of inspection, and shows the general conditions of a school, so far, at least, as that can be represented by numbers. But there must naturally be many features of school work that cannot be reduced to figures, and which therefore do not find a place here. A pleasing feature in connection with this table is that the methods of teaching have gradually been considered deserving of higher marks.

Tables Nos. 8 and 9 show that, as compared with last year, the number of children in preparatory classes is less by about 119. Standard II., on the other hand, has gained nearly 100. The total number on the school roll at the end of December shows also a decrease, there being now 3,693, against 3,742 in 1902. The fact that several schools were temporarily closed accounts for this.

Table No. 10 shows that the number of children of Maori or mixed race attending public schools increased by 340 over that for 1902. The number of those of pure Maori race increased by 285. Of those of mixed race the number living as Maoris who attended decreased by 67, and those living as Europeans increased by 122.

Table No. 11 shows what the Government does for the Maori children as regards higher education, industrial scholarships, and hospital-nursing scholarships. It is probable in the case of the last-named that an extension of the system is desirable. The success of one of the University-scholarship holders, Dr. P. H. Buck, is referred to elsewhere. A scholarship in law has recently been granted, and is being held at Auckland College.

#### RETIREMENT OF MR. J. H. POPE, LATE CHIEF INSPECTOR OF NATIVE SCHOOLS.

Early in 1903 Mr. H. B. Kirk, M.A., left the service to take up the duties of professor of biology at Victoria College, Wellington. His loss, the severity of which is known really only to those who had the advantage of working with and under him, has been followed by the retirement, in December, of Mr. James H. Pope, who for over a quarter of a century has been the Chief Inspector of Native Schools. It is exceedingly difficult to express adequately the loss that the service now sustains. The whole fabric of Native-school work as it is to-day has been during the many years of Mr. Pope's tenure of office built by his energies. His fatherly care of the teachers has made him an honoured visitor and welcome guest at all times. More than that, perhaps, he was regarded by them as a true friend to whom they could apply for advice on their own private matters in times of difficulty, as well as obtain from him the valuable directions on school management and school affairs upon which his wide knowledge and his long experience and skill as a teacher himself made him an undoubted authority.

The Maori people too, hold him in veneration as one of their own rangatiras, and the generic term for inspector has been coined out of his very name—an inspector, of whatever brand, being designated in most parts "Te Popi," the distinction in the assistants' case being marked by an adjective diminutive in meaning. One could write at great length in putting on record instances of the apparently tireless energy which characterized the devotion to his duty and to the work he had so much at heart. The text-books in use in our Maori schools to-day (and even in far-off Rarotonga) bear witness to the deep interest Mr. Pope took in the welfare of the schools. They are—(1) "The Native School Primer," a wonderful little book, introducing for the youngest children all the difficulties of pronunciation that Maori children are apt to stumble over; (2) "The Native School Reader," which seeks to present pakeha ideas in such a manner as will be most readily acquired by Maori children; and (3) "Health for the Maori," which has proved a deep source of information on the general laws of health as far as they affect Maori ways of life, not only to the children in the schools, but to the elders in the kaainga.

Of Mr. Pope's work among the schools since the date of his appointment one might well remark, "*Si monumentum quaris circumspice.*" During the twenty-five years of his *régime* the number of Native schools has been doubled. This does not take account of schools that have met the ultimate fate of all Native schools—to become Board schools—nor does it include such as have, through circumstances more or less unfortunate, died a natural death. But, however satisfactory the doubling in numbers of the schools may be, the fact that their present state of efficiency is such as to render impossible any comparison with that which existed prior to Mr. Pope's taking control must be far more so. Indeed, it is probable that moving along with a tide of his own creation, he has not fully realised its effect. Gradually there has been an uplifting of the standard, so that where before there was an aimless kind of easy-going work there is to-day a group of nearly a hundred schools, all of them properly ordered and regulated, and not a few of them qualified in every respect to compare with the very best European country school. The consciousness of the happy result of so many years' toil must afford considerable gratification to Mr. Pope on his retirement. He leaves behind him a monument more



lasting than brass. It is not too much to say that his memory will ever be held in veneration by the noble race in whose cause he has laboured so faithfully and well, by the teachers whose interests and well-being he has always so carefully guarded and thoughtfully provided for, and by the Department where for so many years he has been so highly esteemed, and where his loss will be very much regretted by all who have had the honour of being associated with him.

#### THE DEVELOPMENT OF MAORI EDUCATION.

The history of Native schools generally has fallen, so far, into two epochs. The first, under the Native Department, extended up to the year 1880. Whatever were the defects of the system under the first *régime*, it must be given the credit of having been the pioneer of the system that we see in force to-day. And there were many amongst the ranks of the first Native-school teachers who, though they may have lacked the more scientific methods of our best modern teachers, made for themselves as efficient instructors of the young Maori a name that exists now, long after some of these old teachers have departed.

The work of organizing the system and placing it on a new basis was intrusted to Mr. J. H. Pope, and he has been for the past twenty-five years the central figure in Maori-school life. The Native School Code introduced by him set a definite course of instruction for the teachers to follow. Improvements have been made on this Code from time to time as they have been rendered necessary by the evolution of the schools; but of late years so much advance has been made in the work that it seems very necessary that a new Code to keep up with the demands of the schools must be prepared at a very early date. Especially have changes been made in English, which under the more modern methods of teaching has become much stronger. The teachers have been directed, or trained, if necessary, to teach English on modern lines, and they know generally the requirements of the Department in this direction. The present edition of the Code may be said to be fairly out of date both as to the requirements in and the methods of teaching English. In short, the schools are in this as well as in other subjects in advance of the Code.

It is therefore desirable that a definite course in English shall now be arranged on some such lines as are followed by the majority of our teachers, who have adopted the methods which have been indicated by the Inspectors. As all future progress depends on the thorough treatment of English, the lowest classes, from the first preparatory class, should therefore receive the fullest attention in that subject. Indeed, if teachers would only recognise the fact, much more success may be achieved here than in the higher classes, where the memory of the pupils is not so plastic. It seems hardly possible to get at the very first a conversational lesson in which the children themselves are the interlocutors, however desirable such an end might seem. The teacher must direct the conversation, and when interest begins to flag all his ingenuity will be required to lead the children to new forms. The originality and versatility of the teacher are thus important factors in this method of teaching, and a teacher lacking in such powers will find English a difficult lesson to teach. There would be little difficulty in arranging a carefully graded scheme of English on these lines for the children of the preparatory classes and the first three standards. It is practically in existence in the schools at the present time. In many of the schools one finds the pupils of Class S2 able not only to take an intelligent part in a conversation in English, but also to write on their slates the substance of the conversation. In Standard III. the children should be able to use all the various forms of simple sentences in so far as they can be readily understood or used in question or statement. The children of Standard IV. would then be able to proceed to compound sentences, and very easy complex sentences might be taken. In Standards V. and VI. the children may fairly be considered to be familiar with any ordinary sentences. No grammar, as such, should form any part in the instruction in our schools; synthesis of sentences and perhaps a little analysis would be found useful in the higher classes, and exercises in the combination of simple sentences to form compound sentences might be taken in Standard IV., or even in Standard III.

Closely connected with the work of spoken English is the other branch of the subject, written English, which brings in the art of writing, and the representation of the words used in speech by its means. It is generally agreed that the old method of teaching writing by means of "pot-hooks" and "hangers" has deserved its fate, and that writing should be taught not by taking parts of letters, but by taking the whole letter, and in combination with other letters forming a word. It would not be difficult for the teacher who has been giving instruction to a young class in English to have his lesson followed by a lesson in writing. He could then choose for his subject the word most familiar to the children through their recent conversation. They will thus soon learn to affect a junction between the written and the spoken language, and the meaning of the words written will be known to them.

But another difficulty presents itself here. The children in writing use one form of letter; in reading they must use another. The question is, therefore, whether the children should be accustomed from the first to printed matter or script only. It has been held by competent authorities that the latter alternative is the correct one to adopt. The late Inspector of Native Schools, in a memorandum on the subject, states, "We find that if children learn to speak English sentences they will infallibly learn to read them. This tells us quite plainly that children ought to begin with script—copying blackboard script, and not printed matter. Indeed, experience has shown that for the first year script alone should be used." It may be pointed out, however, that there is, after all, very little real difference between the form of the printed letters and script, and a little careful work on the part of the teacher will insure the recognition of the resemblance, so that even if the child learns first to *read* print he will have not so very much trouble in *writing* script almost at the same time. The most important point is, I think, that whole words or combinations of letters should be insisted on.

There has been lately also considerable advance in the work of arithmetic, and when one considers both the inherent difficulties of the subject and the fact that knowledge of English affects

very much the ability of a Maori child to grapple with problems, we should, I think, feel gratified at the success achieved. Mental arithmetic, and especially *oral* arithmetic, do not, however, receive such thorough attention as they deserve. Most of our teachers find it necessary to devote several hours per week to slate and book work in arithmetic. In only one instance within my knowledge is to be found an exception. The teacher showed on his time-table a very small allowance of time to book-work. On the other hand, oral arithmetic received the greater share, and the results in arithmetic bore testimony alike to the thoroughness of such teaching and the advantages of the method. Concrete teaching in arithmetic is necessary from the youngest classes to the highest, and, indeed, it seems advisable that the whole programme of arithmetic for preparatory and lower standards should be amended in the direction of securing this concrete teaching. That is to say, a child should be taught numbers only as he can comprehend them. Instances have been met with where a child could say the numbers from one to a hundred with great facility when he could not count nineteen matches placed before him. Mr. Pope has during recent inspection visits endeavoured to lay before the teachers new methods of treating arithmetic analytically, and it seems very desirable that these methods should be introduced into all schools.

It would be possible for a child in the youngest preparatory class to acquire a complete knowledge of the first ten numbers in his first year at school; in the second year he could master the first twenty numbers; and then when he is presented for Standard I. he could probably manage the numbers up to one hundred. Children may be found who have the ability to do such work as is indicated here in less time, but it seems to me that there is nothing to be gained; indeed, there is much to be lost by undue haste in preparation for the standards.

With regard to the other subjects at present included in our school course, it may be said that we should expect their treatment to develop on more modern lines. At present our geography consists largely of topography only, and cannot have the educational value that more modern treatment of the subject has. It might be possible, therefore, to replace it by what one may term "world-knowledge," which can be taught largely from the pupils' own observation. To assist in the general knowledge required a suitable reading-book would be useful, and there would be from this source a distinct gain to the children. In the higher standards the laws of health might be the subject of closer attention. In all schools this subject is taught at present through the medium of "Health for the Maori"; but, in view of recent action on the part of the Government with regard to the health of the Maori people, it seems that more attention should be paid to it.

The ease with which the Maori child executes the various forms of handwork shows that little difficulty would lie in the way of arranging for a definite scheme of handwork for each standard. This would be work mainly intended to give skill of hand and eye—ability to make something. The scope of this subject is, of course, very wide, and, indeed, even now it ranges in our schools from mat-weaving up to carpentry. It is necessary, however, to define more clearly the work for the various standards, and to make handwork an integral part of the school curriculum.

The conviction has lately grown upon those who may be expected to be familiar with the work of our schools as a whole that in many schools the lower classes fail to secure sufficient attention, seeing that the energies of the teachers are in most cases too powerfully drawn to the standard classes. The bonus for passes has hitherto been given for passes in standards only, while the work done for the preparatories receives no such recognition. The standards have, therefore, as the late Inspector himself has put it, "come to be looked upon as the 'birds in the hand,' the preparatories being the 'birds in the bush.'" There can be no doubt that the best work in a school—other things being equal—is that done by the preparatories. In fact, the early work done with children may be made more powerful than any other. The need has therefore arisen of a more fitting recompense to those whose work lies in the classes in question—namely, the assistants in our schools.

This leads to a much wider question, and one which can hardly be dealt with here—viz., the need for revision of the present method of computing the salaries of our teachers. It will be seen from the tables in the Appendix that in no two schools of the same size, except in those in which the minimum salary is payable, are the salaries equal. In some, indeed, the difference is very marked. It is not fair to assume that in every case the teacher who receives the smaller salary does less work than he who receives the larger. There are many predisposing causes which may tend to lower a man's salary as far as it is determined by results. It may happen that what the teacher loses one year he will make up the following year, and, indeed, instances are not wanting where he has collected interest besides. It would, however, be more acceptable to the teachers as a whole were an arrangement made by which a lower proportion of their salary would have this vacillating margin, and which would give to their income a greater degree of stability, combined with a more equitable distribution of the amount now paid in salaries. To bring this about, I have come to the conclusion that a method of payment similar to that made under "The Public-school Teachers' Salaries Act, 1901," should be introduced, and that payment for results on individual passes should be abolished. This in itself would have the effect of lowering the salaries already received by some of our teachers, but it would at the same time increase the salaries paid to the assistants, who in nearly all cases at present receive too little for their work. And, seeing that with very few exceptions the assistants are members of the teacher's family, the total wages earned by the family would not be much less in some cases, while in others it would be more. Further, it is probable that by an addition to the staff of the larger schools the work done by the head teacher and assistant would be lessened.

In consideration of the many hardships and difficulties which teachers in Maori schools have to undergo, owing to the remoteness of their schools from the ordinary comforts and conveniences of civilised life, the salaries of Native-school teachers should, I think, be increased somewhat above those paid under the colonial scale. The method of computing the increase might be directly involved in a special scale, or it might be derived from a system of bonuses depending on the general efficiency of the school as gauged by the Inspector. It seems to me that the time is as yet

hardly ripe for a complete divorce from all consideration of results, and I must confess that after very much deliberation I incline to the latter, the suggestion of which is due to the late Inspector.

Such a method would involve (a) consideration of merit shown in each of the standard classes of the school, and the assigning of marks thereon by the Inspector according to the judgment he passes on the work as regards its merits and general effectiveness; and (b) consideration of general condition of the school as a whole, including records, state of premises, discipline, and methods. In fact, the bonus would be granted on what we now term the gross percentage of the school, instead of on the individual passes in standard classes. It follows as a matter of course that up to a certain standard, at any rate, the present method of individual examination would be abolished, and more freedom given to the teacher in the way of classification. This would enable more time to be given to examination of methods, which is very necessary in many of our schools.

The development of the Maori village schools and their increasing efficiency lead to the question that has often been asked in other connections—viz., what shall we do with our boys and girls?

At present there are two higher schools for boys and three for girls, while another school for girls is proposed. All of these institutions are established by various religious denominations—that is to say, there is, so far, no higher school of any kind conducted purely by the State. Boys or girls who pass the Fourth Standard at a village school may be awarded scholarships tenable at one of the institutions referred to. But there are now so many who qualify annually that it frequently happens that there is no room for all of them at the higher school to which they desire to go. There seems to be, therefore, a need for a revision of the conditions under which the scholarships are granted, and a simple way of surmounting the difficulty would be to raise the standard or to have a special examination of intending candidates. The Government also provides industrial scholarships or apprenticeships to such as choose them in lieu of the higher education, and there are already boys apprenticed to various trades under this arrangement. It is found somewhat difficult to procure suitable occupations under desirable masters, otherwise this scheme might be more extensively carried out than it is at present.

For girls a training that should be most beneficial to the race is that of nursing, and since 1898 the Government has had in operation a scheme of nursing scholarships. The recent developments in Maori affairs generally, and especially the efforts made by the Government to ameliorate the sanitary conditions of Maori villages, require, however, that the scheme shall be extended.

There can be no doubt that mortality amongst Maori children is, if not the greatest, at any rate an exceedingly great factor in reducing the numbers of Maoris in the colony. And the causes of this mortality are not far to seek; they are, indeed, patent to any one who moves amongst the people.

Could we but place in Maori districts trained nurses who would devote their time specially to the care of the women and children, I believe that many lives would be saved annually. There is, however, one great difficulty in the way of such a scheme, and this confronts us alike whether we take boys or girls from the kaainga in order to give them higher training, of any sort. The experience of the past has taught us that in most cases the Maori race receives little or no benefit from such training. In many instances the boys find that they can earn more money and live under better conditions in the town than in the kaainga; the girls that have had scholarships look out for chances of learning shorthand, dressmaking, &c., in order that they may not return to their homes, where all the surroundings are distasteful. A girl who has been partly trained as a nurse obtains a position on the regular staff of some hospital, and does not entertain the idea of working in the settlement whence she came. All these are, therefore, practically lost to their race, which is in this way deprived of the valuable aid it might have received. In this connection, Mr. Pope, in a report on one of our higher schools, remarks, "The lesson derivable is an obvious one. While it would be wrong and unfair, and perhaps disastrous, to change our policy—to change horses in the middle of the stream—we ought at once to increase our efforts to make the village schools more and more effective, so as to give Maoris remaining at home an ever-improving chance."

In the case of the girls, one must admit that under existing circumstances they cannot be blamed for their choice. A girl who has lived for two or three years at one of the secondary institutions, and has learned there to appreciate all the comforts of civilisation, must have a rude awakening when she finds herself back in the whare, where there are no comforts at all. She will probably struggle with her surroundings for a while, and then simply adapt herself to the new situation. When you are in Rome, you must do as Rome does. Some of the best girls from our higher schools have returned to the village only to be compelled there to take to the gumfields—the wilderness, as the Maori speaks of it. In less than a month you will recognise them only by their ability to speak English; possibly also by their clean faces. Of course, the gradual improvement of the race under the developments above referred to will minimise to some extent the difficulty; but unless there is found some goal to which our higher education system may lead we cannot be satisfied with the system. So long as there is no definite end, I believe that we are likely to make the mistake of giving higher education to too many.

The extension of manual training in our village schools, especially in carpentry, and perhaps in time agriculture, must be of great benefit to the boys, and for the majority of them such training—the training how to work—would be sufficient. This would leave more room for those who are specially gifted and desire to take up some profession. For the girls domestic economy in all its branches would be of the greatest utility; and for those who are best qualified a training as nurses or as pupil-teachers in our own village schools seems to me to afford the best means of enabling them to be of service to themselves and to their race. Only, in their cases, and those of the boys who are assisted by the Government to study for one of the professions, it should be clearly understood that the assistance is given only upon the condition that the knowledge and skill they acquire will be used among and for the benefit of their own people.

Some photographs giving an idea of Maori children and Maori schools are attached to this report.

I have, &c.,

WILLIAM W. BIRD.

## APPENDIX.

Table No. 1.

LIST of the NATIVE VILLAGE SCHOOLS, and SCHOOLS at which NATIVE CHILDREN are maintained by the Government of New Zealand, with the Expenditure on each and on General Management, during the Year 1903; and the Names, Status, and Emoluments of the Teachers as in December, 1903.

\*.\* 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 1903.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	
Mangonui	Hapua ..	199 14 11	2 11 10	..	202 6 9	Matthews, E. W. D.	..	H M	161 4 7	
	Te Kao ..	160 16 0	3 10 8	..	164 6 8	Matthews, Miss E.	..	A F	37 10 9	
	Paparore ..	143 2 10	..	..	143 2 10	Ablett, C. W.	..	H M	137 2 4	
	Rangiawhia ..	122 1 2	12 18 9	..	137 7 4	Ablett, Mrs. E. E.	..	A F	36 16 3	
	Pamapuria ..	106 17 4	..	..	106 17 4	Greensmith, R.	..	H M	121 11 6	
	Ahipara ..	151 10 4	13 1 3	366 5 7	530 17 2	Greensmith, Mrs. I.	..	S	12 10 0	
	Pukepoto ..	160 8 6	12 3 6	14 0 0	186 12 0	Tana, W. H.	..	H M	108 11 5	
	Kenana ..	105 0 0	2 7 0	319 2 3	426 9 3	David, Miss S.	..	A F	15 5 0	
	Parapara ..	116 14 4	58 17 9	97 15 6	273 7 7	MacKenzie, Rev. A.	..	M	100 0 0	
	Peria ..	114 15 3	..	15 0 0	129 15 3	Orène, P., jun.	(M.A.)	H M	137 5 11	
Whangaroa	Te Pupuke ..	106 8 8	0 4 0	..	106 12 8	Orène, Mrs. E.	..	A F	44 16 3	
	Whakarara ..	142 2 2	..	..	142 2 2	Matthews, F. H. S.	..	H M	117 4 7	With house allowance, £26 per annum.
	Touwai ..	179 2 9	..	..	179 2 9	Foley, Miss S. F. V.	..	A F	18 19 6	With allowance for horse, £10 per annum.
	Whangape ..	158 13 11	228 19 1	9 11 6	422 4 6	Paul, F. E.	..	M	100 0 0	
	Whakarapa ..	152 13 11*	15 17 5	10 12 6	179 3 10	Godwin, H. P. E.	..	H M	94 0 10	
Hokianga	Lower Waihou (side school)	34 12 6	1 10 0	..	36 2 6	Godwin, Mrs. M. E.	..	A F	7 4 3	School not open December quarter.
	Marsaroa ..	154 18 10	1 12 4	5 12 0	162 3 2	Vacant	..	..	100 0 0	
	Matihetihe ..	23 5 3	2 4 0	..	25 9 3	Tennent, Mrs. M. I.	..	F	124 13 3	
	Whirinaki ..	212 17 0	137 5 3	..	350 2 3	Harris, A. R.	..	H M	13 9 3	
	Waima ..	93 19 5	178 7 3	..	272 6 8	Harris, Mrs. K.	..	A F	151 10 6	
	Omanaia ..	166 9 7	11 12 10	13 0 0	191 2 5	Hill, Mrs. L.	..	H M	18 15 0	
						South, M.	..	H M	129 9 11	With allowance for conveyance of goods, £10 per annum.
						South, Mrs. E. S.	..	A F	50 0 0	
						Irvine, Mrs. L. M.	..	H F	120 12 9	
						Irvine, Miss Mary	..	A F	13 7 9	
						Irvine, Miss M. S.	..	A F	50 0 0	School reopened March quarter: not open during September quarter.
						Irvine, Miss B. C.	..	A F	30 0 0	
						Anderson, Mrs. E.	..	H F	127 6 8	
						Anderson, Miss M.	..	A F	26 4 0	School not open September and December quarters.
						Vacant	..	..	..	
						Hamilton, H. R. W.	..	H M	163 3 0	

[illegible]

Table No. 1—continued.  
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1903—continued.

County.	Schools.	Expenditure during 1903.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
Tauranga—contd.	Paeroa ..	£ s. d. 174 13 3	£ s. d. 11 7 6	£ s. d. 420 5 11	£ s. d. 606 6 8	Baker, Miss F. E. E.	D1	H F	£ s. d. 139 19 4	With house allowance, £26 per annum.
	Te Matai ..	164 14 2	..	..	164 14 2	Baker, Miss H. A.	..	A F	31 5 0	
	Ranana ..	178 17 2	6 18 7	43 11 0	229 6 9	Flood, Mrs. F. L.	..	H M	127 7 10	
Rotorua	Whakarewarewa ..	281 14 4	10 16 1	14 16 7	307 7 0	Brown, Rev. C. C.	..	H M	147 19 11	School not open during year. Buildings in course of removal from Tapuae-haruru.
	Wai it i (formerly Tapuae-haruru)	..	..	6 11 0	6 11 0	Brown, Mrs. O. M.	..	A F	18 6 9	
	Matata ..	113 5 1	52 15 6	1 5 0	167 5 7	Burgoyne, Rev. H. W.	..	H M	250 5 4	
Whakatane	Te Teko ..	191 8 7	5 14 6	533 6 7	730 9 8	Burgoyne, Miss G.	..	A F	50 0 0	School not open during year. Buildings in course of removal from Tapuae-haruru.
	Waiotapu ..	143 11 4	3 13 11	1 2 6	148 7 9	Newell, Miss S. A.	..	S	12 10 0	
	Awangararanui ..	100 0 0	21 1 0	0 10 0	121 11 0	..	..	..	..	
	Te Whaiti ..	111 0 5	19 9 8	..	130 10 1	Kelly, Miss A. M.	..	HF	113 8 2	With allowance for conveyance of goods, £20 per annum.
	Te Houhi ..	126 9 9	20 0 0	..	146 9 9	Church, Miss L.	..	S	12 14 0	
	Otaunuru ..	122 2 7	45 15 8	..	167 18 3	Cummins, H. C.	..	H M	135 18 9	
	Poroporo ..	172 15 2	8 19 9	11 10 0	193 4 11	Cummins, Mrs. N.	..	A F	39 15 3	With house allowance, £26 per annum, and allowance for conveyance of goods, £20 per annum.
	Ruatoki ..	340 18 4	15 12 8	4 19 0	361 10 7	Wykes, F. R.	..	H M	118 14 1	
	Waimana ..	299 12 9	6 0 3	20 0 0	325 13 0	Wykes, Mrs. B.	..	A F	12 12 6	
	Waioweka ..	225 5 10	4 0 8	..	229 6 6	Wylie, J. ..	..	M	100 0 0	With allowance for conveyance of goods, £20 per annum.
	Omarumutu ..	252 12 11	38 16 7	..	291 9 6	Tims, T. C.	..	H M	96 5 2	
	Torere ..	141 2 0	22 8 0	56 18 2	220 8 2	Wyllie, T. ..	..	S	12 6 0	
Omaio ..	..	218 9 0	5 7 0	63 18 9	287 14 9	Mrs. E. W.	..	M	100 0 0	With allowance for conveyance of goods, £20 per annum.
	..	..	..	..	..	McFarlane, C. T.	..	M	105 19 7	





Table No. 1—continued.  
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1903—continued.

County.	Schools.	Expenditure during 1903.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	
Sounds—continued.	Okohā ..	62 19 5	20 10 2	..	83 9 7	..	..	..	..	Subsidised school; £15 was paid from Native reserve funds.
Marlborough ..	Waikawa ..	100 0 0	6 10 0	18 0 0	124 10 0	..	F	F	100 0 0	
..	Wairau ..	100 0 0	9 0 3	..	109 0 3	..	F	F	100 0 0	
Kaikoura ..	Mangamaunu ..	140 1 2	24 16 6	..	164 17 8	..	E1	H M	125 5 0	£56 5s. was paid from Native reserve funds.
..	Kaiapoi ..	159 7 5	13 6 0	541 5 10	713 19 3	..	D1	H M	18 15 0	
Akaroa ..	Rapaki ..	111 18 8	9 19 0	0 11 0	122 8 8	..	..	A F	127 18 8	
..	Little River ..	131 17 2	34 12 11	..	166 10 1	..	..	H M	26 15 0	
Levels ..	Arowhenua ..	178 15 7	10 10 0	..	189 5 7	..	..	S	12 0 0	
Waikouaiti ..	Waikouaiti ..	184 7 2	1 9 8	..	185 16 10	..	..	H M	105 8 6	
Stewart Island ..	Ruapuke ..	96 10 0	14 4 0	5 13 6	116 7 6	..	..	A F	13 13 0	
..	The Neck ..	98 1 1	31 8 11	..	129 10 0	..	..	H M	106 2 4	
Model Kainga, Pamoana ..	..	..	8 17 8	434 19 0	443 16 8	..	..	A F	7 8 3	
Boarding-schools—	St. Stephen's, Auckland ..	..	725 14 4	..	725 14 4	..	..	M	7 0 0	
Te Aute, Hawke's Bay ..	..	..	190 0 0	..	190 0 0	..	..	M	126 14 4	With house allowance, £26 per annum.
Hukarere, Hawke's Bay ..	..	..	285 0 0	..	285 0 0	..	..	M	21 8 0	
St. Joseph's, Hawke's Bay ..	..	..	511 1 0	..	511 1 0	..	..	M	155 7 5	
Queen Victoria, Auckland ..	..	..	150 0 0	..	150 0 0	..	..	M	38 14 6	
Inspection ..	..	704 3 4	458 16 11	..	1,163 0 3	..	..	M	96 10 0	
Other miscellaneous expenditure not chargeable to particular schools (school-books and material, scholarships, &c.) ..	..	429 5 6	460 13 0	..	889 18 6	..	..	M	100 0 0	
Totals ..	..	16,738 14 4	5,875 6 1	2 14 9	1,084 8 6	..	..	..	..	£135 12s. paid from Civil List.
					28,718 17 3*	..	..	..	15,370 4 5	

\* Including £134 10s. 5d. paid from Native reserves funds, and £135 12s. from Civil List, Native Purposes. Deducting recoveries, £39 9s. 10d., the result is a net expenditure of £28,679 7s. 5d.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1903.

	£	s.	d.
Teachers' salaries .. .. .	15,522	5	6
Teachers' house allowances .. .. .	£83	0	0
Teachers' allowances for conveyance of goods .. .. .	105	14	6
Teachers' removal allowances .. .. .	188	14	6
Books and school requisites .. .. .	486	14	9
Warming school-rooms (fuel, &c.) .. .. .	795	0	1
Ferrying school children .. .. .	126	16	10
Planting sites .. .. .	82	4	6
Maintenance of buildings, repairs, and small works .. .. .	3	10	5
Sundries .. .. .	1,042	11	8
Technical-instruction classes (including material for workshops) .. .. .	165	17	8
Inspector's salary .. .. .	886	0	0
Assistant Inspector's salary .. .. .	450	0	0
Travelling-expenses of Inspectors .. .. .	254	3	4
Boarding-school fees and apprenticeship charges .. .. .	455	0	11
Travelling-expenses of scholars sent to boarding-schools .. .. .	1,886	13	3
University scholarships .. .. .	101	3	5
Hospital nursing scholarships .. .. .	143	8	7
Technical scholarship .. .. .	37	10	0
Buildings, fencing, furniture, &c. .. .. .	3	3	0
Model kainga at Pamoana, Wanganui River (buildings, fencing, &c., £439 19s.; sundries, £8 17s. 8d.) .. .. .	5,654	12	4
	443	16	8
Total .. .. .	£28,679	7	5

NOTE.—Of the above total, £134 10s. 5d. was paid from Native reserve funds, and £135 12s. from Civil List Native purposes.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1903.

Age.	1903.				Percentage for 1902.
	Boys.	Girls.	Total.	Percentage.	
Under five years .. .. .	76	33	109	2.95	2.32
Five and under ten years .. .. .	1,037	874	1,911	51.75	52.59
Ten and under fifteen years .. .. .	829	667	1,496	40.51	39.92
Fifteen years and upwards .. .. .	110	67	177	4.79	5.17
Totals .. .. .	2,052	1,641	3,693	100.00	100.00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1903.  
[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.			
Whakarewarewa .. .. .	57	24	11	70	62.75	35	31	66	60.75	96.81	
Pariroa .. .. .	27	14	4	37	30.25	17	17	34	29.00	95.87	
Whangaruru .. .. .	21	8	3	26	25.25	17	8	25	24.00	95.05	
Okoha (a) .. .. .	14	9	1	22	19.25	9	11	20	18.25	94.81	
Matihetihe (1) .. .. .	9	..	9	..	9.00	..	..	..	8.50	94.44	
Omaio .. .. .	48	6	11	43	47.00	12	29	41	44.25	94.15	
Kenana .. .. .	15	3	2	16	16.50	8	8	16	15.50	93.94	
Arowhenua .. .. .	25	10	5	30	28.25	15	12	27	26.25	92.92	
Torere .. .. .	26	10	5	31	27.75	14	15	29	25.75	92.79	
Hauaroa .. .. .	49	44	18	75	60.50	35	30	65	56.00	92.56	
Poroporo .. .. .	36	13	9	40	39.00	22	16	38	35.75	91.67	
Wharekahika .. .. .	13	14	6	21	22.75	10	9	19	20.75	91.21	
Turanganui (b) .. .. .	10	3	..	13	11.00	5	6	11	10.00	90.91	
Parawera .. .. .	42	22	11	53	51.75	23	25	48	47.00	90.82	
Whangara .. .. .	23	12	1	34	34.25	13	17	30	31.00	90.51	
Te Kaha .. .. .	42	10	6	46	44.50	27	16	43	40.25	90.45	
Raukokore .. .. .	31	8	4	35	35.00	23	10	33	31.50	90.00	
Ruapuke .. .. .	12	2	3	11	12.25	5	5	10	11.00	89.80	
Pamoana .. .. .	62	9	28	43	50.75	20	19	39	45.50	89.66	
Rangiawhia .. .. .	22	5	1	26	24.75	12	10	22	22.00	88.89	
Whareponga .. .. .	31	6	5	32	30.50	16	10	26	26.75	87.70	
Waimamaku .. .. .	13	22	1	34	26.25	17	14	31	23.00	87.62	
Te Teko .. .. .	51	7	9	49	49.50	22	20	42	43.25	87.37	
Waimana .. .. .	64	27	17	74	70.25	43	19	62	61.00	86.83	
Touwai .. .. .	38	9	9	38	41.25	23	12	35	35.75	86.67	
Waikouaiti .. .. .	35	18	7	46	41.25	21	16	37	35.75	86.67	
Oromahoe .. .. .	46	6	9	43	45.50	19	19	38	39.25	86.26	
Takahiwai .. .. .	29	6	1	34	32.25	19	9	28	27.75	86.05	

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.		
Paeroa .. .. .	41	19	15	45	46.50	23	15	38	40.00	86.02
Rangitukia .. .. .	85	6	8	83	84.00	45	29	74	72.25	86.01
Karetu .. .. .	12	14	8	18	17.25	10	6	16	14.75	85.51
Otamauru .. .. .	24	5	5	24	24.00	9	11	20	20.50	85.42
Ahipara .. .. .	35	30	17	48	42.75	25	21	46	36.50	85.38
Te Waotu .. .. .	38	22	19	41	45.50	22	15	37	38.75	85.16
Omarumutu .. .. .	63	12	9	66	67.25	31	26	57	57.00	84.76
Hiruharama .. .. .	53	11	6	58	59.00	21	26	47	49.75	84.32
Tikitiki .. .. .	53	9	8	54	56.75	24	24	48	47.75	84.14
Te Kao .. .. .	32	13	1	44	39.25	27	12	39	33.00	84.08
Rapaki .. .. .	20	12	12	20	22.25	13	7	20	18.50	83.15
Ranana .. .. .	34	17	12	39	36.50	15	10	25	30.25	82.88
Whangarae (a) .. .. .	11	5	3	13	11.25	7	4	11	9.25	82.22
Matata .. .. .	19	14	8	25	24.75	7	13	20	20.25	81.82
Te Kerepehi .. .. .	27	9	5	31	31.50	18	8	26	20.75	81.75
Waiomatatini .. .. .	32	17	6	43	41.00	19	18	37	33.50	81.71
Te Haroto .. .. .	33	12	14	31	35.00	17	11	28	28.50	81.43
Waima .. .. .	24	14	15	23	25.50	15	3	18	20.75	81.37
Waioweka .. .. .	51	13	3	61	56.00	24	23	47	45.25	80.80
Tokaanu .. .. .	63	21	13	71	69.50	35	21	56	56.00	80.58
Te Kopua .. .. .	11	7	5	13	11.50	5	5	10	9.25	80.43
The Neck .. .. .	15	7	4	18	16.50	8	6	14	13.25	80.30
Te Houhi .. .. .	23	7	4	26	24.00	14	6	20	19.25	80.21
Whirinaki .. .. .	62	30	17	75	70.75	33	32	65	56.25	79.51
Otamatea .. .. .	29	16	13	32	33.50	13	14	27	26.50	79.10
Taumarere .. .. .	16	8	11	13	19.00	2	9	11	15.00	78.95
Maraeroa .. .. .	31	16	7	40	40.00	21	10	31	31.25	78.12
Te Araroa .. .. .	31	17	9	39	41.25	16	14	30	32.00	77.58
Whangape .. .. .	59	33	22	70	67.50	29	24	53	52.25	77.41
Ruatoki .. .. .	98	21	25	94	100.50	42	33	75	77.25	76.87
Tuparoa .. .. .	59	27	27	59	65.50	25	22	47	50.00	76.34
Manaia .. .. .	39	8	12	35	36.50	14	11	25	27.75	76.03
Mangamaunu .. .. .	28	18	12	34	34.75	15	13	28	26.00	74.82
Tokomaru Bay .. .. .	61	20	24	57	69.50	30	19	49	51.75	74.46
Kaikohe .. .. .	46	32	23	55	58.50	27	15	42	43.50	74.36
Karioi .. .. .	36	20	16	40	41.75	15	16	31	31.00	74.25
Whakarara .. .. .	30	3	3	30	29.00	11	10	21	21.50	74.14
Te Kuiti .. .. .	52	25	13	64	59.75	30	18	48	44.25	74.06
Pipiriki .. .. .	36	25	12	49	45.75	20	18	38	33.75	73.77
Puniho (2) .. .. .	55	11	44	40	40.67	16	14	30	30.00	73.76
Kawhia .. .. .	26	23	11	41	39.75	19	14	33	29.25	73.58
Te Ahuahu .. .. .	19	24	14	29	31.50	10	13	23	23.00	73.02
Poroti .. .. .	36	6	11	31	33.75	14	9	23	24.50	72.59
Te Whaiti .. .. .	23	19	14	28	30.00	14	6	20	21.75	72.50
Ohacawai .. .. .	21	8	6	23	21.75	10	8	18	15.75	72.41
Papamoa .. .. .	38	16	7	47	44.50	20	12	32	32.00	71.91
Omanaia .. .. .	45	11	16	40	47.00	13	17	30	33.50	71.28
Hapua .. .. .	43	13	12	44	46.00	20	20	40	32.75	71.20
Pukepoto .. .. .	25	7	1	31	31.25	12	13	25	22.25	71.20
Mangamuka .. .. .	36	13	13	36	40.25	11	15	26	28.50	70.81
Kaiapoi .. .. .	44	15	4	55	51.75	25	16	41	36.50	70.53
Nuhaka .. .. .	54	26	21	59	67.25	29	14	43	47.25	70.26
Otaua .. .. .	33	10	16	27	36.00	12	7	19	25.25	70.14
Paparore .. .. .	30	29	32	27	30.75	16	7	23	21.50	70.00
Tangoio .. .. .	39	9	15	33	43.75	15	10	25	30.25	69.14
Wairau .. .. .	18	8	2	19	19.00	..	..	..	13.00	68.42
Little River .. .. .	36	20	20	36	35.50	9	13	22	24.25	68.31
Waioatapu .. .. .	27	19	14	32	35.75	11	9	20	23.75	66.43
Awangararanui .. .. .	16	17	16	17	21.50	5	7	12	14.25	66.28
Pamapurua .. .. .	17	8	17	8	20.75	4	5	9	13.75	66.27
Parapara .. .. .	28	4	13	19	23.50	9	7	16	15.50	65.91
Papawai .. .. .	21	39	28	32	35.50	14	12	26	23.25	65.49
Rakaumanga .. .. .	53	29	21	61	61.25	19	24	43	40.00	65.31
Lower Waihou (3) .. .. .	70	44	26	30.67	11	10	21	20.00	65.21	
Whakarapa .. .. .	40	5	18	27	38.75	11	10	21	24.50	63.23
Waikawa .. .. .	14	10	5	19	18.75	6	6	12	11.75	62.67
Te Matai .. .. .	45	19	18	46	54.25	21	13	34	33.75	62.21
Raorao .. .. .	30	..	7	23	29.25	9	7	16	18.00	61.54
Te Pupuke .. .. .	21	4	16	9	14.75	5	2	7	9.00	61.02
Peria (4) .. .. .	36	1	37	..	37.33	..	..	..	22.00	58.93
Te Kotukutuku (1) .. .. .	11	7	18	..	16.50	..	..	..	9.50	57.58
Motukaraka .. .. .	29	11	19	21	30.75	10	3	13	16.50	53.66
Tapuaeharuru (5) .. .. .	..	..	..	..	..	..	..	..	..	..
Totals for 1903 .. .. .	3,357	1,495	1,159	3,693	3,805.25	1,679	1,334	3,013	3,012.00	79.15
Totals for 1902 .. .. .	2,852	1,781	891	3,742	3,650.00	1,721	1,365	3,086	3,005.00	82.33

(1) Not open during September and December quarters. (2) Opened in June quarter. (3) Reopened March quarter; not open during September quarter. (4) Not open during December quarter. (5) Not open during the year.

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

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1903.

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

Schools.	M and M Q.			H.			E Q and E.			Totals.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Hapua ..	21	20	41	..	2	2	..	1	1	21	23	44
Te Kao ..	30	14	44	..	..	..	..	..	..	30	14	44
Paparore ..	16	8	24	..	..	..	3	..	3	19	8	27
Pamapurua ..	4	4	8	..	..	..	..	..	..	4	4	8
Ahipara ..	27	20	47	..	1	1	..	..	..	27	21	48
Pukepoto ..	14	13	27	..	..	..	1	3	4	15	16	31
Kenana ..	6	8	14	..	..	..	1	1	2	7	9	16
Parapara ..	10	8	18	1	..	1	..	..	..	11	8	19
Rangiawhia ..	15	11	26	..	..	..	..	..	..	15	11	26
Peria <sup>(1)</sup> ..	..	..	..	..	..	..	..	..	..	..	..	..
Te Pupuke ..	4	4	8	..	..	..	1	..	1	5	4	9
Whakarara ..	9	12	21	4	..	4	3	2	5	16	14	30
Touwai ..	24	10	34	..	..	..	1	3	4	25	13	38
Whangape ..	40	30	70	..	..	..	..	..	..	40	30	70
Whakarapa ..	11	8	19	1	2	3	2	3	5	14	13	27
Lower Waihou ..	14	10	24	1	1	2	..	..	..	15	11	26
Maraeroa ..	27	12	39	..	..	..	1	..	1	28	12	40
Matihetihe <sup>(1)</sup> ..	..	..	..	..	..	..	..	..	..	..	..	..
Whirinaki ..	40	32	72	..	..	..	..	3	3	40	35	75
Waima ..	18	5	23	..	..	..	..	..	..	18	5	23
Omanaia ..	18	17	35	..	..	..	2	3	5	20	20	40
Motukaraka ..	5	4	9	7	4	11	1	..	1	13	8	21
Mangamuka ..	18	17	35	..	1	1	..	..	..	18	18	36
Waimamaku ..	15	10	25	1	3	4	2	3	5	18	16	34
Otaua ..	13	10	23	..	..	..	4	..	4	17	10	27
Oromahoe ..	17	19	36	2	2	4	2	1	3	21	22	43
Ohacawai ..	6	8	14	1	1	2	5	2	7	12	11	23
Kaikohe ..	36	19	55	..	..	..	..	..	..	36	19	55
Karetu ..	5	4	9	6	3	9	..	..	..	11	7	18
Whangaruru ..	14	7	21	3	..	3	1	1	2	18	8	26
Taumarere ..	3	10	13	..	..	..	..	..	..	3	10	13
Te Ahuahu ..	11	14	25	2	1	3	..	1	1	13	16	29
Takahiwai ..	19	8	27	..	..	..	2	5	7	21	13	34
Poroti ..	10	3	13	3	6	9	6	3	9	19	12	31
Otamatea ..	12	14	26	2	2	4	..	2	2	14	18	32
Manaia ..	15	16	31	3	1	4	..	..	..	18	17	35
Te Kerepehi ..	20	11	31	..	..	..	..	..	..	20	11	31
Rakaumanga ..	22	34	56	..	..	..	4	1	5	26	35	61
Raorao ..	11	11	22	1	..	1	..	..	..	12	11	23
Kawhia ..	13	17	30	8	1	9	2	..	2	23	18	41
Te Kopua ..	8	5	13	..	..	..	..	..	..	8	5	13
Te Kuiti ..	11	6	17	1	1	2	27	18	45	39	25	64
Hauaroa ..	22	22	44	4	3	7	14	10	24	40	35	75
Parawera ..	18	25	43	..	..	..	7	3	10	25	28	53
Te Waotu ..	18	6	24	1	..	1	6	10	16	25	16	41
Tokaanu ..	40	24	64	5	1	6	..	1	1	45	26	71
Papamoa ..	27	18	45	2	..	2	..	..	..	29	18	47
Te Kotukutuku <sup>(1)</sup> ..	..	..	..	..	..	..	..	..	..	..	..	..
Paeroa ..	19	17	36	4	..	4	3	2	5	26	19	45
Te Matai ..	28	12	40	..	1	1	1	4	5	29	17	46
Ranana ..	16	15	31	4	3	7	1	..	1	21	18	39
Whakarewarewa ..	36	32	68	1	..	1	1	..	1	38	32	70
Tapuaeauru <sup>(2)</sup> ..	..	..	..	..	..	..	..	..	..	..	..	..
Matata ..	9	12	21	..	..	..	2	2	4	11	14	25
Te Teko ..	23	24	47	2	..	2	..	..	..	25	24	49
Waiotapu ..	13	15	28	2	..	2	1	1	2	16	16	32
Awangararanui ..	5	6	11	2	3	5	..	1	1	7	10	17
Te Whaiti ..	17	11	28	..	..	..	..	..	..	17	11	28
Te Houhi ..	18	7	25	..	1	1	..	..	..	18	8	26
Otamauru ..	10	14	24	..	..	..	..	..	..	10	14	24
Poroporo ..	21	16	37	2	1	3	..	..	..	23	17	40
Ruatoki ..	47	38	85	2	1	3	2	4	6	51	43	94
Waimana ..	50	22	72	..	..	..	2	..	2	52	22	74
Waioweka ..	20	19	39	1	4	5	11	6	17	32	29	61
Omarumutu ..	31	29	60	3	..	3	2	1	3	36	30	66
Torere ..	15	14	29	1	1	2	..	..	..	16	15	31
Omaio ..	13	29	42	..	1	1	..	..	..	13	30	43
Te Kaha ..	28	15	43	..	..	..	1	2	3	29	17	46
Raukokore ..	18	9	27	4	1	5	2	1	3	24	11	35
Wharekahika ..	10	8	18	2	..	2	..	1	1	12	9	21
Te Araroa ..	18	17	35	1	..	1	1	2	3	20	19	39
Rangitukia ..	43	30	73	3	1	4	4	2	6	50	33	83
Tikitiki ..	27	26	53	..	..	..	..	1	1	27	27	54
Waiomatatini ..	15	12	27	4	5	9	3	4	7	22	21	43
Tuparoa ..	22	22	44	5	3	8	4	3	7	31	28	59
Whareponga ..	19	13	32	..	..	..	..	..	..	19	13	32
Hiruharama ..	23	29	52	1	1	2	1	3	4	25	33	58
Tokomaru Bay ..	31	19	50	5	2	7	..	..	..	36	21	57
Whangara ..	12	13	25	2	2	4	1	4	5	15	19	34
Nuhaka ..	34	18	52	2	..	2	2	3	5	38	21	59
Tangoio ..	20	11	31	..	..	..	..	2	2	20	13	33

Table No. 5—continued.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1903—contd.

Schools.	M and M Q.			H.			E Q and E.			Totals.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Te Haroto .. ..	17	12	29	1	1	2	..	..	..	18	13	31
Puniho .. ..	16	9	25	..	..	..	8	11	19	24	20	44
Pariroa .. ..	18	19	37	..	..	..	..	..	..	18	19	37
Pamoana .. ..	17	20	37	3	1	4	2	..	2	22	21	43
Pipiriki .. ..	18	17	35	2	1	3	3	8	11	23	26	49
Karioi .. ..	13	14	27	4	5	9	4	..	4	21	19	40
Papawai .. ..	6	7	13	1	1	2	9	8	17	16	16	32
Turanganui (a) ..	4	6	10	..	..	..	2	1	3	6	7	13
Whangarae (b) ..	5	2	7	4	2	6	..	..	..	9	4	13
Okoha (b) .. ..	1	2	3	8	9	17	1	1	2	10	12	22
Waikawa .. ..	1	2	3	8	7	15	..	1	1	9	10	19
Wairau .. ..	15	3	18	..	..	..	1	..	1	16	3	19
Mangamaunu .. ..	10	4	14	2	2	4	7	9	16	19	15	34
Kaipoi .. ..	20	8	28	11	10	21	3	3	6	34	21	55
Rapaki .. ..	9	4	13	1	..	1	3	3	6	13	7	20
Little River .. ..	6	8	14	8	11	19	3	..	3	17	19	36
Arowhenua .. ..	14	12	26	1	2	3	1	..	1	16	14	30
Waikouaiti .. ..	9	6	15	..	..	..	15	16	31	24	22	46
Ruapuke .. ..	..	..	..	5	6	11	..	..	..	5	6	11
The Neck .. ..	3	2	5	6	7	13	..	..	..	9	9	18
Totals .. ..	1,670	1,319	2,989	177	132	309	205	190	395	2,052	1,641	3,693

(1) Not open during December quarter. (2) Not open during year.  
(b) Aided school. (b) Subsidised schools.

SUMMARY of Table No. 5.

Race.	1903.				Percentage for 1902.
	Boys.	Girls.	Total.	Percentage.	
Maori, and between Maori and half-caste ..	1,670	1,319	2,989	80·93	81·32
Half-caste .. ..	177	132	309	8·37	8·98
European, and between half-caste and European ..	205	190	395	10·70	9·70
Totals .. ..	2,052	1,641	3,693	100·00	100·00

Table No. 6.  
RESULTS of EXAMINATION, 1903.

Schools.	Number on the Roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard.
		VI.	V.	IV.	III.	II.	I.	
Hapua .. ..	40	..	..	1	6	7	3	93·5
Te Kao .. ..	43	..	4	2	5	4	5	112·0
Paparore .. ..	25	..	..	..	9	7	4	132·5
Pamapurua .. ..	14	..	1	..	..	..	1	8·5
Ahipara .. ..	51	..	..	1	..	..	2	15·0
Pukepoto .. ..	31	..	2	1	2	3	5	81·0
Kenana .. ..	16	..	1	2	4	1	1	53·0
Parapara .. ..	20	..	..	..	2	2	2	34·0
Rangiawhia .. ..	25	..	..	1	1	7	7	80·0
Peria .. ..	32	..	..	..	..	..	..	No passes.
Te Pupuke .. ..	7	..	..	1	1	2	..	24·5
Whakarara .. ..	27	..	3	5	5	5	1	120·0
Touwai .. ..	36	..	..	3	2	6	5	77·0
Whangape .. ..	64	..	..	..	10	11	14	217·0
Whakarapa .. ..	30	..	1	..	..	2	7	47·5
Maraeroa .. ..	40	..	1	5	3	5	6	130·5
Matihetihe (1) ..	..	..	..	..	..	..	..	..
Whirinaki .. ..	64	1	1	..	1	2	3	36·0
Waima .. ..	33	..	..	1	..	..	1	9·0
Omanaia .. ..	49	..	1	..	1	4	1	38·5
Motukaraka .. ..	31	1	..	..	..	1	..	11·0
Mangamuka .. ..	41	..	..	..	2	3	3	33·5
Waimamaku .. ..	33	..	..	1	2	1	5	41·5
Otaua .. ..	38	..	..	..	1	5	2	43·0

Table No. 6—continued.  
RESULTS of EXAMINATION, 1903—continued.

Schools.	Number on the roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard.
		VI.	V.	IV.	III.	II.	I.	
Oromahoe ..	47	..	..	1	..	16	13	163·0
Ohaeawai ..	23	..	..	..	..	..	4	19·5
Kaikohe ..	56	..	..	1	4	7	6	100·0
Karetu ..	17	..	..	2	2	3	2	50·0
Whangaruru ..	24	..	1	1	6	4	3	89·5
Taumarere ..	21	..	1	2	1	2	3	52·0
Te Ahuahu ..	34	..	..	..	..	3	4	41·5
Takahiwai ..	32	..	..	..	2	1	7	48·0
Poroti ..	32	..	4	1	7	..	7	114·0
Otamatea ..	37	..	..	..	5	5	7	96·5
Manaia ..	37	..	1	2	1	2	7	60·0
Te Kerepehi ..	31	..	..	..	..	..	13	76·5
Rakaumanga ..	60	..	..	1	7	5	7	113·0
Raorao ..	30	..	1	3	5	4	2	97·5
Kawhia ..	39	..	..	2	4	5	6	101·0
Te Kopua ..	12	..	..	..	..	..	2	12·5
Te Kuiti ..	56	..	1	5	7	5	10	174·5
Hauaroa ..	61	..	..	..	..	7	17	134·0
Parawera ..	49	..	..	..	..	3	17	131·5
Te Waotu ..	51	..	2	4	7	3	12	178·0
Tokaanu ..	70	1	2	12	13	7	12	323·0
Papamoa ..	44	..	..	..	1	2	4	35·0
Te Kotukutuku ..	18	..	..	..	..	..	1	6·5
Paeroa ..	45	..	..	1	2	4	11	111·0
Te Matai ..	54	..	..	1	3	4	5	85·0
Ranana ..	37	..	3	6	4	..	8	134·5
Whakarewarewa ..	56	..	..	..	1	..	41	285·5
Tapuacharuru (2) ..	..	..	..	..	..	..	..	..
Matata ..	30	..	..	..	..	3	10	70·5
Te Teko ..	48	..	..	3	7	..	12	162·5
Waiotapu ..	39	..	..	1	2	4	3	60·5
Awangaranui ..	20	..	..	1	..	1	..	12·5
Te Whaiti ..	29	..	..	..	1	..	..	6·0
Te Houhi ..	23	..	..	..	3	..	4	37·5
Otamauru ..	24	1	..	..	3	..	..	25·0
Poroporo ..	38	..	1	..	5	3	4	77·5
Ruatoki ..	99	..	..	5	2	15	18	243·0
Waimana ..	68	..	2	13	15	7	10	331·0
Waioweka ..	55	1	2	8	11	9	7	258·0
Omarumutu ..	67	..	..	10	8	9	11	223·5
Torere ..	25	..	..	1	3	2	2	46·5
Omaio ..	48	..	..	5	2	6	4	115·0
Te Kaha ..	42	..	..	4	4	4	5	119·0
Raukokore ..	35	..	..	1	4	5	4	76·5
Wharekahika ..	21	..	1	..	..	..	..	4·5
Te Araroa ..	42	1	2	..	8	3	2	98·5
Rangitukia ..	81	6	3	7	10	8	7	261·0
Tikitiki ..	55	2	4	4	2	8	5	156·5
Waiomatatini ..	41	1	2	..	5	4	2	89·5
Tuparoa ..	62	..	2	3	4	8	6	147·5
Whareponga ..	30	..	..	..	..	..	12	72·5
Hiruharama ..	59	1	2	1	5	5	14	151·5
Tokomaru Bay ..	66	..	..	9	5	15	10	248·5
Whangara ..	35	..	..	..	1	1	13	80·0
Nuhaka ..	67	..	..	..	5	4	4	83·0
Tangoio ..	40	..	..	1	..	3	5	46·5
Te Haroto ..	38	..	..	..	4	2	6	67·0
Puniho ..	44	1	1	1	4	2	5	83·0
Pariroa ..	36	..	..	..	..	11	..	93·0
Pamoana ..	62	..	18	14	7	7	..	347·5
Pipiriki ..	40	..	2	3	2	4	5	88·5
Karioi ..	41	..	..	5	9	3	1	133·0
Papawai ..	35	..	1	..	4	4	3	64·0
Turanganui (a) ..	11	..	..	..	3	2	2	43·5
Whangarae (b) ..	13	1	..	2	1	3	1	42·5
Okoha (b) ..	22	..	..	2	6	3	5	77·5
Waikawa ..	19	..	1	2	3	3	..	51·0
Wairau (1) ..	..	..	..	..	..	..	..	..
Mangamaunu ..	34	..	..	..	4	6	7	100·5
Kaiapoi ..	54	..	1	3	2	7	5	123·5
Rapaki ..	20	1	1	2	2	1	6	67·0
Little River ..	35	..	..	2	2	2	8	80·0
Arowhenua ..	30	1	1	4	4	3	5	107·5
Waikouaiti ..	46	4	6	5	4	5	3	174·0
Ruapuke ..	12	..	..	1	2	4	2	53·5
The Neck ..	18	..	3	..	..	1	1	31·0
Lower Waihou (1) ..	..	..	..	..	..	..	..	..
Totals for 1903 ..	3,762	24	87	192	317	370	548	..
Totals for 1902 ..	3,350	11	63	185	259	384	447	..

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

**Table No. 7.**  
**RESULTS of INSPECTION, 1903.**

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

Schools.	Condition of Records and the other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Teacher.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly through Inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Pamoana .. .. .	10.0	9.8	9.8	10.0	10.0	50.0	99.6
Waimana .. .. .	10.0	10.0	9.1	10.0	9.3	50.0	98.4
Tokaanu .. .. .	10.0	9.5	10.0	10.0	10.0	46.3	95.8
Whakarewarewa .. .. .	10.0	8.8	9.5	10.0	8.5	48.3	95.1
Waioweka .. .. .	10.0	10.0	9.5	9.0	7.2	49.2	94.9
Paparore .. .. .	9.8	9.3	10.0	9.0	7.7	48.0	93.8
Waikouaiti .. .. .	8.7	9.3	10.0	9.0	9.3	45.2	92.0
Turanganui <sup>(a)</sup> .. .. .	8.8	8.2	9.3	7.5	6.8	50.0	90.6
Te Kaha .. .. .	10.0	9.8	10.0	10.0	9.0	41.3	90.1
Ranana .. .. .	10.0	9.9	9.5	9.0	8.5	40.8	87.7
Rangitukia .. .. .	10.0	9.0	10.0	10.0	9.3	39.2	87.5
Whangape .. .. .	9.7	9.0	10.0	10.0	8.7	39.1	86.5
Tokomaru Bay .. .. .	9.5	9.5	9.8	9.0	7.7	41.0	86.5
Whakarara .. .. .	9.6	9.1	9.5	8.0	5.5	43.5	85.2
Whareponga .. .. .	9.3	9.5	9.8	8.0	8.3	39.6	84.5
Te Teko .. .. .	9.8	9.4	9.1	10.0	9.2	36.1	83.6
Oromahoe .. .. .	10.0	10.0	8.8	9.0	7.3	38.3	83.4
Karioi .. .. .	9.8	8.5	8.1	8.5	9.0	38.3	82.2
Ruapuke .. .. .	8.2	8.0	8.8	8.0	5.3	43.9	82.2
Poroti .. .. .	9.6	8.3	7.9	8.0	7.8	40.0	81.6
Okoha <sup>(b)</sup> .. .. .	8.6	8.8	9.5	7.0	5.3	42.1	81.3
Pukepoto .. .. .	10.0	9.3	10.0	8.0	7.7	36.0	81.0
Kenana .. .. .	9.0	8.0	9.0	7.5	7.0	40.1	80.6
Te Waotu .. .. .	9.4	8.8	9.6	9.5	6.3	36.8	80.4
Raorao .. .. .	8.5	9.3	8.0	9.0	8.3	36.8	79.9
Karetu .. .. .	8.8	9.1	9.5	8.0	6.7	37.5	79.6
Te Kao .. .. .	9.2	9.0	9.5	8.0	8.3	35.4	79.4
Te Kuiti .. .. .	8.8	9.4	9.1	8.0	8.3	35.8	79.4
Paeroa .. .. .	8.8	9.1	9.0	8.0	8.5	35.8	79.2
Arowhenua .. .. .	8.7	8.3	9.0	7.5	7.3	38.4	79.2
Mangamaunu .. .. .	9.7	8.8	8.5	8.5	8.0	35.4	78.9
Tikitiki .. .. .	9.7	8.5	9.8	8.0	7.7	35.2	78.9
Maraeroa .. .. .	9.6	9.5	9.8	6.5	7.2	35.5	78.1
Omaio .. .. .	8.4	8.6	8.9	8.5	7.3	36.3	78.0
Whangaruru .. .. .	9.9	7.4	8.6	6.5	6.0	39.2	77.6
Otaua .. .. .	9.3	8.6	8.9	8.0	6.0	36.5	77.3
Tuparoa .. .. .	9.7	6.5	9.8	9.0	5.3	36.5	76.8
Taumarere .. .. .	8.8	9.0	9.3	8.5	7.2	33.8	76.6
Ruatoki .. .. .	9.2	8.1	8.6	10.0	8.5	32.0	76.3
Te Ararua .. .. .	9.2	9.5	9.5	8.0	8.3	31.3	75.8
Te Pupuke .. .. .	8.8	8.6	7.0	7.0	4.3	39.8	75.5
Matata .. .. .	8.0	8.0	9.3	8.0	7.0	35.2	75.5
Waiomatatini .. .. .	9.5	8.0	9.0	8.0	7.3	33.6	75.4
Whangarae <sup>(b)</sup> .. .. .	8.1	7.5	9.0	6.0	6.0	38.3	74.9
Te Haroto .. .. .	10.0	9.3	9.0	8.0	8.0	29.8	74.6
Whangara .. .. .	9.7	9.3	9.5	7.5	5.7	32.3	74.0
Pariroa .. .. .	9.3	8.0	8.8	10.0	6.2	31.6	73.9
Te Kerepehi .. .. .	9.6	8.9	9.0	7.5	4.7	34.1	73.8
Kaiapoi .. .. .	8.6	9.0	8.5	8.0	8.6	31.1	73.8
Rangiawhia .. .. .	7.5	6.8	8.8	7.5	6.3	36.1	73.0
Parawera .. .. .	9.3	9.0	9.5	8.0	4.7	31.5	72.0
Rapaki .. .. .	7.5	7.9	8.3	7.0	5.3	36.0	72.0
Hiruharama .. .. .	9.6	8.0	8.7	8.0	7.3	29.8	71.5
Touwai .. .. .	9.6	8.5	8.8	6.0	7.2	31.0	71.1
Poroporo .. .. .	8.6	9.0	8.1	6.0	7.3	31.6	70.6
Kaikohe .. .. .	9.1	9.5	9.8	7.5	8.3	26.3	70.5
Rakaumanga .. .. .	9.5	8.8	8.5	8.6	7.0	28.0	70.4
Te Ahuahu .. .. .	10.0	8.5	9.5	6.0	4.0	32.3	70.3
Torere .. .. .	8.0	9.0	9.4	7.5	3.0	33.1	70.0
Omarumutu .. .. .	8.8	7.3	6.1	6.5	4.7	36.2	69.6
Kawhia .. .. .	9.1	8.0	7.9	8.5	8.3	27.5	69.3
Pipiriki .. .. .	9.6	9.3	9.4	7.5	7.7	25.8	69.3
Otamatea .. .. .	8.3	9.3	9.5	8.0	5.3	27.7	68.1
Raukokore .. .. .	9.3	7.5	9.3	6.5	5.5	29.9	68.0
The Neck .. .. .	8.2	8.5	8.5	5.0	4.5	33.2	67.9
Te Houhi .. .. .	9.0	8.4	8.9	7.5	6.5	27.5	67.8
Waioapu .. .. .	9.0	8.5	9.0	8.0	7.7	25.4	67.6
Hauaroa .. .. .	7.7	7.1	7.0	8.0	4.7	32.2	66.7
Manaia .. .. .	8.3	8.8	8.0	6.5	6.7	27.2	65.5
Waimamaku .. .. .	8.2	8.5	7.8	6.0	6.0	28.7	65.2
Papawai .. .. .	8.2	8.3	5.0	6.0	5.7	32.0	65.2
Waikawa .. .. .	6.7	8.8	8.5	7.5	5.7	23.0	65.2
Hapua .. .. .	7.2	7.5	8.5	7.0	6.3	27.8	64.3
Little River .. .. .	8.7	7.5	9.0	7.0	5.7	26.4	64.3
Whirinaki .. .. .	9.0	7.7	9.5	7.5	7.0	22.9	63.6



**Table No. 7—continued.**  
**RESULTS of INSPECTION, 1903—continued.**

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

Schools.	Condition of Records and the other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Teacher.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly through Inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Otamauru .. .. .	9·6	7·8	9·3	7·0	4·3	24·6	62·6
Nuhaka .. .. .	9·8	8·8	8·4	7·5	6·3	21·8	62·6
Parapara .. .. .	6·8	7·0	8·3	6·0	5·0	28·7	61·8
Puniho .. .. .	8·5	7·1	7·6	8·5	3·3	25·4	60·4
Takahiwai .. .. .	8·6	6·8	8·5	6·5	4·7	25·2	60·3
Omanaia .. .. .	9·3	9·0	8·0	7·5	5·7	20·6	60·1
Te Kopua .. .. .	7·3	6·0	6·0	5·5	5·5	29·1	59·4
Pamapurua .. .. .	7·3	6·5	7·0	7·0	2·7	27·1	57·6
Ahipara .. .. .	9·6	6·3	8·3	7·0	5·3	20·8	57·3
Tangoio .. .. .	8·2	6·8	7·8	7·0	6·3	20·0	56·1
Mangamuka .. .. .	6·9	6·0	7·6	5·0	5·5	24·5	55·5
Wharekahika .. .. .	8·0	7·8	8·8	8·5	6·7	15·4	55·2
Te Kotukutuku .. .. .	8·8	7·0	6·5	6·0	3·3	23·2	54·8
Whakarapa .. .. .	6·4	7·0	6·2	6·0	4·3	24·6	54·5
Ohaeawai .. .. .	9·3	8·0	6·5	6·5	5·0	18·9	54·2
Awangararanui .. .. .	8·4	7·9	8·0	6·0	5·0	18·3	53·6
Te Matai .. .. .	7·9	6·4	7·1	8·0	4·2	19·2	52·8
Peria .. .. .	8·0	8·0	7·5	7·5	5·0	15·8	51·8
Papamoa .. .. .	7·5	6·4	6·9	6·0	7·2	15·5	49·5
Waima <sup>(1)</sup> .. .. .	8·8	9·3	9·4	..	..	20·8	48·3
Motukaraka .. .. .	8·5	7·3	9·5	7·0	5·3	10·5	48·1
Te Whaiti .. .. .	7·5	7·1	7·5	2·5	4·5	17·1	46·2
Matihetihe <sup>(2)</sup> .. .. .	..	..	..	..	..	..	..
Tapuaecharuru <sup>(3)</sup> .. .. .	..	..	..	..	..	..	..
Wairau <sup>(2)</sup> .. .. .	..	..	..	..	..	..	..
Lower Waihou <sup>(2)</sup> .. .. .	..	..	..	..	..	..	..

(<sup>(1)</sup>) Aided school. (<sup>(2)</sup>) Subsidised schools. (<sup>(3)</sup>) Inspection curtailed. (<sup>(4)</sup>) Neither examined nor inspected. (<sup>(5)</sup>) Not open during year.

**Table No. 8.**  
**CLASSIFICATION of PUPILS on the School Rolls, December, 1903.**

Standards.	1903.			Totals 1902.
	Boys.	Girls.	Totals.	
Preparatory classes .. .. .	591	455	1,046	1,165
Class for Standard I. .. .. .	405	334	739	778
"    II. .. .. .	332	324	706	622
"    III. .. .. .	276	239	515	543
"    IV. .. .. .	228	179	407	388
"    V. .. .. .	114	77	191	175
"    VI. .. .. .	43	25	67	63
Passed Standard VI. .. .. .	14	8	22	8
Totals .. .. .	2,052	1,641	3,693	3,742

**Table No. 9.**  
**AVERAGE AGE of PUPILS at Standard Examination of Schools in 1903.**

Standards.	1903.		Average Age 1902.
	Number passed at Annual Examination.	Average Age.	
		Yrs. Mos.	Yrs. Mos.
I. ... .. .	548	9 9	9 8
II. ... .. .	370	11 0	10 10
III. ... .. .	317	12 2	12 2
IV. ... .. .	192	13 2	13 1
V. ... .. .	87	13 11	13 5
VI. ... .. .	24	13 11	14 5

Table No. 10.

CHILDREN of MAORI and MIXED RACES attending PUBLIC SCHOOLS, December, 1903.

Education Districts.	Of Maori Race.			Of Mixed Race living as Maoris.			Of Mixed Race living as Europeans.			Total.			Number of Schools attended
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland .. ..	515	373	888	48	41	89	367	319	686	930	733	1,663	179
Taranaki .. ..	28	23	51	7	5	12	10	14	24	45	42	87	12
Wanganui .. ..	138	97	235	9	7	16	16	29	45	163	133	296	39
Wellington .. ..	91	76	167	10	9	19	40	34	74	141	119	260	39
Hawke's Bay .. ..	249	151	400	16	16	32	72	69	141	337	236	573	39
Marlborough .. ..	2	..	2	..	1	1	13	7	20	15	8	23	6
Nelson .. ..	7	6	13	..	..	..	2	6	8	9	12	21	6
Grey .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..
Westland .. ..	8	3	11	1	..	1	3	1	4	12	4	16	2
North Canterbury .. ..	7	4	11	1	1	2	13	8	21	21	13	34	10
South Canterbury .. ..	13	5	18	..	..	..	4	3	7	17	8	25	3
Otago .. ..	10	22	32	1	5	6	29	25	54	40	52	92	17
Southland .. ..	..	..	..	22	22	44	39	36	75	61	58	119	15
Totals for 1903 ..	1,068	760	1,828	115	107	222	608	551	1,159	1,791	1,418	3,209	367
Totals for 1902 ..	951	716	1,667	75	92	167	637	557	1,194	1,663	1,365	3,028	374
Difference ..	117	44	161	40	15	55	-29	-6	-35	128	53	181	-7

Table No. 11.

(a.) NUMBER of MAORI PUPILS receiving Higher Education, &c., at the End of 1903.

School.	Government Pupils.		Private Pupils.	Totals.
	Scholarship-holders formerly attending Native Schools.	Temporary.		
Boarding-schools—				
St. Stephen's (boys), Parnell, Auckland ...	29	...	30	59
Te Aute (boys), Hawke's Bay ...	8	...	59*	67
Hukarere (girls), Napier ...	10	10†	37‡	57
St. Joseph's (girls), Napier ...	7§	17	32	56
Queen Victoria (girls), Auckland ...	18	...	10	28
Timaru High School (girls) ...	1	...	...	1
Totals ...	73	27	168	268

\* Including 9 Europeans.      † Including 2 girls who are more European than Maori.      ‡ Including 5 girls who are more European than Maori.  
§ Including 1 girl who is more European than Maori.  
|| Including 1 European and 2 girls who are more European than Maori.

(b.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Scholarships at High Schools or Colleges at the End of 1903.

Number.	Primary School.	High School or College at which Scholarship is held.
1	Matarakau, Chatham Islands ...	Te Aute (boys), Hawke's Bay.
1	Porewa Public School ...	Te Aute (boys), Hawke's Bay.
1	Bell Block Public School ...	Queen Victoria (girls), Auckland.
1	Maketu Public School ...	Queen Victoria (girls), Auckland.
1	St. Patrick's Convent, Auckland...	Auckland Grammar School (girls).

**Table No. 11—continued.**

(c.) NUMBER of MAORI STUDENTS, formerly attending Native Schools and College, holding University Scholarships at the End of 1903.

Number.	University Course.	University at which Scholarship is held.
2	Medical ... ..	Otago University, Dunedin.

(d.) NUMBER of MAORI PUPILS, formerly attending Native Schools, holding Scholarships at Technical Schools at the End of 1903.

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

(e.) NUMBER of MAORI PUPILS, formerly attending Native Schools, holding Industrial Scholarships at the End of 1903.

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

(f.) NUMBER of MAORI PUPILS, formerly attending Native Boarding-schools, holding Hospital-nursing Scholarships at the End of 1903.

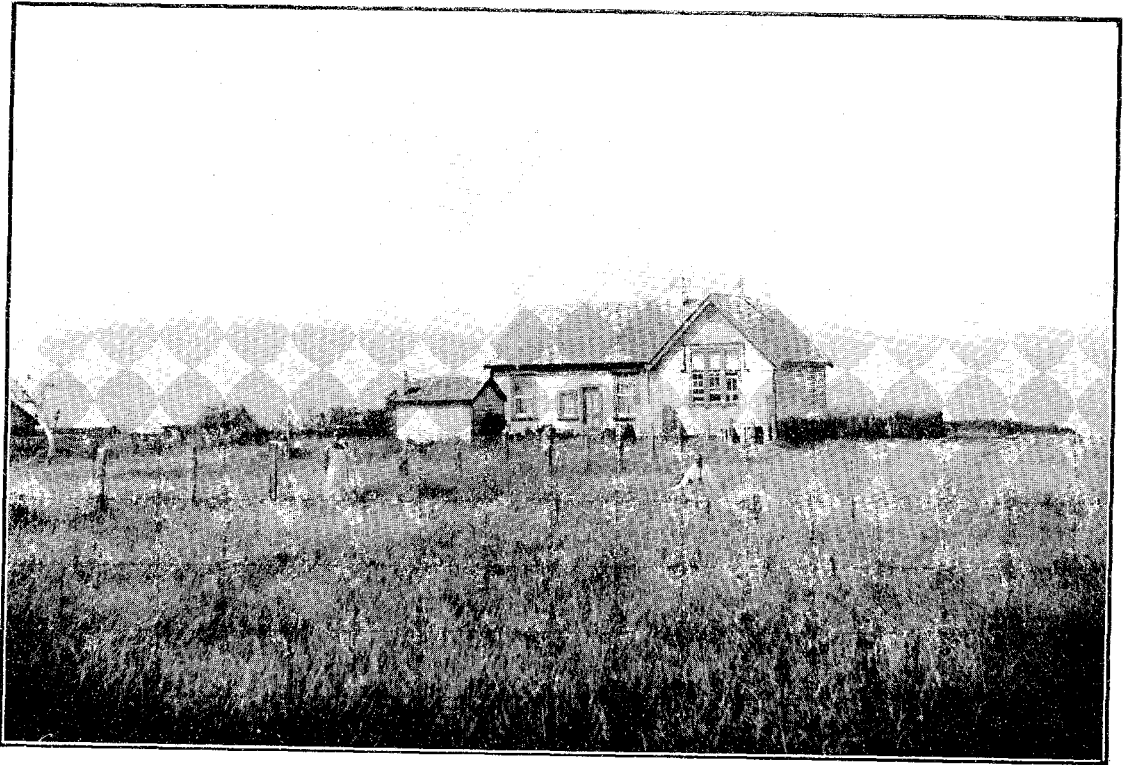
Number.	Boarding School.	District Hospital.
1 (girl) ... ..	Hukarere ... ..	Napier Hospital.
1 (girl) ... ..	St. Joseph's, Napier ... ..	Napier Hospital.

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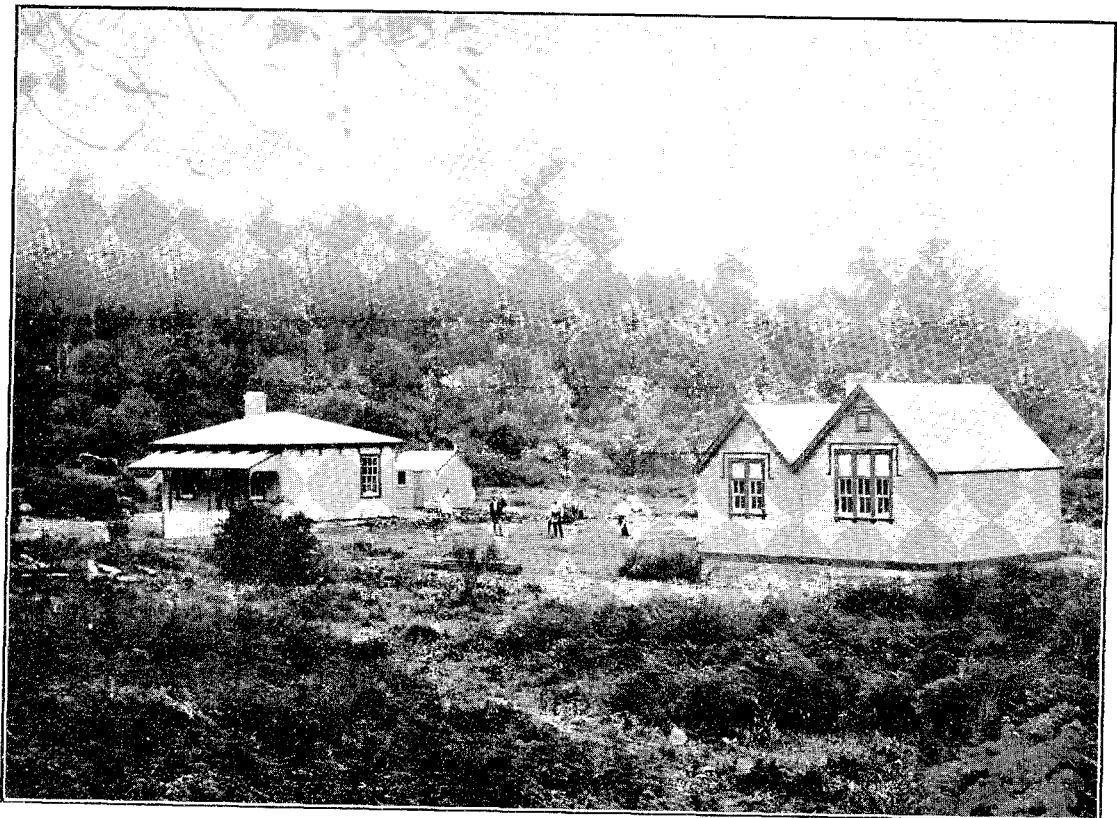
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COMBLNED SCHOOL AND RESIDENCE (THIS PLAN IS BEING ABANDONED), RAORAO, AOTEA.

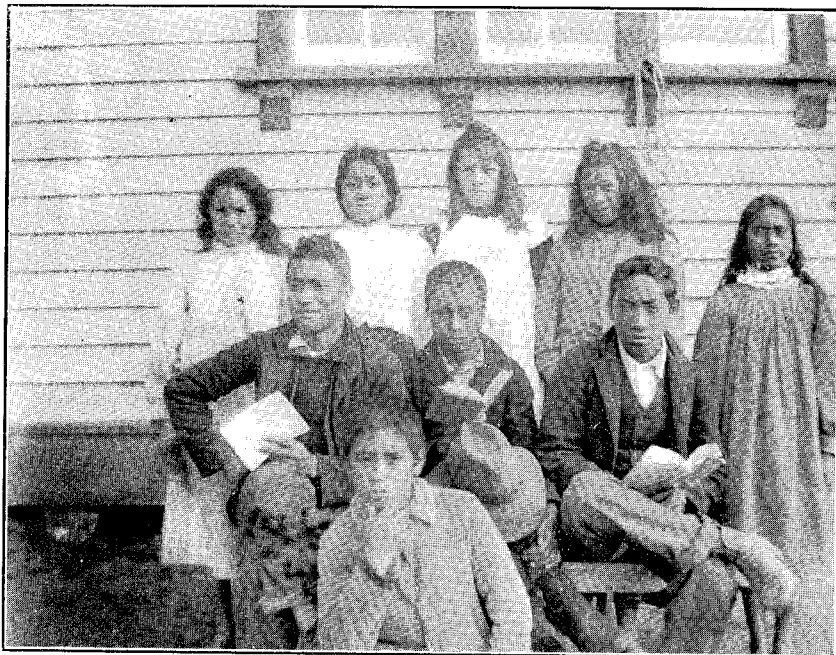


NATIVE SCHOOL BUILDINGS (DETACHED), KOKAKO, WAIKAREMOANA.





THE FIRST STANDARD CLASS, TOKOMARU BAY, EAST COAST.



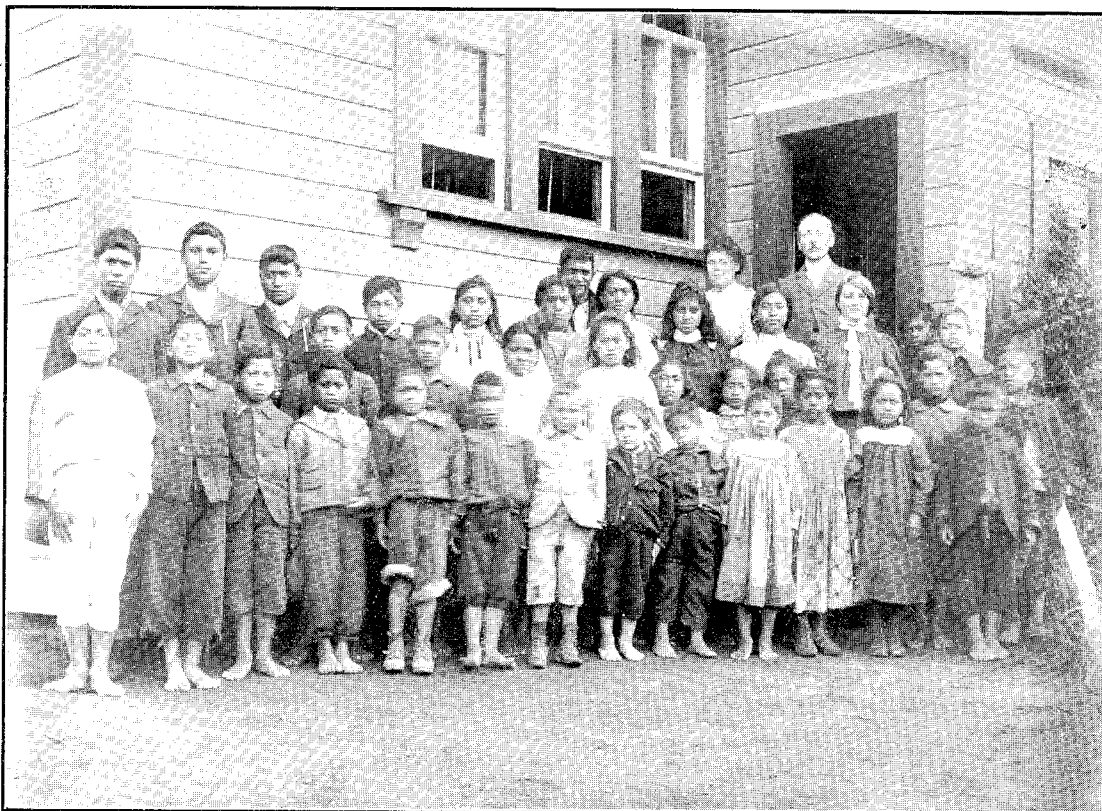
THE FOURTH STANDARD CLASS, TOKOMARU BAY.







CHILDREN AND TEACHERS OF AN AIDED SCHOOL, OKOHA, PELORUS SOUND.



CHILDREN AND TEACHERS OF A NEW SCHOOL, TE HAROTO, NAPIER.

