

1907.
NEW ZEALAND.

EDUCATION :
NATIVE SCHOOLS.

[In continuation of E.—2, 1906.]

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

No. 1.

EXTRACT FROM THE THIRTIETH ANNUAL REPORT OF THE MINISTER OF
EDUCATION.

At the end of 1906 there were one hundred village schools, as against ninety-five at the end of 1905. Five new schools were opened during the year, at the end of which all the schools, with the exception of two, were in full operation.

The new schools opened were Tautoro, in the Bay of Islands district; Oparure, in the King Country; Kaiwhata, east coast of Wellington; Waimarama and Tuhara, in Hawke's Bay. Owing to decreased attendance one school—Waiotapu—was closed. In several schools increased attendance has necessitated building additions, and at the present time four new schools—Tuhara, Motiti Island, Wharekawa, and Mataora—are in hand.

The total roll number on 31st December, 1906, was 4,174, as against 3,863 in 1905; the average attendance for the year being 3,607—an increase of 179 on that of the previous year. In at least one-third of the schools the average attendance exceeded 90 per cent. of the roll number, while the average obtained by all the schools—85·2 per cent.—is to be regarded as very satisfactory when bearing in mind the peculiar conditions attaching to Maori schools.

In addition to the village schools there are six mission schools which are annually inspected and examined by the Department's officers. These are Otaki, Putiki, Te Hauke, Matata Convent, Tokaanu, and Waerenga-a-hika. The roll numbers at the time of the Inspector's visit were: Otaki, 34; Putiki, 30; Te Hauke, 29; Matata, 36; Tokaanu, 28; and Waerenga-a-hika, 43. For the higher education of Maori boys and girls the Department avails itself of six boarding-schools under the control and management of various church authorities—viz., Te Aute College and St. Stephen's School, for boys; Hukarere, St. Joseph's, Queen Victoria, and Turakina Girls' School, for girls.

The Government offers 123 scholarships, tenable at one or other of the boarding-schools, to such children of predominantly Maori race as qualify for them in the village schools. At the end of 1906 forty of these scholarships were held by boys and forty by girls. A number of scholarships is also offered to Maori children attending public schools who pass at least Standard V before reaching the age of fifteen. The holders of these may attend a secondary school or become apprenticed to a suitable trade. Three of these scholarships were current at the end of the year—one boy attending a secondary school and two boys being apprenticed. Three boys who formerly attended Native schools were also, at the end of the year, learning trades under this arrangement.

Six Maori girls are at present being trained as nurses for work among their own people. Of these, three hold senior scholarships and are probationers on the staffs of various hospitals, while three hold junior scholarships, or day-pupilships, and attend the hospitals daily from their respective schools.

Of the six University scholarships offered by the Government to the most promising youths from secondary schools, three are at present held—two in law and one in medicine. A former scholarship holder has just succeeded in qualifying for the degree in medicine and surgery of the New Zealand University, he being the second to so qualify under the Department's scheme.

Instruction in woodwork is given in thirteen schools, and in several schools the girls are taught practical dressmaking and plain cookery with simple appliances. A scheme of cottage gardening as a branch of handwork is being prepared; in several schools a beginning has already been made. In the majority of schools some form or other of elementary handwork is taken with success.

A new scale of staffs and salaries approximating to the "colonial scale" was issued, to come into operation at the beginning of 1907. While reducing a few of the higher salaries, this scale will increase those of a large percentage of the other teachers.

The total expenditure on Native schools during the year was £29,755, which includes £111 paid from Native school reserves and £2,000 from the Civil List for Native purposes. Deducting £74 recoveries from various sources, the result is a net cost of £29,681, as against £24,041 in 1905. Included in this amount is £5,641 for new buildings and additions; on secondary education (including boarding-school fees for holders of scholarships from village schools, apprenticeships, nursing scholarships, University scholarships, and travelling expenses of scholarship holders), £2,477.

The staff of the village schools included seventy-six masters, nineteen mistresses in charge, ninety-seven assistants, and eleven sewing-teachers.

Of the 4,174 children attending Native schools at the end of 1906, 80·3 per cent. were Maori or nearly Maori; 6·33 per cent. were half-castes, speaking Maori in their homes; 4·22 per cent. were half-castes or nearly so, speaking English in their homes; and 9·15 per cent. were Europeans.

The standard classification of pupils at the end of the year 1906 was: Preparatory classes, 1,618; Standard I, 568; Standard II, 646; Standard III, 545; Standard IV, 452; Standard V, 241; Standard VI, 101; Standard VII, 3. Twenty-four certificates of competency and twenty-nine of proficiency in Standard VI were issued during the year, the majority to European children.

Of the children of Maori or mixed race attending public schools 63·11 per cent. were of Maori race, 5·34 per cent. were of mixed race living as Maoris, and 31·55 per cent. were of mixed race living as Europeans. No statistics are available showing the standard classification of the Maori children in public schools, and thus no idea can be formed of the degree of attainment reached by Maori children in these schools. By 3,952 children coming under this category sixteen certificates of competency and thirteen certificates of proficiency were, however, obtained during the year.

In many parts of the colony the Native school is the only means of education, and attending Native schools are some 380 European children. Included in this number are the children of the Native school teachers. Facilities for higher education offered by the provisions under the Education Act for free places in secondary schools are afforded these children, of whom several during the year have qualified as required by the regulations.

No. 2.

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

SIR,—

Wellington, 31st March, 1907.

In accordance with instructions, I have the honour herewith to place before you my report on the general conditions of the Native schools and the work done by them during the year 1906.

At the end of 1905 there were in operation ninety-five Maori village schools. During the year five new schools were opened, making a total of 100 schools in operation at the end of 1906.

NEW SCHOOLS, ETC., 1906.

The new school at *Tautoro*, near Kaikohe, Bay of Islands, was opened in June quarter, 1906, and has so far proved a great success, the accommodation being already so fully taxed that additions are contemplated.

Oparure School, situated some four miles from Te Kuiti, King-country, was opened in March quarter, and has made a fair beginning, though not so many children have presented themselves as was hoped.

Kaiwhata School, near Homewood, Wellington, a small school opened in September quarter, has so far done very well, though I doubt whether it will have a very long life.

Waimarama School, Hawke's Bay, opened in March quarter, has been unfortunate in coming into existence when the people were divided by land troubles.

Tuhara School, near Wairoa, Hawke's Bay, has so far been conducted in temporary buildings only, and has thus been to a large extent handicapped. Plans have been prepared and tenders invited for the erection of suitable buildings.

PROPOSALS FOR NEW SCHOOLS.

The following is the position with regard to those cases which have been investigated:—

Wharekawa.—A promising case has been made out here for the establishment of a small school. A site has been obtained, and plans are being prepared.

Mutaora Bay.—Plans are also being prepared for a small school to be established here.

Mokai.—The Auckland Board of Education having opened a school here, the Department decided to take no further action.

Ruatahuna.—Nothing has been settled with regard to the site, over which the people are divided. It seems to me that while the new prophet holds sway in Urewera it is futile to attempt to open new schools there.

Taemaro and *Waimahana*, near Mangonui, are two small settlements which at the time of my visit were practically denuded of people. Under the circumstances, I could not recommend action to be taken. Further inquiries have since been made, and the application has been declined.

Waihapa, near Whangaroa Harbour, is a similar case; the people are migratory in their habits, being mostly engaged in gum-digging. The preliminary visit was not promising, but the facts ascertained by a more recent visit seem to show that this is a deserving case.

Te Awaroa, Kawhia, appears to be identical with Opewa. The children promised in this case live at great distances apart, and it seems doubtful whether it would be possible to fix upon a central position to suit all of them.

Kohanga, Waikato, was visited twice during the year with a view to getting the Maoris interested to agree to dispose of a site chosen outside of the Church Trust Estate. Though the site is in every way suitable for a school, is the most convenient for all the children of the several kaingas, and has access to a main road—a hitherto insuperable difficulty—the Maoris have not seen their way to agree. My conclusion is that they are more desirous of regaining a part of the estate than they are of having a school for their children. The people interested have since expressed a desire for another visit to discuss the site, and the Department has agreed.

Motiti Island, Tauranga, Bay of Plenty. The tenders received being too high, fresh tenders are being invited for the erection of buildings on a modified plan.

Motiti, Hokianga.—Further application has been made in this case, and a visit is to be paid. I doubt whether there are sufficient children to warrant the establishment of an independent school here.

Waikare, Bay of Islands.—A new school is to be erected here, and the preliminary arrangements for it are already in hand.

Reporua, East Coast, is not far from Tuparoa Native School. The children have been for a long time in the habit of attending Tuparoa School, and I cannot see any special reason for the erection of a separate school at Reporua.

Te Tii, Mangonui, near Purerua, Bay of Islands.—The needs of the children here have been met by the establishment of a ferry by which they may attend Purerua Public School.

Other cases which have not yet been investigated are *Kawa* (Great Barrier), *Port Albert*, *Kakanui*, *Te Huruhi*, *Glorit* (Kaipara), *Waiharakeke*, *Taharoa*, *Te Maika* (Kawhia), *Aohanga* (Wellington), *Pukehou*, *Rahotu*, *Maraetai*, *Tauwhare*, *Waimaha*, *Makaka*, *Reweti*, *Arapaoa*, *Waitoki*, *Hauturu*, *Mangamuka Valley*, *Hauturu*. At several of these places the information at the disposal of the Department leads one to the conclusion that there are not enough children to warrant the establishment of a school. They have therefore to wait while visits are paid to more promising cases.

The applications for schools at *Orauta*, near Scoria Flat, and *Otawhiwhi* (Bowtown) were renewed this year, but the cases do not seem to be favourable ones. The same remark applies in the case of *Port Levy*, Banks Peninsula, where I understand an aided school has been opened. The requirements of *Matapihi* would be met by ferrying the children across Tauranga Harbour to the public school at Tauranga, where several are already attending. This suggestion has been therefore referred to the Auckland Board of Education. *Whareroa* cannot be regarded as of any moment, as the settlement is practically deserted.

MAORI VILLAGE SCHOOLS AT WORK DURING THE YEAR 1906 OR SOME PORTION OF IT, AND EXAMINED OR INSPECTED OR BOTH.

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

The following are the schools situated in this district: *Hapua*, *Tekao*, *Paparore* (Waipapa-kauri), *Ahipara*, *Pukepoto*, *Pamapurua*, *Rangiahia*, *Parapara*, *Peria*, *Kenana*, *Te Pupuke*, *Towwai*, *Whakarara*.

New school-buildings have been erected at *Paparore* and *Rangiawhia*, and have proved a very great boon to the teachers and pupils who have for several years worked under very adverse conditions in temporary buildings. The Inspector-General of Schools performed the opening ceremony at *Rangiawhia*. He expressed his satisfaction with the work of the children, with the regularity of their attendance, and with the surprisingly clean state in which he found the school furniture, &c.

The attendance at these schools has been very satisfactory. Especially has this been the case at *Te Kao* School, where, as I have mentioned in previous reports, the children travel very long distances on foot with a commendable degree of regularity. *Hapua* and *Ahipara* Schools received several checks during the year through an epidemic of sickness which led to the closing of both schools for some time.

The cleanliness of these schools, with one or two exceptions, leaves little to be desired, and the methods of instruction and results obtained are on the whole satisfactory. One still finds, however, in this group a few schools in which children cannot do without the use of fingers in arithmetic, and others where the teachers have made no advance beyond the pattern lesson in reading taken for their instruction by the Inspector. In these particular schools the standard of efficiency is much below that of the other schools in the group. The workshop at *Pukepoto*, erected on the "self-help" system by the teacher and people, has made a successful beginning, and will doubtless prove of much value to the progressive Maoris of this district.

I regret to record the death of Mr. W. O. Duthie, of *Whakarara* School, who, though not long in our service, had already by his enthusiasm and attachment to duty succeeded in infusing new energy and life into the school.

Group II.—Hokianga District.

The Hokianga schools are: *Whangape*, *Matihetihe*, *Whakarapa*, and *Lower Waihou*, *Mangamuku*, *Maraeroa*, *Motukaraka*, *Waimamaku*, *Whirinaki*, *Omanaia*, *Waima*, and *Otaua*.

I have again to express my appreciation of the interest shown in these schools and the services rendered by Mr. T. L. Millar, of Rawene, who acts as local visitor.

During the year increased accommodation has been provided at *Mangamuku* and *Waima* Schools, while *Matihetihe* School has progressed to such an extent that the Department will probably have to make better provision for the children attending it. Special interest attaches to this school, inasmuch as it has reached a high stage of efficiency under the charge of its present teacher, herself a Maori.

With the exception of two schools, where the attendance is little short of discreditable, the children have attended very regularly indeed. The schools are also in a satisfactory condition as regards efficiency, the majority of them being really first-rate.

There are now four workshops attached to the schools of this district. Handwork of various forms is done in most of them, cookery classes have been successfully established in some, and instruction in practical dressmaking and the use of the sewing-machine is given in others.

During the year Mr. and Mrs. C. H. Brown, of *Whirinaki*, and Mrs. E. Anderson, of *Maraeroa*, who have done valuable work in the service of the Department, resigned their positions.

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

The schools in these counties are: *Kaikohe*, *Tautoro*, *Ohaeawai*, *Te Ahuahu*, *Oromahoe*, *Karetu*, *Whangaruru*, *Te Rawhiti*, *Poroti*, *Takahiwai*, and *Otamatea*.

Tautoro School, opened in June, has made an exceedingly gratifying start, and promises to be a most successful school.

The phenomenal success of *Kaikohe* has continued during the year, and it is still the largest Native school. The additional accommodation has now been provided.

With regard to *Te Ahuahu* and *Ohaeawai*, I think that the time is not far distant when these will be merged in one central school for the European and Maori children of the district. It is noteworthy, however, that at *Ohaeawai* the second generation of children, most of whom are very young, are now attending, making this school now much larger in numbers than it has been for years.

The faults observed in these schools last year are now no longer so prominent, though one finds still a reluctance on the part of some of the teachers to try new methods, especially in the teaching of reading and arithmetic. The cleanliness of the children and also of the buildings leaves little room for complaint.

At *Takahiwai* School there is now a workshop, and cooking classes have been successfully established.

I regret to have to record the death of Mr. J. Patrick, who had completed many years of faithful service at *Whangaruru* School.

Group IV.—Thames, Hot Lakes, Waikato, and King-country.

There are in this group the following schools: *Manaiā* (Coromandel), *Te Kerepehi*, *Rakau-manga*, *Parawera*, *Te Kopua*, *Mangaorongo*, *Oparure*, *Hauaroa* (Taumarunui), *Te Wautu*, *Ranana*, *Wai-iti*, *Whakarewarewa*, and *Waiotapu*.

Mangaorongo School, closed temporarily last year, has since been reopened with fair success.

Oparure School, situated some four miles from *Te Kuiti*, began operations in the early part of the year, but has not proved so successful as regards numbers as was anticipated.

Additions are in hand at *Hauaroa*. It seems likely, however, that this school will not remain much longer a Native school, but be transferred to the Auckland Board of Education.

Waiotapu School has gradually fallen away owing to the Maoris leaving the place to seek work elsewhere, and will therefore be closed for the present.



CHILDREN, PARENTS, AND TEACHERS, KARIOI NATIVE SCHOOL.



CHILDREN AND TEACHERS, WAI-ITI NATIVE SCHOOL, ROTORUA.

This group contains several schools which are in all respects most creditable to the Department. They are thoroughly efficient as regards the instruction given and thoroughly satisfactory as regards cleanliness and general appearance.

I regret to have to record another loss from our ranks amongst the schools of this group. Mr. Walter, who was really the founder of the school at *Manaia*, and who had been in charge of it since its inception, died after a very short illness in July.

In March, 1907, the Rev. D. T. Hailey, of *Wai-iti* School, who in spite of indifferent health of long standing had made his school one of the most efficient, and had also earned for it a widespread reputation for cleanliness and general appearance, passed away.

Group V.—Tuhoe and Urewera District.

The schools in this district are: *Te Teko*, *Ruatoki*, *Waimana*, and *Te Whaiti*.

On the whole the schools of this group cannot be regarded as very satisfactory, a state of things due to the habits of the people themselves, and not to the teachers of the Department. Superstition binds the Ureweras more closely than it does any other tribe with whom we have to deal, and they are consequently easily imposed upon. The attendance of these schools has been seriously affected by the withdrawal of the children to await the coming of the King, or to escape the great disaster threatened by the new prophet whose doings have attracted attention lately.

It is to be feared that matters will become even worse in the future. The Department has learned that the present intention of the prophet is to gradually draw the children away from our schools and enlist them under his banner. Unless something can be done to prevent this the effects are likely, therefore, to be serious, though, of course, they may be only temporary in character. At all events, it is impossible to proceed with the establishment of new schools in Urewera at present, and the proposed school at *Ruatahuna* must await the turn of the tide.

Regarding the actual condition of the schools as disclosed during inspection, I regret to note that in one or two there was a want of cleanliness among the children. The children of one of the most isolated schools, *Te Whaiti*, were remarkably clean both in their habits and persons, and there would seem therefore to be no reason why the children in the other schools should not be clean also. Faulty methods and undue haste in promotion are still to be noticed here, and some teachers have yet to appreciate the advantages of teaching the sound values of the consonants and of making consistent use of this method.

I may add here that there seems every probability that *Kokako* School, in the east part of Urewera, may be reopened shortly. The school, which began with a large number of children, fell away suddenly. Owing to the fact that many children died, the people came to look upon the school as being a source of *makutu*, and withdrew their children. There are now in the district some forty children, all of whom are young. It is to be hoped that they will not come under the influence of the prophet, but will attend the school, from which the *tapu* has now been removed by the elders of the tribe. (Since this was written the numbers have been reduced by the influence of the prophet. The school is, however, to be conducted temporarily as an aided school.)

Group VI.—Western Bay of Plenty.

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

These schools are now in a prosperous condition, and the attendance has during the year been very satisfactory. *Poroporo* and *Te Matai* Schools are, indeed, overcrowded, and steps are being taken to provide additional accommodation.

With the exception of the teaching of reading in one or two schools, the methods in general use may be regarded as very satisfactory. There is further ample evidence of a very healthy tone in nearly all the schools, while the cleanliness of the children is very pleasing. These good results are achieved by improved management, and in most cases the discipline is such that corporal punishment is not necessary.

Arrangements are in hand for the establishment of a school on Motiti Island, the people living there having for years had to board out their children with friends on the mainland.

Group VII.—Eastern Bay of Plenty.

The schools included here are: *Waioweka*, *Omarumutu*, *Torere*, *Omaio*, *Tekaha*, and *Raukokore*.

The condition of the schools of this group as revealed during the examination visit is such as reflects very great credit on the teachers, and should give every satisfaction to the Department.

The attendance, except in the case of *Waioweka*, where the influence of the prophet referred to above has also been felt was throughout the year very good, and the interest taken by the people in their schools speaks well for the efforts of the teachers.

In nearly every school the cleanliness of the children and the schoolroom was beyond reproach.

The results were uniformly good. In the case of *Omaio* and *Te Kaha* they were nothing short of excellent.

A special feature was the excellent English and other work done in the preparatory classes of *Omaio* School, the master of which, Rev. H. Young, retired to enjoy a well-earned rest during the year.

The workshop at *Te Kaha* School has been very successful, and is evidently much appreciated by the people, who are most loyal in support of their school.

Raukokore School, the teacher of which, Mr. J. Mulhern, also retired during the year, was not examined, the school being vacant at the time of the Inspector's visit. Additional accommodation has been provided at this school, which was reopened in December quarter with promising prospects.

Group VIII.—East Coast, Gisborne.

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

The last-named school was opened in a temporary building in October, and preparations for erection of school-buildings were made at the end of the year.

In two of the smaller schools exception could be taken to the appearance of the children; but in all the others the cleanliness of both the buildings and the children themselves left nothing to be desired.

The attendance has been throughout the year very good indeed. *Tuparoa* School has increased in numbers so that additional accommodation is necessary.

In nearly all these schools the people take a great interest in the work, and in some cases the children attend from long distances with commendable regularity. Two of the schools were somewhat below the standard of efficiency that ought to be reached; in the others the work done at the examination was very good indeed. So far as I have been able to ascertain, the parents of the European children attending these schools during the year were satisfied with the progress their children made and with the general conduct of the schools.

Additional accommodation has been provided at *Nuhaka* School, which continues to be a successful school. The fact that many of the Maori children attending it are engaged in milking cows to supply milk to the local factory supports the opinion of the Inspector, who reports that the children are clean.

The interest and enthusiasm shown by parents and children in *Whangara* School still continues, and excellent results were again obtained. During the year the master of this school suffered a severe blow through the loss of his wife, a valued servant of the Department, whose death I deeply regret to have to record.

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

The following schools are included in this group: *Tangoio, Te Haroto, Oruanui, Waitahanui, Tokaanu, Karioi, Pipiriki, Pamoana, Punihō, Kaiwhata, and Turanganui.*

The new schools, *Oruanui* and *Waitahanui*, have been a decided success, and the number of children attending each has rendered enlargement necessary. The inspection of evening classes at the former school formed a very interesting feature of my visit. They were attended not only by the adults of all ages, but also by the children, who apparently would rather go to school than do anything else. Indeed, the committee earnestly requested me to pass a law making the children stay at home during night-school hours. A workshop has been erected here by the people and the teacher, and classes in domestic instruction for girls have been very successfully inaugurated.

Kaiwhata (Homewood) School, a small school on the East Coast, Wellington, has made a fairly good beginning during the year. The settlement is, however, not a populous one.

In two of these schools—*Pipiriki* and *Punihō*—the number of European children is becoming proportionately larger than that of the Maori children, and it seems, therefore, not unlikely that, in accordance with the rule of the Department, these schools will not be retained as Native schools much longer.

Turanganui, a small aided school in South Wairarapa, will be closed shortly owing to there being no more children available.

Group X.—South Island Schools.

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

I have in previous reports referred to the marked difference in the nature of the South Island schools as compared with those of the North Island. These schools are hardly Native schools from the Department's point of view, inasmuch as the children, though of Maori or mixed race, are European in thought and habits. In the case of one or two the only reason for their separate existence appears to be the objection of European parents to the presence of Maori children in the Board schools.

Ruapuke and *The Neck* Schools are examined in February, after which time the schools are closed for the mutton-bird season.

In the majority of these schools the results obtained during the examination were not up to the standard hitherto attained, and as regards three of them one can only remark that they were unsatisfactory. In one or two the want of systematic instruction in reading and in the first principles of arithmetic is still abundantly evident.

Handwork is done in several of these schools, *Kaiapoi* and *Waikouaiti* exhibiting some very creditable specimens of various branches of this subject.

The attendance has also fallen below the standard, and it seems to me that the Department should consider whether some, at any rate, of these schools should not be transferred to the Board of Education of their districts.

MISSION SCHOOLS.

The following mission schools were, at the request of their controlling authorities, inspected and examined during the year: *Maori Mission School, Otaki; The Mission School, Putiki, Wanganui; Matata Convent School, Bay of Plenty; Waerenga-a-hika Mission School, near Gisborne; Tokaanu Roman Catholic Mission School, Tokaanu; and Te Hauke Mission School, Hawke's Bay.*

The reports on the schools show that the children attending them are clean and tidy in appearance, and with the exception of one school they are also clean in habits.

The attendance is not in all cases as regular as can be desired.

There is a marked improvement in the efficiency of several of these schools, and in some the results are exceedingly satisfactory.

At *Otaki* and *Waerenga-a-hika* advance has been made, particularly in the work of the lowest classes. In the case of the latter school I regret that the excellent facilities afforded there of giving instruction in carpentry and agriculture have not yet been taken advantage of.

The two newcomers into this group—*Tokaanu Roman Catholic Mission School* and *Te Hauke Mission School*—made a very fair beginning, though the number of children that first attended the latter was not maintained during the year.

BOARDING SCHOOLS.

There are six institutions affording the means of higher or secondary education for Maori boys and girls—viz., *Te Aute College*, Hawke's Bay; *St. Stephen's Native Boys' School*, Parnell, Auckland; *Hukarere Protestant Girls' School*, Napier; *St. Joseph's Roman Catholic Girls' School*, Napier; *Queen Victoria School for Maori Girls*, Auckland; and *Turakina Maori Girls' School*, Wanganui.

Owing to my being unable through unforeseen difficulties to overtake the work, the greater part of the examination of *Te Aute College* was conducted by the Assistant Inspector-General of Schools.

The following remarks contain the principal features of the report:

St. Stephen's Boys' School, Parnell.—The work here has been arranged practically in accordance with the requirements of the Public School Regulations, and has been carried out in a very satisfactory manner. The work of the lower school, which follows in the main the Native School Code, was exceedingly creditable, that in the English, arithmetic, and geography being excellent. In the higher school, the work in English and arithmetic was very good indeed, the boys showing themselves capable of dealing with the questions set in the Department's examination-cards in a very satisfactory manner. As regards extra subjects, the boys received instruction in elementary practical agriculture, and appeared to take an intelligent interest in this work. They exhibited a fair knowledge of the first principles, and produced a fine display of vegetables for inspection. A feature of the training given at *St. Stephen's* is the instruction in woodwork, in which subject a well-arranged course was being followed. Practical instruction in bandaging and dressing wounds is given by the matron—a very useful work. Singing is well taught on the tonic-sol-fa system, and is a very enjoyable item of the examination-work. The physical training of the boys is in the hands of Professor Potter, of Auckland, and I am in a position to testify to the good effects that the system has had upon the physique of the boys.

Te Aute College, Hawke's Bay.—Generally in the school there is ample evidence that the work of instruction is pursued with commendable industry on the lines adopted, and though the progress made in point of attainment varies greatly in the classes and the average result, a proportion of very promising members notwithstanding, cannot be regarded as high, no question can be entertained that the teachers' efforts do much to overcome the natural difficulties with which they are confronted, or that the school exercises a valuable influence over the character of the boys in attendance. Within the necessarily limited experience of an examiner's visit a more pleasing general tone could scarcely be manifested. The scheme of instruction pursued adheres closely to traditional lines. The course is largely determined, as far as the upper classes are concerned, by the requirements of matriculation, in the interests of occasional bright students who may be prepared to do justice to a university course, but considerable doubt may be expressed whether a material alteration in this respect might not be made with general advantage. With the view so far adopted in the school management much industry has been expended on Latin, apparently to little good purpose, and it may be suggested that the time and energy devoted to this subject would be much more profitably applied in other directions. The natural genius of the Maori in the direction of manual skill and his natural interest in the concrete would appear to furnish the readiest key to the development of his intelligence, and better progress, with the accompaniment of increased interest, might fairly be expected if the course pursued followed more closely the stream of tendency. Natural science and manual training (for the latter it is understood steps have already been taken to provide a workshop) thus naturally suggest themselves as matters of primary consideration, while in language ample scope is provided by English, in which, notwithstanding the laudable attention generally given to points of comprehension and oral paraphrase in connection with the English reading lessons, there is at present great room for a common improvement. The range of the English reading, it may be noted in this connection, strikes the examiners as exceedingly limited (it is understood to have been made so designedly), and some of the matter selected—*e.g.*, in the Civil Service division—is admittedly unsuitable, as being of too difficult a character for appropriate treatment. For pupils whose mother-tongue is English a much wider range of reading, largely determined by the interest of the matter, would be regarded as essential, and it is hard to believe that where English is not the native speech a similar principle could not be applied with material profit. For further language lessons in addition to English the study of a classical specimen of Maori literature, with some inquiry into the structure of the Maori tongue, might be suggested as specially appropriate in a secondary school for pupils of the Maori race.

St. Joseph's Roman Catholic Girls' School, Napier.—In this school, as in all secondary schools for Maori girls, the work in the classes above Standard IV is based upon the syllabus of work for public schools, that of the lower classes following more upon the lines of the Native School Code. In *St. Joseph's* School, however, the programme of work in the lower classes really exceeds the requirements, and the children were quite competent to be examined upon the public schools syllabus. The work throughout the school is, in my opinion, really excellent, the degree of proficiency being uniform from the preparatory classes upward. A feature of the work is the excellent

reading, in which the enunciation, expression, modulation of voice, and comprehension of the subject matter are remarkable. The extra subjects also showed exceptional merit, the singing being a source of great pleasure. The practical training of the girls is also duly provided for, and dressmaking in all its branches, cooking, laundry-work, and training in domestic duties receive regular attention. The manners of the girls, the excellent tone and spirit which pervades the school are matters on which the authorities are to be congratulated.

Hukarere Protestant Girls' School, Napier.—The work in the lowest standards, which follow the syllabus of the Native Schools Code, was exceptionally good. In the higher classes the examination was based upon the public schools syllabus of work, and the results were on the whole very satisfactory, though the writing was much below the standard. The extra subjects here also receive careful attention, the singing being delightful. Of the training of the girls in domestic duties I formed a high opinion. Some capital specimens of various plain dishes cooked by the girls were shown and tested; the specimens in ironing and laundry-work appeared to me to be thoroughly satisfactory, while the sewing, dressmaking, &c., was excellent. Not the least important feature of the school is the change wrought in the character and general appearance of the girls by the training they receive. As I am personally acquainted with the Government scholars, at any rate, prior to their entering I am in a position to testify to the excellent work done in this respect by the authorities and teachers of the institution.

Turakina Native Girls' School, Wanganui.—In this school also the work of the higher classes follows very closely the syllabus of the public schools, that of the lower classes following the Native Schools Code. The work of the various classes was on the whole very satisfactory, though the arithmetic was an element of weakness. The girls here receive a thorough training in all branches of domestic economy, including cooking, laundry-work, nursing, and the care of infants. They have also had practical instruction in gardening, and there was a very fine show of vegetables as the result of their labours. The extra subjects also receive due attention; the singing was exceedingly enjoyable, and the specimens of work in dressmaking, &c., appeared to me to be very good indeed. A thoroughly good tone pervades the school, and the relations between pupils and teachers are extremely cordial. I think that this state of things is due in a great measure to the fact that the school, which is not large in point of numbers, is managed on practically a family system. Thus, the cooking is arranged so that teachers and pupils sit down together to the meal which has been cooked by the girls under supervision of the matron.

Queen Victoria School for Maori Girls, Auckland.—In this school also a very full programme of work, embracing practically the whole of the public schools syllabus for Standards III to VI, was offered. In the lower classes the work was, except perhaps in English, very satisfactory. In the higher classes the English composition did not appear to be up to the standard required, though in the other English subjects and arithmetic the results were very good. In the highest class the work was exceedingly creditable throughout. The extra subjects are here also features of the school work, the singing being very enjoyable, while the drill, which includes free exercises, dumb-bell and club drill, was exceptionally good. Plain sewing is taught as an ordinary school subject and dressmaking as an advanced subject, the instruction being in my opinion thoroughly well given. The girls all receive training in domestic duties, cooking, laundry-work, &c., and from the work submitted and the meal provided I should say that in this also the instruction is well given. There is also a school garden, through which the girls get an insight into the elementary principles of agriculture, combined with a due amount of practical training. The teaching had borne very satisfactory results. Ambulance-work is taken in connection with physiology, and the senior girls showed their ability to render first-aid in a business-like manner. This training should prove most useful to them, as most Maori women are very helpless in cases of accidents. The manners and general behaviour of the girls during my visit were all that one could desire.

TE MAKARINI SCHOLARSHIPS.

These scholarships are provided by Mr. R. D. Douglas McLean, Hawke's Bay, in accordance with the views and wishes of his father, the late Sir Donald McLean, and in remembrance of him. There are three scholarships—two junior and one senior. They are of the annual value of £35 per annum, and are tenable for two years at Te Aute College.

The examinations were held on the 10th and 11th December, 1906, at the following centres—viz., *Waiomatatini, Toupai, Hapua*, and *Omaio* Native Schools, *St. Stephen's Native Boys' School*, Auckland, and *Te Aute College*, Hawke's Bay. There were six entries for the senior scholarship and eight for the junior, the former candidates coming from *St. Stephen's* and *Te Aute* Schools, the latter from the Far North, Bay of Plenty, and East Coast districts.

The senior scholarship was won by George Bertrand, *Te Aute College*, who gained 74 per cent.; and the junior scholarships by Tepana Taurere, of *Tekao Native School*, and Albert Turei, of *Rangitukia Native School*, who gained 60·8 per cent. and 58·6 per cent. respectively. The percentage of marks gained by the various candidates is, on the whole, lower than that obtained last year. The questions were somewhat more difficult, especially so, perhaps, in writing and dictation; in the last named the spelling of the candidates was weak. The candidates also lost marks through their inability to answer questions on the comprehension of the reading matter.

I have before remarked upon what, in my opinion, is the unsuitability of the test in English, which as a matter of fact is an examination in Maori. Whatever changes the trustees make in their syllabus, provision ought to be made for an examination in English, even though it may seem advisable to them to retain the examination in Maori as well.

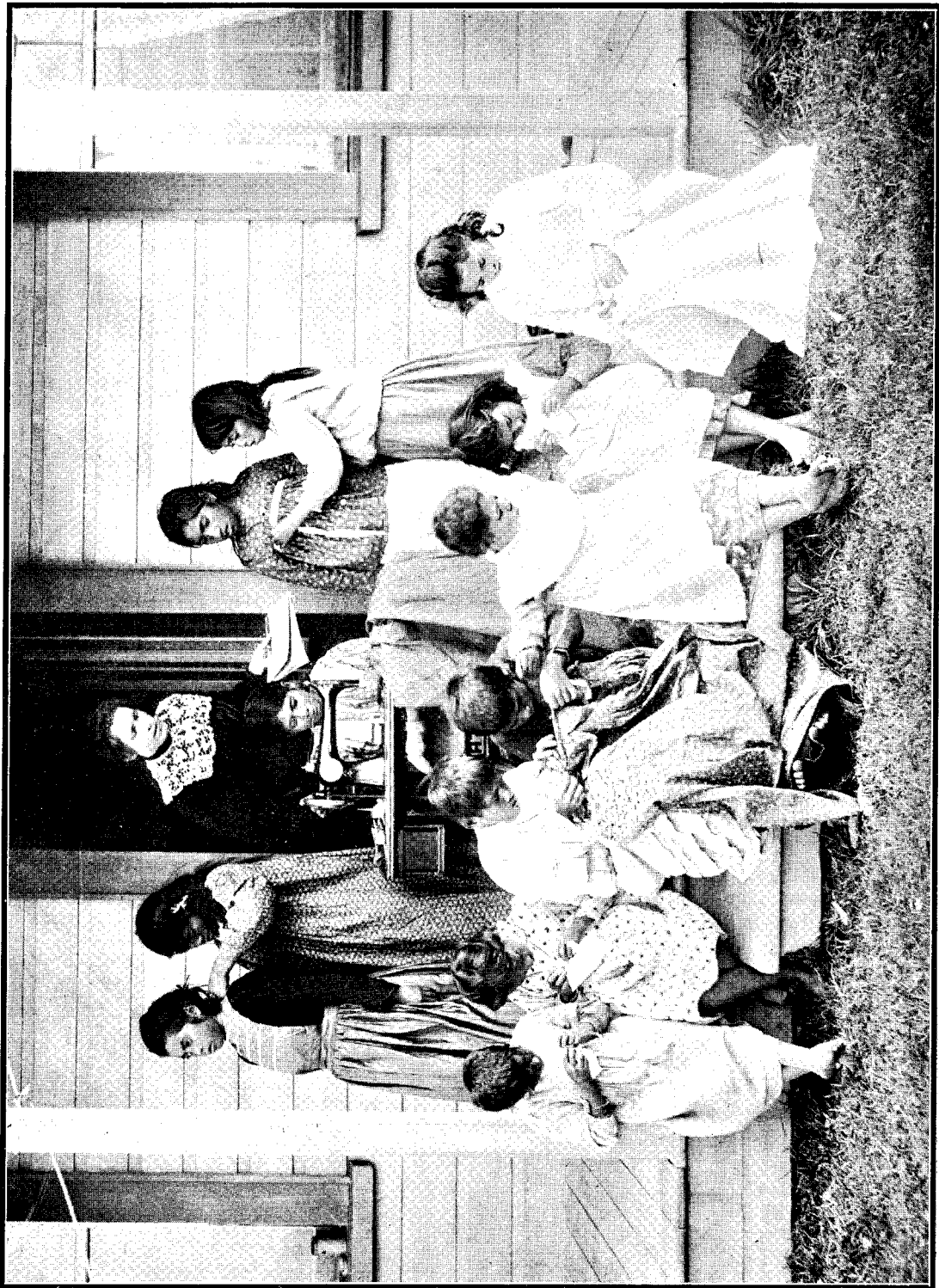
I have again also to state that the questions in Biblical knowledge were not well answered. The arrangement of the present syllabus by which New Zealand history, Biblical knowledge, and the laws of health are grouped to form a heterogeneous mixture in one paper evidently results in the candidate attaching insufficient importance to each of these subjects.



A GEMFIELD SCHOOL.—TE PUPUKE, KAEO.



HAWAROA NATIVE SCHOOL, TAUMARUNUI, SHOWING RECENT ADDITIONS.



PRACTICAL DRESSMAKING IN THE FAR NORTH—HAPUA.

STATISTICS.

A statement of expenditure in connection with Native schools will be found in Tables 1 and 2 of the Appendix, the former table giving details that are summarised in the latter. The expenditure for 1906 has exceeded that of 1905 by £5,641. This increase is due in a large measure to the expenses in connection with the erection of new schools and providing additional accommodation at existing schools and to an increase in the amount of salaries paid to teachers due to the fact that there are more schools this year, and the results obtained under the pass-mark system have reached a higher stage than in former years.

Table No. 3 gives the ages and race of the children attending Native schools in December, 1906. There is an increase of nearly 150 in the number of children under ten years and an increase of about the same in the next group, while there is also a small increase in the number of those of fifteen years and over. In the Native School Code there is no definition of school age, and one finds occasionally adult pupils attending school. This is most common in new schools, where the opportunities of education have come late in life and the school is a novelty. This has, of course, some effect in the direction of raising the average age, but the Department has never seen fit to object to the presence of such scholars.

Table No. 4 shows that the working average for 1906 was 3,607 as against 3,428 in 1905, while the regularity of attendance (percentage of weekly roll) is 85·2, an increase of 1·6 per cent. upon that of last year—83·6. The average attendance for the year has thus increased by 179, while there are 311 more pupils on the roll. Thirty-two schools reached over 90 per cent.—a splendid average, and one which speaks well for the efforts of the teachers and the interest of the parents.

Table No. 5 sets forth the race of the children attending Native schools. There is an increase in the number of children mostly Maori, and an increase in the number of European children. With regard to the half-caste children and those of mixed race, the classification for Native school purposes must be based upon consideration of the language spoken. Thus, for the purposes of this table a child of European parents brought up entirely by Maoris and speaking Maori as his mother-tongue in the home would properly be classified as a Maori. Reference to the summary of the table will show that 9 per cent. of the children attending Native schools are Europeans—an increase of a little over 1 per cent. since last year.

Table No. 6 sets forth the results of inspection during the year. It was found possible this year to pay unannounced visits of inspection to a large number, at any rate, of the schools. The judgment formed in these cases, as indicated by the marks awarded, shows that the teachers are as a whole making gratifying progress in methods, while the organization of the schools, which includes cleanliness, is very satisfactory indeed.

Table No. 7 shows the results of the examination of the schools as distinct from inspection, with which it was formerly combined. The individual pass system is still in vogue in Native schools, but provision will be made in the new code for a modified form of freedom of classification, which will place in the hands of the teacher the classification of the children in the lower standards. In view of the fact that it is often stated that the Native-school syllabus makes no provision for standards higher than the Fourth, it is noteworthy that seventy-five children passed Standard V and fifty-three passed Standards VI and VII during the year.

Table No. 8 shows the classification of the pupils on the roll as regards race and the standards in which they were placed at December, 1906. This table is somewhat different in form from that given in last year's report, the information being set forth in greater detail. The summary attached shows that there is a large increase in the preparatory classes, which is due probably to the opening of the new schools.

Table No. 9 shows the classification as regards ages and standards, besides giving the number of certificates of competency and proficiency issued during the year. This table gives similar information to that supplied in last year's table, but the ages are brought up to the end of the year instead of being taken as at the examination of the school.

Table No. 10 shows the standards passed by European children attending Native schools during 1906.

Table No. 11 shows the number of children of Maori and mixed race attending public schools. It will be seen that, although in several districts there are many Maori children attending, evidently very few of them pass the highest standards of the public schools. It would be interesting to have a return showing the complete standard classification of all Maori children attending the public schools in all the education districts.

Table No. 12 shows what has been done during the year in the way of providing higher education for Maoris, and gives information as to the scholarships held at secondary schools, university scholarships, industrial scholarships, and nursing scholarships. There are 290 children receiving instruction in secondary schools, four Maori students attending university classes, five Maori boys apprenticed to various trades, and five girls being trained as nurses, three of them being on the regular staff of the hospital.

GENERAL.

The following paragraphs contain some remarks on the general efficiency of the various subjects taught in the schools, which may prove useful to teachers. Information is also given on various other matters connected with Native schools, which may give some light on their working.

Reading.—A very satisfactory advance has been made in reading during the year, and in almost every school the children have been accustomed to use two books, which moreover are of a higher grade than those formerly submitted. There is still, however, much room for improvement, and this in at least three directions. First, the children should be taught to phrase correctly, in order to avoid the habit of saying one word at a time, which, after all, is not "reading" but only

“saying” the lesson. Next, I wish teachers would endeavour to get the children to modulate their voices—to read with expression. There are very few schools indeed in which this is done to any extent. That it can be done is abundantly evident from the reading at *Te Kaha* and *Whakarewarewa* Schools, and also at *St. Joseph’s Convent School*, Napier, the last-named being remarkable for the excellent expression with which the reading is rendered. Lastly, I think that much more attention should now be paid to comprehension of the subject-matter of the reading-lesson and to the meaning of the various words and phrases occurring therein. This has been forcibly brought home to me in connection with the examinations for the Makarini Scholarships, the questions on the comprehension of the reading-matter being very poorly answered. A few minutes devoted to this work at the end of the reading-lesson would be time well spent, and the instruction would serve as a valuable aid to the English lessons.

There are still some schools in which the teaching of reading in the lowest classes is not at all satisfactory. Some of the teachers appear to value very lightly the attempts made to assist them in securing better methods, and still follow their own lines. Others again regard the model lesson given by the Inspector as the *omega* as well as the *alpha* of the process, and make no attempt to advance beyond it. When, therefore, they are asked to give a lesson in reading to a preparatory class they almost invariably reproduce the pattern lesson given by the Inspector, and feel aggrieved when their methods are afterwards reported as “having made no advance.” Teachers should not be satisfied until they understand the method which is being illustrated to them. After that they should think out and elaborate the scheme for themselves.

I hope to be able to supply shortly reading-sheets, which will give those teachers who require it assistance in following out the method of teaching reading I have been advocating.

The number of schools at which libraries have been established, books being granted in recognition of the committees having supplied firewood during the year, has increased, and the children derive much pleasure and benefit from their reading.

Spelling.—There has been a very marked advance in this subject, especially in the lowest classes, and, indeed, children in the preparatory and First Standard classes are quite able to manage words that two or three years ago were commonly required of children in a higher class. The infants can write fairly well from dictation, and word-building exercises, within a reasonable range, are accomplished without much difficulty. Oral spelling is not used so much as formerly. In most of the Native schools, as in public schools, spelling is learned by the children rather than taught by the teacher. Some systematic teaching of spelling and word-building on the lines set forth in Wood’s “Word-building and Composition” (Macmillan) is very much required, and two lessons a week would prove of great benefit in this subject.

Writing.—The quality of the writing in the schools varies very much indeed. In only a few schools can it be described as excellent. In some it is nothing short of bad, that of the higher standards being relatively worse than that of the lower ones.

This subject is one also in which the children are largely left to their own responsibility. In only a few does writing receive the amount of teaching that is required, and I doubt whether some teachers even give a blackboard lesson before the actual practice begins. The copy-books are in some cases not taken proper care of, and there is in them no evidence to show that the mistakes have been corrected. It is a pleasant relief to turn from such books to those of a school like *Whakarewarewa*, where the books are clean and the work uniformly excellent.

English.—Considerable advance has been made in English during the year, and, on the whole, this subject is now very well treated. I have again to express my satisfaction at the work of the lowest classes, in which is to be found the greatest progress. Indeed, the necessity for teaching young Maori children English from the very first is the principal reason for the provision in the new scale of an assistant in schools comparatively small in numbers. But here again there is a tendency on the part of some teachers to restrict the vocabulary year in and year out to practically the same list of objects or scenes. Teachers should endeavour to secure that a fair number of new words and phrases, arranged in sets and connected with some definite action, should be acquired by the children during the course of each month. This, of course, involves preparation beforehand by the teacher, a matter which as yet does not receive due attention.

The principal fault in the written English consists of what has been aptly described as “breathless narration.” There is a want of punctuation and a consequent stringing together of sentences in a kind of endless chain. If the composition lessons were taught more from the blackboard and the punctuation illustrated thereby, this objectionable style would soon disappear. From the experience of the year’s work I feel convinced that most of the children who have engaged in English conversations have never seen the sentences they have made written on the board.

In a very few schools teachers are to be found who use Maori in teaching English as well as other subjects. It is remarkable that in these schools the English shows a distinct weakness in comparison with that of schools even more isolated. Even the Maori people themselves recognise the danger of the practice, and at one place a request was made to an Inspector that a teacher should be sent who would teach in English. It is to be hoped that the teachers who follow the practice referred to will be advised in time and discard Maori altogether.

Arithmetic.—In the infant classes the teaching of this subject again shows much improvement, and I think a fairly sound foundation is being laid. Children are able to deal with the first twenty numbers in a pleasing fashion, and in only a very few schools do they invoke the aid of their fingers. The gain to the oral work in arithmetic as well as to their comprehension of questions in English is very noticeable.

I find, to my disappointment, that some teachers have made so far practically no use of the Manual of Elementary Arithmetic which was supplied for their benefit, and hope that it will yet prove a valuable guide to them in their work.

In the standard classes the ordinary public-school examination-cards do not prove on the whole a too difficult test, a fact which ought to prove that the work has made much progress. Oral work is, however, still necessary in the standard classes.

Geography.—During the year the tendency towards modern methods in geography has become more marked, and already the transition to nature knowledge has taken place in several schools. The beginning of geography must be approached not through maps or by word of mouth in the form of definitions learned and recited by heart, but by getting the children to observe the phenomena and geographical features of the neighbourhood as they actually appear to their eyes.

In one school in the Hot Lakes district the children had made capital models in plasticine showing the physical features of the surrounding country, and their knowledge of the subject was very full.

With regard to the knowledge of other countries, I feel that the illustrated papers supplied to most of the schools could be made very useful, much more so, indeed, than they are at present. I was very much impressed by an ingenious contrivance made by one of our teachers for using these pictures. It consisted of a shallow box having inside a roller at each end, one being fitted with a handle. Over these rollers the pictures were passed, and the result was a kind of endless chain of illustrations of all kinds—an invaluable aid in not only geography, but also in reading and English.

Sewing.—This subject continues to be well taught in nearly all the schools, and the amount of practical work done has greatly increased, till in the majority of the schools one finds garments of some kind or other being made. Cutting-out is taught in connection with this work, while in six schools regular instruction in dressmaking is given, the people willingly supplying the material. A class for adults has been arranged by the mistress at *Tekerepehi*, and is very much appreciated. The reports on the work forwarded to the International Exhibition, Christchurch, are not yet to hand, but I have learned that the gold and silver medals for the best-dressed doll were won against all comers by Maori girls belonging to *Whangape Native School*, which has for some years past earned the highest praise for this kind of work.

Extra Subjects.—Singing, drawing, and drill: The singing is in many schools a most enjoyable feature of the work; in nearly all schools it is well taught. The faults observed in last year's report—harshness and bad pitch—were not so noticeable this year, and a better class of songs was found. In nearly all the schools, part songs are taken, and I do not think the work can be regarded as satisfactory unless this is done. I should be glad, however, if all teachers were to make an effort to present five or six new songs every year. We have heard some songs so often that they no longer afford us much pleasure.

Drawing is still more or less unsatisfactory in the majority of the schools, being meagre in quantity and poor in quality. Blackboard instruction is not given as it should be, and the children are often set merely to reproduce as well as they can the copy on the chart. It is most likely that, in the new scheme of drawing, the chart will be of much less avail, and the work will consist of drawing from natural objects.

Drill: Physical exercises of various kinds, including exercises with wands, dumb-bells, or clubs, still form the greatest part of the drill in vogue in our schools, and in many of them the work is remarkable for the precision and regularity of the movements. There are still, however, several schools in which the work is not regarded with the importance that it should be, and I doubt whether regular practice is given. Ten minutes daily before school-work begins, or even less if that amount of time cannot be afforded, would be the best arrangement for this subject. This plan has already been followed in a few schools with marked effect.

Handwork.—The various elementary manual occupations—paper-work of all kinds, modelling in cardboard and in plasticine—receive very satisfactory treatment in those schools where they are taken, and a very interesting display is generally made at the examinations. School gardens have also been established at a few schools, and a general scheme of elementary practical agriculture is in course of preparation. The classes for instruction of girls in domestic duties, including cooking and laundry-work, are increasing in number and are proving the means of imparting very useful training. The apparatus supplied so far consists merely of a camp-oven or two and some bread-tins, with about 200 lb. of flour in the year—not a very elaborate outfit, but one which is similar to that which is possessed by the people. It would be of little use teaching elaborate cookery with up-to-date appliances. The fact that these are not procurable in the kainga would at once dishearten a girl accustomed to them from trying to cook anything without them.

There are now fourteen workshops established in connection with Native schools. Of these six were provided at the expense of the Government, two were established mainly through the efforts of the teachers, and six were provided mostly by the Maoris themselves, the Department having to find practically nothing but tools. The workshops have, on the whole, been productive of much good, and the work done in some of them has been much admired by competent judges.

I wish again to impress upon teachers in charge of workshops the necessity of insisting upon the proper care of the tools. Indeed, I feel that, in a school where this important part of the training is not adequately provided, the teacher lacks one of the first qualifications that should be required by the Department from a teacher in charge of a workshop.

HIGHER EDUCATION.

There are six institutions available for the purpose of affording higher education specially to Maori boys and girls. All of these are controlled by various religious bodies, the Government offering the following numbers of free places: *Te Aute College*, Hawke's Bay, 10; *St. Stephen's*, Auckland, 30; *Queen Victoria School for Girls*, Auckland, 20; *Hukarere Girls'*, Napier, 20; *St. Joseph's Girls'*, Napier, 33; and *Turakina Girls'*, Wanganui, 10.

Though the present regulations provide that candidates who have passed the Fourth Standard are eligible for a scholarship, the Department has been able in making selections to choose boys and girls that have passed Standards V, VI, or VII. There are still more free places provided for girls than for boys, and I am of opinion that steps should be taken to remedy the defect, which,

however, has at present the advantage of giving the Department the opportunity of obtaining among the boys a better class of candidates. In any case, there should be, I think, a special examination of candidates for free places in higher schools, and this I hope to have arranged for in the new code.

The syllabus of work adopted in all the schools, with the exception of *Te Aute College*, follows closely upon the lines of the public-schools syllabus. To this is added, as will be seen from previous paragraphs, training in such manual occupations as are likely to fit the boys and girls to take their places as members of the Maori community. This, indeed, is the most important feature of the higher education given to Maoris, and it is therefore receiving more attention than formerly. Unless a Maori girl is destined to become a teacher, as some have done with great success, or to seek training as a nurse, it seems to me that there is no need for her to spend time in studying the various rules in arithmetic excepting those which are likely to be of immediate use to her in her home—*e.g.*, the compound rules and bills of accounts. Her time had far better be devoted to acquiring those accomplishments which every woman should possess and which go so far to make the home comfortable.

EUROPEAN CHILDREN IN NATIVE SCHOOLS.

Reference to the tables will show that there are 201 boys and 181 girls attending Native schools in various parts of the colony. So far as I am aware, their parents are well satisfied with the progress the children are making, and in many instances they have expressed their satisfaction to me.

Ten certificates of competency in Standard VI and twenty-two certificates of proficiency have been issued during the year.

Maori Children in Board Schools.

In order to give to Maori children attending Board schools the same opportunities as are open to the scholars of Native schools, scholarships are offered carrying similar privileges as the ordinary Native schools scholarships. At present the standard of attainment is Standard V, but the majority of candidates present certificates of competency or proficiency in Standard VI. The number of applicants for such scholarships is not very great, and I think that in the new arrangements with regard to free places for Maori boys and girls the candidates from Board schools should be required to pass a special examination identical with that which I propose in the case of the Native schools.

The standard classification of Maori and half-caste children attending Board schools during 1906 is not shown by the returns at present supplied by the various Boards. The number of Maori children who passed Standard VI, gaining either a certificate of competency or proficiency, were: Auckland 21, Wanganui 1, Wellington 6, North Canterbury 1. None appear to have been gained in the other education districts where Maori children attend—*viz.*, Taranaki, Hawke's Bay, Marlborough, Nelson, Grey, Westland, South Canterbury, Otago, and Southland.

APPRENTICESHIPS.

At the end of 1906 there were six Maori boys apprenticed to various trades at the instance of the Department. Of these, four came from Native schools and two from public schools, the Department offering children from the latter schools similar privileges to those enjoyed by children from our own schools.

In answer to inquiries satisfactory reports as to the conduct and progress of the apprentices were received. In only one case has there been a defection, and this was due to influence such as few Maoris can resist. I think that it would be a better arrangement to give an apprenticeship as a kind of senior free place tenable after the boy has had a year or so at a secondary school.

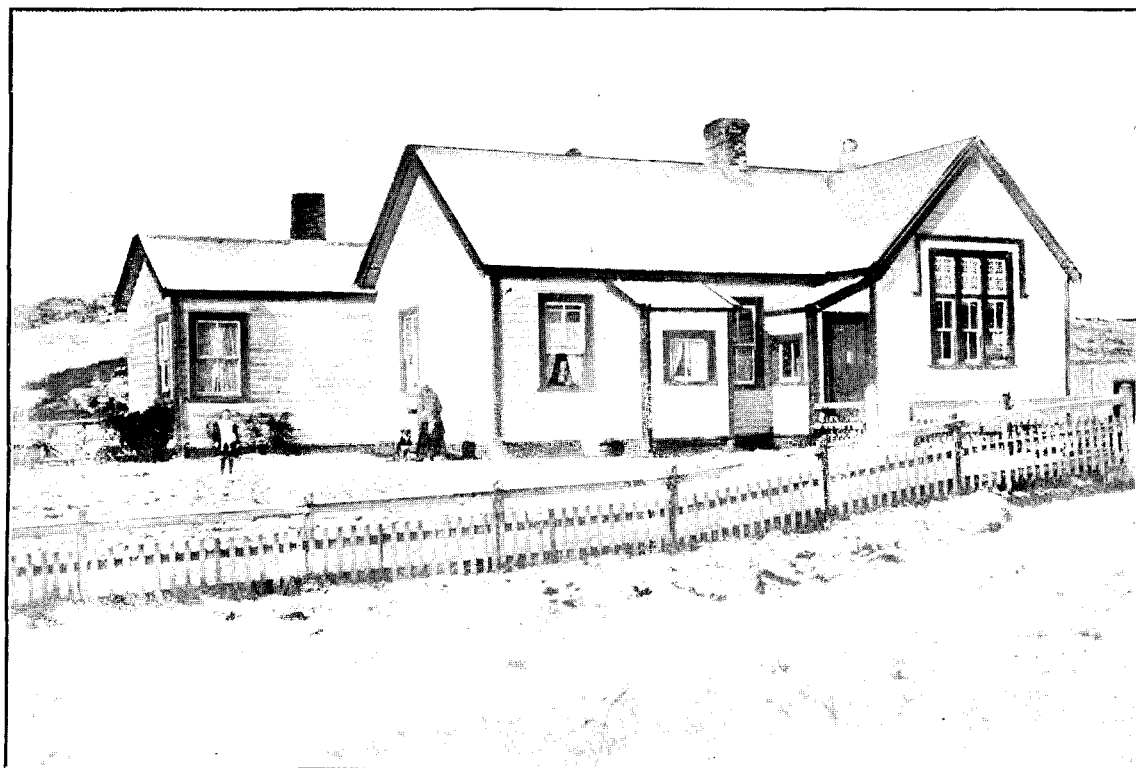
NURSING SCHOLARSHIPS.

Under the system fully described in my last annual report, there is now one probationer holding a senior nursing scholarship at the Wellington, Napier, and Auckland Hospitals respectively, while there are two day-pupils or junior scholars at the Napier Hospital and one at the Auckland Hospital. Inquiries made at these institutions go to show that the girls are, on the whole, doing very well, though it is found that the examinations which they are required to pass in common with the European nurses on the staff prove very difficult to Maori girls. It might be possible to arrange a special curriculum adapted to the particular needs of Maoris, with a special form of certificate.

During a visit to a Maori village in which one of our former nursing scholars now resides I was glad to learn that good use was being made of her knowledge and skill, and that she was proving of much service to the people there.

UNIVERSITY SCHOLARSHIPS.

Six scholarships are provided for Maori youths who have passed with credit the entrance examination to the University. Of these, three are reserved for those who wish to study medicine, and the other three for students taking the course in arts, science, or law. The Maori youth who held a scholarship in medicine last year has been successful in passing the examination qualifying him for the medical profession, this being the second case of a Maori's doing so in New Zealand. Another scholarship in medicine was granted early this year (1907) to a promising young Maori who had passed the preliminary medical examination, and he is now attending classes at Otago University. Two scholarships are being held in law at Auckland University College, and the reports received by the Department from the authorities of the College are so far very satisfactory.



HIGHEST ALTITUDE, 2,000 FT., NEAR RUAPEHU: KARIOI NATIVE SCHOOL.



TURAKINA MAORI GIRLS' BOARDING-SCHOOL, WANGANUI.

SCHOOL ATTENDANCE.

The percentage of regularity of attendance during the year 1906 is 85.2, as against 83.6 during 1905. Reference to Table No. 4 shows that in thirty-two schools it was over 90 per cent. The long distances Maori children often travel, the absence of any kind of road, and the fact that they are in many instances poorly clad and fed make their regularity all the more creditable to them and to their teachers.

In the case of European children (and of Maori children also) attending Board schools situated at a distance from their homes, the Government is prepared to arrange wherever possible for their conveyance. No such provision has been made in the case of Maori children attending Maori schools, and only in a very few instances has it ever occurred to the Maoris to ask for aid in this direction. In not a few places where there is no school the parents arrange to board their children with relatives who live near a school, and this sometimes falls rather hardly upon the latter. Surely this goes to show that, in spite of what one often hears said to the contrary, the Maori appreciates the value of education. It has therefore been necessary in only a very few cases to take steps to compel attendance, and the lesson taught in these has proved salutary.

The coming of a new prophet amongst the Urewera Maoris has led to the withdrawal of many children whose parents have adopted the new faith, and the effect is likely to become more serious in time until the new idol is shattered.

In the other districts, however, there has been a gratifying increase in the attendance, and already applications for increased accommodation are before the Department.

ORDER AND CLEANLINESS.

Maori children are, as a rule, well behaved and not difficult to manage. It follows that the order in the schools as a whole is very satisfactory, and I have every reason to think highly of the general behaviour of the children. The discipline is mild, and there is no doubt that the vast majority of the teachers exert a good moral influence which forms an effective instrument in the formation of character.

As regards the cleanliness of the children, I may say that there have been very few cases in which it has been found necessary to complain. Though on the occasion of unannounced visits paid during the year the children may not have presented that trim appearance as to dress which characterizes the examination-day, no great fault has been observed as to the cleanliness of their persons or their habits. Further confirmation of this fact is lent by the cleanliness which prevails in nearly all the schools without exception, a state of things which a small amount of reflection will show cannot be produced at a moment's or a week's notice. Visits paid to schools by disinterested persons, some of them thoroughly competent judges, have earned high commendation for the school as regards cleanliness. Indeed, one of our highest educational authorities has stated that, though he had visited hundreds of schools in New Zealand, he had seen none equal to a Native school which he had seen on a recent journey. On this account I feel it my duty to express my gratitude to the teachers and children for their efforts in the past in this direction, and to express the hope that they will continue to maintain the good reputation they have gained.

In December, 1906, the Department decided to award certificates of good attendance in terms of the provisions of section 129 of the Education Act. As teachers have been asked to refer all claims to the Inspector on his visit, many schools have not yet had the opportunity of doing so. At one school having a roll number of less than thirty, twelve first-class and five second-class certificates were granted. I have no doubt that very many children will qualify for certificates this year.

SCHOOL COMMITTEES.

Various opinions are held as to the value of the School Committees composed mainly of Maoris, elected annually in connection with each Native school. One finds it very commonly believed that they are of no account whatever. Of course, instances are not wanting where similar opinions have been held regarding Public School Committees. It is probably only those who have had experience of both kinds who are in a position to say what really valuable assistance may be rendered to the teacher by his Committee.

With special regard, however, to the Maori School Committees, I can say from fairly intimate knowledge of the case that the Department owes a great deal to their enthusiasm, interest, and support. I grant that there are Committees who seem to be altogether inert, but this is not so in the majority of cases; indeed, one has to put a restraining hand on some.

I have before me at present a letter, the writer of which informs me that some of the members of his committee are lazy and set a bad example, as their children are irregular in attendance. He asks that they may, therefore, be removed without further delay, and that he and a friend of his who is noted for his energy may take their place. In another school, the Chairman, to whom I am greatly indebted for valuable assistance in many ways, acted first and reported afterwards. The Committee that had been duly elected at the end of the year proved to be lazy; he had therefore dissolved it, and elected a new one, which was working much better.

I have already mentioned cases in which the erection of workshops has been voluntarily carried out by the School Committee; there are other cases where assistance has been given in other directions, such as fencing, erection of bridges, &c.

From such evidence, one can conclude that it is quite possible in almost every case for teachers to find their Chairman and his Committee very valuable allies, and the tactful teacher is not slow to recognise this fact.

The duties of Native School Committees are not very extensive, consisting chiefly of making arrangements for a supply of fuel, and for the cleaning of the school, and, in addition, seeing that the attendance of the children is regular. No capitation is payable to the Committees for any

purpose, though the Department, in recognition of their keeping up the supply of fuel, makes a grant towards providing recreation for the children. The matter of seeing to the attendance is generally one for the Chairman, who, in the few cases in which extreme action is found necessary, acts as Truant Officer and serves notices upon negligent parents.

In addition, the Committee exercises a due amount of supervision over the conduct of the school, and when the occasion arises the Chairman is not slow to report to the Department, or to lay his grievances before the Inspector.

In most schools the Committee, as well as the parents, attend on the day of examination and follow the proceedings with much interest. At the conclusion of the work, and this by the way means after a long day, for the work connected with the inspection and examination of even a small Native school cannot be accomplished in an hour or two, the Chairman and members of Committee bring forward any business they may desire to have settled. Nor do they hesitate to speak their minds in their characteristic way.

As showing the keen interest evinced by some Committees, I may state that in spite of the strong counter-attraction offered by the unveiling of the Cook Memorial in Gisborne, a function to which nearly all the Maoris of the district were attracted, the Committee of the Whangara Native School held that it was their business to be present at the examination of the school, which took place on that day, and they and the parents attended in a body.

From this short account of the doings of Native School Committees, it will be seen that, so far from being useless, they may play a very valuable part in the welfare of the school. As it has been represented to the Department that in places where there are European children attending it may be advisable to have some Europeans directly elected as members of the School Committee, steps are now being taken to provide for this.

CONCLUSION.

It must be evident to all who have known the Native schools since the olden days when the education of the Maori was in its infancy that the swaddling clothes have for years been laid aside. Even since my own connection with the schools, I am conscious of the fact that very great progress has been made and that the credit of this progress is due to the teachers who, remote from the comforts and advantages of civilization, pursue their duty with a loyal devotion that is a credit to them. From the nature of the case, it is necessary that the persons in charge of Native schools shall be such as can be relied upon to carry on the work of their school at all times, and while it would be futile to expect that every teacher should possess the same degree of teaching ability or show the same degree of efficiency in the management of his school, there is now no room in the service for those who may, by neglect of duty and unbecoming conduct, lower the good name of the Native school teachers as a whole and the prestige of the Department.

Much valuable assistance has been rendered during the year, both to myself and to the teachers, by Mr. J. Porteous, M.A., Assistant Inspector, and I wish to take this opportunity of expressing my appreciation of his services.

A few photographs accompany this report.

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 1906; and the Names, Status, and Emoluments of the Teachers as in December, 1906.

** 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 M, Assistant Male Teacher; A F, Assistant Female Teacher; S, Sewing-mistress.

County.	Schools.	Expenditure during 1906.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at End of Year.	Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
Mangonui	Hapua ..	£ s. d. 219 5 0	£ s. d. 13 11 2	£ s. d. 24 9 11	£ s. d. 275 6 1	Greensmith, E.	Lic.	H M	£ 166 12 6	
	Te Kao ..	220 1 5	20 11 3	..	240 12 8	Greensmith, Mrs. I.	..	A F	35 17 2	
	Paparore..	118 15 10	22 15 2	498 18 8	635 9 8	Ablett, C. W.	..	H M	175 3 5	
	Rangiawhia	159 1 8	7 15 8	553 6 3	720 3 7	Foley, Mrs. E. E.	..	A F	37 14 9	
	Pamapurua	146 19 3	5 2 6	..	152 1 9	Beresford, Miss M.	..	A F	101 8 0	With allowance for horse-keep at £10 per annum.
	Anipara ..	207 17 7	1 8 0	..	209 5 7	Taua, W. H.	..	A F	25 13 0	
	Pukepoto..	205 1 1	14 4 0	..	219 5 1	David, Miss S.	..	H M	143 11 10	
	Kenana ..	129 2 0	3 18 6	18 10 0	151 10 6	Mathews, E. W. D.	..	A F	19 5 0	
	Parapara	98 15 11	26 12 2	..	125 8 1	Mathews, Miss E.	..	H M	139 18 2	
	Peria ..	217 9 4	1 11 0	..	219 0 4	Crène, P., jun.	..	A F	32 0 6	
	Te Pupuke	171 3 0	30 15 0	7 2 3	209 0 3	Crène, Mrs. E.	..	A F	47 3 6	
	Whakarara	204 0 7	56 8 4	9 9 3	269 18 2	Mathews, F. H. S.	..	H M	155 14 9	With house allowance at £26 per annum.
	Touwai ..	167 2 5	22 8 10	..	189 11 3	Paul, F. E.	..	H M	23 6 3	With allowance for horse-keep at £10 per annum.
	Whangape	361 1 9	89 1 2	186 6 6	636 9 5	Paul, Mrs. S. F.	..	A F	115 6 2	
Hokianga	Whakarapa	171 4 8	5 3 6	..	176 8 2	Rayner, Mrs. F.	..	H M	15 6 4	
	Lower Waikou (side school)	100 0 0	0 11 6	..	100 11 6	White, H. H.	..	A F	15 7 4	
	Marsroa..	190 1 5	26 9 9	..	216 11 2	White, Mrs. I.	..	A F	181 12 0	
	Matihetihe	91 19 0	2 10 0	..	94 9 0	Holden, Mrs. E. L.	..	H M	34 13 9	

Table No. 1—continued.
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1906—continued.

County.	Schools.	Expenditure during 1906.				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.					
Hokianga—contd.	Whirinaki	£ s. d. 321 9 6	£ s. d. 52 4 6	£ s. d. ..	£ s. d. 373 14 0	Brown, C. H.	Lic.	H M	£ s. d. 233 7 9	
	Waipa	236 14 3	10 6 0	139 17 11	376 18 2	Brown, Mrs. C. J. Coughlan, W. N. Coughlan, Mrs. M.	E2 Lic. ..	A F H M A F	50 0 0 187 5 4 57 0 0	
	Omanaia	183 14 7	0 12 6	..	184 7 1	Price, Miss J.	..	A F	22 3 9	
	Motukaraka	106 1 2	18 12 0	..	124 13 2	Muir, A. Muir, Mrs. E. J.	D3 Lic.	H M A F	156 0 2 27 11 9	
	Manganuka	220 12 9	4 16 2	1 10 0	226 18 11	Danaher, T. J. Danaher, Miss W.	Lic. ..	H M A F	95 0 6 10 17 0	
	Waimamaku	145 12 6	37 2 9	..	182 15 3	Widing, C. B. Widing, Mrs. M.	Lic. ..	H M A F	165 0 2 50 0 0	With allowance for conveyance of goods at £5 per annum.
	Otaua	104 5 2	0 11 0	19 17 0	124 13 2	Broughton, J. H. Broughton, Miss M.	Lic. ..	H M A F	153 10 8 18 15 0	
	Oromahoe	132 12 6	42 14 6	..	175 7 0	Gordon-Jones, Miss J. Gordon-Jones, Mrs. A.	Lic. ..	H F S	100 0 0 7 2 0	
	Ohaeawai	138 4 3	4 0 6	..	142 4 9	Adkins, J. Adkins, Mrs. E.	Lic. ..	H M A F	160 0 0 29 7 6	
	Kaikohe	391 7 0	133 3 1	284 1 9	808 11 10	Woods, G. E. Weaver, Miss S. Grace, C. W.	Lic. .. Lic.	A F A F H M	109 2 6 19 3 9 322 15 4	With lodging allowance at £30 per annum.
	Tautoro	106 5 9	40 1 6	851 2 2	997 9 5	Grace, Mrs. I. Gallagher, Miss E. Wi Hongi, Miss M.	.. .. ..	A F A F A F	50 0 0 40 0 0 30 0 0	
	Karetu	115 8 11	..	..	115 8 11	Kelly, F. Kelly, Mrs. W.	.. ..	D4 A F	165 0 0 46 13 2	
	Whangaruru	120 19 7	0 4 0	..	120 19 7	Johnson, Miss S. H.	Lic.	H F	108 14 0	School closed.
	Te Auaahu	80 4 5	5 8 0	..	85 12 5	Kirkpatrick, Miss F. Vacant	.. ..	A F ..	11 12 0 ..	
Te Rawhiti	121 5 2	6 1 0	..	127 6 2	Pringle, W. J. J. Pringle, Mrs. A.	.. ..	H M A F	99 0 0 13 5 3		
Takahiwai	187 12 6	44 0 10	15 0 0	246 13 4	Welsh, A. E. Welsh, Mrs. C. E. A.	E3 Lic.	H M A F	102 5 10 9 11 6	With allowance for conveyance of goods at £5 per annum.	
Poroti	180 16 10	2 12 6	..	183 9 4	Malcolm, G. H. Malcolm, Mrs. E. A.	Lic. ..	H M A F	155 14 5 32 14 9		
Otamatea	118 14 0	0 19 11	..	119 13 11	Thompson, R. H. Thompson, Mrs. A.	Lic. ..	H M A F	148 11 4 21 11 9		
Manaia	95 13 9	3 15 1	..	99 8 10	Lloyd, Miss K. B. Creighton, Miss A. Vacant	Lic.	H F A F ..	120 0 0 21 12 6 ..		

Region	Sub-region	Name	Age	Sex	Value	Notes	Category	Value	Notes	
Bay of Plenty	Te Kerepehi	Lisle, F.	115	10	5	..	H M	144	0 0 0	
		Lisle, Mrs. M. F. D.	206	13	4	..	A F	30	0 0 0	
		Cummins, H. C.	146	12	5	131	8 0	H M	157	3 1 1
		Cummins, Mrs. N.	143	17	1	..	A F	39	1 3	
Kawhia	Mangaorongo	Wylie, Miss L.	78	17	5	..	H F	60	0 0 0	
		Wylie, Miss M.	979	16	2	..	A F	40	0 0 0	
		Lyal, J. H.	820	9	11	..	H M	99	0 0 0	
		Lyal, Mrs. F.	285	2	3	..	A F	15	5 6	
		Stanton, T. C.	0	8	0	..	H M	140	0 7	
		Stanton, Mrs. J.	7	6	8	..	A F	23	4 3	
		McIntyre, J.	260	1	10	..	H M	181	10 0	
		McIntyre, Miss E. J.	162	19	1	..	A F	40	0 0	
		McIntyre, Miss K.	241	16	4	..	A F	25	1 4	
		Herlby, P.	246	16	7	10	17 0	H M	173	7 11
East Taupo	Waitahanni	Herlby, Mrs. M.	144	2	9	..	A F	49	9 2	
		Burns, A.	156	17	1	..	H M	12	10 0	
		Burns, Mrs. J.	196	16	9	..	A F	114	17 2	
		Hayman, F. J.	236	8	4	..	H M	21	10 9	
		Hayman, Miss N.	199	19	4	..	A F	124	15 6	
		Hayman, Mrs. M. A.	196	16	9	..	H M	30	18 8	
		Hayman, Mrs. M. A.	245	5	2	..	A F	158	7 10	
		Woodhead, A.	236	8	4	..	H M	31	3 9	
		Woodhead, Miss F.	473	18	6	118	2 10	A F	192	5 10
		Woodhead, Mrs. K.	204	9	1	..	H M	196	0 7	
West Taupo	Tokaanu	Wykes, F. R.	547	4	5	399	19 0	A F	50	0 0
		Lundon, Miss C. J.	263	11	5	..	H M	155	15 10	
		Williams, J. W.	90	17	10	..	A F	26	18 7	
		Williams, Miss E. M.	189	1	8	..	H M	277	17 0	
		Williams, Mrs. M. G.	50	0	0	..	A F	50	0 0	
		Baker, Mrs. F. E. E.	204	9	1	..	H M	50	0 0	
		Baker, Miss H. A.	547	4	5	..	A F	21	0 6	
		Flood, R. P.	116	0	0	..	H M	157	0 8	
		Flood, Mrs. F. L.	263	11	5	..	A F	32	0 0	
		Brown, C. C.	90	17	10	..	H M	125	11 7	
Rotorua	Whakarewarewa	Burgoyne, H. W.	118	8	0	..	H F	118	8 0	
		Burgoyne, Miss G.	50	0	0	..	A M	24	2 9	
		Burgoyne, Miss C.	50	0	0	..	A M	24	2 9	
		Hailey, D. T.	101	17	10	..	H M	101	17 10	
		Hailey, Mrs. E.	116	0	0	..	H M	144	17 8	
		Kelly, Miss A. M.	210	10	3	..	A F	50	0 0	
		Church, Miss L.	184	11	3	..	H M	144	17 8	
		Sinclair, D.	210	10	3	..	A F	50	0 0	
		Sinclair, Mrs. M.	184	11	3	..	H M	144	17 8	
		Haultain, Miss F.	210	10	3	..	A F	50	0 0	
Whakatane	Wai-iti	Judkins, Mrs. A.	189	1	8	..	H F	118	8 0	
		Judkins, L.	50	0	0	..	A M	24	2 9	
		Nisbet, R. J.	116	0	0	..	H M	101	17 10	
		Nisbet, Mrs. J.	116	0	0	..	H M	144	17 8	
		Harrison, H.	210	10	3	..	A F	50	0 0	
		Harrison, Mrs. E. M.	184	11	3	..	H M	144	17 8	
		Judkins, Mrs. A.	210	10	3	..	A F	50	0 0	
		Judkins, L.	189	1	8	..	H F	118	8 0	
		Nisbet, R. J.	50	0	0	..	A M	24	2 9	
		Nisbet, Mrs. J.	116	0	0	..	H M	101	17 10	

School not yet opened.

With allowance for conveyance of goods at £15 per annum.

With allowance for conveyance of goods at £15 per annum.

With allowance for conveyance of goods at £15 per annum.

With allowance for conveyance of goods at £10 per annum.

With allowance for conveyance of goods at £10 per annum.

With allowance for conveyance of goods at £30 per annum.

School closed.

Table No. 1—continued.
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1906—continued.

County.	Schools.	Expenditure during 1906.				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.					
Whakatane—contd.	Ruatoki ..	£ s. d. 326 13 9	£ s. d. 3 2 4	£ s. d. ..	£ s. d. 329 16 1	Lee, J. B. ..	Lic.	H M	£ s. d. 245 3 0	
	Waimana ..	166 19 11	6 12 6	..	173 12 5	Lee, Mrs. E. E. Lee, Miss H. J. Hamilton, H. R. W. ..	.. .. E3	A F A F H M	50 0 0 44 9 0 116 13 2	
	Waioweka ..	231 11 2	28 6 0	..	259 17 2	Hamilton, Miss E. Levert, Miss M. L. Levert, Miss L. O.	.. .. ..	A F A F A F	32 10 0 182 18 3 26 2 4	
	Omarumutu ..	265 13 10	5 3 10	67 0 0	337 17 8	Levert, Mrs. J. Cotton, A. H. Woodford, Miss I.	.. .. ..	S H M A F	18 15 0 197 4 7 35 0 0	
	Torere ..	173 15 1	2 10 0	..	176 5 1	Cotton, Mrs. A. Drake, A. G.	.. ..	A F H M	7 1 8 142 6 2	
	Omaio ..	205 13 8	3 5 10	..	208 19 6	Drake, Mrs. R. K. Young, Miss E. Young, Miss R.	.. .. ..	A F H F A F	38 5 9 135 7 8 27 7 0	
	Te Kaha ..	239 0 5	3 15 7	..	242 16 0	Young, Mrs. M. Hope, J. Hope, Mrs. A.	.. .. ..	S H M A F	12 10 0 202 16 2 40 1 9	
	Raukokore ..	149 5 1	21 0 6	158 5 0	328 10 7	Saunders, W. S.	..	A F	132 17 2	
	Wharekahika ..	108 14 2	5 1 8	..	113 15 10	Douglas, R. A.	..	M	99 15 0	
	Te Araroa ..	152 15 6	8 8 11	..	161 4 5	Douglas, Mrs. A. Beattie, Miss J. E.	.. ..	S F	12 7 9 100 15 10	
Rangitukia ..	361 7 0	47 2 2	..	408 9 2	Hamilton, H. A. Robertson, Miss M. Hamilton, Mrs. H.	.. .. ..	H M A F S	250 14 11 50 0 0 14 12 0		
Tikitiki ..	243 5 2	4 17 9	..	248 2 11	Hamilton, Mrs. H. Geissler, H. W.	.. ..	A F Lic.	199 19 1		
Waiomatatini ..	152 8 0	..	..	152 8 0	Geissler, Mrs. I. P. Geissler, Miss A.	.. ..	.. ..	40 0 0 12 4 6		
Tuparoa ..	353 5 10	5 17 8	..	359 3 6	Tobin, W. H. J. Tobin, Mrs. L. Broderick, H. W.	.. .. ..	H M A F Lic.	126 9 11 17 16 6 278 1 8		
Whareponga ..	164 1 6	48 0 0	..	212 1 6	Broderick, Mrs. J. S. Rangi, Mrs M.	.. ..	E2 A F	50 0 0 38 8 3		
Hiruhara a ..	236 13 5	3 5 10	..	239 19 3	Baigent, Miss B. F. Baigent, Miss I. R.	.. ..	A F Lic.	142 14 10 188 0 4		
Tokomaru Bay ..	255 8 8	59 9 3	..	314 17 11	Downey, Mrs. J. Sigley, H. C.	.. ..	H M A F	47 17 0 201 9 7		
Whangara ..	211 6 10	5 11 9	..	216 18 7	Robertson, Miss C. Frazer, W. ..	.. ..	A F Lic.	50 0 0 187 11 4		
Nuhaka ..	408 15 10	14 19 0	427 9 3	851 4 1	McGavin, J. McGavin, Mrs. J. McGavin, Miss D. C.	.. .. ..	M	355 17 9	The teachers work conjointly.	
Wairoa ..	..	..	..	..	Prentice, Miss C.	..	A F	25 0 0		
..	..	..	..	..	..	..	A F	15 8 3		

With allowance for horse-keep at £10 per annum.

		27	28	5	23	13	9	30	10	0	81	12	2													
Wairāra—contd.	Tuhara ..	..	..	..	27	8	5	23	13	9	30	10	0	81	12	2	Heenan, G. C.	..	D2	H M	100	0	0	With house allowance at £20 per annum.
Hawke's Bay	Te Haroto ..	..	174	11	10	2	4	6	176	16	4	..	..	..	..	..	Heenan, Mrs. M. B.	..	..	A F	23	9	6	
	Tangoio ..	..	127	19	9	1	11	8	129	11	5	..	..	..	..	..	Alford, E. H. M.	..	..	A F	25	1	6	
	Wairārama ..	..	129	0	8	23	17	10	152	18	6	..	..	..	..	..	McFarlane, T. C.	Lic.	Lic.	H M	116	13	10	
Egmont..	Puniho ..	..	175	12	7	0	13	4	177	18	11	1	13	0	..	..	Gillespie, Mrs. M. D.	Lic.	Lic.	H M	17	12	8	
	Pariroa ..	..	25	0	0	6	19	10	..	..	31	19	10	..	..	..	Godwin, H. P. E.	D2	..	A F	20	1	0	
	Pamoana ..	..	114	16	10	1	3	7	..	..	116	0	5	..	..	..	Clemance, P. H.	..	..	H M	147	14	7	
	Pipiriki ..	..	166	19	4	56	1	0	246	16	11	23	16	7	..	..	Clemance, Miss G.	..	..	A F	13	4	8	
	Karioi ..	..	137	10	1	1	10	6	..	..	139	0	7	..	..	..	Clemance, Mrs. E.	..	..	S	12	10	0	
	Kaiwhata ..	..	38	10	9	32	10	5	789	9	1	..	..	..	..	..	Greenwood, H. M.	Lic.	Lic.	H M	105	6	2	School closed.
	Turanganui ..	..	36	0	0	..	..	..	..	..	36	0	0	..	..	..	Greenwood, Mrs. M.	..	..	S	6	6	0	
	Waikawa ..	..	100	0	0	3	12	0	..	..	103	12	0	..	..	..	Robinson, C. W.	Lic.	Lic.	H M	159	7	9	
	Wairau ..	..	115	18	7	15	10	1	..	..	131	8	8	..	..	..	Robinson, Mrs. M. L.	..	..	A F	49	0	9	
	Mangamaunu ..	..	137	10	6	2	0	6	..	..	139	11	0	..	..	..	Lawton, H. W.	..	..	H M	138	18	10	
	Kaiapoi ..	..	215	9	8	13	5	3	..	..	228	14	11	..	..	..	Lawton, Mrs. P.	..	..	A F	15	10	0	
	..	..	..	..	..	..	..	..	789	9	1	..	..	..	..	..	Thurtle, H. L.	..	..	H M	93	7	9	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Thurtle, Mrs. G.	..	..	S	9	3	0	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Hubbard, C. C.	E2	E2	M	36	0	0	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Greensill, Mrs. L.	..	..	F	100	0	0	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Moss, Mrs. M. E.	E3	E3	F	130	0	0	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Comerford, W. H.	E1	E1	H M	128	0	0	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Nordstrom, Mrs. A.	..	..	A F	18	15	0	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Cossgrove, D.	D1	D1	H M	176	14	4	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Cossgrove, Miss S.	..	..	A F	28	5	4	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Cossgrove, Mrs. S.	..	..	S	12	0	0	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Lyon, C. A.	Lic.	Lic.	H M	123	13	6	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Titao, Miss M.	..	..	A F	14	7	3	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Jennings W. H.	..	..	H M	160	0	0	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Jennings, Mrs. F. C.	E4	E4	H M	21	6	3	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Reeves, W. H.	Lic	Lic	H M	141	18	10	With house allowance at £26 per annum.
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Reeves, Mrs. W.	..	..	A F	27	0	4	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Blathwayt, H. A. W.	..	..	H M	165	14	7	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Blathwayt, Miss M.	Lic.	Lic.	A F	32	13	3	
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Horan, T.	E2	E2	M	95	13	4	With allowance for conveyance of goods at £5 per annum.
	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Millar, W. M.	Lic.	Lic.	M	100	0	0	
Boarding-schools—	Queen Victoria, Auckland	380	0	0	0	380	0	0		
	St. Stephen's, Auckland	760	14	0	0	760	14	0		
	Turakina, Wanganui	180	0	0	0	180	0	0		
	Te Aute, Hawke's Bay	175	0	0	0	175	0	0		
	Hukarere, Hawke's Bay	290	0	0	0	290	0	0		
	St. Joseph's, Hawke's Bay	235	1	0	0	235	1	0		
	707	10	0	0	1,236	12	2		
	160	0	0	0	346	4	11		
Manual-instruction classes	
Other miscellaneous expenditure not chargeable to particular schools (school-books and material, scholarships, &c.)	1,192	4	1	1	1,198	17	7	
Totals	18,450	3	0	5,660	14	3	5,644	12	10	29,755	10	1*	17,936	14	0	..	

* Including £111 0s. 8d. paid from Native reserves funds, and £2,000 from Civil List, Native Purposes. Deducting recoveries, £74 6s. 5d., the result is a net expenditure of £29,581 8s. 8d.

Table No. 2.
CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1906.

	£	s.	d.
Teachers' salaries	17,519	8	3
Teachers' house allowances	63	4	9
Teachers' allowances for conveyance of goods, &c.	121	0	0
Teachers' removal allowances	402	19	3
Books and school requisites	594	3	2
Warming school-rooms (fuel, &c.)	141	7	8
Ferrying school-children	131	14	1
Technical-instruction classes (including material for workshops)	336	2	0
Inspector's salaries	707	10	0
Travelling-expenses of Inspectors and others	531	0	10
Boarding-school fees	2,031	10	0
Travelling-expenses of scholars sent to boarding-schools	73	3	8
University scholarships	243	12	7
Nursing scholarships	68	12	6
Apprenticeship charges	60	0	0
Maintenance of buildings, repairs, and small works	756	19	2
New buildings, additions, furniture, &c.	5,641	2	10
Advertising for teachers	94	0	4
Sundries (including sewing material and musical instruments)	163	12	7
Total	£29,681	3	8

NOTE.—Of the above total, £111 Os. 8d. was paid from Native reserves funds, and £2,000 from Civil List, Native Purposes.

Table No. 3.
CLASSIFICATION as regards AGES and RACE of CHILDREN belonging to NATIVE SCHOOLS at the end of December Quarter, 1906.

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

Ages.	Race.												Totals.			Percentages.
	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.						
				Speaking English.			Speaking Maori.									
	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.				
5 and under 6..	149	159	308	8	7	15	12	10	22	16	14	30	185	190	375	8.98
6 " 7..	183	152	335	8	9	17	14	11	25	20	18	38	225	190	415	9.94
7 " 8..	203	165	368	12	5	17	14	15	29	26	22	48	255	207	462	11.07
8 " 9..	221	174	395	13	9	22	11	11	22	25	21	46	270	215	485	11.62
9 " 10..	207	184	391	11	10	21	16	19	35	20	17	37	254	230	484	11.60
10 " 11..	230	158	388	8	10	18	16	15	31	29	23	52	283	206	489	11.72
11 " 12..	199	158	357	7	9	16	14	16	30	23	19	42	243	202	445	10.66
12 " 13..	159	133	292	9	10	19	18	14	32	14	23	37	200	180	380	9.10
13 " 14..	116	101	217	10	3	13	5	11	16	14	14	28	145	129	274	6.57
14 " 15..	79	66	145	6	7	13	6	2	8	9	7	16	100	82	182	4.36
15 years and over	102	54	136	2	3	5	6	8	14	5	3	8	115	68	183	4.38
Totals ..	1,848	1,504	3,352	94	82	176	132	132	264	201	181	382	2,275	1,899	4,174	100.0

SUMMARY OF TABLE NO. 3.

Age.	Boys.	Girls.	Total.	Percentage, 1906.	Percentage for 1905.
From five to ten years	1,189	1,032	2,221	53.2	55.3
" ten to fifteen years	971	799	1,770	42.5	40.6
" fifteen upwards	115	68	183	4.3	4.1
Totals	2,275	1,899	4,174	100.0	100.0

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1906.

[In this list the schools are arranged according to regularity of attendance in the last column.]

Schools.	School-roll.					Mean of Average Attendance of Four Quarters, 1906.	Yearly Average, adjusted by Regulations, Native Schools Code.	Grade of School for 1907.	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.				
Paeroa	54	12	12	54	50.25	50	50	5	99.50
Torere	37	12	5	44	40.05	40	40	4	98.70
Rangiawhia	25	5	4	26	24.75	24	24	2	96.96
Matihetibe	20	9	4	25	23.75	23	23	2	96.80
Omaio	49	1	7	43	43.50	42	42	5	96.50
Otamauru	26	9	7	28	28.00	27	27	3	96.40
Wharekahika	18	4	1	21	20.75	20	20	1	96.30
Waima	61	22	10	73	65.00	62	62	7	95.30
Whangaruru ⁽⁶⁾	36	5	41	..	33.60	32	32	3	95.20
Wai-iti	33	12	8	37	37.00	35	35	4	94.60
Parapara ⁽¹⁾	25	..	25	23.33	22	22	2	94.30
Te Kao	48	4	10	42	43.50	41	41	5	94.00
Whareponga	40	10	10	40	41.50	39	39	4	93.90
Te Kaha	41	15	10	46	44.75	42	42	5	93.80
Tuparoa	79	16	13	82	81.50	76	76	8	93.25
Waitahanui	48	26	9	65	56.00	52	52	6	93.04
Takahiwai	37	6	4	39	38.75	36	36	4	92.90
Whakarewarewa	63	35	25	73	70.25	65	65	7	92.50
Kenana	22	9	6	25	23.75	22	22	2	92.50
Otamatea	26	14	10	30	26.00	24	24	2	92.30
Peria	41	14	12	43	42.25	39	39	4	92.20
Waimamaku ⁽¹⁾	29	1	28	25.00	23	23	2	92.00
Kaikohe	103	36	14	125	123.25	113	113	9	91.60
Whakarara	45	7	5	47	44.75	41	41	5	91.60
Kaiwhata ⁽⁶⁾	21	1	20	17.50	16	16	1	91.40
Kaiapoi	41	24	23	42	49.25	45	45	5	91.37
Raukokore ⁽⁶⁾	45	52	50	47	48.30	44	44	5	91.10
Waikouaiti	42	12	14	40	38.50	35	35	4	90.90
Oromahoe	33	26	20	39	34.25	31	33	4	90.50
Arowhenua	36	13	15	34	36.50	33	33	4	90.42
Te Haroto	35	11	7	39	36.50	33	33	4	90.40
Tangio	25	9	9	25	25.50	23	23	2	90.19
Parawera	51	15	10	56	52.25	47	47	5	89.95
Pukepoto	29	12	7	34	34.50	31	31	3	89.85
Poroti	38	4	12	30	34.50	31	31	3	89.85
Karetu	23	5	7	21	23.50	21	21	2	89.34
Whirinaki	89	11	34	66	78.75	70	70	7	88.88
Te Pupuke	39	30	17	52	51.75	46	46	5	88.88
Manaia ⁽⁶⁾	29	7	..	..	31.50	25	25	2	88.88
Te Whaiti	32	20	21	31	32.75	29	29	3	88.55
Waimarama ⁽²⁾	40	8	32	32.75	29	29	3	88.55
Poroporo	54	25	14	65	55.75	49	51	6	88.34
Tuhara ⁽⁷⁾	44	0	44	33.00	29	29	3	87.87
Tikitiki	49	18	8	59	58.25	51	51	6	87.50
Oparure ⁽²⁾	36	1	35	27.50	24	24	2	87.20
Pamapurua	20	27	5	42	36.75	32	36	4	86.39
Hapua	41	38	38	41	51.25	44	44	5	86.34
Ruapuke	13	2	4	11	12.75	11	11	0	86.27
Ranana	40	31	33	38	41.75	36	36	4	86.22
Mangamuka	66	9	12	63	64.00	55	55	6	85.91
Te Kopua	16	8	5	19	21.00	18	18	1	85.70
Hiruharama	52	23	10	65	59.75	51	51	6	85.35
Nuhaka	99	27	31	95	99.75	85	85	8	85.21
Ruatoki	85	33	22	96	95.25	81	81	8	85.04
Tautoro ⁽⁴⁾	55	4	51	40.60	34	44	5	84.48
Rangitukia	69	13	11	71	71.50	60	62	7	84.20
Waioweka	53	17	13	57	57.00	48	48	5	84.20
Karioi	28	12	12	28	28.50	24	24	2	84.20
Touwai	41	19	26	34	39.25	33	33	4	84.00
Whangara	40	10	14	36	37.00	31	31	3	83.80
Te Teko	57	20	11	66	62.25	52	52	6	83.50
Omanaia	35	21	19	37	38.50	32	32	3	83.10
Wairau	22	9	14	17	20.50	15	15	0	82.90
Turanganui	7	8	5	10	7.25	6	6	0	82.70
Mararoa	49	8	15	42	43.50	36	36	4	82.70
Mangaorongo ⁽⁸⁾	31	4	27	25.50	21	21	2	82.30
Pipiriki	41	36	21	56	47.75	39	40	4	82.20
Te Ahuahu	19	9	4	24	20.75	17	17	1	81.90
Waiomatatini	36	6	12	30	33.00	27	27	3	81.80
Matata	33	9	9	33	32.00	26	26	3	81.25
Paparore	22	19	9	32	30.75	25	26	3	82.15
Te Kotukutuku	40	18	17	41	40.75	33	33	4	80.98
Papamoa	37	14	8	43	40.75	33	33	4	80.98
Ahipara	48	17	10	55	55.75	45	45	5	80.74
Omarumutu	66	13	19	60	65.75	53	53	6	80.60
Rakaumanga	41	26	19	48	48.50	39	39	4	80.40
Motukaraka	25	3	5	23	23.75	19	19	1	80.00

Table No. 4—continued.

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

Schools.	School-roll.					Mean of Average Attendance of Four Quarters, 1906.	Yearly Average, adjusted by Regulations, Native Schools Code.	Grade of School for 1907.	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.				
Mangamaunu	26	17	12	31	31.25	25	25	2	80.00
Rapaki	27	16	18	25	28.75	23	23	2	80.00
The Neck	14	3	4	13	13.75	11	11	0	80.00
Oruanui	60	26	24	62	64.25	51	51	6	79.38
Tokomaru Bay	58	43	35	66	69.75	55	55	6	78.80
Te Kerepehi	29	27	26	30	25.50	20	23	2	78.40
Whangape	93	20	25	88	88.25	69	69	7	78.10
Tokaanu	37	22	21	38	36.00	28	28	3	77.70
Te Waotu	34	23	23	39	31.75	24	27	3	75.60
Te Matai	53	33	21	65	67.75	51	51	6	75.28
Te Rawhiti	30	4	10	24	26.00	20	24	2	75.00
Puniho	41	11	11	41	42.75	32	32	3	74.85
Ohaeawai	35	11	12	34	38.75	29	29	3	74.80
Pamoana	24	8	9	23	22.75	17	17	1	74.70
Little River	36	17	16	37	37.75	28	28	3	74.10
Te Araroa	50	9	14	45	50.00	37	37	4	74.00
Haurua	89	55	59	85	87.50	64	64	7	73.56
Waikawa	21	6	9	18	18.75	14	14	0	72.00
Waimana	57	24	30	51	56.75	40	43	5	69.78
Otaua	23	17	18	22	23.75	16	17	1	67.30
Waioapu	25	25	40	10	15.25	10	12	0	67.25
Whakarapa	35	33	31	37	49.75	31	52	6	62.30
Lower Waihou (side)	28	19	20	27	31.25	19	..	..	61.60
Totals for 1906	3,808	1,837	1,471	4,174	4,235.88	3,607	..	..	85.20
Totals for 1905	3,123	1,870	1,130	3,863	4,097.10	3,428	..	..	83.67

(1) Not open March quarter. (2) First opened March quarter. (3) Not open March or June quarters. (4) First opened June quarter. (5) First opened September quarter. (6) Not open December quarter. (7) First opened December quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1906.

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

Schools.	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.			Totals.		
	Boys.	Girls.	Total.	Speaking English.			Speaking Maori.			Boys.	Girls.	Total.	Boys.	Girls.	Total.
				Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Hapua	12	11	23	..	..	..	3	13	16	2	0	2	17	24	41
Te Kao	27	15	42	..	..	..	..	..	..	..	..	..	27	15	42
Paparore	10	9	19	3	1	4	..	..	..	2	7	9	15	17	32
Ahipara	28	19	47	..	..	..	2	1	3	3	2	5	32	22	55
Pukepoto	16	12	28	..	..	..	..	..	..	3	3	6	19	15	34
Pamapurua	18	17	35	..	..	..	2	1	3	2	2	4	22	20	42
Rangiawhia	15	11	26	..	..	..	..	..	..	..	..	..	15	11	26
Parapara	12	6	18	..	..	..	..	..	..	3	4	7	15	10	25
Peria	12	8	20	6	5	11	1	0	1	5	6	11	24	19	43
Kenana	12	11	23	..	1	1	..	..	..	1	0	1	13	12	25
Te Pupuke	27	24	51	..	..	..	..	..	..	1	0	1	28	24	52
Whakarara	23	22	45	..	..	..	..	..	..	0	2	2	23	24	47
Touwai	20	12	32	..	..	..	0	1	1	1	..	1	21	13	34
Whangape	38	34	72	..	..	..	..	..	..	11	5	16	49	39	88
Matihetihe	9	10	19	2	2	4	..	..	..	1	1	2	12	13	25
Whakarapa	21	14	35	..	..	..	..	..	..	2	0	2	23	14	37
Lower Waihou	15	12	27	..	..	..	..	..	..	..	..	..	15	12	27
Motukaraka	6	7	13	..	..	..	6	4	10	..	..	..	12	11	23
Mangamuka	27	34	61	..	..	..	..	..	..	2	0	2	29	34	63
Maraeroa	28	13	41	0	1	1	..	..	..	..	..	..	28	14	42
Waimamaku	14	13	27	..	..	..	..	..	..	1	0	1	15	13	28
Whirinaki	38	28	66	..	..	..	..	..	..	..	..	..	38	28	66
Omanai	19	13	32	0	1	1	..	..	..	1	3	4	20	17	37
Waima	38	34	72	..	..	..	..	..	..	1	0	1	39	34	73
Otaua	13	5	18	..	..	..	..	..	..	4	0	4	17	5	22
Kaikohe	67	48	115	2	3	5	2	1	3	2	0	2	73	52	125
Tautoro	26	20	46	..	..	..	2	3	5	..	..	..	28	23	51
Ohaeawai	8	17	25	3	3	6	2	1	3	..	..	..	13	21	34
Te Anuahu	10	9	19	..	..	..	2	3	5	..	..	..	12	12	24
Oromahoe	16	11	27	..	..	..	2	1	3	6	3	9	24	15	39
Karetu	7	3	10	..	..	..	4	4	8	2	1	3	13	8	21

Table No. 5—continued.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1906—continued.

Schools.	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.			Totals.		
	Boys.	Girls.	Total.	Speaking English.			Speaking Maori.			Boys.	Girls.	Total.	Boys.	Girls.	Total.
				Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Te Rawhiti ..	7	14	21	..	..	..	0	1	1	1	1	2	8	16	24
Whangaruru* ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Takahiwai ..	24	12	36	..	..	..	..	..	..	1	2	3	25	14	39
Poroti ..	9	6	15	1	0	1	4	4	8	4	2	6	18	12	30
Otamatea ..	12	11	23	..	..	..	3	3	6	0	1	1	15	15	30
Manaia* ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Te Kerepehi ..	13	2	15	2	2	4	..	..	..	5	6	11	20	10	30
Rakaumanga ..	22	24	46	..	..	..	..	..	..	1	1	2	23	25	48
Parawera ..	20	22	42	..	..	..	..	..	..	9	5	14	29	27	56
Te Kopua ..	9	3	12	4	2	6	..	..	..	0	1	1	13	6	19
Mangaorongo ..	14	13	27	..	..	..	..	..	..	..	..	..	14	13	27
Oparure ..	10	8	18	0	1	1	6	9	15	1	0	1	17	18	35
Hauaroa ..	17	13	30	3	0	3	5	3	8	21	23	44	46	99	85
Te Waotu ..	12	11	23	6	10	16	..	..	..	..	..	..	18	21	39
Te Kotukutuku ..	25	15	40	..	..	..	..	..	..	0	1	1	25	16	41
Paeroa ..	14	23	37	..	..	..	4	2	6	7	4	11	25	29	54
Papamoa ..	21	16	37	..	..	..	2	0	2	3	1	4	26	17	43
Te Matai ..	32	23	55	..	..	..	0	3	3	3	4	7	35	30	65
Ranana ..	16	19	35	..	..	..	2	1	3	..	..	..	18	20	38
Wai-iti ..	17	15	32	..	..	..	4	1	5	..	..	..	21	16	37
Whakarewarewa ..	33	37	70	..	..	..	1	1	2	1	0	1	35	38	73
Waiotapu ..	7	3	10	..	..	..	..	..	..	..	..	..	7	3	10
Oruanui ..	18	24	42	..	..	..	4	14	18	1	1	2	23	39	62
Waitahanui ..	33	28	61	..	..	..	..	..	..	3	1	4	36	29	65
Tokaanu ..	21	8	29	6	2	8	..	..	..	0	1	1	27	11	38
Te Whaiti ..	17	10	27	..	..	..	2	2	4	..	..	..	19	12	31
Te Teko ..	21	36	57	..	..	..	2	1	3	4	2	6	27	39	66
Matata ..	14	13	27	2	2	4	..	..	..	2	0	2	18	15	33
Otamauru ..	12	13	25	..	..	..	..	..	..	2	1	3	14	14	28
Poroporo ..	32	34	66	..	..	..	2	2	4	3	2	5	37	28	65
Ruatoki ..	53	33	86	1	2	3	2	2	4	0	3	3	56	40	96
Waimana ..	29	17	46	..	..	..	3	2	5	..	..	..	32	19	51
Waioweka ..	16	15	31	..	..	..	7	5	12	9	5	14	32	25	57
Omarumutu ..	26	31	57	..	..	..	..	..	..	1	2	3	27	33	60
Torere ..	21	15	36	0	3	3	0	3	3	0	2	2	21	23	44
Omaio ..	16	26	42	0	1	1	..	..	..	..	..	..	16	27	43
Te Kaha ..	23	20	43	2	0	2	1	0	1	..	..	..	26	20	46
Raukokore ..	26	13	39	4	3	7	..	..	..	0	1	1	30	17	47
Wharekahika ..	9	10	19	..	..	..	2	0	2	..	..	..	11	10	21
Te Ararua ..	23	15	38	1	3	4	..	..	..	1	2	3	25	20	45
Rangitukia ..	29	30	59	..	..	..	3	3	6	3	3	6	35	36	71
Tikitiki ..	32	25	57	..	..	..	0	2	2	..	..	..	32	27	59
Waiomatatini ..	10	7	17	3	4	7	2	1	3	1	2	3	16	14	30
Tuparoa ..	34	26	60	3	0	3	7	5	12	3	4	7	47	35	82
Hiruharama ..	27	31	58	..	..	..	2	1	3	2	2	4	31	34	65
Whareponga ..	21	16	37	..	..	..	1	2	3	..	..	..	22	18	40
Tokomaru Bay ..	39	24	63	..	..	..	..	..	..	2	1	3	41	25	66
Whangara ..	14	11	25	..	..	..	2	1	3	2	6	8	18	18	36
Nuhaka ..	51	33	84	..	..	..	5	2	7	3	1	4	59	36	95
Tuhara ..	25	13	38	..	..	..	0	1	1	3	2	5	28	16	44
Tangoio ..	15	9	24	..	..	..	..	..	..	0	1	1	15	10	25
Te Haroto ..	20	16	36	2	0	2	..	..	..	0	1	1	22	17	39
Waimarama ..	19	6	25	..	..	..	3	0	3	2	2	4	24	8	32
Kaiwhata ..	6	8	14	..	..	..	0	1	1	3	2	5	9	11	20
Turanganui ..	2	5	7	..	..	..	2	1	3	..	..	..	4	6	10
Puniho ..	7	1	8	2	3	5	..	..	..	16	12	28	25	16	41
Pamoana ..	9	13	22	..	..	..	..	..	..	0	1	1	9	14	23
Pipiriki ..	21	9	30	3	2	5	1	0	1	7	13	20	32	24	56
Karioi ..	12	7	19	1	1	2	2	5	7	..	..	..	15	13	28
Waikawa ..	..	..	..	..	..	..	8	10	18	..	..	..	8	10	18
Wairau ..	12	4	16	..	..	..	..	..	..	1	0	1	13	4	17
Mangamaunu ..	13	12	25	..	..	..	..	..	..	3	3	6	16	15	31
Kaiapoi ..	12	5	17	14	9	23	..	..	..	1	1	2	27	15	42
Rapaki ..	6	9	15	2	1	3	..	..	..	4	3	7	12	19	25
Little River ..	10	19	29	..	..	..	4	4	8	..	..	..	14	23	37
Arowhenua ..	17	10	27	..	..	..	6	1	7	..	..	..	23	11	34
Waikouaiti ..	6	10	16	5	6	11	..	..	..	6	7	13	17	23	40
Ruapuke ..	..	..	..	7	4	11	..	..	..	..	..	..	7	4	11
The Neck ..	3	2	5	4	4	8	..	..	..	..	..	..	7	6	13
Totals for 1906	1,848	1,504	3,352	94	82	176	132	132	264	201	181	382	2,275	1,899	4,174
Totals for 1905	1,715	1,405	3,120	50	35	85	182	152	334	171	153	324	2,118	1,745	3,863
Difference ..	133	99	232	44	47	91	-50	-20	-70	30	28	58	157	154	311

* Closed temporarily.

SUMMARY of Table No. 5.

Race.	1906.			
	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	1,848	1,504	3,352	80.30
Half-caste, and between half-caste and European, speaking Maori	132	132	264	6.33
Half-caste, and between half-caste and European, speaking English	94	82	176	4.22
Europeans	201	181	382	9.15
Totals	2,275	1,899	4,174	100.00

Table No. 6.

RESULTS of INSPECTION, 1906.

[In this table the schools are arranged according to the marks 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.	Total Marks—Maximum 50.
Rangitukia	10.0	10.0	10.0	10.0	10.0	50.0
Whirinaki	10.0	10.0	10.0	10.0	10.0	50.0
Te Kaha	9.8	9.8	10.0	10.0	9.7	49.3
Maraeroa	10.0	9.5	10.0	10.0	9.7	49.2
Pukepoto	9.8	10.0	10.0	10.0	9.3	49.1
Peria	9.8	9.5	10.0	10.0	9.7	49.0
Rangiawhia	10.0	10.0	10.0	10.0	9.0	49.0
Whangara	10.0	10.0	10.0	10.0	9.0	49.0
Tokaanu	10.0	10.0	10.0	10.0	8.7	48.7
Hapua	10.0	10.0	9.8	9.9	9.3	48.1
Te Kao	9.8	9.8	10.0	9.9	9.5	48.1
Tuparoa	9.8	9.5	9.8	10.0	9.0	48.1
Omaio	9.6	9.8	10.0	9.5	9.0	47.9
Parawera	10.0	10.0	9.5	10.0	8.0	47.5
Waima	9.8	9.3	10.0	9.5	8.8	47.4
Whareponga	10.0	9.6	10.0	8.5	9.3	47.4
Kaikohē	9.6	9.75	9.75	10.0	8.2	47.3
Poroporo	10.0	9.5	10.0	9.0	8.7	47.2
Nuhaka	9.4	9.25	10.0	10.0	8.5	47.1
Rakaumanga	10.0	9.3	8.8	10.0	9.0	47.1
Ranana	9.8	9.8	8.8	10.0	8.6	47.0
Wai-iti	9.8	9.5	9.5	10.0	8.0	46.8
Tikitiki	9.8	9.8	9.8	9.0	8.3	46.7
Paparore	9.4	9.7	9.5	10.0	8.0	46.6
Tokomaru Bay	10.0	9.0	9.5	9.0	9.0	46.5
Whakarewarewa	7.0	9.5	10.0	10.0	10.0	46.5
Waioweka	10.0	9.8	9.0	9.0	8.6	46.4
Mangamuka	9.6	9.3	9.5	9.0	8.7	46.1
Oruanui	8.3	10.0	10.0	9.0	8.5	45.8
Waimana	10.0	9.8	7.8	9.0	9.0	45.6
Matihetihe	9.0	9.0	9.5	9.0	9.0	45.5
Torere	8.8	9.5	9.8	9.0	8.3	45.4
Matata	9.5	9.3	9.5	8.0	9.0	45.3
Te Araroa	10.0	9.5	9.3	8.5	8.0	45.3
Whangape	9.8	9.0	8.8	9.0	8.7	45.3
Hiruharama	9.6	9.0	8.5	9.0	9.0	45.1
Pamoana	10.0	9.8	9.0	8.0	8.3	45.1
Omanaia	10.0	9.0	9.0	8.5	8.5	45.0
Takahiwai	9.8	8.9	9.5	8.5	7.7	44.4
Oromahoe	9.5	9.8	9.5	9.0	6.5	44.3
Te Teko	9.8	9.0	8.8	9.0	7.7	44.3
Ruatoki	8.5	9.3	9.0	9.0	8.3	44.1
Te Kopua	9.3	8.5	9.0	9.0	8.3	44.1
Karioi	10.0	8.3	9.3	9.0	7.0	43.6
Te Whaiti	9.2	8.9	10.0	8.5	7.0	43.6
Omarumutu	9.8	8.25	9.3	9.0	7.7	43.5
Poroti	9.6	9.6	9.5	8.0	6.7	43.4
Waiomatatini	9.3	9.5	9.0	8.0	7.0	42.8
Kenana	9.5	8.8	8.7	8.0	7.5	42.5

Table No. 6—continued.
RESULTS of INSPECTION, 1906—continued.

Schools.	Condition of Records and the other School Documents, except the Timetable.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Teacher.	Discipline, including Order, Time, and Punctuality.	Methods, judged partly through Inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Total Marks—Maximum 50.
Waikouaiti	8.5	7.5	8.0	9.5	9.0	42.5
Te Kotukutuku	8.3	8.0	8.5	9.0	8.6	42.4
Oparure	9.5	9.0	8.8	8.0	7.0	42.3
Waimarama	10.0	9.0	9.5	7.5	6.3	42.3
Otamauru	9.0	8.8	8.5	8.0	7.7	42.0
Pipiriki	9.8	9.5	8.3	8.0	6.3	41.9
Waitahanui	9.0	8.6	8.9	8.0	7.3	41.8
Kaiwhata	8.8	9.0	9.8	8.0	6.0	41.6
Parapara	9.0	8.3	9.0	7.5	7.8	41.6
Wharekahika	9.4	8.8	8.0	8.0	7.0	41.2
Te Ahuahu	9.0	8.4	9.3	7.5	6.7	40.9
Otamatea	8.3	9.25	9.5	8.0	5.8	40.8
Karetu	7.8	9.0	9.5	8.5	6.0	40.8
Touwai	8.4	9.4	9.3	7.0	6.7	40.8
Wairau	9.5	8.9	9.0	7.0	6.0	40.4
Whakarara	9.6	8.5	8.5	7.0	6.7	40.3
Whangaruru	9.6	7.75	9.75	7.0	5.2	39.3
Mangamaunu	8.8	7.8	7.8	8.0	6.8	39.2
Paeroa	7.8	8.0	7.3	8.0	8.0	39.1
Te Rawhiti	8.5	9.1	9.5	6.0	5.8	38.9
Waimamaku	7.8	8.8	8.5	7.0	6.7	38.8
Puniho	9.6	8.0	7.8	7.0	5.5	37.9
Te Matai	7.5	8.0	7.0	8.0	7.3	37.8
Otaua	9.3	8.0	7.6	6.0	6.2	37.1
Tangoio	7.0	7.8	8.0	8.0	5.8	36.6
Rapaki	7.8	7.8	6.8	7.5	6.3	36.2
Te Kerepehi	7.5	7.8	8.0	7.0	5.7	36.0
Whakarapa	7.3	8.0	8.7	6.0	5.3	35.3
Hauaroa	8.5	7.3	6.5	7.0	5.6	34.9
Te Haroto	6.5	6.5	7.8	7.0	7.0	34.8
Mansia	8.3	7.3	6.8	6.0	6.3	34.7
Papamoa	7.5	7.8	6.0	6.0	7.3	34.6
Ahipara	8.8	7.8	6.7	5.0	6.0	34.3
Te Waotu	6.3	7.0	7.8	6.0	7.0	34.1
Ohaeawai	8.6	7.75	6.9	6.0	4.7	33.9
Arowhenua	4.5	7.3	6.0	8.0	7.5	33.3
Waioapu	6.5	7.5	6.8	7.0	5.3	33.1
Pamapurua	7.4	6.8	6.5	6.5	5.7	32.9
Te Pupuke	8.2	5.4	6.9	4.0	7.7	32.2
Motukaraka	8.0	7.0	6.8	5.0	5.3	32.1
Turanganui	8.0	5.3	7.8	6.0	5.0	32.1
Kaiapoi	0.0	7.0	6.7	9.0	9.2	31.9
Waikawa	5.3	7.8	6.8	6.0	5.8	31.7
Ruapuke	7.8	6.3	6.8	6.0	4.7	31.6
Lower Waihou	6.0	6.7	6.3	6.0	5.5	30.5
The Neck	7.3	5.3	6.8	6.0	2.0	27.4
Little River ⁽¹⁾
Mangaorongo ⁽²⁾
Raukokore ⁽²⁾
Tautoro ⁽²⁾
Tuhara ⁽²⁾

(1) Examined only.

(2) Neither inspected nor examined.

(3) Opened June quarter, neither inspected nor examined.

Table No. 7.
RESULTS of EXAMINATION, 1906.

[In this table the schools are arranged in order of the percentage obtained.]

Schools.	Number on the Roll.	Passes of Pupils examined.						Examination Percentage.	Certificates of Competency Issued.	Certificates of Proficiency Issued.	
		VII.	VI.	V.	IV.	III.	II.				I.
The Neck	13	..	..	..	1	..	5	1	100.0	..	..
Whakarewarewa	66	..	..	..	24	10	5	10	100.0	..	..
Whangara	35	..	1	1	10	10	4	..	100.0	..	1
Parapara	24	..	1	1	2	2	6	4	99.5	..	1
Omaio	43	..	..	1	6	7	7	5	96.8	..	..
Te Kaha	43	1	1	2	8	7	5	4	96.6	2	..
Pukepoto	34	..	1	2	4	4	4	6	95.97	1	..
Waikouaiti	36	3	3	4	2	6	4	4	93.78	..	6
Hapua	43	..	..	..	1	4	3	7	93.5	..	..
Tuparoa	81	2	2	2	11	10	11	11	93.25	..	4
Karioi	27	..	..	..	3	..	1	17	92.9	..	..
Wai-iti	36	..	..	..	..	1	6	11	92.88	..	..
Rangiawhia	15	..	..	5	2	5	3	2	92.3	..	..
Maraeroa	41	..	..	3	3	4	9	4	91.35	..	..
Oromahoe	29	..	..	..	1	7	6	5	91.33	..	..
Peria	41	..	1	1	5	13	3	6	90.7	1	..
Omanaia	30	1	1	..	4	4	6	4	89.26	2	..
Nuhaka	87	..	1	..	6	13	19	14	86.67	1	..
Tokaanu	36	..	..	..	7	2	1	9	86.6	..	..
Waiomatatini	31	..	2	1	3	4	6	..	86.0	..	2
Kaikohē	122	1	1	2	3	9	14	19	84.0	..	2
Tikitiki	58	..	1	4	6	7	10	7	83.18	1	..
Torere	41	..	..	..	2	10	5	6	83.05	..	..
Waioweka	53	..	2	1	2	4	10	6	83.0	2	..
Turanganui	5	..	..	..	3	1	..	1	82.7	..	..
Te Kotukutuku	38	..	..	..	2	3	11	8	82.2	..	..
Paeroa	55	..	..	3	4	10	7	7	81.9	..	..
Kaipoi	41	..	1	2	3	4	5	4	81.45	..	1
Rangitukia	69	2	5	2	6	5	8	9	80.0	5	2
Te Kopua	20	..	..	..	1	2	2	1	79.5	..	..
Tokomaru Bay	57	..	..	..	4	10	6	10	78.7	..	..
Te Teko	61	..	1	2	2	13	9	6	78.6	1	..
Parawera	49	..	2	2	6	8	6	1	78.0	..	2
Papamoa	37	..	..	..	1	5	4	4	77.6	..	..
Paparore	34	..	..	..	3	..	4	8	76.9	..	..
Te Kao	41	..	4	2	3	6	6	8	76.13	3	1
Takahiwai	39	..	..	..	4	3	9	2	76.07	..	..
Matihetihe	24	..	..	..	1	..	5	1	75.7	..	..
Mangamaunu	31	..	..	1	3	1	5	7	75.58	..	..
Oruanui	51	..	..	..	..	2	3	10	74.51	..	..
Poroti	33	..	2	..	4	4	3	4	74.36	2	..
Whirinaki	67	..	1	2	6	6	7	9	73.94	..	1
Ranana	35	..	..	..	2	4	3	2	73.65	..	..
Whareponga	45	..	..	..	3	6	7	2	73.6	..	..
Whakarara	45	..	1	..	1	2	5	9	72.0	1	..
Waima	56	..	..	..	1	6	4	10	71.27	..	..
Otamauru	27	..	..	1	1	1	4	5	70.83	..	..
Wharekahika	21	..	..	..	1	3	2	6	70.72	..	..
Hiruharama	61	..	2	1	5	8	5	7	70.69	..	2
Puniho	40	..	..	4	4	2	2	5	70.4	..	..
Waimarama	31	..	..	..	..	..	1	10	70.34	..	..
Waimamaku	27	..	..	..	2	6	2	1	70.2	..	..
Touwai	34	..	..	2	6	2	1	..	69.94	..	..
Whangape	86	..	..	5	5	9	11	8	69.8	..	..
Rapaki	23	..	..	2	1	4	4	..	69.23	..	..
Ruatoki	88	..	..	..	5	11	6	12	69.2	..	..
Karetu	20	..	..	..	3	1	5	4	68.42	..	..
Rakaumanga	43	..	..	2	2	4	..	11	67.1	..	..
Waiotapu	10	..	..	..	..	..	2	1	66.9	..	..
Te Matai	59	..	..	1	1	6	5	10	66.5	..	..
Matata	27	..	..	1	4	1	2	4	66.0	..	..
Te Rawhiti	27	..	..	1	..	..	2	12	65.82	..	..
Te Kerepehi	13	..	..	..	..	1	..	3	65.71	..	..
Kenana	23	..	..	1	..	1	2	2	65.25	..	..
Te Haroto	37	..	..	..	1	4	5	4	65.21	..	..
Poroporo	52	..	..	..	6	1	8	8	64.8	..	..
Ahipara	54	..	..	..	3	4	11	6	64.59	..	..
Te Whaiti	32	..	..	..	1	1	3	5	64.17	..	..
Mangamuka	61	..	..	..	4	5	3	11	61.77	..	..
Omarumutu	65	..	..	..	3	7	8	4	61.63	..	..
Te Ahuahu	17	..	..	..	..	..	..	4	58.5	..	..
Pamoana	22	..	..	..	1	1	3	..	57.9	..	..
Ruapuke	13	..	..	..	2	3	..	2	57.74	..	..
Wairau	16	..	..	1	..	..	..	..	57.4	..	..
Whakarapa	33	..	..	..	..	3	6	..	56.9	..	..
Waitabanui	51	..	..	1	1	..	..	15	55.4	..	..
Whangaruru	33	..	..	..	2	3	5	..	55.0	..	..
Te Ararua	49	..	..	2	1	4	8	4	54.93	..	..
Arowhenua	34	..	2	2	2	..	..	1	54.23	1	1
Otaua	20	..	..	..	1	1	3	..	53.91	..	..
Te Waotu	22	..	..	1	2	2	..	2	53.57	..	..
Motukaraka	22	..	..	..	..	3	3	..	51.95	..	..
Ohaeawai	32	..	..	..	3	2	3	2	51.67	..	..

Table No. 7--continued.
RESULTS of EXAMINATION, 1906--continued.

Schools.	Number on the Roll.	Passes of Pupils examined.							Examination Percentage.	Certificates of Competency issued.	Certificates of Proficiency issued.
		VII.	VI.	V.	IV.	III.	II.	I.			
Otamatea	26	..	..	1	1	1	..	5	51.35	..	..
Lower Waihou	20	..	..	..	..	..	6	2	51.3	..	..
Tangoio	27	..	..	..	2	1	..	..	50.3	..	..
Hauaroa	73	..	3	..	..	4	8	7	50.12	..	3
Waikawa	18	..	..	..	..	2	..	..	49.5	..	..
Te Pupuke	52	..	..	..	4	2	3	3	45.9	..	..
Waimana	51	..	..	..	2	2	..	..	45.05	..	..
Pipiriki	38	..	..	..	3	3	3	1	45.34	..	..
Pamapurua	41	..	..	..	..	3	5	..	41.77	..	..
Little River	33	1	..	..	..	..	2	1	40.6	1	..
Manaia	32	..	..	..	3	1	1	1	29.4	..	..
Oparure ⁽¹⁾	29	..	..	..	..	1	1	..	..	..	..
Kaiwhata ⁽²⁾	16	..	..	..	..	..	..	..	..	..	..
Mangaorongo ⁽²⁾	27	..	..	..	..	..	..	..	..	..	..
Raukokore ⁽²⁾	47	..	..	..	..	..	..	..	..	..	..
Tautoro ⁽²⁾	51	..	..	..	..	..	..	..	..	..	..
Tuhara ⁽²⁾	44	..	..	..	..	..	..	..	..	..	..

(1) Marks not given.

(2) Not examined.

Table No. 8.

CLASSIFICATION as regards STANDARDS and RACE of PUPILS on the SCHOOL ROLLS at the End of December, 1906.

Standards.	Race.												Totals.		
	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.					
	Boys.	Girls.	Total.	Speaking English.		Speaking Maori.		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Preparatory class	722	637	1,359	28	17	45	58	58	116	53	45	98	861	757	1,618
Standard I ..	264	199	463	15	13	28	18	15	33	16	28	44	313	255	568
Standard II ..	295	220	515	15	15	30	19	24	43	35	23	58	364	282	646
Standard III ..	220	208	428	12	14	26	13	13	26	38	27	65	283	262	545
Standard IV ..	200	151	351	16	15	31	15	12	27	20	23	43	251	201	452
Standard V ..	112	72	184	4	6	10	7	8	15	19	13	32	142	99	241
Standard VI ..	35	17	52	4	2	6	2	2	4	19	20	39	60	41	101
Standard VII ..	..	..	..	..	..	..	..	..	..	1	2	3	1	2	3
Totals ..	1,848	1,504	3,352	94	82	176	132	132	264	201	181	382	2,275	1,899	4,174

NOTE.—M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European. For the purposes of this classification the language spoken in the home is taken.

SUMMARY of TABLE showing STANDARD CLASSIFICATION.

Standards.	Boys.	Girls.	Totals 1906.	Totals 1905.
Preparatory classes	861	757	1,618	1,223
Class for Standard I	313	255	568	728
" II	364	282	646	629
" III	283	262	545	574
" IV	251	201	452	439
" V	142	99	241	162
" VI	60	41	101	80
" VII	1	2	3	28
Totals	2,275	1,899	4,174	3,863

Table No. 9.
CLASSIFICATION AS REGARDS AGES AND STANDARDS OF PUPILS AT END OF DECEMBER, 1906.

Ages.	Standards.																								Certificates.*			
	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.*		Standard VII.*		Standard VII.*		Boys.	Girls.	Total.	Competency	Proficiency.					
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.										
	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.	Total.										
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.										
5 and under 6 years	173	178	351	1	1	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6 "	209	176	385	12	14	26	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
7 "	179	152	331	56	39	95	14	11	25	1	2	2	0	2	..	..	..	..	..	..	..	..	..	..	..
8 "	135	94	229	65	57	122	59	39	98	11	24	35	2	3	5	..	..	..	..	..	..	..	..	..	..
9 "	74	65	139	63	54	117	76	62	138	35	39	74	6	10	16	1	2	..	..	..	..	..	..	..	..
10 "	40	37	77	44	37	81	83	49	132	90	55	145	30	28	58	12	8	20	..	..	..	..	..	..	..
11 "	14	16	30	36	19	55	49	60	109	50	47	97	70	47	117	17	20	37	2	1	3	..	..	..	..
12 "	20	16	36	15	20	35	36	32	68	49	47	96	57	44	101	25	21	46	9	9	29	..	..	1	1	
13 "	5	9	14	12	3	15	19	12	31	22	28	50	42	39	81	30	15	45	11	10	21	..	..	..	24
14 "	3	8	11	5	7	12	15	9	24	14	10	24	22	20	42	26	19	45	12	11	23	..	..	..	..
15 "	9	6	15	4	4	8	13	6	19	11	11	22	20	10	30	31	15	46	15	10	25	1	1	1	1	2		
Totals	861	757	1,618	313	255	568	364	282	646	283	262	545	251	201	452	142	99	241	60	41	101	1	2	1	2	3	24	29

Table No. 10.

STANDARDS PASSED by EUROPEAN CHILDREN attending NATIVE SCHOOLS examined during the YEAR 1906.

Education Districts.	Standards Passed.							Certificates of Competency.	Certificates of Proficiency.
	I.	II.	III.	IV.	V.	VI.	VII.		
Auckland	30	34	21	16	11	15	1	7	9
Taranaki	5	2	1	3	4	..	..	..	..
Wanganui	1	1	1	2	..	..	..	..	..
Hawke's Bay ..	3	1	5	5	2	9	3	3	9
North Canterbury ..	..	..	..	1	2	1	..	..	1
Otago .. ..	..	2	2	2	1	2	1	..	3
Totals	39	40	30	29	20	27	5	10	22

Table No. 11.

CHILDREN of MAORI and MIXED RACES attending PUBLIC SCHOOLS, December, 1906.

Education Districts.	Of Maori Race.			Of Mixed Race living as Maoris.			Of Mixed Race living as Europeans.			Total.			Number of Schools attended.	Certificate granted.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		Competency.	Proficiency.
Auckland	792	584	1,376	46	40	86	360	334	694	1,198	958	2,156	229	11	10
Taranaki	31	26	57	5	5	10	23	21	44	59	52	111	21	..	..
Wanganui	187	113	300	13	5	18	20	26	46	220	144	364	47	1	..
Wellington	114	83	197	15	14	29	44	35	79	173	132	305	36	4	2
Hawke's Bay ..	276	168	444	17	18	35	92	73	165	385	259	644	47	..	..
Marlborough ..	8	4	12	3	3	6	13	12	25	24	19	43	8	..	..
Nelson	6	3	9	..	..	..	14	10	24	20	13	33	5	..	..
Grey .. ..	..	1	1	..	..	..	..	..	..	..	1	1	1	..	..
Westland	9	5	14	..	..	..	..	..	..	9	5	14	3	..	..
North Canterbury	19	6	25	..	..	..	14	20	34	33	26	59	14	..	1
South Canterbury	5	10	15	..	..	..	5	2	7	10	12	22	2	..	..
Otago	20	24	44	3	4	7	19	13	32	42	41	83	14	..	..
Southland .. ..	..	..	..	10	10	20	53	44	97	63	54	117	21	..	..
Totals for 1906	1,467	1,027	2,494	112	99	211	657	590	1,247	2,236	1,716	3,952	448	16	13
Totals for 1905	1,298	961	2,259	119	106	225	687	615	1,302	2,104	1,682	3,786	406	..	..
Difference	169	66	235	-7	-7	-14	-30	-25	-55	132	34	166	42	..	..

Table No. 12.

(a.) NUMBER of MAORI PUPILS receiving Higher Education, &c., at the End of 1906.

School.	Government Pupils.		Private Pupils.	Totals.
	Scholarship-holders formerly attending Native Schools.	Temporary.		
Boarding-schools—				
St. Stephen's (boys), Parnell, Auckland ..	29	..	31*	60
Te Aute (boys), Hawke's Bay ..	11†	..	60‡	71
Hukarere (girls), Napier ..	10	6	45	61
St. Joseph's (girls), Napier ..	3	10	25	38
Queen Victoria (girls), Auckland ..	20	..	19	39
Turakina (girls), Wanganui ..	7	3	10	20
Totals ...	80	19	190	289

* Including 1 Niue Islander and 1 European.
8 Europeans.

† Including 1 boy from Chatham Islands.

‡ Including

Table No. 12 *continued.*

(b.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Scholarships at High Schools or Colleges at the End of 1906.

Number.		Primary School.	High School or College at which Scholarship is held.
M.	F.		
1	...	Woodhill	Auckland Grammar School.

(c.) NUMBER of MAORI STUDENTS, formerly attending Native Schools and College, holding University Scholarships at the End of 1906.

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

(d.) NUMBER of MAORI PUPILS, formerly attending Native Schools, holding Industrial Scholarships at the End of 1906.

Number.	Native School.	Trade to which Scholars are apprenticed.	District.
2	Rangitukia	Blacksmith	East Coast, Gisborne.
1	Tikitiki	Builder	Auckland.
1	Whirinaki	Builder	Auckland.

(e.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Industrial Scholarships at the End of 1906.

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

(f.) NUMBER of MAORI PUPILS, formerly attending Native Boarding-schools, holding Hospital Nursing Scholarships at the End of 1906.

Number.	Kind of Scholarship.	Boarding-school.	District Hospital.
1	Day-pupil	Hukarere	Napier Hospital.
1	Day-pupil	Queen Victoria	Auckland Hospital.
1	Probationer	Napier Hospital.
1	Probationer	Wellington Hospital.
1	Probationer	Auckland Hospital.

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