

1909.
NEW ZEALAND.

EDUCATION :
NATIVE SCHOOLS.

[In continuation of E.—2, 1908.]

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

No. 1.

EXTRACT FROM THE THIRTY-SECOND ANNUAL REPORT OF THE MINISTER OF
EDUCATION.

THE number of Native village schools in operation at the end of 1907 was ninety-nine. During the year 1908 seven were opened, five were transferred to the control of the Education Boards of their respective districts, and four were closed, thus leaving a total of ninety-seven schools in operation at the end of 1908. The number of children on the rolls of these schools at the 31st December, 1908, was 4,217, as against 4,183 at the close of the preceding year. The average attendance for the year was 3,781, the percentage of regularity being 84·4, an increase of about 2 per cent. on that of the previous year. The average weekly roll-number for the year was 4,479, which is the highest yet reached.

There were at the 31st December 215 children on the rolls of the various Native mission schools and 303 others on the rolls of the secondary Native schools, all of which are inspected by officers of the Education Department. This shows that there were at the end of 1908 4,735 children attending Native schools of one kind or other, the gross average weekly roll being 4,986 and the gross average attendance being 4,249.

The new schools opened during the year—viz., Waiuku, Manukau Harbour; Wharekawa and Mataora Bay, Thames County; Kakanui, in Kaipara district; Ngongotaha, near Rotorua; Motiti Island, Bay of Plenty; and Taemaro, near Mangonui—have made a very promising beginning, though some are being conducted in temporary buildings at present.

The steady increase in the attendance, and the frequent applications received for the establishment of new schools, point to the appreciation by the Maori people of the advantages offered them, and an increasing desire on their part for education. Information will be found in the Inspector's report with regard to the applications that are now under consideration.

Reference to the Inspector's report will show that the standard of efficiency of the schools is satisfactory; in many cases it is very high indeed. It must be remembered in this connection that there has been a very considerable increase during the past five years in the standard requirements, which are now practically on a level with those of the ordinary country school.

The new syllabus provides for some form of manual training in every school. In many schools elementary practical agriculture is taken up, and useful experimental work is being done. There were fifteen workshops in operation during the year, and much useful work continues to be done by them.

At the six boarding-schools—St. Stephen's and Te Aute for boys; Queen Victoria, Hukarere, St. Joseph's, and Turakina, for girls—the Government provides a number of free places tenable for two years to Maori children qualified under the regulations. One hundred and three free places were held at the end of 1908.

One University Scholarship was being held at the end of the year by a Maori youth studying medicine at Otago University, and there were five boys apprenticed to suitable trades.

There were during 1908 three nurses holding day-pupil scholarships, and four probationers on the staffs of various hospitals. Of these latter, two have passed the examination qualifying them for registration as nurses, and they have since attended for further training at St. Helens Maternity Hospital, where one has gained a certificate in midwifery.

The total expenditure on Native schools during the year, including £52 6s. 10d. paid from Native school reserves, was £33,307 2s. 4d. Deducting recoveries, £72 3s. 3d., the result is a net expenditure of £33,234 19s. 1d., as against £31,492 4s. 4d. in 1907. Included in this amount is the sum of £4,773 18s. 5d. expended on new buildings and additions; £2,583 14s. 8d. on secondary education including fees for holders of free places in secondary schools, industrial or technical scholarships for boys, nursing scholarships for girls, and University Scholarships.

Head teachers of Native schools now receive salary at the same rate as do head teachers of public schools, and the payments are subject to similar conditions. Prior to the revision of the salary scheme the amount paid in salaries for 1906 was £17,519, for 1908 it was £20,292, and under the revised scale coming into force this year a further increase is effected. The average salary paid to head teachers of Native schools for the year 1908 was £158 11s. 7d.

The staffs of the village schools included seventy-six masters and nineteen mistresses in charge, one hundred and six assistants, and five sewing-teachers.

At the end of the year the standard classification of the children in the village schools was as follows:—

Class P	1,939
Standard I	465
Standard II	524
Standard III	536
Standard IV	376
Standard V	246
Standards VI and VII	131

Six certificates of proficiency and twenty-four of competency were gained in these schools during the year. The number of European children in Native schools at the end of the year was 410, of whom 376 were in the preparatory class and lower standards, and 34 in Standards VI and VII. Two certificates of proficiency and seven of competency were gained by European children during the year.

The classification according to race of the children at the 31st December, 1908, was as follows:—

Maori or nearly so	80.5 per cent.
Half-castes speaking Maori	7.9 „
Half-castes speaking English	1.9 „
Europeans	9.7 „

There were 4,429 children of Maori or mixed race attending public schools: of these, 63.54 per cent. were Maori, 6.25 per cent. of mixed race living as Maoris, and 30.21 per cent. of mixed race living as Europeans.

Twenty-six certificates of proficiency and fifteen of competency were gained during the year by Maori children in public schools.

So far as statistics are available the number of persons in New Zealand of Maori and of mixed race receiving instruction at the end of the year 1908 may be summarised as follows (omitting Maoris attending secondary schools and Maoris at certain schools not under Government inspection, of whom no separate return is made):—

	Actual Number.	Number per 10,000 of Maori Population at Census of 1906 (47,731).
I. Primary schools—		
(a.) Government Native schools	4,217	883.5
(b.) Mission-schools	215	45.0
(c.) Public schools	4,429	927.9
	8,861	1,856.4
II. Secondary schools	303	63.5
III. Special technical training	13	2.7
Totals	9,177	1,922.6

No. 2.

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

SIR,—

Wellington, 22nd March, 1909.

In accordance with instructions, we have the honour herewith to place before you our report on the general condition of the Native schools and the work done by them during the year 1908.

NEW SCHOOLS, ETC., 1908.

At the end of the year 1907 there were ninety-nine village schools in operation. During the year 1908 seven new schools were opened, five were transferred to Education Boards, and four were closed, so that there were ninety-seven schools working at the end of 1908.

The new schools opened during the year were—*Waiuku*, Manukau Harbour; *Mataora Bay*, near Waihi, Bay of Plenty; *Wharekawa*, near Tairua, Bay of Plenty; *Ngongotaha*, near Rotorua; *Motiti Island*, near Tauranga, Bay of Plenty; *Taemaro*, near Mangonui; and *Kakanui*, in Kaipara district.

At four of these places—*Waiuku*, *Ngongotaha*, *Taemaro*, and *Kakanui*—school is being conducted for the present in temporary buildings.

The following schools were transferred to the Boards of Education in their respective districts:—*Punihō*, in Taranaki; *The Neck*, in Southland; *Little River*, *Rapaki*, and *Katapoī*, in North Canterbury.

The schools at *Whangape*, *Mangaorongo*, *Rakaumanga*, and *Motukaraka*, in the Auckland District, were closed.

The following is the position with regard to the most promising applications for the establishment of new schools:—

Rakaunui, Kawhia.—A site has been acquired here: unforeseen difficulties having prevented the Department from carrying out the proposal to remove the *Raorao* buildings, it will be necessary to make other provision.

Taharoa, Kawhia.—The Maoris promised to decide upon a suitable site, but up to the end of the year they had not communicated their decision to the Department, and no further action was therefore possible. (Since the beginning of the current year, however, they have agreed upon a suitable site, and the matter is now being dealt with.) The case is a promising one.

Waitapu, Hokianga.—An application was made for the reopening of this school, and the request is to be acceded to

Whangape, Hokianga.—After a considerable delay it has been decided to provide two schools to meet the requirements of this district. One has already been opened in temporary buildings on the northern side of the harbour, and the old school buildings are to be removed to *Pawarenga* to serve the southern side.

Te Huruhi, Waiheke Island.—A visit paid to the place showed that there is need for a small school. No reply has yet been received to the Department's enquiry as to securing a site.

Kawa, Great Barrier Island.—A half-time school has been opened here by the Auckland Board of Education.

Orauta, near Kawakawa, Bay of Islands.—A very good case exists for the establishment of a school here, and the matter of acquiring a site is now in hand.

Rangitahi, near Galatea.—This case would be met by the removal of the old *Awangararanui* buildings. There is little doubt that a school is required. A site has, however, to be formally acquired before further action is possible.

Waiohau, Urewera.—This is a very difficult case, owing to the want of unanimity among the people and to their migratory habits. The Department's experience of Urewera tribes makes caution necessary here.

Okere, near Rotorua.—The investigations made do not so far show any urgency in the matter, and further inquiries are therefore to be made when an opportunity occurs.

Ngamatea, near Raetihi, appears from recent inquiries to be a case for an aided school. About half the children available are Europeans, and the matter is being referred to the Wanganui Board of Education.

Waimiha, King-country.—The Department has under consideration a proposal to open a small school in temporary buildings at this place.

No progress can be reported in the case of *Te Reinga*, Poverty Bay District. *Oruawharo* and *Arapaoo* (Kaipara district), *Waihapa* and *Taupo* (near Whangaroa), *Te Takapu* (near Rangiriri, Waikato), *Maungatapu* (near Tauranga), and *Waiuhi* (near Gisborne) are to be further investigated as early as possible. Application has been renewed in the case of *Te Tii-Mangonui*, Bay of Islands, which is to be inquired into early this year, and preliminary steps have been taken in the case of *Pakiri*, near Frasertown.

There are many causes tending to create delay in the establishment of schools and the erection of the buildings which are not apparent to outside observers. It is not always convenient for an officer to proceed to a particular locality immediately upon receipt of an application: the case must wait until he next visits the district. The survey of the site of three or four acres is frequently delayed from a similar cause, and the formal acquisition of the site, after survey has at length been completed, takes up considerable time. There can be no doubt that the delay that has occurred in several instances has militated against the success of the school. The Department cannot, however, proceed with the erection of buildings until a clear title to the site has been obtained, and for this reason, in the cases mentioned above, recourse has been had to temporary buildings, an arrangement which, though very inconvenient to teachers and children, certainly tends to maintain the interest in the school. To avoid delay in the erection of the buildings, and the carrying out of necessary repairs, the Department has during the year engaged a foreman builder, and matters have been considerably expedited in consequence.

GENERAL REMARKS.

Reading.—In this subject the work of the year is marked by a gratifying amount of improvement, and the standard of the schools has been raised considerably. In former years the readers were of a grade lower than the grade of the particular class in which they were used; children in Standard IV, for instance, using Royal Crown Reader No. 3, and so on throughout the school. Now, as the result of improved methods, and the avoidance of too hasty promotion in the lower part of the school, the children are well able to cope with the difficulties of the books prescribed for the various standards, and in many cases the use, as tests, of reading passages previously unseen was attended with good results. It is desirable, however, that intelligent comprehension should be secured, and this is the point which now requires careful attention. There can be no intelligent comprehension of a passage which contains words meaningless to the reader, and, while it is not desirable that children should be able to give synonyms for every strange word they meet, they should be able to reproduce in their own words the ideas contained in the passage read. Another defect in the reading is the want of phrasing, absence of which results in the passage being read, not as a series of notions, but as a succession of words.

“Words have to be grouped into notions, and the various relations of these groups have to be vocally indicated. Hence the phrasing or proper grouping of the words involves a proper understanding and translation of punctuation.

There can be no good reading without frequent and sometimes long pauses. They convey an effort of spontaneity which rivets the attention of the hearer; while unbroken fluency will never sustain

attention, because it is manifestly accompanied with little or no thought on the part of the reader. Appropriate pausing will lead the reader to *think*, and to exercise his judgment as he reads.”—(*Bell*.)

With regard to the other features of good reading—correct pronunciation, good enunciation, and good articulation—the progress made generally is very satisfactory indeed. The cockneyisms that are only too marked among the children of the Dominion do not appear in most of our schools, a result due partly to the care with which the first steps in reading are taught in the preparatory classes, and partly to the natural aptitude of the Maori child for acquiring correct sounds.

With the increase in power to read is growing also the increase in desire to do so, and applications for library books have become more frequent. Libraries have now been established in at least one-third of the schools.

The recitation—practically a new feature in the syllabus—has not so far been of much merit: in many cases it has degenerated into mere repetition, and has not risen above monotonous sing-song. Recitation is a great aid to a good vocal delivery and intelligent reading, and teachers apparently do not yet realize its value.

The choice of poetry for recitation is not always a happy one. The fact that a poem occurs in the reading-book should not be regarded as indicating its suitability for the purpose. It may be too difficult of understanding, or it may be uninteresting to the child. In recitation, as in reading, before an intelligent rendering of a passage can be given, the child must be able to make mental pictures of the various ideas contained therein.

Spelling.—In the lower classes there is on the whole little to find fault with in this subject, as the children are fairly able to write correctly such words as they can read intelligently, and these are all that they should be required to spell. Children are frequently set to learn the spelling of lists of words—a work involving more or less waste of time. The confusion of “their” with “there,” “where” with “were” or “wear,” will never be overcome by spelling-drill. The children should be trained to use these words in oral lessons, then to observe their written forms, and finally to use them in writing. Transcription still suffers from carelessness and from insufficient supervision. There is no excuse for either of these; indeed, unless the transcription is corrected, it had better not be given at all. Similar remarks apply in many instances to the dictation, which involves more than mere accurate reproduction of words and punctuation-marks. Intelligent comprehension of the passage by the child will prevent many mistakes in the spelling, and will, with practice and comparison with the passage as printed in the reading-book, enable him to overcome the difficulties in punctuation.

Writing.—The writing is still very far from satisfactory, and the defects are due solely to want of proper teaching of the subject.

The difference between the work of the lower classes and that of the higher is very marked, from which one can only infer that writing receives much less attention in the higher classes than in the lower ones. Copybooks with headlines are being supplied this year, and it is to be hoped that by their use the writing will be materially improved. But it must not be understood that the placing of a copybook in the hands of a Third or Fourth Standard child will *ipso facto* teach him to write.

Even though the exigencies of the school require that the upper standards be grouped together, all using the same copybook, a definite lesson should precede the writing, and untiring supervision should follow each step.

Too much importance cannot be placed on the correct holding of the pen and the correct posture of the body, and yet in very many instances these are quite overlooked. Indeed, children are allowed to write in attitudes which render good work impossible, and are probably harmful to them physically.

It has been frequently stated that Maoris have a natural aptitude for writing, but it is not safe to rely upon this in all cases. In the few schools where writing is well taught the children certainly write an excellent hand; good teaching rather than natural ability has played the most important part in producing this result.

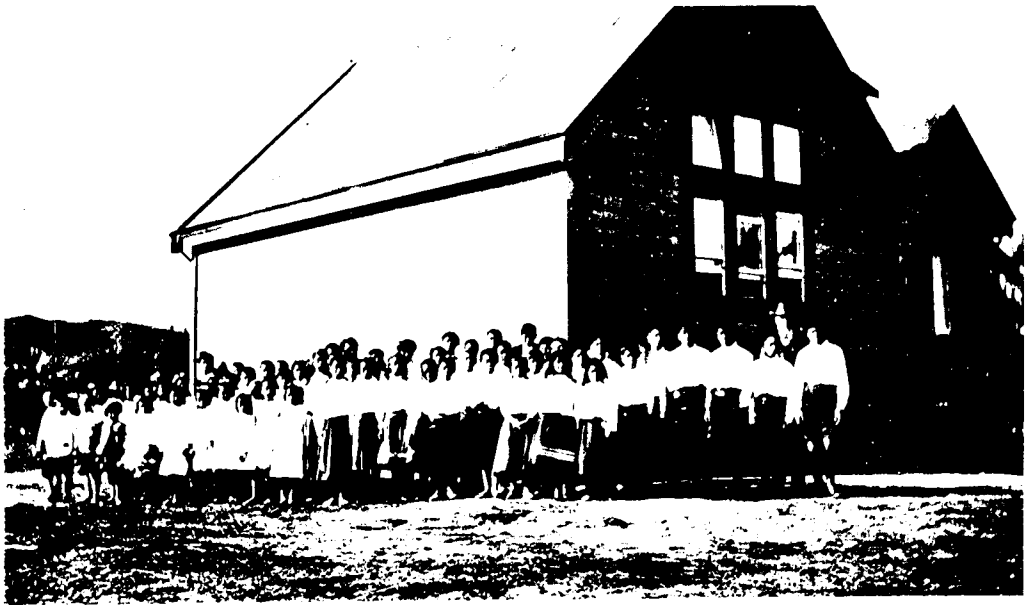
English.—The English work of the preparatory and lower standards is relatively much better than that of the higher ones, and we are forced to the conclusion that the amount of oral teaching diminishes as the higher standards are reached. It is impossible to place too high a value on oral composition as a means of teaching English in Maori schools. Indeed, so far as we are aware, there is no other way of teaching it, and it cannot therefore be neglected or discarded at any stage in the child's career. Unless he is made to use English directly as the mode of expressing his ideas he cannot make progress. One frequently finds specimens of absurd mistakes—“howlers” as they are called—quoted as illustrating the futility of teaching English to Maori children. The true explanation of these is that the child's mind is working in two directions at the one time. He thinks as a Maori, and attempts to speak as a pakeha. A striking illustration of this occurred during one examination. A boy, who was asked the meaning of the expression “angry foes,” replied, “Angry foes are friends to fight with.” His answer was, of course, a literal translation of the Maori *hoa riri*—he was still a Maori in habits of thought. Until by constant use of English in oral composition, as well as in reading and other subjects of the school course, a child has acquired the habit of thinking in English and of not translating from Maori as he goes, he will be liable to errors such as those referred to. This, then, is the problem that the teacher must solve.

A fair amount of improvement has been shown during the year in the correlation of reading and English, and it is not uncommon to find Maori children who can readily tell in their own words a story which they have read, or reproduce a piece of poetry in which they have been interested. It would be wise if no lesson in reading were put aside as done with until the children had shown their comprehension of it by their ability to reproduce it in their own language, first orally, and then in writing.

Again, it is necessary to impress upon teachers the necessity of keeping on lists some record of the topics upon which composition-lessons have been given during the year. Through neglect on the part of the teacher to do this, the children are kept, unintentionally perhaps, circling round the same path, and their range of ideas is limited to its circumference.

Attention is very necessary also in the higher classes to the writing of all kinds of letters. Those that we get at the examinations and in the ordinary course show the need for better training, and great

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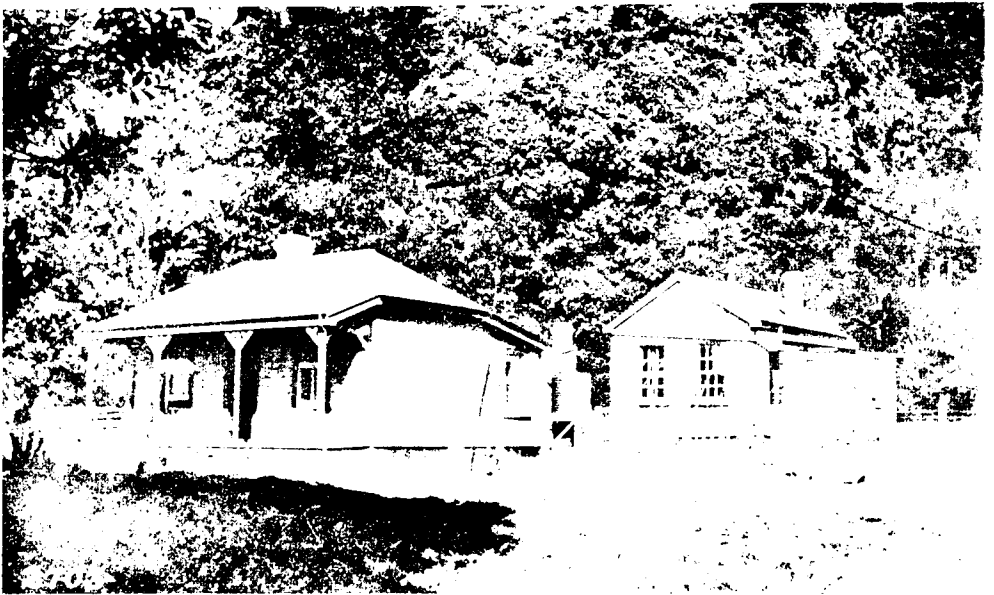
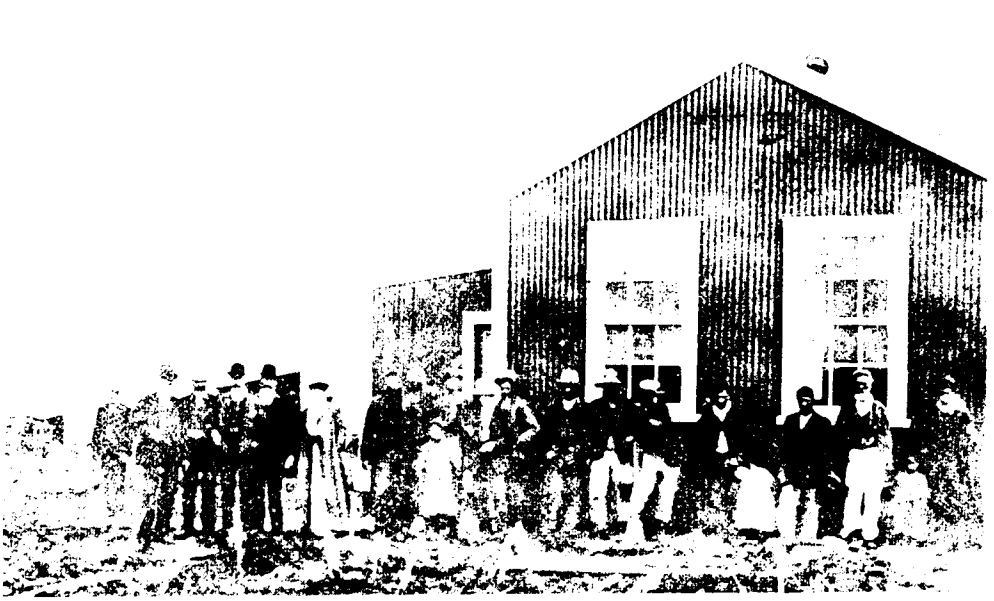
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1. GROUP OF PUPILS, WHAKAREWAREWA NATIVE SCHOOL.
2. PUPILS AND TEMPORARY BUILDING, NGONGOTAHU NATIVE SCHOOL, ROTORUA.
3. ORPHAN NATIVE SCHOOL, TAUPŌ.



1. WAIKAIHANGI NATIVE SCHOOL, TAIKOO.
2. MOTUEI ISLAND NATIVE SCHOOL, BAY OF PLENNY.
3. WHAREKAWA NATIVE SCHOOL, THAMES COUNTY.

improvement might be effected in this important matter with little effort. Some time ago we were very much interested in the correspondence that had passed between the Maori children of one of our best schools and European children at school in Australia. We do not know whether the correspondence is kept up, but we certainly think the plan might be well adopted by our teachers—its benefits are obvious to every one.

Arithmetic.—The Department should have every reason to be satisfied with the work done in the preparatory classes in the majority of our schools, in many of which the degree of efficiency attained leaves little to be desired. The benefits arising from the teaching of infant children only such numbers as are within their comprehension, and from the large amount of oral work necessary in the lowest classes, are making themselves felt, and there is no doubt that when these children come to the standard classes their ability to grapple with the more difficult processes will be largely increased. For, after all, there is nothing in arithmetic but the four processes; beyond that it is merely a question of interpretation of language—a study in English.

Far too much stress is laid on “rules” in the higher classes, and this, combined with inadequate appreciation by the child of the language in which sums are stated, leads him into confusion. He can work with accuracy sums that are purely mechanical, but is puzzled if the questions are set in problem form; he cannot see how his “rules” apply. The oral exercises in the class-books afford teachers ample opportunity of inculcating the principles involved in steps of easy gradation by means of examples that can be worked mentally, but these exercises are frequently ignored in favour of the mere statement of a rule. Of course, the latter method is easier for the teacher; indeed, some teachers can teach simple interest in one lesson where we ourselves should take several.

It is important, too, that great attention should be paid to setting out clearly the several steps in the working of examples—a matter which is frequently reduced to a minimum, or omitted altogether.

In assigning marks in cases where, though the process is correct the answer may be wrong, the explanation of the steps is indispensable. In all cases of practical arithmetic, such as bills of accounts, neatness and style should count for much more than they do, and typical examples may well serve for exercises in transcription. In very few schools can one find attempts being made to make the work in arithmetic a matter of actual experience. Children learn the various tables, and talk of chains, miles, meters, and kilometers, but have had no opportunity of realising what these distances actually represent in connection with their own districts. The number of miles from one place to another is still in many places a matter of the staying-power or speed of your horse. “Good horse, two miles; bad horse, too far,” is the answer given in connection with distances as great as thirty miles. At one school the children have placed on the roadside pegs marking the mile and the kilometer, one on either side of the school, and both of these distances are by this means made real to them; but such laudable practices are by no means common. Actual measurements can easily be carried out even in the earliest classes, and no table should be committed to memory until its constituents have been made a matter of personal experience in the case of each pupil. Elaborate and expensive appliances are not necessary; the ingenious teacher will quickly find means to make such as he needs, or, better, get the children to make them. Thus, for example, a piece of wire, string, or rope can be marked off as a chain measure by means of which distances can be measured and areas computed by the children. Small bags of sand can be used to represent the different weights, and articles can be weighed. The principle thus laid down may be extended to all the tables with which the child is concerned during his school career, and thus the weights and measures would have connection with realities, and the tables would no longer be a string of mere words.

Geography.—A fair amount of progress has been made in this subject, though most of the schools are in the transition stage between the old and the new syllabus of work. There can be no doubt that the alteration has led the children to observe more carefully natural phenomena as they appear in the neighbourhood of the school. Few teachers have made satisfactory schemes of work, but have apparently followed rigidly the details of the syllabus without following its methods; they attempt too much, and have not time to teach it properly. Nor does it seem that in every case “direct observation furnishes the method of approach.” One or two lessons will suffice for the rough determination of the north and south line, the position of the sun at noon and similar phenomena. Models in sand or plasticine can easily be made by the children to illustrate the geographical features seen within a short distance of the school. In one school in the Hot Lakes district an excellent model in relief was exhibited showing the principal hot springs, the lakes, and the volcanic peaks. We have no doubt that such methods will become general as teachers appreciate their value, and the change is being made gradually.

With regard to the political geography, a programme of the work covered should be available on the examination-day. There is quite a large store of geographical matter contained in the reading-books and the *School Journal* from which such programmes can be formed.

Sewing.—This subject continues to be well taught throughout the schools, and the practical side of the work receives careful attention at the hands of the assistant teachers, whose efforts in this direction are worthy of every commendation. An increase has been made in the number of schools at which the use of the sewing-machine is taught, and a large amount of useful work is done thereby, the women in some places attending the class of instruction.

Drawing and Handwork.—Elementary manual training in some form or other is taken in nearly all schools, and the results achieved are on the whole very fair. Paper-work of various kinds is done in the infant classes, but there is not, so far, much correlation of handwork with drawing, and the work is therefore deprived of the greater part of its value. The opportunity it affords of giving practice in English is also neglected to a large extent. Under these circumstances handwork becomes neutral; the mere manipulation is of little or no value.

Exercises in cardboard furnish means of teaching measurement to scale, and thus have a special value, but want of exactness spoils much of the work. In plasticine modelling excellent work is to be found in many schools, reproductions of natural objects being faithfully done.

The drawing is still of poor quality, and will continue to be so until more systematic attention is given to it.

In some schools teachers have made an excellent beginning in making use of nature itself, and in one school particularly good work was exhibited, showing how drawing can be correlated with elementary agriculture. There are still many teachers who have not yet learned to discard the flat copies and drawing-charts in favour of nature itself.

Elementary Practical Agriculture.—School gardens have been now established in fifty-one schools, in some cases with remarkably good results. Maoris hold manure of whatever kind in abomination, and cannot be brought to recognise its value or to use crops that have been grown by its agency. The result is that in places like Te Kaha, where crops of maize have been grown every year continuously for upwards of thirty years, the ground has become exhausted, and poor crops are obtained. In such circumstances the school garden may furnish an object-lesson not only to the school-children, but also to the community. An interesting report on experiments in potato-growing as carried out by the children is supplied by one teacher. Twenty-eight pounds of seed were put into five plots, each 7 ft. by 21 ft.; artificial manures were applied in four of the plots, and 205 lb. weight of potatoes were obtained. The teacher states that there was an inclination on the part of the boys to favour the unmanured plot, but the results, which were closely watched and checked by the class, were convincing, the unmanured plot returning only 17 lb. as against 65 lb. produced in that in which a little superphosphate, sulphate of ammonia, and sulphate of potash had been used. He adds that the experiment was watched by a number of the adults, and that no sign of blight was seen in the school crop, though its presence was reported in the village. It is impossible to overestimate the value of such work, and we hope that teachers in various localities will see their way to carry out similar experiments with other crops. Even in places where the land has been pronounced to be useless, it has been surprising to find what cultivation and energy have been able to produce. Two places in the Far North offer striking examples of this, and flourishing gardens appear where previous teachers had made no attempt to cultivate what had seemed to them the unkindly soil.

Woodwork.—During the year there were in operation fifteen workshops attached to village schools, and these afford the means of imparting valuable instruction. The people continue to show their appreciation of the workshops, and are not slow to take advantage of them either by purchasing readily the articles made in them, or by coming themselves to share in the work. At *Oruanui* the pupils who have been trained in the school workshop have built cottages for both European and Maori residents.

Domestic Duties.—Training in domestic duties continues to be given with success in several of the schools, and the specimens of the work done by the girls and submitted at the examination bore ample testimony both to the excellence of the instruction and to its practical nature. It must be understood that no special cookery-rooms have been provided, nor is the outfit of an elaborate nature. Two hundred pounds of flour per annum, a few bread-tins and pans, a camp-oven, and a sympathetic woman willing to devote the time and even the use of her kitchen to the purpose, and there you have a cooking-class established in a Native school.

Singing.—The singing has again been a matter of considerable enjoyment to us, and is on the whole very well taught. The sight tests that we have used were gone through by the children with comparatively little difficulty, which shows that they are acquiring the power to sing at sight. A greater variety of songs would be more acceptable to us, and we certainly think that new songs should be submitted every year in every school. It is a pity that a better selection of tonic sol-fa books is not available. Those we have are, in the case of many schools, not up to the standard of the children's abilities.

Drill.—Breathing exercises now form an integral part of the drill in vogue in Native schools, and a handbook of physical exercises has recently been issued to teachers. There are still signs of neglect to engage in physical exercises with the regularity that the subject demands, and we are afraid that in some schools drill is postponed until the annual inspection draws near. Five or ten minutes' practice daily throughout the year before the pupils enter school would achieve better results than those obtained at present.

NEW SYLLABUS.

The proposed course of instruction in Native schools which was laid before teachers in 1907 has now been adopted as the syllabus to be followed, though it is probable that in the compilation of the code some modifications will be effected.

The subjects of instruction in Native schools are now English, arithmetic, handwork, nature-study, morals, singing, and physical drill. It is interesting to compare this syllabus with that which existed when Native schools first came into being. The system of education followed in the earliest times was to impart instruction to the Maoris in their own language in establishments where great numbers of all ages were congregated, and where they were not only educated, but housed, clothed, and fed. Some of these establishments contained more than a hundred Natives, and the cost of maintenance was considerable.

By the Native Schools Act of 1858 a grant of £7,000 per annum was provided for a term of seven years in aid of schools for the education of the aboriginal Native race, whether children or adults. Grants from this fund were made periodically to the respective managers of schools aided under the Act, in proportion to the number of scholars, the rate of capitation being not less than £5 and not greater than £10 per head. Instruction in the English language and in the ordinary subjects of primary English education and industrial training, formed a necessary part of the system pursued in every school that received Government aid.

The Native Schools Amendment Act of 1867 provided for the formation of education districts and for the granting of subsidies towards the cost of buildings and teachers' salaries. The Act required that instruction should be carried on in the English language as far as possible. Before the Act could be brought into effectual operation the North Island became involved in war, and it was not until the year 1871 that a strenuous effort could be made to construct a workable scheme of Native education.

The objects desired by the Government in passing the Native Schools Act of 1871 were as follows :— Firstly, the establishment of village schools wherever a sufficient Native population and other circumstances rendered it possible ; secondly, the instruction of the Natives in the English language only except in cases where the location of an English teacher might be found impossible ; thirdly, the working of the village schools through the agency of the Maoris themselves associated with and aided by such Europeans as might be willing to work with them on School Committees ; fourthly, the contribution by the Natives of such proportion of the expense of school buildings and schoolmaster's salary as might be agreed upon ; and, fifthly, the careful inspection and supervision of all schools receiving Government aid.

There were no fixed standards of education, every master teaching what he thought best. The syllabus of instruction in vogue seems to have been very simple, and necessarily so—English, arithmetic, spelling, writing, and geography.

The accommodation was more or less unsatisfactory, the equipment poor and unsuitable, and in general the attendance was very irregular, but in spite of such difficulties and shortcomings the influence of such schools was undoubted. Under this *régime* our oldest Native village schools, many of them still in flourishing condition, were established—Tokomaru Bay, Tuparua, Waiomatatini, Matata, Ohaeawai, Kaikohe, Waima, Pukepoto, Ahipara—and to-day the sons, by their loyal support and hearty appreciation of the schools, show that the seed planted by their fathers thirty-five years ago has borne generous fruit.

During these years the Native schools were under the direct control of the Native Department. They were transferred to the Education Department at the end of the year 1879, and with the transfer came the first definite arrangement of a curriculum. The Native Schools Code of 1880 provided for the establishment of schools, the appointment of teachers, the conduct of the school, and Native-school standards of education. Of these there were four, the subjects of instruction being English, reading, writing, spelling, geography, arithmetic, and sewing for girls. The central ideal in early Native education was, to quote from a report of Mr. Pope, late Inspector of Native Schools, “ to bring an untutored but intelligent and high-spirited people into line with our civilisation by placing in Maori settlements European school buildings and European families to serve as teachers, and especially as examples of a new and more desirable mode of life. This admirable ideal, remarkable alike for its thoroughgoing effectiveness and its simplicity, was fully operative when the Department took over the Native schools, and in a statement of the advances made by the Education Department it is only right to acknowledge that the leading idea which governs Native-school work was in full operation when we took the schools over.”

Since then, though the mode of payment of salaries and the amount payable have been varied from time to time, no radical changes have been made in the syllabus except that amendments have been made and additional provisions inserted as they became necessary.

The code in force before the present revision took place—that of 1897—defined a syllabus of work for four standards, the subjects comprised being reading, spelling, writing, English, arithmetic, and sewing, to which were added health, drawing, singing, and drill. Pupils above the Fourth Standard of the Native Schools Code were expected to be able to attempt the work prescribed for Standards V and VI of the public schools. The standard of exemption was then Standard IV, and from this and from the fact that no syllabus had been definitely arranged for standards above IV arose the impression that still obtains in many places—namely, that in the Native schools children do not go beyond the Fourth Standard.

The principal changes involved in the new syllabus are made necessary by the general progress of the schools, by modern ideas in education, and by various alterations in method that experience has shown to be desirable. There is no subversion of the principles laid down in the Act of 1871. Handwork, including under that term such industrial training as it is possible to give in primary schools of the kind, represents the new factor. The changes in mode of life that have occurred amongst the Maoris since 1880, and the advance made by the schools since 1897, have rendered it necessary that the syllabus of instruction in Native schools should approximate much more closely to that in public schools, and for this reason the new syllabus follows closely the syllabus of work prescribed for public schools by the regulations of 1904. There is an additional reason for this approximation : in the majority of our Native schools are to be found European children for whom it is desirable that educational facilities shall be provided that, in the absence of a European school in the district, shall place them at no disadvantage. We claim that the European child attending a Native school can attain therein the standard of proficiency of the public school of similar size and similarly situated, and we have to shape our syllabus of instruction accordingly. This is all the more imperative from the fact that the policy of the Government has always been in the direction of coeducation of the races : separate schools are not contemplated. It is interesting to note that the American Government, upon acquiring possession of the Philippine Islands, set about the task of educating the Filipinos in manner almost identical with that prescribed for our Native schools. “ The aim has been and still is, to place the elements of an English education within the reach of every social class in every municipality and every hamlet of the archipelago. During the past year [1904] a course of study has been prescribed for the primary schools by the General Superintendent, which includes instruction in the English language, arithmetic, geography (nature-study), singing, drawing, handwork consisting of school gardening and simple tool-work for the boys, sewing and elementary housekeeping for the girls, physical exercises, and the training of character. The Filipino language is not allowed to be used in the public schools even by the Filipino teachers, primary instruction, with the exception of a very few schools, being conducted entirely in the English language. More than this, the conversation of the class-room is in English, which is taught even to the small beginner without the assistance of translation, the first steps of the pupil being so arranged as to obviate its employment, and the choice of the Filipino people is at present overwhelmingly in favour of English instruction.”—(Report of General Superintendent of Education, Manila, 1904.)

Up to the present time promotion of children from class to class has depended upon an "individual pass examination" held by the Inspector. Teachers have, however, for some time been free to classify the pupils at their discretion, the Inspector examining each pupil according to the class in which he has been placed. This system has had, no doubt, many disadvantages. It has been irksome to pupils, teachers, and Inspector, the examination being often prolonged in the larger schools till evening, and we have no doubt that it has frequently led to apparently harsh decisions in which only the conditions present at the time were considered. It has also had the effect in many cases of checking a pupil's progress, as when the teacher did not promote any who "failed," a year elapsed before the child could try again to pass the examination. This, however, was not an unmixed evil, for in the times when salaries were affected by results, "passes" were apt to be aimed at rather than good solid education, and sometimes children passed who, the teacher knew, were not fit to be promoted.

But there were some points in favour of the system. It set a standard, and showed the teacher what was expected from him; it encouraged a spirit of emulation amongst pupils and teachers, and it gained the interest of the parents, to whom the "pass" was the hall-mark of the progress of their children.

Under the revised regulations the promotions will be determined upon the result of periodical examinations held at the end of each term by the head teacher of the school. In the case of the upper standards, IV, V, and VI, the old system will for the present be followed. In short, the Native schools are now to enter upon a modified system of freedom of classification. We feel that the proposed change is in the right direction; but teachers must remember, however, that freedom of classification imposes greater responsibility on them, and that the greatest care must be exercised in making promotions of children from class to class on grounds of merit and proficiency alone. It has been clearly demonstrated during the past five years that hasty promotion in the lower classes, especially from the preparatory division into Standard I, has invariably led to disaster in the higher classes, and the importance of a thorough foundation in the work of each standard cannot be too strongly urged.

Important changes in regard to the payment of teachers have also been made during the past two years. Prior to 1907 the salaries of teachers were liable to a considerable fluctuation, depending on the average attendance and the results of the examination. The scale of salaries introduced in 1907 brought an approximation to that provided in the case of teachers of public schools, and caused an increase of £3,650 on the total amount paid in salaries. Amended regulations have this year been issued by which teachers of Native schools are placed practically on the same footing as those of public schools. The increase in the total amount paid in salaries affected by the change is about £2,500—that is to say, to bring the salaries of the teachers of Native schools into line with those of public schools has meant an increase of £6,000.

The benefits have accrued not to those head teachers who under the old system were in receipt of good salaries, but to those who under the former scheme were the most poorly paid, and also to the assistant teachers, whose valuable work at length receives more adequate recompense.

Under the provisions of the Public Service Classification and Superannuation Amendment Act of 1908 all teachers of Native schools may now become contributors to the Teachers' Superannuation Fund, and share in its benefits in common with the other teachers in the Dominion.

MISSION SCHOOLS.

There are six mission schools engaged in the education of Maori children under the auspices of various denominational bodies. These schools are the Maori Mission School, Otaki; the Mission School, Putiki, Wanganui; Matata Convent School, Bay of Plenty; Waereanga-a-hika Mission School, Gisborne; Tokaanu Roman Catholic Mission School, Tokaanu; and Te Hauke Mission School, Hawke's Bay. These schools are inspected and examined by the officers of the Department, and their syllabus of work is in conformity with the requirements of the Native Schools Code. The total number of children on the rolls of these schools at the end of December, 1908, was 215, the average for the quarter being 179.

Some of these schools have reached a gratifying stage of efficiency, and the work generally is of a satisfactory nature. The discipline is good, and the teachers are zealous in the discharge of their duties. The attendance is not so good as it should be in all cases, and the want of local interest is manifest. In one or two schools we found, upon inquiry, that no committee or local visitors of any kind have been appointed, and the teacher receives no help or advice from any one, unless it be the Inspector. It has been remarked by visitors to the Dominion that the local interest in schools made possible under the School Committee system is one of the salient features of the scheme of education in New Zealand, and it is to be regretted that so valuable a factor is ignored by the authorities connected with the schools referred to. Apart from this, it is not right that the teacher should be placed in a position where the whole welfare of the school is dependent upon him.

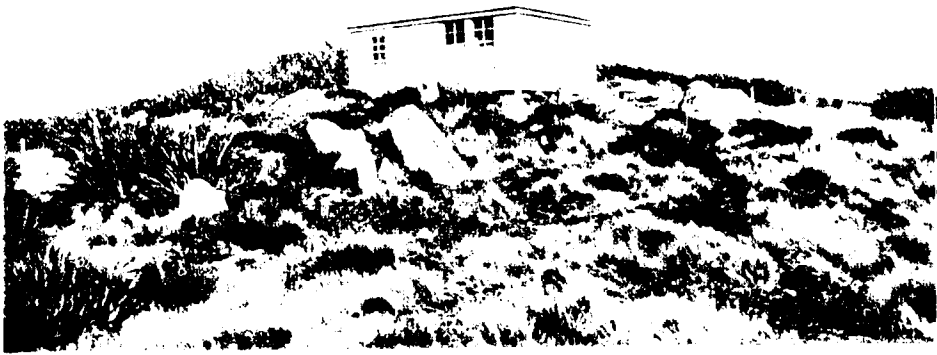
During the year the school at Waereanga-a-hika has been reorganized, and industrial training will, for the future, form the principal feature of the syllabus of work there. An excellent opportunity is afforded here of offering practical instruction in all subjects that are likely to be of service to Maori boys, and this school will in future be regarded as a *secondary* Native school.

BOARDING-SCHOOLS.

There are six institutions which afford higher education to Maori boys and girls—viz., Te Aute College, Hawke's Bay; St. Stephen's Native Boys' School, Parnell, Auckland; Queen Victoria School for Maori Girls, Auckland; Hukarere Protestant Girls' School, Napier; St. Joseph's Roman Catholic Girls' School, Napier; and Turakina Maori Girls' School, Wanganui. To these have been added during the present year (1909)—the Native Boys' College at Waereanga-a-hika, near Gisborne; the Convent School, Otaki; St. Patrick's College, Wellington; and the Te Waipounamu College for Maori Girls at Ohoka, near Christchurch. The number of pupils on the rolls of the six first named schools at the



1. WORKSHOP AND WOODWORK CLASS, WAI'AHANI NATIVE SCHOOL
2. MAI'OHIA BAY NATIVE SCHOOL, OHINE'IAIHI COUNTY.
3. CHILDREN OF TOKA'ANI NATIVE SCHOOL, LAKE TAHOE



1. REAPRIKI IS. AND NATIVE SCHOOL, FOYIATAI SUBVILL.
2. CHILDREN OF WHAKOHANGIWA NATIVE SCHOOL.
3. HOUSE BUILT BY PUPILS, OTEASEI NATIVE SCHOOL.

end of 1908 was 303, the average attendance being 289. These schools are not Government institutions: they are established by various denominational bodies and maintained by revenues derived from lands held in trust or by funds provided directly for the purpose by the churches interested. There being no secondary schools specially established by the Government for the higher education of Maori children, a limited number of free places is provided by the Department at the above-named institutions. These free places are open to Maori children attending any school, and the regulations in connection with them have been issued in an amended form during the year. The syllabus of work for holders of junior free places or scholarships has been designed to secure such industrial training as is most desirable in the case of Maoris—elementary practical agriculture and woodwork for boys, and domestic science (including cooking, laundry-work, housewifery, dressmaking, and health) for girls.

Maoris in learning English have already taken one foreign language; to put them, therefore, on an equal footing with European candidates Maori is included among the optional subjects in the Civil Service Junior Examination. For this reason, and also because it is desirable to foster the study of their own language by educated Maoris, the Maori language and literature are included in the syllabus of the Native secondary schools.

With the exception of Te Aute College all the secondary schools have for some time past been engaged in the work now defined by the syllabus prescribed by the regulations. The various girls' schools have reached a very high stage of efficiency, and the value of the training afforded by all of them is undoubted. The examination results were uniformly most satisfactory; in several cases they were excellent. A uniform dress of a serviceable nature has been adopted in some of the girls' schools during the year, and the making of the dresses forms a part of the instruction in sewing—an arrangement which is at once useful and economical. In addition to the practical instruction which they get in their own schools, the girls of Hukarere and St. Joseph's Schools receive training in cookery at the Napier Technical School; while a class in home-nursing and hygiene is conducted by the Wanganui Technical School for the pupils attending Turakina Maori Girls' School. In short, in these institutions the training offered to Maori girls comprises all that experience and wise judgment have demonstrated as being necessary to give them a sound practical education which shall be to their immediate benefit, and which must ultimately have a far-reaching effect on the race.

In a similar way the boys' schools, St. Stephen's and Te Aute College, are doing work of an important nature. The former school offers the means of a good manual training. It has a well-equipped workshop, in which the boys are taught woodwork under a capable instructor. Elementary agriculture is also taught in a practical manner. Te Aute College has for years occupied itself more with classical than with industrial education, and aims at producing candidates for the public examinations. Recently, however, a distinct change has been made in the school curriculum, and woodwork now forms an important subject at the school, the amount of literary instruction having been in some degree curtailed.

No one will deny that the Maori boy should have access to the highest degree of education to which it is possible for him to attain, but few will assert that such education is necessary or even desirable for every one. In fact, in the process of getting a few Maori boys through the Matriculation Examination the whole usefulness of a school may be considerably impaired. Much has been said in support of giving Maori youths such education as will fit them for the higher walks in life; unfortunately, however, these walks the great majority are destined never to tread—in our opinion Maori boys and girls would be better occupied in learning something of the dignity of labour. In these days the education of the Maori, as indeed that of the European, should be in the direction of fitting him for his work in life. It would undoubtedly be of greater service to them to know the principles and practice of agriculture, the elements of dairy-farming, wool-classing, and the management of stock, than the declension of Latin nouns and verbs. From the report of the General Superintendent of Education, Manila, Philippine Islands, we may here quote the following: "Training in the English language and literature supplies the place in the Philippine system of the classical studies of the American school programme. The great need of Filipino national life is precisely in the direction of effort to acquire material benefits. The graces of the culture-studies may well await later lessons. The crying need now is for a stimulus which environment and racial history have for centuries denied—a stimulus to practical activity. It is with that training which gives the most tangible benefits that our secondary and specialized education purposes to concern itself."

The Sherman Institute United States Indian School, with a capacity for 550 students, was founded in California in 1901 to meet the needs of the advancing Indian youth of Southern California. The school is graded with the city schools, with special attention given to the correlation of the class-room work with that of the industrial departments. To quote from the report,—“The school ranch is a little training-school in itself. On the 110 acres irrigation and general farming—as raising grain, alfalfa, and wheat hay, the care of the dairy herd, dairying, and the raising of hogs and poultry—are thoroughly taught. Vegetable-gardening is emphasized with the result that large quantities of vegetables are supplied to the school proper throughout the year. Girls receive instruction and training in all that pertains to the duties of ranch-housekeeper, such as caring for the home, cooking, kitchen-gardening, care of poultry on a small scale, care of milk, and butter-making. No department of Sherman is more popular for its valuable opportunities and instruction than the ranch. As part of the school-plan the outing system is practised each year. Students have no difficulty in securing positions, the girls in the best families of Southern California, and the boys on ranches and in other industrial lines.”

It seems to us that these principles might well be applied, if not in whole, at least in great part, to our scheme of secondary training for Maoris.

SCHOLARSHIPS.

In addition to the free places available at the various boarding-schools previously referred to, the Department makes provision for industrial, nursing, and University scholarships. Industrial scholarships or apprenticeships are now regarded as senior free places. The original arrangements for appren-

ting Maori boys were made at a time when the Native-school system was in its infancy. The best qualified boys who had passed through the village-school course had the option of either a free place or an apprenticeship. The results obtained under this system have not been entirely unsatisfactory, but there were without doubt a good many failures. Nor is this to be wondered at when one considers that in most cases the boy was transferred from a Native settlement right into the civilized life of a town or city. The new scheme provides an opportunity of his becoming acquainted with civilization during the time he is holding a junior free place, and it is only when he has satisfactorily completed this course and has had, in addition, the opportunity of showing his aptitude during a year's training in technical work, that he becomes eligible for an apprenticeship. Several boys who have passed through St. Stephen's School have been apprenticed to learn suitable trades, and so far the new arrangements appear to be producing satisfactory results.

Nursing Scholarships.—In the case of girls, senior free places take the form of hospital scholarships. It is a somewhat difficult matter for the Department to get hospital authorities to accept Maori girls as junior probationers. At present there are only two hospitals, Napier and Auckland, at which the day-pupilship is possible. This allows of four new girls being admitted for training every year; but when these have completed the year much difficulty is found by the Hospitals Department in obtaining positions for them on the staff of suitable hospitals. The two Maori girls who held the first nursing scholarships under the present conditions have successfully passed the State examination qualifying them for registration as nurses, and have received further training in a maternity home, where one of them, Miss Akenehi Hei, has been successful in obtaining a certificate in midwifery. Her services should, according to the scheme agreed upon in 1907, now be available to the Native branch of the Health Department for work among her own people, and just now there is very urgent need for her aid in three or four Maori settlements.

Six University Scholarships have hitherto been provided for Maori youths who have passed with credit the entrance examination to the University. Three of these were reserved for those who wished to study medicine, the remainder being devoted to arts, science, or law. The record of the University Scholarship scheme for Maoris is not encouraging, and the results have not in any way been commensurate with the expense. In recent years the candidates have shown themselves to be lacking in application and to be unworthy of scholarships. To such a degree was this apparent that the Department decided that the scheme should remain in abeyance, and no University Scholarships will therefore, for the present, be awarded.

TE MAKARINI SCHOLARSHIPS.

The examinations for the Te Makarini Scholarships were held on the 7th and 8th December, 1908. There were five candidates for the senior scholarship and nine for the junior, the former sitting either at Auckland or Te Aute College, and the latter at various Native schools.

The examinations were conducted under the revised regulations, which in many ways mark a considerable advance on the former ones. For the first time English appeared as a definite subject, with very gratifying results. Especially was this the case in the work of the junior candidates, a fact which bears testimony to the advance made in English in the village schools. To encourage the study of Maori in its best form, the questions set for the examination in this subject were based on passages selected from set portions of the Maori version of the Scriptures. The result showed that candidates had studied the language, and were able to use it in their answers, thus securing purer Maori than that used formerly. Reading and comprehension also showed advance in the quality of work. In arithmetic the work of the junior candidates was relatively more proficient than that of the seniors. The junior candidates also showed to better advantage in geography. In the general paper the work of the senior candidates was only moderate in quality, and their knowledge of the Bible was not of very high merit. History was rather poor, and in laws of health the answers of the senior candidates lacked the common-sense aspect displayed in those of some of the juniors. Neatness in arrangement and in the written work should receive greater attention, and we propose to make an allowance of twenty-five marks for general neatness in next year's papers.

None of the senior candidates succeeded in gaining the number of marks required by the regulations to pass the examination, and no senior scholarship was therefore awarded. The junior scholarship was awarded to Pekama Kaa, of Rangitukia Native School, East Coast, who gained 535 marks, and the junior open scholarship to Daniel Kingi, Ranana Native School, Rotorua, who gained 527 marks out of a possible 1,000.

SCHOOL ATTENDANCE.

The constant increase in the number of children attending Native schools and the regularity with which as a general rule the pupils attend serve to show that the appreciation of education by the Maori people is becoming widespread. The fact that the Department is constantly receiving well-founded applications for the establishment of schools affords further testimony on this point.

The average weekly roll-number in the village schools for the year 1908 was 4,479, and the average attendance for the year was 3,781, the average percentage of regularity being 84·4, as against 82·4 for the preceding year. At the end of the year there remained on the rolls 4,217 children, five schools with a roll-number of 179 having been transferred, and three with 95 children closed during the year. To the number of children in the village schools must be added the number on the rolls of the Mission and the secondary Native schools inspected by officers of the Department. This gives a total of 4,735 children of Maori or mixed race belonging to the schools at the end of the year, an average weekly roll of 4,987, and an average yearly attendance of 4,249.

In a few schools where the attendance was irregular it was found necessary to take action under the compulsory clauses of the Education Act, which apply equally to Maori and European children attending Native schools. At twenty-six schools the average attendance during the year was over 90 per cent., three schools obtaining 99·3, 99·2, and 98·9 per cent, respectively. At *Rangiawhia*,

a school having a roll-number of twenty-four, fourteen first-class and seven second-class certificates were awarded on account of good attendance recorded during the year. When it is remembered that, as in this case, Maori children travel considerable distances, sometimes under much difficulty, to reach school, it will be admitted that such a record is deserving of high commendation. In terms of the Education Act Amendment Act of 1907, Native schools are for the purposes of compulsory attendance deemed to be public schools, and the attendance regulations respecting children in Native schools have during the year been brought into line with the compulsory clauses of the Act.

Our experience has been, however, that the most potent factor in securing regularity of attendance consists in the personal influence of the teacher on both the children and the parents, and we are certain that the rapid increase that has recently taken place in the number of children attending several schools is due to no other cause. In such cases the need for enforcing attendance by law never arises; the teacher's devotion to duty and to the interests of the people commands their whole-hearted support, and so strong is the bond of sympathy and affection between them that it would be difficult to prevent the children from attending school. We have in mind a case where a father rode ninety miles to be present at the examination at which his two children, who were only in the preparatory class, were presented. Instances of the determination of children to get to school in spite of bad roads and long distances are well known; in a Far North school many of the children had during the week of the Inspector's visit completed a distance of one hundred and twenty miles.

EUROPEAN CHILDREN IN NATIVE SCHOOLS.

During the year 1908, 410 children of European parents were in attendance at various Native schools. On account of the spread of settlement there are very few schools in which European children are not found, and even where there are no other Europeans, the children of the teacher form the white element.

At the end of the year 1908 the standard classification of the European children in Native schools was—Standards VII and VI, 34; Standard V, 42; Standard IV, 44; Standard III, 53; Standard II, 51; Standard I, 47; and Class P. 139.

Two certificates of proficiency and seven of competency were gained by Europeans in Native schools during the year, and these children are thus under no disability in regard to education.

Demands for the establishment of separate schools are occasionally met with in various parts of the North Island, and an agitation of this kind arose during the year in the case of Taumarunui. This was met by the transfer of the *Hauaroa* Native School to the Auckland Education Board. In such cases as this the fact that there is no authority under the law for refusing admission to a child on account of his race or colour is generally overlooked, and the steps that would be taken to maintain the schools as separate are not very evident.

In the only two places where to our knowledge separate schools exist, children of both races may be found in each, European children attending the Native school and Maori children attending the European one.

The policy of the Department is that, when the preponderating majority of the children in attendance at a Native school consists of Europeans, the school shall be handed over to the control of the Board of Education for the district. It would be very unwise therefore to build separate schools in places where the community consists of Maoris and Europeans. It would involve a considerable waste of public money, would not secure the desired segregation, and would kindle feelings of discord amongst the people. "One king, one flag, two schools!" exclaimed an old Maori in an East Coast township, where separate schools exist.

During the year five Native schools were transferred to Boards of Education—viz., *Hauaroa*, referred to above, and *Punihō*, in the North Island; and *Kaiapoi*, *Rapaki*, and *Little River*, in the South Island. There seemed no reason why the three last-named schools should not take their place with the public schools of the district, seeing that while the children attending were Maori in descent they were European in habit and speech. In short, these schools had done their work, and their separate existence could be justified no longer.

The visit paid to the Native schools by the Hon. the Minister of Education and his expression of satisfaction with their general condition has done much to remove the misconceptions that have existed in some places, and has given a firmer standing to the schools in others.

MAORI CONGRESS.

A congress of representative Maoris and others interested in and connected with Maori work generally was held in Wellington in July, 1908. It was attended by leading men from all parts of New Zealand, from the North Cape to the Bluff. Various resolutions affecting the education of Maoris were passed, amongst them the following: "That this congress, recognising that education is one of the greatest factors in the uplifting of the Maori race, wishes to express to the Native Schools Department, and through it to the Native-school teachers and Inspectors, its high appreciation of and confidence in the work instituted and being carried out by the Department."

From all who are engaged in Native-school work an amount of self-sacrifice not apparent to the casual observer is demanded, and it should be a source of considerable gratification to all the teachers to know that their efforts meet with the cordial approval of those who are in the best position to judge, and whose interest are most closely concerned.

In conclusion, we desire to place on record our appreciation of the keen interest shown by the teachers in their work, and their loyal and whole-hearted devotion to duty.

WILLIAM W. BIRD, M.A.,
JNO. PORTEOUS, M.A.,
Inspectors of Native Schools.

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 1908; and the Names, Status, and Emoluments of the Teachers as in December, 1908.

* 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 1908.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
Mangonui	Hapua ..	£ s. d. 227 7 4	£ s. d. 45 3 10	£ s. d. ..	£ s. d. 272 11 2	Law, H.	D 2	H M	£ s. d. 165 0 0	
	Te Kao ..	166 13 4	17 0 2	..	183 13 6	Law, Miss N. M. . . . .	..	A F	55 0 0	
	Paparore ..	184 0 0	5 7 0	..	189 7 0	Rogers, H. . . . .	..	H M	160 0 0	
	Ahipara ..	262 11 2	27 17 1	100 0 0	390 8 3	Rogers, Mrs. E. E.	D 3	H F	40 0 0	
						Foley, Miss S. F. V. . . . .	..	A F	144 0 0	
						Richards, Miss H. . . . .	..	A F	30 0 0	
						Williams, J. W. . . . .	..	H M	180 0 0	
						Williams, Mrs. M. G. . . . .	..	A F	60 0 0	
						Murray, Miss S. . . . .	..	A F	55 0 0	Including £30, lodging-allowance.
						Matthews, F. H. S. . . . .	..	H M	144 0 0	With house allowance at £26 per annum.
						Busby, Miss J. . . . .	..	A F	30 0 0	
						Créne, P. . . . .	..	H M	130 0 0	
						Créne, Mrs. E. . . . .	..	A F	20 0 0	
						Taua, W. H. . . . .	..	H M	144 0 0	
Whangaroa	Parapara ..	200 0 0	67 18 0	..	267 18 0	David, Miss S. . . . .	..	A F	60 0 0	Including £30, lodging-allowance.
	Kenana ..	150 0 0	5 9 0	..	155 9 0	Rayner, H. H. . . . .	..	H M	160 0 0	
	Peria ..	220 0 0	3 8 6	..	223 8 6	Rayner, Mrs. F. . . . .	..	A F	40 0 0	
	Tasmaro ..	63 10 0	22 14 0	9 2 9	95 6 9	Paul, F. E. . . . .	..	H M	130 0 0	
	Te Pupuke	187 1 8	9 5 0	..	196 6 8	Paul, Mrs. S. F. . . . .	..	A F	40 0 0	
	Touwai ..	230 0 0	..	..	230 0 0	White, H. H. . . . .	..	H M	165 0 0	
	Whakarara	220 0 0	2 9 9	4 9 6	226 19 3	White, Mrs. I. . . . .	..	A F	55 0 0	
	Whangape	175 16 8	6 8 0	..	181 16 7	Burns, R. N. . . . .	..	H M	160 0 0	Including £30, lodging-allowance.
	Machitethe	128 10 10	41 10 0	..	170 0 10	Marchant, Miss S. . . . .	..	A F	70 0 0	
	Waimamaku	215 0 0	4 4 7	..	219 4 7	Vacant. . . . .	..	H F	130 0 0	
Hokianga	Whakarapa	72 18 4	..	..	72 18 4	Housley, B. C.	Lic.	H M	160 0 0	
	(Lower Waihou (side school))					King, Miss K. A. . . . .	..	A F	70 0 0	
						Duthie, Miss E. E. . . . .	..	H F	165 0 0	Including £30, lodging-allowance.
						Duthie, Miss B. G. . . . .	..	A F	55 0 0	
					Vacant. . . . .	..	S	4 0 0		
					Paul, Miss H. . . . .	..	H F	130 0 0		
					Paul, Miss M. J. . . . .	..	A F	50 0 0		
					Murdoch, F. . . . .	..	H M	110 0 0		
					Murdoch, Mrs. M. S. . . . .	..	S	4 0 0		
					Irvine, Mrs. L. M. . . . .	..	H F	180 0 0	Including £30, lodging-allowance.	
					Irvine, Miss M. . . . .	..	A F	25 0 0		
					Irvine, Miss M. S. . . . .	..	A F	60 0 0		
					Irvine, Miss L. . . . .	..	A F	25 0 0		

Motuti ..	110 0 0	0 7 6	22 6 2	132 13 8	Hubbard, C. C.	..	E 2	M	110 0 0	School closed.
Motukaraka ..	115 0 0	1 10 0	..	116 10 0	Whiding, C. B.	..	..	H M	180 0 0	With allowance for conveyance of goods at £5 per annum.
Mangamuka ..	240 0 0	9 6 1	..	249 6 1	..	..	..	..	..	..
Mareroa ..	200 0 0	1 18 0	..	201 18 0	Wilding, Mrs. M.	..	..	A F	60 0 0	..
Whirinaki ..	290 0 0	45 12 6	..	335 12 6	Hulme, R. H.	..	Lic.	H F	160 0 0	..
Omanai ..	188 6 8	74 8 3	..	257 14 11	Hamilton, H. A.	..	E 1	H M	195 0 0	..
Waipa ..	320 0 0	26 4 1	1 5 0	347 9 1	Hamilton, Miss H.	..	..	A F	65 0 0	..
Otara ..	180 0 0	54 11 8	..	234 11 8	Hamilton, Mrs. H.	..	..	H M	160 0 0	..
Kaikohe ..	433 3 4	6 8 3	..	439 11 7	Nisbet, Mrs. J.	..	..	A F	40 0 0	..
Tautoro ..	276 5 0	2 17 0	362 11 7	641 13 7	Coughlan, W. N.	..	..	H M	195 0 0	..
Ohaeawai ..	174 0 0	56 18 0	..	224 18 0	Price, Miss J.	..	..	A F	65 0 0	Including £30 lodging-allowance.
Te Ahuahu ..	150 0 0	..	..	150 0 0	Gordon-Jones, Miss J.	..	..	A F	60 0 0	..
Oromahoe ..	195 0 0	5 14 0	..	200 14 0	Leef, Miss K.	..	..	H F	130 0 0	Including £30, lodging-allowance.
Karetu ..	130 0 0	14 1 7	937 10 8	1,166 12 3	Grace, C. W.	..	..	H M	225 0 0	..
Waikare ..	215 0 0	..	..	..	Grace, Mrs. I.	..	..	A F	75 0 0	..
Te Rawhiti ..	139 0 10	12 1 6	..	151 2 4	Matthews, Miss M. E.	..	..	A F	70 0 0	Including £30, lodging-allowance.
Whangaruru ..	208 7 9	201 3 5	329 0 3	733 11 5	Lawson, Miss L.	..	..	A F	60 0 0	Including £30, lodging-allowance.
Poroti ..	200 0 0	1 19 0	..	201 19 0	Kelly, F.	..	D 2	H M	180 0 0	..
Takahiwai ..	200 0 0	8 7 0	..	208 7 0	Kelly, Mrs. W.	..	..	A F	60 0 0	..
Otamatea ..	210 10 0	395 5 8	..	605 15 8	Wyward, Miss H.	..	..	A F	55 0 0	Including £30, lodging-allowance.
Kakani ..	36 0 0	1 18 11	..	37 18 11	Woods, G. E.	..	..	H M	144 0 0	..
Waiuku ..	238 10 8	56 8 10	30 7 0	320 6 6	Weaver, Miss S.	..	..	A F	30 0 0	..
Manai ..	200 0 0	8 1 6	..	208 1 6	Pringle, Mrs. A.	..	..	H M	160 0 0	..
Te Kerepahi ..	150 0 0	0 5 0	..	150 5 0	Adkins, J.	..	C 4	H M	160 0 0	..
Wharekawa ..	114 0 0	21 18 3	154 4 9	290 3 0	Adkins, Mrs. E.	..	..	A F	40 0 0	..
Whangarei ..	208 7 9	201 3 5	329 0 3	733 11 5	Johnson, Miss S. H.	..	..	H F	130 0 0	..
Otamatea ..	200 0 0	1 19 0	..	201 19 0	Hamilton, H. R. W.	..	E 3	H M	160 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Hamilton, Miss E.	..	..	A F	40 0 0	..
Otamatea ..	200 0 0	8 7 0	..	208 7 0	Welsh, A. E. E.	..	E 3	H M	130 0 0	With allowance for conveyance of goods at £5 per annum.
Whangarei ..	208 7 9	201 3 5	329 0 3	733 11 5	Welsh, Mrs. C. E. A.	..	..	S	5 10 0	..
Otamatea ..	210 10 0	395 5 8	..	605 15 8	Mackay, G.	..	..	H M	160 0 0	Including £30, lodging-allowance.
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Reilly, Miss R. M.	..	..	A F	70 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Thompson, R. H.	..	..	H M	160 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Thompson, Miss E. D. F.	..	..	A F	40 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Malcolm, G. H.	..	..	H M	160 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Malcolm, Mrs. E. A.	..	..	A F	40 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Lyon, C. A.	..	..	H M	144 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Lyon, Mrs. L. C.	..	..	A F	30 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Lloyd, Miss K. B.	..	..	F	144 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	McGavin, J.	..	..	H M	160 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Church, Miss L.	..	..	A F	70 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Greensmith, E.	..	..	H M	160 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Greensmith, Mrs. I.	..	..	A F	40 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Lisle, F.	..	..	H M	130 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Lisle, Mrs. M. F. D.	..	..	A F	20 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Lysall, J. H.	..	..	H M	144 0 0	..
Whangarei ..	200 0 0	1 19 0	..	201 19 0	Lysall, Mrs. F.	..	..	A F	30 0 0	..

Bay of Islands

Whangarei

Otamatea

Coromandel

Thames..

Table No. 1—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1908—continued.

County.	Schools.	Expenditure during 1908.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.			£ s. d.		
Ohinemuri	Mataora Bay	81 2 3	23 7 5	760 9 3	864 18 11	Handcock, Miss G.	F	110 0 0	School closed.	
	Rakamanga	90 9 9	22 11 7	11 10 10	113 1 4	Dale, F. A.	H M	180 0 0		
	Rawhitiroa	150 0 0	24 13 5		186 4 3	Dale, Mrs. M. L.	A F	20 0 0		
West Taupo	Parawera	262 2 6	5 13 0	48 10 9	316 6 3	Herlihy, P.	D 1	180 0 0		
	Te Kopua	104 9 7	20 4 5		124 14 0	Herlihy, Mrs. M.	A F	60 0 0		
Waitomo	Rakanni					Zimmermann, J. E.	H M	110 0 0	With allowance for conveyance of goods at £3 per annum.	
	Mangorongo	43 6 8		8 5 0	8 5 0	Zimmermann, Mrs. E.	S	6 0 0	School not yet opened.	
West Taupo	Oparure	174 0 0	2 19 5		176 19 5	Read, A. H.	H M	144 0 0	School closed.	
	Waimiha					Read, Mrs. A. E.	A F	30 0 0		
West Taupo	Hauaroa	230 0 0	8 0 9		238 0 9	McIntyre, J.	E 1	195 0 0	School not yet opened.	
	Hauaroa					McIntyre, Miss K.	A F	65 0 0		
Rotorua	Te Waotu	174 0 0	3 17 0		177 17 0	Shepherd, Mrs. E. J.	H M	144 0 0		
	Ngongotaha	110 13 4	10 11 5	11 4 4	132 9 1	Burns, A.	A F	144 0 0		
Rotorua	Whakarewarewa	290 0 0	28 1 9		318 1 9	Burns, Mrs. J.	A F	30 0 0		
	Ranana	200 0 0	56 8 0		256 8 0	Tamihana, Miss R.	D 3	144 0 0	With house-allowance at £20 per annum. Including £30, lodging-allowance.	
Whakatane	Wai-iti	192 4 7	37 14 4		229 18 11	Burgoyne, H. W.	H M	195 0 0		
	Te Whaiti	174 0 0	21 0 10		195 0 10	Burgoyne, Miss A.	A F	65 0 0		
East Taupo	Waikarewaka	265 0 0	22 19 4	40 6 1	328 5 5	Burgoyne, Miss C.	A F	30 0 0		
	Te Whaiti	174 0 0	21 0 10		195 0 10	Brown, C. C.	H M	160 0 0		
East Taupo	Waikarewaka	265 0 0	22 19 4	40 6 1	328 5 5	Brown, Mrs. C. M.	A F	40 0 0		
	Te Whaiti	174 0 0	21 0 10		195 0 10	Munro, J. B.	H M	160 0 0	With allowance for conveyance of goods at £10 per annum.	
East Taupo	Waikarewaka	265 0 0	22 19 4	40 6 1	328 5 5	Munro, Mrs. F. M.	A F	40 0 0		
	Te Whaiti	174 0 0	21 0 10		195 0 10	Judkins, Mrs. A.	H F	144 0 0	With allowance for conveyance of goods at £20 per annum.	
East Taupo	Waikarewaka	265 0 0	22 19 4	40 6 1	328 5 5	Judkins, J.	A M	90 0 0		
	Te Whaiti	174 0 0	21 0 10		195 0 10	Woodhead, A.	H M	180 0 0	With allowance for conveyance of goods at £15 per annum.	
East Taupo	Waikarewaka	265 0 0	22 19 4	40 6 1	328 5 5	Woodhead, Miss C.	A F	60 0 0		
	Te Whaiti	174 0 0	21 0 10		195 0 10	Woodhead, Mrs. K.	A F	25 0 0		
East Taupo	Waikarewaka	265 0 0	22 19 4	40 6 1	328 5 5	Wykes, F. R.	H M	144 0 0	With allowance for conveyance of goods at £15 per annum.	
	Te Whaiti	174 0 0	21 0 10		195 0 10	Wykes, Mrs. B.	A F	80 0 0		
East Taupo	Waikarewaka	265 0 0	22 19 4	40 6 1	328 5 5	Hayman, F. J.	H M	180 0 0	With allowance for conveyance of goods at £15 per annum.	
	Te Whaiti	174 0 0	21 0 10		195 0 10	Hayman, Miss N.	A F	60 0 0		
East Taupo	Waikarewaka	265 0 0	22 19 4	40 6 1	328 5 5	Hayman, Mrs. M. A.	A F	25 0 0		
	Te Whaiti	174 0 0	21 0 10		195 0 10					

Table No. 1—continued.
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1908—continued.

County.	Schools.	Expenditure during 1908.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary.			Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.				£.	s.	d.	
Waiaapu— <i>contd.</i> ..	Tuparoa ..	£ 354	£ 28	£ ..	£ 382	Broderick, H. W. ..	E 2	H M	215	0	0	Including £30, lodging-allowance.
		1	5	8	7	Broderick, Mrs. J. S. ..	..	A F	70	0	0
		6	6	..	266	Todd, Miss K. M. ..	..	A F	65	0	0
		8	1	..	8	Mahoney, C. ..	C 1	H M	180	0	0	
Cook ..	Whareponga ..	£ 219	£ 33	£ ..	£ 253	Mahoney, Mrs. H. J. ..	E 4	A F	60	0	0	Including £30, lodging-allowance.
		7	19	0	6	Mahoney, Miss C. D. ..	..	A F	25	0	0
		4	0	..	4	Baigent, Miss B. F. ..	..	A F	160	0	0
		4	13	..	3	Coventry, H. ..	D 2	H M	195	0	0	
Wairoa ..	Whangara ..	£ 174	£ 17	£ 10	£ 201	Robertson, Miss C.	A F	95	0	0	Including £30, lodging-allowance.
		0	4	0	4	Mulligan, Miss M. ..	..	A F	60	0	0
		0	2	..	2	Frazer, W. ..	..	H M	144	0	0
		8	5	..	8	Shaw, Miss N. ..	E 2	A F	30	0	0	
Hawke's Bay ..	Tubara ..	£ 433	£ 39	£ ..	£ 472	South, M.	A F	215	0	0	Including £30, lodging-allowance.
		0	5	..	5	South, Mrs. E. S. ..	..	A F	70	0	0
		8	0	..	0	Jamieson, Miss M. ..	..	A F	65	0	0
		4	19	8	11	Aranui, Miss N. ..	..	A F	55	0	0
Waimatino ..	Te Haroto ..	£ 200	£ 1	£ ..	£ 201	Brown, C. H.	H M	180	0	0	Including £30, lodging-allowance.
		0	6	..	6	Brown, Mrs. C. J. ..	E 2	A F	60	0	0	
		0	0	..	0	McFarlane, C. T. ..	..	H M	130	0	0
		0	5	..	5	Gillespie, Mrs. M. D. ..	..	A F	50	0	0
Marlborough ..	Waikawa ..	£ 204	£ 0	£ ..	£ 204	Alford, E. H. M.	H M	160	0	0	Including £30, lodging-allowance.
		0	6	..	6	Alford, Mrs. F. ..	..	A F	40	0	0
		0	0	..	0	Godwin, H. P. E. ..	..	H M	144	0	0
		0	11	..	11	Blathwayt, Miss E. ..	..	A F	60	0	0
Taranaki ..	Okautete ..	£ 150	£ 36	£ ..	£ 186	Miller, D. W.	H M	130	0	0	School handed over to the Taranaki Education Board on the 1st April, 1908.
		0	12	..	12	Miller, Mrs. E. ..	E 3	A F	20	0	0	
		0	3	..	3	Clemance, P. H. ..	D 2	H M	165	0	0	
		0	5	..	5	Clemance, Miss G. ..	..	A F	55	0	0
Masterton ..	Waikawa ..	£ 110	£ 1	£ ..	£ 111	Horneman, Mrs. A. ..	E 3	F	110	0	0	School handed over to the Marlborough Education Board in 1907.
		0	7	..	7	.. ..	..	..	..	..	..
		0	3	..	3	.. ..	..	..	..	..	..
		0	1	..	1	Thirtle, H. L. ..	..	H M	110	0	0
Ashley ..	Kaispoi ..	£ 114	£ 24	£ ..	£ 138	Thirtle, Mrs. G.	S	4	0	0	School handed over to the North Canterbury Education Board on the 31st July, 1908.
		5	16	..	21	.. ..	..	..	..	..
		0	6	..	6	Comerford, W. H. ..	E 1	H M	144	0	0	
		0	2	..	2	Nordstrom, Mrs. A. ..	..	A F	30	0	0

Selwyn ..	Rapaki ..	79 12 0	2 5 3	..	81 17 3	..	..	..	..	School handed over to the North Canterbury Education Board on the 31st July, 1908.
Akaroa ..	Little River ..	58 0 0	4 10 0	..	62 10 0	..	..	..	..	School handed over to the North Canterbury Education Board on the 30th April, 1908.
Geraldine ..	Arowhenua ..	226 0 0	6 5 10	..	232 5 10	..	H M	160 0 0	..	With house allowance at £26 per annum.
Waikouaiti ..	Waikouaiti ..	200 0 0	14 2 9	..	214 2 9	..	A F	40 0 0	..	
Southland ..	Ruapuke ..	100 0 0	7 14 8	..	107 14 8	..	A F	40 0 0	..	
Stewart Island ..	The Neck ..	53 15 3	0 2 0	..	53 17 3	..	M	100 0 0	..	With allowance for conveyance of goods at £5 per annum.
										School handed over to the Southland Education Board on the 15th July, 1908.
Boarding-schools—										
Queen Victoria, Auckland ..		..	400 0 0	..	400 0 0	..				
St. Stephen's, Auckland ..		..	786 16 9	..	786 16 9	..				
Turakina, Wanganui ..		..	180 0 0	..	180 0 0	..				
Te Aute, Hawke's Bay ..		..	150 0 0	..	150 0 0	..				
Hukarere, Hawke's Bay ..		..	400 0 0	..	400 0 0	..				
St. Joseph's, Hawke's Bay ..		..	294 11 0	..	294 11 0	..				
Inspection ..		780 0 0	495 13 6	..	1,275 13 6	..				
Manual-instruction classes ..		218 5 11	313 11 4	..	531 17 3	..				
Other miscellaneous expenditure not chargeable to particular schools (school-books and material, scholarships, &c.) ..		7 12 3	1,973 5 3	1 16 0	1,382 18 6					
Totals ..		21,421 5 4	7,080 15 8	4,805 1 4	33,307 2 4*				20,101 10 0	

Including £58 6s. 10d. paid from Native reserves funds. Deducting recoveries, £73 3s. 3d., the net expenditure is £33,284 19s. 1d.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1908.

	£	s.	d.
Teachers' salaries	20,292	2	2
Teachers' house allowances	96	13	8
Teachers' allowances for conveyance of goods, &c.	101	6	2
Teachers' removal allowances	513	16	0
Books and school requisites	518	10	9
Warming schoolrooms (fuel, &c.)	92	7	5
Ferrying and conveyance of school-children	36	6	10
Technical-instruction classes	528	12	6
Inspectors' salaries	780	0	0
Travelling-expenses of Inspectors	487	16	0
Boarding-school fees	2,211	7	9
Travelling-expenses of scholars to and from boarding-schools	87	2	11
University Scholarship	84	13	5
Hospital Nursing Scholarships	150	12	7
Apprenticeship charges	49	18	0
Compensation to teacher for loss of office	508	12	9
New buildings, additions, furniture, &c.	4,773	18	5
Maintenance of buildings, repairs, and small works	1,800	6	1
Sundries	120	15	8
Total	£33,234	19	1

NOTE.—Of the above total, the sum of £52 6s. 10d. was paid from Native reserves funds.

Table No. 3.

CLASSIFICATION as regards AGES and RACE of CHILDREN belonging to NATIVE SCHOOLS at the end of December Quarter, 1908.

* 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..	155	118	273	4	3	7	10	15	25	30	19	49	199	155	354	8·4
6 " 7..	173	118	291	3	3	6	15	16	31	16	27	43	207	164	371	8·8
7 " 8..	208	189	397	6	4	10	22	27	49	21	20	41	257	240	497	11·8
8 " 9..	203	173	376	7	4	11	28	17	45	22	34	56	260	228	488	11·5
9 " 10..	204	177	381	7	1	8	19	15	34	22	13	35	252	206	458	10·9
10 " 11..	221	170	391	7	1	8	22	13	35	24	24	48	274	208	482	11·4
11 " 12..	198	164	362	6	4	10	25	19	44	22	16	38	251	203	454	10·8
12 " 13..	179	152	331	3	4	7	10	14	24	31	15	46	223	185	408	9·7
13 " 14..	166	110	276	2	3	5	18	6	24	20	14	34	206	133	339	8·0
14 " 15..	93	75	168	3	4	7	8	9	17	7	4	11	111	92	203	4·8
15 years and over	89	61	150	1	..	1	..	3	3	2	7	9	92	71	163	3·9
Totals ..	1,889	1,507	3,396	49	31	80	177	154	331	217	193	410	2,332	1,885	4,217	100·0

SUMMARY OF TABLE No. 3.

Age.	Boys.	Girls.	Total.	Percentage, 1908.	Percentage, 1907.
From five to ten years	1,175	993	2,168	51·4	52·1
" ten to fifteen years	1,065	821	1,886	44·7	44·7
" fifteen upwards	92	71	163	3·9	3·2
Totals	2,332	1,885	4,217	100·0	100·0

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1908.

[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, 1908.	Yearly Average, adjusted by Regulations, Native Schools Code.	Grade of School for 1909.	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.				
Taamaro ⁽²⁾	40	40	IVA	99.3
Otamauru	17	17	IIA	99.2
Rangiawhia	25	25	IIB	98.9
Wharekawa ⁽¹⁾	27	26	III	98.7
Manaia	32	32	III	98.5
Torere	37	36	IVA	97.3
Whangaruru	31	30	III	96.0
Mataora Bay ⁽¹⁾	22	21	IIB	95.5
Raukokore	42	39	IVA	94.9
Takahiwai	37	36	IVA	94.8
Reporua	33	32	III	94.6
Omarumutu	70	64	IVB	94.5
Kenana	25	23	IIA	94.4
Omaio	48	53	IVB	93.7
Kakanui ⁽²⁾	33	29	III	93.1
Parawera	7	6	IVB	93.0
Waiima	49	10	IVB	92.5
Okautete	7	7	IIA	91.4
Te Kao	5	5	III	91.2
Whangara	16	4	III	91.0
Waiomatatini	32	5	III	90.5
Paeros	15	16	IVA	90.4
Matihetihe	8	1	III	90.3
Te Kaha	9	6	IVA	90.2
Tuhara	35	12	IVB	90.1
Waiuku ⁽²⁾	49	8	IVA	90.0
Ahipara	56	16	V	89.9
Poroporo	31	11	IVB	89.4
Tuparoa	16	6	IVB	89.2
Te Haroto	9	8	III	89.2
Te Rawhiti	7	4	IIA	88.9
Whareponga	6	2	IVA	88.7
Tautoro	11	14	IVB	88.7
Kaikohe	22	30	V	88.1
Whirinaki	24	20	IVB	87.9
Motiti Island ⁽²⁾	45	3	III	87.5
Tangoio	17	10	III	87.3
Waikare	11	4	IVA	87.2
Otamatea	15	5	III	87.2
Parapara	5	16	III	87.1
Whakarewarewa	34	22	IVB	86.9
Arowhenua	14	13	III	86.6
Te Teko	22	11	IVB	86.3
Pukepoto	21	5	IVA	86.2
Touwai	10	8	IIB	86.2
Ngongotaha ⁽²⁾	52	19	III	86.0
Te Ahuahu	12	8	IIB	85.7
Oparure	12	14	IIB	85.6
Motuti	3	1	IIA	85.5
Wai-iti	38	27	IVA	85.4
Rangitukia	42	17	IVB	85.3
Pamoana	9	8	IIA	85.1
Whakarara	13	10	IVA	85.1
Omanaia	32	16	IVA	84.9
Poroti	7	14	III	84.7
Karetu	6	2	I	84.5
Peria	12	18	IVA	84.3
Pamapurua	9	8	IIP	84.0
Hirubarama	20	25	IVA	83.6
Waikouaiti	8	13	III	83.6
Waimamaku ⁽²⁾	17	7	IIA	82.5
Mangamuka	9	8	IVA	82.2
Waitahanui	18	26	IVA	82.0
Hapua	22	13	IVA	81.7
Ruapuke	2	1	I	81.3
Tikitiki	13	10	IVB	81.2
Te Whaiti	26	15	I	81.2
Ranana	11	17	IVA	80.5
Nuhaka	37	24	IVB	80.4
Oromahoe	28	11	IVA	80.1
Te Waotu	11	7	III	80.1
Te Kerepehi	12	16	IIA	80.0
Te Araroa	20	8	IVA	79.7
Rawhitiroa	12	7	IIB	79.1
Waioweka	20	12	III	78.6

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, 1908.	Yearly Average, adjusted by Regulations, Native Schools Code.	Grade of School for 1908.	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.				
Wharekahika	22	11	9	24	27	21	21	IIB	78.3
Ruatoki	39	31	11	59	50	39	39	IVA	78.3
Otaua	29	31	15	45	40	32	32	III	78.2
Te Kopua	17	10	7	20	20	16	16	IIA	77.8
Te Kotukutuku	37	15	16	36	42	32	32	III	77.7
Matata	31	18	10	39	37	29	31	III	77.0
Maraeroa	32	20	14	38	40	31	31	III	76.9
Waimarama	25	14	11	28	26	20	20	IIA	76.7
Paparore	25	12	5	32	30	23	23	IIB	76.6
Oruanui	45	14	15	44	52	39	39	IVA	75.4
Papamoā	44	13	12	45	49	37	37	IVA	75.3
Hauaroa	83	81	58	106	113	84	84	V	74.2
Te Pupuke ⁽⁶⁾	43	16	16	43	37	27	36	IVA	73.9
Ohāsewai	32	8	3	37	37	28	28	III	73.8
Tokomaru Bay	58	43	21	80	82	60	60	IVB	73.1
Whakarapa	35	12	16	31	37	27	26	III	71.6
Mangamaunu	31	16	16	31	34	24	24	IIB	71.1
Te Matai	50	23	23	50	60	43	43	IVA	70.8
Karioi	29	29	26	32	36	25	26	III	69.4
Tokaanu	42	33	33	42	52	35	37	IVA	67.1
Pipiriki	55	26	37	44	50	38	37	IVA	66.2
Lower Waihou	29	11	10	30	32	20	20	IIA	61.4
Mangaorongo ⁽⁴⁾	18	..	13	..	13	11	..	..	..
Little River ⁽⁶⁾	35	9	44	..	41	28	..	..	..
Rakaumanga ⁽⁴⁾	44	4	48	..	50	34	..	..	..
Motukaraka ⁽⁴⁾	28	6	34	..	27	21	..	..	..
The Neck ⁽⁶⁾	12	..	12	..	12	11	..	..	..
Rapaki ⁽⁷⁾	24	3	27	..	25	21	..	..	..
Kaiapoi ⁽⁷⁾	38	17	55	..	48	42	..	..	..
Puniho ⁽¹⁰⁾	34	7	41	..	37	29	..	..	..
Totals for 1908	3,700	1,893	1,376	4,217	4,479	3,781	..	..	84.4
Totals for 1907	4,714	1,779	1,772	4,183	4,321	3,561	..	..	82.4
2. Mission Schools subject to inspection by the Education Department—									
Otaki .. .. .	..	..	..	35	33	30	..	..	89.8
Putiki .. .. .	..	..	..	31	31	29	..	..	93.8
Matata Convent	not	g	i	44	42	39	..	..	94.6
Tokaanu Convent .. .. .	..	..	..	54	52	44	..	..	89.1
Waerenga-a-hika .. .. .	..	..	..	21	21	21	..	..	100.0
Te Hauke .. .. .	..	..	..	30	30	16	..	..	54.0
Totals for 1908 .. .. .	..	..	..	215	209	179	..	..	..
3. Secondary (Boarding) Schools—									
St. Stephen's Boys'	59	28	21	66	65	64	..	..	98.5
Queen Victoria Girls'	37	17	20	34	35	38	..	..	94.3
Hukarere Girls'	62	18	18	62	62	59	..	..	95.1
St. Joseph's Convent Girls'	38	20	13	45	40	40	..	..	99.2
Turakina Girls'	21	13	8	26	26	25	..	..	96.1
Te Aute College	66	24	20	70	70	68	..	..	97.1
Totals for 1908	283	120	100	303	298	289	..	..	..
Grand totals for 1908 .. .. .	..	..	..	4,735	4,986	4,249	..	..	85.2

(1) Opened second quarter, 1908. (2) Opened third quarter. (3) Opened December quarter. (4) Closed second quarter, 1908. (5) Transferred to North Canterbury Board end first quarter. (6) Transferred to Southland Education Board end second quarter. (7) Transferred to North Canterbury Board after second quarter. (8) Closed temporarily, December, 1908. (9) Opened first quarter, 1908. (10) Transferred to Taranaki Education Board end first quarter, 1908.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1908.

* 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	26	22	48	..	..	..	2	2	4	1	..	1	29	24	53
Te Kao	21	11	32	..	..	..	..	..	..	..	..	..	21	11	32
Paparore	12	6	18	3	1	4	..	..	..	5	5	10	20	12	32
Ahipara	41	27	68	..	..	..	7	10	17	4	4	8	52	41	93
Pukepoto	16	17	33	..	..	..	..	..	..	6	5	11	22	22	44
Pamapurua	11	9	20	..	..	..	..	..	..	2	..	2	13	9	22
Rangiawhia	11	13	24	..	..	..	..	..	..	..	..	..	11	13	24
Parapara	15	7	22	1	..	1	..	..	..	1	4	5	17	11	28
Kenana	16	7	23	..	..	..	..	..	..	1	1	2	17	8	25
Peria	11	9	20	3	2	5	1	..	1	9	7	16	24	18	42
Taamaro	21	20	41	..	..	..	..	..	..	..	..	..	21	20	41
Te Pupuke	21	22	43	..	..	..	..	..	..	..	..	..	21	22	43
Touwai	16	10	26	..	..	..	..	..	..	..	..	..	16	10	26
Whakarara	28	23	51	..	..	..	..	..	..	..	..	..	28	23	51
Matihetihe	13	15	28	2	..	2	..	..	..	..	..	..	15	15	30
Waimamaku	16	3	19	..	..	..	3	5	8	1	..	1	20	8	28
Whakarapa	15	10	25	..	..	..	3	1	4	2	..	2	20	11	31
Lower Waihou	15	15	30	..	..	..	..	..	..	..	..	..	15	15	30
Motuti	10	7	17	..	..	..	..	4	4	..	..	..	10	11	21
Mangamuka	24	18	42	..	..	..	4	5	9	..	..	..	28	23	51
Maraeroa	21	16	37	..	1	1	..	..	..	..	..	..	21	17	38
Whirinaki	48	35	83	..	..	..	..	..	..	1	2	3	49	37	86
Omanaia	22	21	43	..	..	..	..	..	..	4	8	12	26	29	55
Waima	54	47	101	..	..	..	..	..	..	..	..	..	54	47	101
Otaua	26	15	41	..	..	..	..	..	..	3	1	4	29	16	45
Kaikohu	67	40	107	1	3	4	..	1	1	..	..	..	68	44	112
Tautoro	24	22	46	..	..	..	3	4	7	..	..	..	27	26	53
Ohaeawai	12	17	29	4	1	5	2	1	3	..	..	..	18	19	37
Te Ahuahu	12	9	21	..	..	..	3	1	4	..	1	1	15	11	26
Oromahoe	18	11	29	..	..	..	2	..	2	10	6	16	30	17	47
Karetu	6	2	8	..	..	..	4	5	9	1	..	1	11	7	18
Waikare	32	19	51	..	..	..	..	..	..	..	2	2	32	21	53
Te Rawhiti	10	12	22	..	..	..	..	1	1	1	..	1	11	13	24
Whangaruru	5	5	10	..	..	..	15	8	23	..	..	..	20	13	33
Poroti	7	4	11	2	..	2	2	4	6	6	7	13	17	15	32
Takahiwai	25	11	36	..	..	..	1	..	1	..	..	..	26	11	37
Otamatea	11	14	25	..	..	..	3	3	6	3	4	7	17	21	38
Kakanui	11	19	30	..	..	..	..	..	..	2	1	3	13	20	33
Waiuku	13	16	29	..	..	..	5	4	9	2	1	3	20	21	41
Manaia	16	16	32	..	..	..	..	..	..	1	2	3	17	18	35
Te Kerepehi	11	5	16	..	..	..	..	..	..	1	3	4	12	8	20
Wharekawa	14	6	20	..	..	..	7	4	11	..	..	..	21	10	31
Mataora	14	10	24	..	..	..	..	..	..	1	2	3	15	12	27
Rawhitiroa	12	14	26	..	..	..	1	2	3	..	..	..	13	16	29
Parawera	23	20	43	..	..	..	..	..	..	8	4	12	31	24	55
Te Kopua	8	7	15	2	..	2	1	1	2	..	1	1	11	9	20
Oparure	9	5	14	..	..	..	2	9	11	..	..	..	11	14	25
Hauaroa	24	16	40	2	1	3	3	3	6	24	33	57	53	53	106
Te Waotu	12	9	21	3	7	10	1	..	1	1	..	1	17	16	33
Ngongotaha	3	7	10	..	..	..	15	5	20	3	..	3	21	12	33
Whakarewarewa	32	34	66	..	..	..	1	1	2	7	..	7	40	35	75
Ranana	18	20	38	..	..	..	3	2	5	..	..	..	21	22	43
Wai-iti	25	23	48	..	..	..	1	1	2	..	..	..	26	24	50
Te Whaiti	7	7	14	..	..	..	1	..	1	..	..	..	8	7	15
Waitahanui	21	26	47	..	..	..	..	..	..	2	1	3	23	27	50
Tokaanu	18	16	34	2	..	2	..	..	..	2	4	6	22	20	42
Oruanui	16	19	35	..	..	..	4	2	6	2	1	3	22	22	44
Te Kotukutuku	20	14	34	..	..	..	..	..	..	1	1	2	21	15	36
Paeroa	14	19	33	..	..	..	3	1	4	6	3	9	23	23	46
Papamoa	16	20	36	..	..	..	4	..	4	3	2	5	23	22	45
Te Matai	31	13	44	..	..	..	1	2	3	1	2	3	33	17	50
Motiti Island	26	15	41	..	..	..	1	..	1	..	..	..	27	15	42
Matata	11	14	25	2	3	5	..	..	..	2	7	9	15	24	39
Te Teko	22	35	57	..	..	..	2	1	3	5	3	8	29	39	68
Otamauru	6	10	16	..	..	..	..	..	..	..	..	..	6	10	16
Poroporo	40	25	65	..	..	..	2	2	4	3	4	7	45	31	76
Ruatoki	31	25	56	..	..	..	..	..	..	..	3	3	31	28	59
Waioweka	3	2	5	3	..	3	2	1	3	16	12	28	24	15	39
Omarumutu	31	35	66	..	..	..	2	1	3	..	1	1	33	37	70
Torere	18	20	38	..	..	..	..	1	1	2	..	2	20	21	41
Omaio	23	24	47	..	..	..	..	..	..	1	..	1	24	24	48
Te Kaha	23	21	44	1	..	1	2	..	2	1	1	2	27	22	49
Raukokore	14	14	28	5	..	5	..	..	..	4	5	9	23	19	42
Wharekahika	10	13	23	..	..	..	1	..	1	..	..	..	11	18	29
Te Araroa	26	22	48	2	2	4	..	5	5	3	3	6	31	32	63
Rangitukia	48	23	71	3	..	3	4	5	9	1	1	2	56	29	85
Tikitiki	31	23	54	..	..	..	4	2	6	..	..	..	35	25	60
Waiomatatini	17	10	27	..	..	..	6	11	17	..	..	..	23	21	44

Table No. 5—continued.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1908.—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.						
Reporua ..	14	11	25	5	3	8	..	..	..	..	..	..	19	14	33
Tuparoa ..	31	26	57	..	..	..	6	7	13	2	2	4	39	35	74
Hiruharama ..	26	22	48	..	..	..	2	5	7	..	1	1	28	28	56
Whareponga ..	21	19	40	..	..	..	..	2	2	1	..	1	22	21	43
Tokomaru Bay ..	37	20	57	..	..	..	7	9	16	5	2	7	49	31	80
Whangara ..	17	10	27	..	..	..	3	1	4	3	3	6	23	14	37
Nuhaka ..	51	27	78	..	..	..	6	..	6	2	..	2	59	27	86
Tuhara..	35	21	56	..	..	..	1	1	2	4	5	9	40	27	67
Tangoio ..	18	12	30	..	..	..	..	..	..	2	..	2	20	12	32
Te Haroto ..	15	11	26	..	..	..	1	..	1	1	1	2	17	12	29
Waimarama ..	14	2	16	..	..	..	7	..	7	2	3	5	23	5	28
Karioi ..	15	12	27	..	..	..	2	1	3	1	1	2	18	14	32
Pipiriki ..	13	7	20	..	..	..	3	1	4	9	11	20	25	19	44
Pamoana ..	9	10	19	..	..	..	..	..	..	3	..	3	12	10	22
Okautete ..	8	7	15	..	..	..	..	1	1	2	..	2	10	8	18
Mangamaunu ..	6	7	13	2	5	7	..	..	..	8	3	11	16	15	31
Arowhenua ..	17	8	25	..	..	..	4	3	7	..	..	..	21	11	32
Waikouaiti ..	6	8	14	1	2	3	1	2	3	6	3	9	14	15	29
Ruapuke ..	9	4	13	..	..	..	..	..	..	..	..	..	9	4	13
Totals for 1908	1,889	1,507	3,396	49	31	80	177	154	331	217	193	410	2,332	1,885	4,217
Totals for 1907	1,808	1,484	3,292	81	62	143	171	160	331	220	197	417	2,280	1,903	4,183
Difference ..	81	23	104	-32	-31	-63	6	-6	0	-3	-4	-7	52	-18	34

SUMMARY of Table No. 5.

Race.	1908.				
	Boys.	Girls.	Total.	Percentage. 1908.	Percentage. 1907.
Maori, and between Maori and half-caste ..	1,889	1,507	3,396	80.5	78.8
Half-caste, and between half-caste and European, speaking Maori	177	154	331	7.9	7.9
Half-caste, and between half-caste and European, speaking English	49	31	80	1.9	3.4
Europeans ..	217	193	410	9.7	9.9
Totals ..	2,332	1,885	4,217	100.0	100.0

Table No. 6.

RESULTS of INSPECTION, 1908.

[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.
Whakarewarewa ..	10.0	10.0	10.0	10.0	10.0	50.0
Rangitukia ..	10.0	10.0	10.0	10.0	9.5	49.5
Rangiawhia ..	10.0	9.5	10.0	10.0	10.0	49.5
Whirinaki ..	10.0	10.0	10.0	10.0	9.3	49.3
Waima ..	10.0	10.0	10.0	10.0	9.0	49.0
Paeroa ..	10.0	10.0	10.0	10.0	9.0	49.0
Kaikohe ..	10.0	10.0	10.0	10.0	9.0	49.0
Ahipara ..	10.0	10.0	10.0	10.0	9.0	49.0
Te Kaha ..	9.4	9.8	10.0	10.0	9.7	48.9
Pukepoto ..	10.0	10.0	10.0	10.0	8.7	48.7
Peria ..	9.8	9.5	10.0	10.0	9.3	48.6
Tautoro ..	10.0	10.0	10.0	9.0	9.5	48.5
Tokaanu ..	10.0	10.0	10.0	10.0	8.5	48.5
Ranana ..	10.0	9.9	9.8	10.0	8.8	48.5
Torere ..	9.4	9.5	10.0	10.0	9.3	48.2
Matihetihe ..	9.4	10.0	10.0	10.0	8.7	48.1
Whareponga ..	9.4	10.0	10.0	9.0	9.3	47.7
Mania..	10.0	9.6	9.8	10.0	8.2	47.6
Omarumutu ..	10.0	9.8	9.8	10.0	8.0	47.6

Table No. 6—continued.
RESULTS OF INSPECTION, 1908—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.
Waiomatatini	9.5	9.0	10.0	9.5	9.5	47.5
Parawera	10.0	9.3	10.0	10.0	8.2	47.5
Waimarama	10.0	9.8	10.0	10.0	7.6	47.4
Te Kao	10.0	9.3	10.0	9.0	9.0	47.3
Tikitiki	10.0	9.8	10.0	9.0	8.3	47.1
Omaio	10.0	9.8	9.8	9.0	8.3	46.9
Whangara	10.0	9.5	9.8	9.0	8.5	46.8
Oruanui	9.6	10.0	9.8	9.0	8.3	46.7
Waikare	9.8	9.6	9.8	8.5	9.0	46.7
Takahiwai	9.8	9.4	9.5	9.0	8.7	46.4
Tuhare	9.8	9.4	9.8	9.0	8.3	46.3
Okautete	9.4	9.6	10.0	9.0	8.0	46.0
Wai-iti	9.3	10.0	9.8	8.5	8.2	45.8
Hiruharama	9.4	9.0	9.3	9.5	8.5	45.7
Omanaia	9.8	9.8	9.5	8.5	8.0	45.6
Te Haroto	10.0	9.5	10.0	8.5	7.5	45.5
Whangaruru	10.0	8.5	9.8	9.0	8.0	4.53
Parapara	9.8	8.6	10.0	9.0	8.0	44.9
Maraeroa	10.0	8.9	9.5	8.0	8.5	44.9
Waioweka	9.8	9.8	9.3	9.0	7.0	44.9
Karetu	9.9	9.0	9.8	9.0	7.8	44.6
Whakarara	9.8	9.5	9.3	8.0	8.0	44.6
Te Araroa	9.2	8.5	8.5	9.0	9.3	44.5
Paparore	8.4	9.3	9.8	9.0	8.0	44.5
Pamoana	9.4	8.8	9.8	8.0	8.3	44.3
Waikouaiti	8.5	8.5	9.3	9.0	9.0	44.3
Nuhaka	9.0	8.8	9.0	9.0	8.3	44.1
Matata	9.6	8.3	8.5	8.5	8.7	43.6
Reporua	9.0	8.8	9.0	8.5	8.0	43.3
Waitahanui	9.0	8.8	8.8	8.5	8.0	43.1
Te Teko	9.3	9.0	8.8	9.0	7.0	43.1
Otamauru	9.8	8.6	9.6	8.5	6.3	42.8
Tuparoa	9.0	8.8	8.0	9.0	8.0	42.8
Touwai	10.0	9.5	8.3	8.0	7.0	42.8
Poroporo	9.8	8.8	8.8	8.0	7.3	42.7
Mangamuka	9.6	8.5	7.6	8.5	8.5	42.7
Te Kerepehi	9.8	8.0	9.4	8.5	7.0	42.7
Raukokore	9.5	9.0	9.3	8.5	6.0	42.3
Karioi	8.5	8.9	9.1	8.0	7.7	42.2
The Neck	9.5	8.0	9.3	9.0	6.3	42.1
Tangoio	9.2	8.8	9.1	8.0	7.0	42.1
Kenana	9.0	8.9	9.0	8.0	7.2	42.1
Otamatea	9.0	8.3	8.5	8.0	7.7	41.5
Te Matai	9.3	8.9	8.6	8.5	6.2	41.5
Motuti	10.0	8.6	8.8	6.0	8.0	41.4
Otaua	8.8	8.8	8.5	8.0	7.3	41.4
Wharekawa	9.3	9.8	9.8	8.5	4.0	41.4
Mangamaunu	9.3	8.9	8.4	8.0	6.6	41.2
Oromahoe	9.3	9.3	8.3	7.5	6.6	41.0
Te Kotukutuku	9.0	9.0	8.5	8.0	6.5	41.0
Poroti	8.8	9.8	9.0	7.0	6.3	40.9
Te Whaiti	8.3	9.0	10.0	8.0	5.0	40.3
Oparure	8.4	8.9	8.3	7.5	7.0	40.1
Rawhitiroa	8.0	9.3	7.8	8.0	6.3	39.4
Te Kopua	8.4	8.5	8.0	7.5	6.7	39.1
Te Rawhiti	9.0	8.4	8.9	7.0	5.5	38.8
Ruatoki	8.8	8.5	7.3	8.0	6.2	38.8
Papamoā	8.3	8.4	6.6	7.5	7.6	38.4
Mataora Bay	9.1	7.9	8.3	7.0	5.7	38.0
Tokomaru Bay	8.5	7.0	7.8	7.5	6.3	37.1
Waimamaku	7.4	7.5	7.3	7.0	7.6	36.8
Wharekahika	9.4	8.3	6.5	7.0	5.5	36.7
Te Waotu	9.0	8.0	8.9	6.0	4.3	36.2
Te Pupuke	8.5	7.0	6.3	8.0	6.3	36.1
Hauaroa	3.5	8.3	7.9	8.0	7.7	35.4
Ohaeawai	9.2	7.8	7.0	7.0	3.6	34.6
Pamapurua	8.0	7.5	7.8	7.0	4.0	34.3
Arowhenua	8.4	5.3	6.5	6.5	6.8	33.5
Hapua	8.6	8.3	5.8	5.0	5.3	33.0
Whakarapa	8.0	5.7	6.8	5.0	6.3	31.8
Pipiriki	6.5	5.3	6.0	7.5	6.0	31.3
Ruapuke	6.8	6.6	6.6	6.0	4.0	30.0
Te Ahuahu	5.3	7.0	6.5	6.0	5.0	29.8
Motukaraka (3)	7.6	6.3	5.3	4.0	5.6	28.8
Waiuku (1)	8.0	8.0	7.3	8.0	..	..
Rapaki (2)	9.5	8.4	8.0	7.5	..	..
Kaiapoi (2)	5.3	7.3	6.5	8.0	..	..
Little River (2)	7.0	7.0	6.0	7.0	..	..
Taamāro (1)	8.8	8.5	9.0	8.0	..	..

(1) Not examined. (2) Transferred to Board. (3) Closed second quarter.

Table No. 7.
STANDARD CLASSIFICATION, 31st December, 1908.

Schools.	Number on the Roll.	Passes of Pupils examined.							Certificates of Competency issued.	Certificates of Proficiency issued.	
		P.	I.	II.	III.	IV.	V.	VI.			VII.
Hapua	53	32	5	9	5	2	..	..	..	..	..
Te Kao	32	6	3	8	6	8	1	..	..	..	..
Paparore	32	9	8	5	4	4	..	2	..	2	..
Ahipara	93	41	8	13	11	7	5	8	..	..	..
Pukepoto	44	22	..	2	6	7	2	5	..	..	..
Pamapurua	22	10	2	3	..	5	2	..	..	..	..
Rangiawhia	24	4	..	5	2	4	5	4	..	..	..
Parapara	28	9	2	3	5	5	..	4	..	..	..
Kenana	25	7	2	8	1	5	1	1	..	..	..
Peria	42	6	4	8	2	6	7	7	2	4	..
Taemaro	41	41	..	..	..	..	..	..	..	..	..
Te Pupuke	43	15	7	18	2	1	..	..	..	..	..
Touwai	26	12	3	..	6	..	3	2	..	1	..
Whakarara	51	13	8	14	6	8	2	..	..	..	..
Matihetihe	80	18	5	..	1	5	1	..	..	..	..
Waimamaku	28	15	4	..	2	5	2	..	..	..	..
Whakarapa	31	14	3	4	7	2	1	..	..	..	..
Lower Waihou	30	16	8	6	..	..	..	..	..	..	..
Motuti	21	7	11	1	2	..	..	..	..	..	..
Mangamuka	51	28	3	13	6	1	..	..	..	..	..
Maraeroa	38	16	8	3	4	5	1	1	..	..	..
Whirinaki	86	37	13	12	9	7	3	5	..	..	..
Omanaia	55	24	7	8	4	7	3	1	1	1	..
Waima	101	72	4	9	12	4	..	..	..	..	..
Otaua	45	29	7	..	4	1	4	..	..	..	..
Kaikohe	112	55	21	17	10	7	2	..	..	..	..
Tautoro	53	32	9	7	5	..	..	..	..	..	..
Ohaeawai	37	17	9	5	4	2	..	..	..	..	..
Te Ahuahu	26	14	6	3	3	..	..	..	..	..	..
Oromahoe	47	23	8	7	5	3	1	..	..	..	..
Karetu	18	4	5	3	4	..	2	..	..	..	..
Waikare	53	33	20	..	..	..	..	..	..	..	..
Te Rawhiti	24	11	5	3	3	1	1	..	..	..	..
Whangaruru	33	19	2	1	..	9	2	..	..	..	..
Poroti	32	18	4	1	5	4	..	..	..	..	..
Takahiwai	37	18	..	3	5	2	7	1	1	1	..
Otamatea	38	23	2	1	7	3	2	..	..	..	..
Kakanui	38	32	..	..	..	..	..	1	..	..	..
Waiuku	41	33	4	2	2	..	..	..	..	..	..
Manaia	35	18	3	5	3	6	..	..	..	..	..
Te Kerepehi	20	9	..	4	4	2	1	..	..	..	..
Wharekawa	31	26	..	3	1	..	..	1	..	..	..
Mataora	27	23	2	..	1	..	1	..	..	..	..
Rawhitiroa	29	29	..	..	..	..	..	..	..	..	..
Parawera	55	20	..	1	8	10	9	4	3	5	..
Te Kopua	20	9	1	1	3	3	3	..	..	..	..
Oparure	25	11	..	4	8	2	..	..	..	..	..
Hauaroa	106	39	27	11	10	8	11	..	..	..	..
Te Waotu	33	14	6	7	5	..	1	..	..	..	..
Ngongotaha	33	21	7	5	..	..	..	..	..	..	..
Whakarewarewa	75	34	..	4	9	6	7	15	..	3	3
Ranana	43	11	16	3	6	1	4	1	1	..	..
Wai-iti	50	19	2	6	9	9	4	1	..	..	..
Te Whaiti	15	9	3	..	3	..	..	..	..	..	..
Waitahanui	50	12	8	9	14	5	2	..	..	..	..
Tokaanu	42	20	..	7	7	2	2	4	..	..	..
Oruanui	44	25	..	10	2	5	1	1	..	..	..
Te Kotukutuku	36	16	6	1	5	3	4	..	1	..	..
Paeroa	46	14	6	5	4	5	7	5	..	1	..
Papamoa	45	10	9	9	8	3	4	2	..	..	..
Te Matai	50	27	4	5	9	2	2	1	..	..	..
Motiti Island	42	16	7	8	6	1	4	..	..	..	..
Matata	39	14	6	6	4	2	4	3	..	..	..
Te Teko	68	27	6	7	9	11	4	4	..	..	..
Otamauru	16	2	..	3	4	6	1	..	..	..	..
Poroporo	76	36	8	8	10	9	4	1	..	..	..
Ruatoki	59	21	9	8	15	3	3	..	..	..	..
Waioweka	39	14	5	3	4	6	2	5	..	..	..
Omarumutu	70	32	12	8	14	3	1	..	..	..	..
Torere	41	20	3	3	5	3	7	..	..	..	..
Omaio	48	11	7	8	9	6	7	..	..	..	..
Te Kaha	49	18	..	7	8	4	8	3	1	..	1
Raukokore	42	14	5	10	6	4	3	..	..	..	..
Wharekahika	24	10	5	2	2	4	..	1	..	..	..
Te Ararua	63	28	1	16	5	9	4	..	..	..	..
Rangitukia	85	43	5	8	13	10	4	2	..	..	2
Tikitiki	60	22	9	..	11	13	4	1	..	..	..
Waiomatatini	44	25	..	9	2	6	2	..	..	..	..
Reporua	33	13	5	4	3	5	2	..	1	1	..
Tuparoa	74	37	8	8	9	6	6	..	..	..	..
Hiruharama	56	22	7	7	14	3	2	1	..	..	..
Whareponga	43	13	..	9	7	9	3	2	..	2	..

Table No. 7—continued.

STANDARD CLASSIFICATION, 31st December, 1908—continued.

Schools.	Number on the Roll.	Passes of Pupils examined.									Certificates of Competency issued.	Certificates of Proficiency issued.
		P.	I.	II.	III.	IV.	V.	VI.	VII.			
Tokomaru Bay	80	36	6	13	15	3	7	..	..	..	..	..
Whangara	37	13	..	..	4	1	11	8	..	..	2	..
Nuhaka	86	41	..	6	11	13	9	6	..	..	..	..
Tuhara	67	46	1	13	4	1	2	..	..	..	..	..
Tangoio	32	13	8	2	5	2	1	1	..	..	..	..
Te Haroto	29	10	3	5	5	5	1	..	..	..	..	..
Waimarama	28	10	4	4	7	3	..	..	..	..	..	..
Karioi	32	15	..	4	7	6	..	..	..	..	..	..
Pipiriki	44	15	8	9	8	..	4	..	..	..	..	..
Pamoana	22	13	..	1	4	..	3	1	..	..	..	..
Okautete	18	8	..	3	4	3	..	..	..	..	..	..
Mangamaunu	31	11	..	2	8	6	3	1	..	..	..	..
Arowhenua	32	9	6	10	4	2	1	..	..	1	..	..
Waikouaiti	29	6	1	5	8	2	6	1	..	..	..	..
Ruapuke	13	4	..	..	3	4	..	2	..	..	..	..
Total for 1908	4217	1939	465	524	536	376	246	120	11	24	6	..
Total for 1907	4183	1711	561	580	531	422	254	113	11	12	8	..
Difference	34	218	-96	-56	5	-46	-8	7	..	12	-2	..

Table No. 8.

CLASSIFICATION as regards STANDARDS and RACE of PUPILS on the SCHOOL ROLLS at the End of December, 1908.

Standards.	Race.												Totals.		
	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.					
				Speaking English.			Speaking Maori.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Preparatory classes	879	728	1,607	14	9	23	91	79	170	76	63	139	1,060	879	1,939
Standard I	204	164	368	9	4	13	22	15	37	21	26	47	256	209	465
Standard II	238	193	431	4	1	5	21	16	37	25	26	51	288	236	524
Standard III	240	187	427	12	6	18	15	23	38	24	29	53	291	245	536
Standard IV	164	132	296	5	3	8	12	16	28	25	19	44	206	170	376
Standard V	110	68	178	3	6	9	12	5	17	30	12	42	155	91	246
Standard VI	54	35	89	2	2	4	4	..	4	16	18	34	76	55	131
Standard VII .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals	1,889	1,507	3,396	49	31	80	177	154	331	217	193	410	2,332	1,885	4,217

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 1908.	Totals 1907.
Preparatory classes	1,060	879	1,939	1,711
Class for Standard I	256	209	465	561
" II	288	236	524	580
" III	291	245	536	531
" IV	206	170	376	422
" V	155	91	246	254
" VI	76	55	131	124
" VII	..	..	..	..
Totals	2,332	1,885	4,217	4,183

Table No. 10.

CLASSIFICATION of EUROPEAN CHILDREN attending NATIVE SCHOOLS at end of YEAR 1908.

Education Districts.	Standard Classes.							Certificates of Competency.	Certificates of Proficiency.
	P.	I.	II.	III.	IV.	V.	VI.			VII.
Auckland	110	38	39	37	34	31	27	6	1
Taranaki .. ..	..	..	..	..	..	..	..	..	..
Wanganui	9	5	3	6	..	2	..	..	..
Wellington .. ..	..	..	1	..	1	..	..	..	..
Hawke's Bay	13	4	7	7	5	6	5	1	1
North Canterbury	4	..	..	2	3	1	1	..	..
Otago	3	..	1	1	1	2	1	..	..
Totals	139	47	51	53	44	42	34	7	2

Table No. 11.

CHILDREN of MAORI and MIXED RACES attending PUBLIC SCHOOLS, December, 1908.

Education Districts.	Of Maori Race.			Of Mixed Race living as Maoris.			Of Mixed Race living as Europeans.			Total.			Number of Schools attended.	Certificates granted.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		Compe- tency.	Profi- ciency.
Auckland	881	653	1,534	56	61	117	926	342	668	1,263	1,056	2,319	243	2	9
Taranaki	45	31	76	6	5	11	30	23	53	81	59	140	20	..	..
Wanganui	200	124	324	20	13	33	35	36	71	255	173	428	59	..	1
Wellington	126	98	224	13	14	27	37	40	77	176	152	328	34	3	2
Hawke's Bay	268	186	454	26	19	45	90	61	151	384	266	650	46	6	5
Marlborough	25	23	48	..	..	..	28	21	49	53	44	97	14	1	1
Nelson	16	9	25	5	..	5	3	2	5	24	11	35	7	..	..
Grey .. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Westland	6	9	15	..	..	..	3	..	3	9	9	18	2	..	..
North Canterbury	40	36	76	1	1	2	37	34	71	78	71	149	18	..	1
South Canterbury	6	9	15	..	..	..	5	7	12	11	16	27	5	..	2
Otago	16	6	22	7	3	10	36	25	61	59	34	93	15	2	3
Southland	1	..	1	15	12	27	70	47	117	86	59	145	26	1	2
Totals for 1908	1,630	1,184	2,814	149	128	277	700	638	1,338	2,479	1,950	4,429	489	15	26
Totals for 1907	1,420	1,002	2,422	131	103	234	700	632	1,332	2,251	1,737	3,988	462	17	30
Difference	210	182	392	18	25	43	..	6	6	228	213	441	27	-2	-4

Table No. 12.

(a.) NUMBER of MAORI PUPILS receiving Higher Education, &c., at the End of 1908.

School.	Government Pupils.		Private Pupils.	Totals.
	Scholarship-holders formerly attending Native Schools.	Temporary.		
Boarding-schools—				
St. Stephen's (boys), Parnell, Auckland	30	..	36*	66
Te Aute (boys), Hawke's Bay	11	..	59†	70
Hukarere (girls), Napier	20	1	41	62
St. Joseph's (girls), Napier	5	10	30*	45
Queen Victoria (girls), Auckland	19	..	15	34
Turakina (girls), Auckland .. ..	..	9	17	26
Totals	85	20	198	303

* Including 1 European.

† Including 4 Europeans.

Table No. 12—continued.

(b.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Scholarships at High Schools or Colleges at the End of 1908.

Number.		Primary School.	High School or College at which Scholarship is held.
M.	F.		
1	...	Woodhill	Auckland Grammar School.
1	...	Maraetaha	Te Aute College.
...	1	Waipiro Bay	Hukarere Native Boarding-school, Napier.

(c.) NUMBER of MAORI STUDENTS, formerly attending Native Schools and Colleges, holding University Scholarships at the End of 1908.

Number.	University Course.	University at which Scholarship is held.
1	Medicine	Otago University.

(d.) NUMBER of MAORI PUPILS, formerly attending Native Schools, holding Industrial Scholarships at the End of 1908.

Number.	Native School.	Trade to which Scholars are apprenticed.	District.
1	Hapua	Blacksmith	Auckland.
1	"	Saddler	"
1	Whirinaki	Builder	"
1	Rangitukia	Saddler	"

(e.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Industrial Scholarships at the End of 1908.

Number.	Primary School.	Trade to which Scholars are apprenticed.	District.
1	Hukerenui South	Government Railway Workshops	Auckland.

(f.) NUMBER of MAORI PUPILS, formerly attending Native Boarding-schools, holding Hospital Nursing Scholarships at the End of 1908.

Number.	Kind of Scholarship.	Boarding-school.	District Hospital.
1	Day-pupil	Queen Victoria	Auckland.
1	"	St. Joseph's, Napier	Napier.
1	"	Hukarere, "	"
1	Probationer	" "	Wanganui.
1	"	St. Joseph's, "	Hamilton.
1	"	" "	St. Helens Maternity Hospital, Christchurch.
1	"	Hukarere, "	St. Helens Maternity Hospital, Wellington.

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