

SESSION II.
1912.
NEW ZEALAND.

EDUCATION:
NATIVE SCHOOLS.

[In continuation of E.-3, 1911.]

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

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No. 1.

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

At the end of 1910 there were in operation ninety-nine Native village schools. During 1911 the school at Te Kopua was closed, and five new schools—Te Huruhi, Waiheke Island; Orauta, Bay of Islands; Kokako, near Waikaremoana; Taharoa, south of Kawhia Harbour; and Rangiahua, near Wairoa—were opened; also the school at Waiotapu, south of Rotorua, was reopened. The school at Orauta was temporarily closed in the December quarter. Including this school, there were thus 104 schools in actual operation at the end of 1911. In addition to these

schools, there were five mission schools giving primary instruction to Maori children and 551 public schools at which Maori scholars were in attendance. Thus, the total number of schools giving instruction to Maori children was,—

Native village schools	104
Mission schools subject to inspection by the Education Department ..	5
Public schools at which Maori scholars were in attendance..	551
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Total primary schools..	660
Boarding-schools affording secondary education to Maoris ..	9
	<hr/>
	669

ATTENDANCE.

The average daily attendance, in actual numbers and as a percentage of the average weekly roll-number, for each of the years 1910 and 1911 was as follows:—

	Actual Attendance.		Per Cent. of Roll.	
	1910.	1911.	1910.	1911.
First quarter	3,659	3,932	85.5	87.0
Second quarter	3,720	3,893	86.7	86.2
Third quarter	3,686	3,849	85.5	86.9
Fourth quarter	3,669	3,836	84.7	84.2

Table H shows the number of scholars, both Maori and European, attending Native schools at the end of the year 1911.

TABLE H.—NUMBER OF SCHOLARS ATTENDING NATIVE SCHOOLS AT THE END OF DECEMBER QUARTER, 1911.

Years.	Preparatory Class.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.		Total.		
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
5 and under	6	140	124	..	..	..	..	..	..	..	..	..	..	..	..	..	..	140	124
6 "	7	268	184	8	1	..	1	..	..	..	..	..	..	..	..	..	..	271	186
7 "	8	266	234	22	28	6	1	..	..	..	..	..	..	..	..	..	..	294	263
8 "	9	228	177	53	47	20	21	7	1	..	..	..	..	..	..	..	..	309	246
9 "	10	140	103	62	50	54	45	10	14	5	5	..	..	..	..	..	..	271	217
10 "	11	87	78	55	46	69	80	39	36	15	15	1	5	..	..	..	..	266	260
11 "	12	46	41	39	24	62	52	60	52	37	37	12	16	1	3	..	1	257	226
12 "	13	16	26	26	11	35	33	54	51	54	32	40	33	20	9	..	3	245	198
13 "	14	11	18	12	12	28	18	37	29	49	28	45	40	28	28	3	6	213	179
14 "	15	8	6	6	6	14	9	14	11	23	9	34	20	32	19	8	8	139	88
15 and over	..	4	2	2	4	9	7	7	7	19	12	20	14	24	15	14	5	99	66
Totals	..	1,214	993	280	229	297	267	228	201	203	138	152	128	105	74	25	23	2,504	2,053

The following are some of the figures in regard to the attendance at Native village schools for 1911, the corresponding figures for 1910 being inserted for purposes of comparison:—

	1910.	1911.
Number on rolls at end of year	4,280	4,557
Average weekly roll-number	4,325	4,621
Average yearly attendance	3,714	3,990
Percentage of regularity of attendance	85.8	86.3

If to the Native village schools are added the Native mission schools and Native secondary schools, we have the following figures for 1910 and 1911 respectively:—

	1910.	1911.
Number on rolls of Native village schools at end of year ..	4,280	4,557
„ „ mission schools at end of year ..	221	230
„ „ secondary schools at end of year ..	378	387
<hr/>		
Combined rolls of Native schools	4,879	5,174
Combined average weekly roll-number	4,923	5,245
Combined average yearly attendance	4,259	4,563
Percentage of regularity of attendance	86.5	86.8

Table HA shows the mean average roll-number from 1881 to 1901 in five-yearly periods, and from 1901 onwards for each year. The year 1881 is practically the first year of operation of the Native schools under the Education Department. The total average attendance, the average attendance as a percentage of the roll, and the number of teachers employed are also shown.

TABLE HA.—SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools at End of Year.	Mean of Average Weekly Roll.	Average Attendance: Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.					
					Teachers in Charge.		Assistant Teachers.		Sewing Mistresses.	
					Male.	Female.	Male.	Female.		
1881	60	..	1,406	..	54	6	..	4	48	
1886	69	2,343	2,020	86.2	60	9	..	26	30	
1891	66	2,395	1,837	76.7	59†	8†	1	26	37	
1896	74	2,874	2,220	77.3	64†	11†	..	61	16	
1901	89*	3,257	2,592	79.6	70†	18†	..	69	15	
1902	98*	3,650	3,005	82.3	77†	20†	..	83	11	
1903	97*	3,805	3,012	79.2	76†	20†	..	79	13	
1904	95*	3,794	3,083	81.3	73†	21†	..	85	11	
1905	95	4,097	3,428	83.7	74†	22†	..	87	15	
1906	98	4,235	3,607	85.2	78†	21†	2	94	11	
1907	99	4,321	3,561	82.4	82†	18†	2	105	3	
1908	95	4,479	3,781	84.4	76	19	2	104	5	
1909	94	4,308	3,680	85.4	76	18	3	101	5	
1910	99	4,325	3,714	85.9	78	21	3	106	4	
1911	104	4,621	3,990	86.3	81	22	3	119	3	

* Includes two subsidized schools.

† Includes two teachers jointly in charge of one school.

Though the average percentage of regularity of attendance in Native schools has steadily improved during the last five years, it is still lower by 0.8 per cent. than that of the lowest public-school district. The prevalence of severe epidemics during the year has seriously affected the attendance at some of the larger schools. There are, however, many difficulties to prevent regular attendance in Native schools, and it is therefore pleasing to find that in about one-third of them the average percentage of regularity reaches 90 per cent. There is ample evidence to show that the Maori is fully alive to the necessity of having his children educated, and a large number of apparently well-founded applications for the establishment of schools is now receiving attention.

Table H1, in the appendix, gives in detail the staffs and salaries of the various schools in order of their grades. Table H2 supplies detailed information in regard to the roll-number, average attendance, and grading of the schools.

There were 387 Maori boys and girls receiving higher education at the various secondary Native schools. Of these, 48 boys and 80 girls were holders of free places provided by the Government.

Detailed information in respect to Maori pupils receiving higher education will be found in Tables H2 and H3 of the appendix.

The number of European children attending Native schools (set out in Table H4 of the appendix) shows a considerable increase over the numbers for 1910.

	1910.	1911.
Number attending at end of year	427	518
In the preparatory and lower standards (up to Standard V) ..	386	455
In the higher standards (Standards VI and VII)	41	63
Number of certificates issued—		
Competency	5	13
Proficiency	7	14

As regards Maoris attending public schools, the following particulars are set out in Table H5 :—

	1910.	1911.
Number attending at end of year	4,462	4,685
In the preparatory and lower standards (up to Standard V) ..	4,409	4,618
In the higher standards (Standards VI and VII) .. .. .	..	67
Number of certificates issued—		
Competency	1	5
Proficiency	18	29

Tables H6, H6A, and H6B give full information as regards the race of the children on the rolls of the Native schools in December, 1911. As will be seen, 86·4 per cent. were Maoris speaking Maori in their homes, 2·2 were Maoris speaking English, and 11·4 per cent. were Europeans.

The total number of children of Maori or of mixed race on the rolls of primary Native schools, public schools, Native mission schools, and secondary Native schools, together with such pupils as were receiving special technical training at the end of the year 1911 is shown in the schedule below. The numbers do not include Maori children attending public secondary schools or Maoris at schools not under Government inspection: of these no separate return is made.

—				Actual Number.	Number per 10,000 of Maori Population at Census of 1911 (49,829).
I. Primary schools—					
(a.)	Government	Native	schools	4,557	914·5
(b.)	Mission	schools	.. .. .	230	46·2
(c.)	Public	schools	.. .. .	4,685	940·2
				9,472	1,900·9
II.	Secondary	schools	.. .. .	387	77·7
III.	Special	technical	training	17	3·4
Totals				9,876	1,982·0

CLASSIFICATION OF PUPILS.

A reference to Table H (*supra*, page 2) will show the classification of the pupils attending Native village schools, grouped according to ages. The following is a summary:—

	Maoris.	Europeans.	Totals.	Per Cent of the Roll.
Class P	2,008	199	2,207	48·4
Standard I	464	45	509	11·2
Standard II	492	72	564	12·4
Standard III	382	47	429	9·4
Standard IV	292	49	341	7·5
Standard V	237	43	280	6·1
Standard VI	138	41	179	3·9
Standard VII	26	22	48	1·1

Further details in regard to the above figures will be found in the tables in the appendix.

RESULTS OF INSPECTION.

Table H9 gives full information as to the results of the annual inspection. Twelve schools attained the maximum marks allotted, and eighty-one others showed good results. Six were only fair, and three were unsatisfactory. Five schools opened after the Inspector's annual visit to the district had been made were not inspected during the year.

STAFFS AND SALARIES.

As shown in Table H1, the staffs of the village schools included 81 masters, 22 mistresses in charge, 122 assistants, and 3 sewing-teachers. The total amount paid in salary during the year was £24,439 8s. The average salary of the head teachers at the rate paid in December, 1911, was £170 8s. 8d.—males, £175 9s. 3d.; and females, £151 18s. 2d.; the average salary of assistants being £48 13s. 2d. Lodging-allowances at the rate of £30 per annum were paid to forty-one assistants.

Three schools are in charge of teachers who are themselves members of the Maori race, and the Inspectors speak highly of their efficiency. Several Maori girls who have completed their course in secondary schools are employed as assistants, and are, on the whole, doing satisfactory work.

EXPENDITURE.

The total net expenditure on Native schools during the year 1911 was £35,881 9s. 4d., included in which amount is the sum of £2,680 paid out of revenues from endowment reserves. New buildings and additions involved an expenditure of £3,451; maintenance and repairs, £2,053. Table H10 is a classified summary of expenditure.

No. 2.

REPORT OF INSPECTORS.

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

SIR,—

Wellington, 27th May, 1912.

In accordance with instructions, we have the honour to place before you our report on the general condition of the Native schools and the work done by them during the year 1911.

At the end of the year 1910 there were ninety-nine schools in operation. During the year the following new schools were opened, viz.: *Te Huruhi*, Waiheke Island; *Orauta*, Bay of Islands; *Rangiahua*, Wairoa, Hawke's Bay; and *Taharoa*, Kawhia. Two schools were reopened—viz., *Waiotapu*, Hot Lakes District; and *Kokako*, near Lake Waikaremoana. The *Te Kopua* School, Waikato, was closed owing to insufficient attendance, and *Orauta* School had also to be closed for a time, owing to unforeseen circumstances. There were thus 104 Native village schools in operation at the end of the year 1911.

The erection of buildings at *Rangitahi*, Galatea, *Waihua* and *Whakaki*, Wairoa, Hawke's Bay, was in hand at the end of the year, and these schools have since commenced operations, the total number of schools at the present time being 107.

In regard to the applications for the establishment of new schools in various places, it has been decided to erect buildings at *Horoera*, East Coast; *Wairongomai*, East Coast; *Mangatuna*, East Coast; *Te Reinga*, Wairoa, Hawke's Bay; *Waiomio*, Bay of Islands; *Kirioko*, Bay of Islands; *Pukehina*, Bay of Plenty; *Maungatapu* and *Matapihi*, near Tauranga; and *Okere*, near Rotorua. It has not been found possible to have the buildings put in hand earlier, as the Department's builders have been fully occupied with the erection of the other schools, and in some cases the acquisition of a legal title to the site has not been completed.

Other applications that have been inquired into without result during the year are *Moerangi*, near Raglan, and *Waihuehue*, in the far North. The cases of *Wairahi*, near Whananaki; *Torehaua*, near Gisborne; *Puketui*, near Thames; and *Mataniho*, Tuhoe country, have yet to be investigated; while the claims of *Waiohau*, Galatea, and *Ruatahuna*, Tuhoe country, will receive attention during the current year, their isolation having prevented their being visited so far.

GENERAL REMARKS.

In regard to the working of the schools and the proficiency attained in the various subjects of the school course, we beg to submit the following remarks:—

English.—We are again pleased to state our appreciation of the progress made in reading, which we regard as being, on the whole, satisfactorily taught. The improvement effected in the method of teaching in the early stages has now shown itself in the work of the standard classes, and the Maori children, on the whole, find no difficulty in reading the prescribed books and in comprehending the meaning of the subject-matter. We should now be glad to see new reading-books introduced, the present series having been in use for the past seven or eight years. In the standard classes, at any rate, suitable continuous readers would be welcomed, and would afford a greater variety of reading-matter than do the miscellaneous readers supplied at present.

The slow rate of progress made in reading by the infant children in a few schools again calls for some remark. It is to us incredible that a child six or seven years old should complete a whole year in the lowest division of the preparatory class and, after receiving regular instruction according to recognized methods, be unable to read fluently words of two or three letters of regular formation. We look for special explanation in each case where this is found, but do not feel convinced by the explanation we receive. In most of the schools the children find no difficulty in completing the reading of the first-primer book in their first year, and this is what should be done in all schools. With regard to correct pronunciation of English words, we find that there is, on the whole, little to complain of, especially in the schools where the drilling in phonics has been thoroughly given. The principal defect in the enunciation consists of the omission of the final "s," but attention should be given also to secure the clear production of all the final consonants, especially those used in forming the tenses of the verbs.

We still find in many schools a great reluctance on the part of the pupils to speak out freely and distinctly. The teachers usually ascribe the defect to the nervousness or shyness of the children in presence of the Inspector. We should ascribe it rather to the fact that they have not formed the habit of speaking out, and suggest this to the teacher as a remedy. Once the habit has been formed as the result of constant training it is very unlikely that it will disappear entirely on examination-day. Nor do we think that the Maori child is peculiarly susceptible to shyness. When he feels that he knows his work he is quite anxious to display his powers, and does so with the utmost confidence. It is a remarkable fact that in the three schools which are in charge of teachers who are themselves Maori, the children from the lowest classes to the highest speak out freely and distinctly without evincing any signs of the so-called nervousness.

In regard to recitation, we feel that on the whole the amount of progress made is disappointing. In a few schools the pupils acquit themselves well, but in a great number the results are very poor, the pronunciation and enunciation being slovenly, the punctuation ignored, and no attempt made to secure expression. In these cases the result will be that, unless care is taken, the faults referred to will react upon the reading and English generally; and the teacher should therefore exercise the greatest vigilance in securing accuracy. Teachers hardly appreciate to the full the valuable aid afforded to the Maori child by recitation of poetry. With the school songs, the poetry frequently constitutes the whole of the English practised by him in his own home upon his return from school, besides which it affords the parents the opportunity of hearing their children speaking English. For these reasons it is important that the utmost pains should be taken to secure that the recitation is as perfect as possible. Mere gabble is worse than useless.

In some of the schools we find that the teachers have gathered from various sources a collection of pieces for recitation far more suitable than those contained in the reading-books, and we derived as much pleasure from the change as the children evidently had done.

In spelling, it seems to us that the mistakes arise not so much from the inability of the children to spell more or less difficult words as from imperfect appreciation of the smaller words and the distinctions between them. Reference to the written exercises in composition shows that the pupils confuse such words as "were," "where," "there," "their," and even "a" and "are," while the omission of the "ed" in the past tense is also frequently found. That is to say, the errors could be avoided if these difficulties were dealt with during the lessons in English composition.

A good deal of progress is manifest in the writing, and in many schools much better results are obtained. The work of the preparatory classes and lower standards is still superior to that of the higher ones, and we are again inclined to think that there is more need for definite writing-lessons in the higher classes. Apart from the ordinary copy-book work, the writing in the exercise-books is often carelessly done, and it seems that some teachers do not realize the fact that such work will do much to counteract the effect of their formal instruction in the writing-lesson.

Instruction in the English language and in English composition still seems to leave a good deal to be desired, though we recognize that the work done is of much higher quality than that which obtained a few years ago. English is still subordinated to arithmetic, and receives far too little consideration when the time-table is being arranged. Further, the importance of the subject demands that in the scheme of work it should receive first attention, and for this we look in vain. The English lesson of each day should be arranged with a definite object in view, and should have a distinct relation to the work of the previous day and to that of the following day. At present it seems that sufficient unto the day is the English thereof, and the matter is left to inspiration, which may come by chance just before the lesson begins. It is a mistake to think, because the lessons in connection with the other subjects involve the use of English, that English may be safely left to look after itself. Unless these lessons involve practice by the children in the use of spoken English it is quite evident that their ability to use the language will not be greatly enhanced.

The crux of Native-school work is the teaching of the English language—that is, to train the pupils to speak English fluently and correctly. The children will never write correctly so long as this is neglected, and proficiency in other subjects can never make up for deficiency in English.

Not infrequently we find errors in speech overlooked by the teacher. It is important that he should not allow himself to become so accustomed to characteristic Maori mistakes as to pass them over without notice. From one year's end to another, as often as one of these characteristic mistakes occurs, it should be corrected on the spot. Nor should teachers feel that the difficulties of English are insuperable to the Maori child, and thus arrive at the conclusion that the English of their pupils represents their limit of attainment.

Arithmetic.—In the lower departments as a whole the arithmetic continues to be very satisfactorily taught. In many schools the composition of the numbers is treated in an excellent manner, and the pupils are able to make mental calculations with astonishing rapidity and correctness. In the higher classes good work is done in a large number of schools, but there are still many cases in which, in spite of the abnormal amount of time devoted to it, the arithmetic reaches only a low mark of efficiency, and evidently requires much improvement in method. There is still, we think, in these classes a tendency to neglect mental and oral arithmetic, which, as we have remarked in former reports, should receive more attention than the mere mechanical processes involved in book work. We have had several instances in which the practical knowledge of arithmetic possessed by the Maori boy has enabled him to see that he received proper value in his business dealings, and there can be no doubt that ability to perform accurately the ordinary business calculations is invaluable to him.

With the introduction of the new syllabus the Department issued to all schools a "Manual of Elementary Arithmetic," setting forth in an excellent manner the methods of teaching the work prescribed for the preparatory and lowest-standard classes. We regret exceedingly to find that in several schools, in which by the way the arithmetic is least satisfactory, no use had been made of the Manual, and that it could not even be found except after protracted search. Such treatment does not encourage us to extend the practice of supplying text-books for the assistance of teachers.

We are pleased to see that in many instances teachers have carried out the suggestions made that they should provide themselves with simple apparatus for illustrating the various weights and measures, and we hope to see this course adopted before long in every school.

In *geography* and *nature-study* many teachers are not yet clear as to what is required, though the syllabus lays down the course for each standard with sufficient directness, besides giving a fairly wide range. The difficulty seems to arise from inability to break away from the older or traditional form of geography, and to appreciate the aim of the newer form. This manifests itself largely in the schemes of work and programmes submitted at the annual visit. We find that the study of natural

objects and of natural phenomena is subordinated to the acquisition of a long list of names of places which cannot enlarge the pupil's knowledge of the world in which he lives. The fact that a geographical name occurs in the reading-book does not necessarily warrant its inclusion in the programme of geography. In the case of Standard III, for example, the field is limited to the provincial district in which the school is situated, and places outside that district should be included only in so far as they have some connection by trade or otherwise with it.

Geographical readers are not supplied to Native schools, but the *School Journal* has served the purpose very well, and is welcomed by the children, who are always keen on getting information about other peoples and lands. Among the library books granted to schools in recognition of the Committees' services in supplying firewood, we have included some of the "Peeps in other Lands" series, and these are much appreciated by both teachers and pupils.

Handwork.—(a.) Sewing: In this branch of handwork we think the Native schools can easily hold their own. A greater amount of practical work is exhibited yearly, and the specimens submitted for inspection are usually remarkably neat in execution. In several of the larger schools, in addition to the ordinary sewing, instruction is given in cutting out and making of dresses, &c., with the use of the sewing-machine. This has proved of very material assistance to the girls and to their parents. At Ahipara School, one of the largest Native schools, the girls appeared at the annual visit in a uniform dress of their own making, and presented a striking appearance. This practice might be extended considerably but for the fact that the parents in some cases cannot be brought to supply the necessary material, and in one or two of the largest schools the sewing is confined merely to producing sampler-work.

(b.) Drawing: Drawing is still far from being very satisfactory, and suffers from want of organization. Teachers cannot get away from the old ideas, and continue to offer reproduction of flat copies instead of getting the children to attempt drawing from natural objects. In a few schools brushwork has been taken up with considerable success, and we should be pleased to see it more largely practised. Whangape School still holds pride of place for excellence in drawing from nature; some capital work in brush drawing was also exhibited in Whakarapa School.

(c.) Of the various forms of manual occupations, modelling in plasticine and cardboard are most popular, and are, on the whole, well done. In the infant classes, paper-folding and mat-weaving are commonly taken. All of these occupations are used, however, mainly to occupy certain classes, in order that the teacher may be free to take other subjects in other classes; that is to say, the handwork is left largely to teach itself, and loses nearly all its value as an educational subject. A great deal of English conversation may easily be centred round a simple occupation such as paper-folding, and in the infant classes and lower standards, at any rate, the forms produced during the handwork exercise should constitute to a large extent the subject for the drawing-lesson. As far as we can see, however, there is little or no correlation of the handwork with the other subjects in the great majority of the schools, and thus it is deprived of a large measure of its value as a primary-school subject.

(d.) Woodwork: At the end of the year instruction in woodwork was being given in sixteen schools. The workshops continue to be of much service not only to the pupils, but also to the adults; and there is a constant demand for articles of furniture of all kinds made by the boys. To such an extent is this the case that, with the exception of the amount expended annually in paying the teachers for giving the instruction, the woodwork at most of the schools supports itself, the amount obtained from the parents for articles purchased being sufficient to cover the working-expenses. The instruction given in the workshops has also a direct influence in raising the standard of living in the settlements. The parents find themselves the possessors of European furniture, tables, forms, dressers, washstands, &c., and are thus encouraged to have houses to suit, while the use of bedsteads with wire-woven mattresses where formerly the custom prevailed of sleeping on the ground must also be regarded as a step in the direction of improved living-conditions.

(e.) Elementary Practical Agriculture: This subject cannot be regarded as being in a flourishing condition, though school-gardens have been established at more than half the schools. The want of proper organization is keenly felt, and we feel that no real progress will be made until means are found of giving teachers themselves at least some instruction in the work. The best results have been achieved at Oparure, Tautoro, Manaia, Paeroa, and Torere. In a great many instances where gardens might easily have been established no attempt has been made to do so, though we feel sure that if the children were given the opportunity they would be quite ready to undertake the work, even if it were confined merely to growing flowers and studying their habits.

(f.) Training in domestic duties is given at some of the best schools, of which Ahipara School deserves special mention. The girls are taught plain cooking of all kinds, including the making of bread, cakes, scones, plain pastry, and various invalid and infant foods. The girls also receive in the teacher's home some instruction in domestic duties, and though the work is done in a humble way, there can be no doubt that very great benefit is derived from it.

Singing.—This subject is well taught, and a higher degree of efficiency is found year by year in a greater number of schools. Indeed, there are very few village schools in which the singing is unsatisfactory. We should like to see more systematic practice given in breathing-exercises, which should be made preliminary to the forms of musical exercise until the pupils have gained some power of breath-control. Much more attention might also be directed to time exercises. In most of the schools the children are well enough acquainted with the notation, and can read songs of ordinary difficulty at first sight; but they depend upon the teacher for the time. The "time-names" would be found of very great assistance in the analysis of a new song, and the various measures commonly used could be mastered in, say, half a dozen lessons.

In a few schools concerts in aid of picnics, prizes, &c., have been arranged, and have afforded the parents and friends a great deal of pleasure, while at the same time the pupils themselves have derived

no small educational benefit. We heartily commend this practice to all teachers. The school concert extends the influence of the school, and affords the pupils and parents a source of interest and enlightenment that constitute a direct benefit to the school and to the community.

Physical Instruction.—In a very large number of schools the physical instruction is given in a very satisfactory manner, and it is evident that the children have received regular practice throughout the year. The "Manual of Physical Instruction" supplied by the Department contains exercises which, in our opinion, are well suited to the requirements, and it is surprising to find that there are still teachers who appear to be reluctant to adopt it, clinging fast to exercises which they have been using for the past ten years, and with which the children must be familiar *ad nauseam*. Variety is just as necessary in the case of physical instruction as it is in other subjects, and no good results can be obtained when, the element of interest having disappeared through long familiarity, the children find themselves engaged in doing the same exercises year in and year out. In most of the schools some apparatus for use in physical instruction—*e.g.*, clubs and dumb-bells—has been supplied. The mere manipulation of these by the children cannot be regarded as constituting physical instruction, and some of the best work we have seen has been done by children using no apparatus whatever.

DISCIPLINE.

As a rule Maori children are very amenable to discipline, and teachers generally experience little difficulty in maintaining it. At the same time, they are quick to detect weakness in the teacher, and can, under favourable conditions, behave quite badly. The discipline in most of our schools is very creditable; in many it is excellent; where it is less satisfactory the teacher should realize that to a great extent the fault lies in himself. We have received complaints in respect to the bad behaviour of children whom we know to have been, in the presence of both ourselves and of other teachers, quite tractable and well behaved.

In not a few schools we should like to see greater attention given to securing promptness and orderliness in the assembly and the dismissal of the children—an important aspect of the school discipline, and one which forms an unfailing index of the teacher's capacity to control the school.

Again, we find that there is a tendency to neglect the teaching of ordinary courtesy and politeness in manners. It is not that the children are intentionally rude, but that they simply do not know the customs and forms of civilized society, and require instruction in them; hence, all the little courtesies of life should be regularly practised—the respectful address, the becoming manner and speech, the raising of the hat, courtesy to ladies, and a due regard for conventionalities generally.

ORGANIZATION.

Under this heading are comprised the construction of the time-table, the arrangement of the schemes of work, and the methods of teaching in use in the school. In regard to the first, we have found here and there a tendency to use the same time-table for a considerable time without any changes being made in its provisions. To such an extent has this practice been carried that we have seen work allotted to classes which were not in existence in the school at the time of our visit. It is quite a misconception to think that a time-table once prepared must not be altered. The time-table should be suited to the present needs of the school, not to the circumstances of bygone days, and may therefore require amendment as the year's work develops. The time at which such amendment is most likely to make itself evident is at the conclusion of the term examination, and teachers may thus find it necessary to rearrange the time-table, or modify it even in some small way, two or three times a year.

Teachers are showing a better appreciation of what is understood by drawing up suitable schemes of work, and in several schools we feel that much attention has been given to the matter, and considerable skill displayed. On the other hand, there are schools in which the schemes of work appear to have been drawn up in a perfunctory manner: they are vague and indefinite—mere skeletons, or else merely a reprint of the syllabus.

The scheme of work should show the plan by which the teacher proposes to accomplish the requirements of the syllabus, and is not essentially a document to be prepared for the edification of the Inspector. The ground to be covered in each subject in every class should be carefully reviewed by the teacher at the beginning of the school year, and should then be planned out into divisions containing the amount he proposes to cover in each term. Using this arrangement as his guide, the teacher is prevented from approaching his year's work in an aimless, haphazard fashion. He knows exactly what amount of work is to be covered in the term, and the order in which it has to be done, and at any given time should be able to state definitely the point he has reached. In a few schools it has apparently been thought that schemes are all very well for the standard classes, but are quite unnecessary for the preparatory classes. This is, of course, entirely wrong, and head teachers should regard it as part of their duty to draw up the schemes showing how the work has been arranged in these classes.

The great majority of the schemes of work are absolutely barren in regard to English composition, and this confirms our opinion that teachers have no defined method or plan for the treatment of that subject.

Where teachers are being transferred to other schools they are expected to make up all books and records to the date of their leaving. The schemes of work must be regarded as part of the school records, and a very essential part too. When a successor takes up his duties, absence of this record causes much confusion and waste of time, as he is quite in the dark as to the point reached by the pupils in the year's work. To overcome this difficulty we propose to supply a book in which the schemes of work are to be entered, and this will constitute one of the permanent records of the school.

In connection with the annual visit, teachers are asked to submit programmes of work in various subjects—*e.g.*, singing, recitation, geography, and English composition—and there appears to be some

misconception as to what is wanted. A programme consists of a concise statement of the work professed in the various subjects, and is intended to facilitate the work of examination. Thus, a programme should show the exercises in singing and the songs taught, the pieces of poetry learned for recitation, the topics dealt with in nature-study and geography, together with a list of the places, products, &c., and a statement of the various subjects taken for English composition in all the classes during the year.

With regard to the methods of teaching, our views have already been given in the remarks dealing with the separate subjects. We feel satisfied that there is a steady improvement in the quality of the teaching, and are glad to note the ready response of the teachers to our own suggestions, as well as to appreciate the efforts they have made themselves to improve their status. During the year several have qualified by examination for teachers' certificates, and when the disadvantages of their position are considered great credit is due to them for their success. We hope to see that some means will be devised for assisting teachers who wish to take advantage of correspondence classes with a view to studying to obtain certificates.

SCHOOL BUILDINGS AND GROUNDS.

Generally speaking, we have found that the condition of the schools in respect to cleanliness and tidiness has been most satisfactory, and there are very few schools indeed in which high marks have not been earned. Much more might be done in some schools to secure tidiness and neatness of arrangement of the books, maps, and other appliances. A table littered with books, papers, boxes of pencils, &c.; a corner filled with a collection of brooms, drill-wands, and maps; a cupboard into which all kinds of odds and ends have been carelessly thrust; and a fireplace which serves as a receptacle for rubbish, are not calculated to impress habits of tidiness upon the children. Nor is anything more required from the teacher in regard to these matters than his mere supervision of the way in which these duties have been carried out by the pupils to whom they have been entrusted.

Referring to the remarks made in last year's report concerning the condition of the school grounds, we are unable to record any material improvement. We feel that much more might be done in the direction of planting suitable hedges and ornamental trees, especially native trees, to provide shelter and to beautify the place.

MISSION SCHOOLS.

Four mission schools engaged in the education of Maori children—viz., Otaki Mission College; the Mission School, Putiki, Wanganui; the Convent School, Matata, Bay of Plenty; and the Convent School, Tokaanu—were inspected during the year, Te Hauke Mission School having been closed. The number of children on the rolls of these schools at the 31st December, 1911, was 230, the average weekly roll-number being 230, the percentage of attendance 85·2.

The syllabus of instruction in these schools is the same as that followed in the Native village schools, and the standard of efficiency attained is still very satisfactory. At Otaki College classes for instruction in woodwork and elementary practical agriculture were begun during the year, and should increase to a large extent the usefulness of the institution.

BOARDING-SCHOOLS.

To provide secondary training for Maori boys and girls the Department avails itself of institutions established by various denominational authorities. These are, for boys—Te Aute College, Hawke's Bay; St. Stephen's Boys' School, Auckland; Waerengaahika College, Gisborne; Hikurangi College, Wairarapa; and for girls—Hukarere Girls' School, Napier; St. Joseph's Convent, Napier; Queen Victoria School, Auckland; Turakina Girls' School, Wanganui; and Te Waipounamu College, Christchurch. The number of pupils on the rolls of these schools at the end of the year was—Boys, 177; girls, 210; total, 387. Of these, 48 boys and 80 girls held free places provided by the Department. In addition to the instruction in ordinary subjects, industrial training forms an important feature of the syllabus of work followed in these schools.

From the boys' schools candidates have been presented for the Civil Service Junior Examination, and have acquitted themselves in a very creditable manner. One girl from Hukarere was also successful in passing the examination, but we are not greatly in favour of training Maori girls with a view to their entering the Civil Service, and hope that they will not be encouraged to do so. The results of our annual examination of the schools were very satisfactory indeed, and showed a distinct advance on those of former years. The same excellence of tone and behaviour were to be observed, and the schools generally appeared to be in thoroughly good condition. The girls receive instruction in the various branches of domestic duties that should go far to make them useful wives and mothers, while the boys engage in branches of manual training calculated to direct their energies and inclinations towards industrial pursuits. Upon the completion of their course, some of the girls obtain positions as junior assistants in Native schools, a few become pupil nurses, and others enter domestic service. It has been said that Maori girls consider domestic service beneath their dignity, but as far as our experience goes their objections arise more from the manner in which they have been treated, and in some cases from the miserable pittance they have received, than from any natural disinclination or objection to the work.

The training the girls receive in domestic duties at the various schools should warrant their getting adequate payment for their services, while their amiable disposition should entitle them to receive more kindness and consideration.

A good deal of progress is evident in woodwork and elementary practical agriculture, which form the principal branches of industrial training afforded in all the boys' schools. Further, the pupils have

shown that they can turn their knowledge to practical advantage. The boys at Te Aute, for instance, have replaced their old desks by new ones, which they have constructed according to modern designs in an admirable manner.

SCHOLARSHIPS.

The Government provides for Maori children 150 free places, each of the value of £20 per annum, and tenable at one or other of the boarding-schools above referred to. Of these, 128 were current at the end of 1911, 122 being held by pupils from Native village schools and six by scholars from public schools.

Senior free places in Native schools take the form of industrial scholarships, by which a boy may receive a sum not exceeding £40 in the course of the first three years, during which he is learning a suitable trade. As a result of the prominence now given to industrial training in the schools, there has been a material increase in the number of industrial scholarships. Thirteen boys are now apprenticed to various trades—saddlery, blacksmithing, engineering, building, and farming—and all appear to be giving every satisfaction.

Nursing Scholarships.—During the year four girls were in training as probationers on the staff of various hospitals. One finished her course earlier in the year, and three day-pupils took up nursing scholarships immediately upon the close of the year, so that at the present time there are seven in training. Nurse Mataira qualified for registration during the year, and is now working among the Maoris under the direction of the Health Department. The frequent occurrence of typhoid fever and other epidemic diseases during the past year has shown the need for increasing the number of Maori nurses as soon as possible.

Te Makarini and Buller Scholarships.—The Department is not directly concerned in the establishment of these scholarships, which have been founded out of private bequests. The regulations, however, and the syllabus of work prescribed for the examinations have been arranged by the Department, which also conducts the examination.

The examination for the Te Makarini Scholarships was held on the 4th and 5th December, 1911. There were six candidates for the senior and five for the junior scholarship. The work submitted by the candidates was very creditable, and showed a steady advance in quality. As the result of the senior examination, two boys appeared to be so nearly equal in merit that the trustees accepted our recommendation to grant scholarships to both. John Williams, of Te Aute College, and Reuben Hihi, of St. Stephen's School, were therefore awarded senior scholarships. Waiatua Corbett, of Te Aute College, deserves honourable mention for his work; and a word of praise is due also to the candidates from Karetu Native School. The Junior Scholarship was awarded to Ohaki Potae, of Rangitukia Native School, who was much the best. One candidate came from a South Island school, and though he did very well in most of the subjects, his want of knowledge of Maori caused him to lose ground.

For the Buller Scholarship there was only one candidate who satisfied the conditions of the regulations as to race. It is expressly stipulated in the terms of the trust that the candidates shall be predominantly Maori—half-castes are excluded. Though the work of the candidate in the other subjects was fairly satisfactory, he did not satisfy the requirements in arithmetic, and therefore failed to gain a scholarship. It is important that the headmasters of the schools and colleges which present candidates for this examination should see that the conditions as to race are fulfilled before the entries are made. In order to leave no room for uncertainty, some amendment of the regulations will be made during the current year.

ATTENDANCE, ETC.

The attendance at the village schools has been considerably affected this year through the prevalence of epidemic diseases, owing to which some of the largest schools and several smaller ones were closed for some time.

Only a very small increase of 0·5 per cent. has been made this year in the percentage of regularity, which is now 86·3. In thirty-four schools an average of over 90 per cent. was reached, 121 certificates of the first class and 120 of the second being gained during the year. In Te Kao School, out of a roll-number of fifty-one, twenty-nine first-class and five second-class certificates were obtained, and, in spite of the fact that the pupils walk many miles to reach the school, it still maintains the premier position for attendance, with an average of 98·5 per cent.

The number of children on the rolls of the schools at the end of the year was 4,557, as against 4,280 in 1910. The average weekly roll-number was 4,621, and the average yearly attendance 3,990, an increase of 276 on that of the previous year.

The total number of children at the 31st December, 1911, in Native schools of one kind or other inspected by us was 5,174, the average weekly roll-number being 5,245, and the average attendance 4,563.

Information as to expenditure on the schools, classification of the children as to race, standards, and ages, the results of inspection, &c., is given in the tables attached to this report.

CONCLUSION.

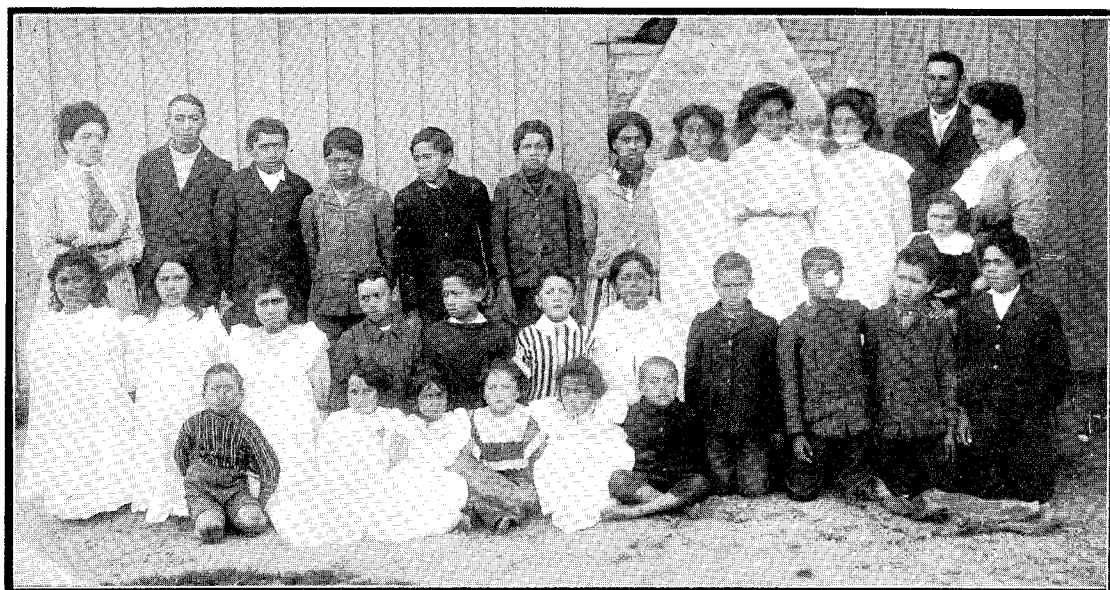
In reviewing the year's work, we feel that the schools have made steady advance in general efficiency. We find that the teachers are imbued with a strong desire to make their schools successful, and welcome any suggestions and assistance tending in that direction. Placed as the majority of them are in some of the most remote and isolated parts of the Dominion, they carry out their duties with an enthusiasm and devotion that entitle them to every credit and consideration. We desire, therefore, to express again our hearty appreciation of the services rendered by them.

We have, &c.,

WILLIAM W. BIRD, }
JOHN PORTEOUS, } Inspectors.



MAORI GIRLS OF ST. JOSEPH'S CONVENT SCHOOL, NAPIER.



MATHELTIE SCHOOL, IN CHARGE OF TEACHERS WHO BELONG TO THE MAORI RACE.

To face page 10.]



CHILDREN AT PAMOANA SCHOOL, WANGANUI RIVER.



RAWHITIROA SCHOOL, RAGLAN, SHOWING TYPE OF BUILDING.



WAIMIHA SCHOOL, KING-COUNTRY, CONDUCTED IN TEMPORARY BUILDINGS.



SCHOOL CONDUCTED IN MEETING-HOUSE, WAIUKU.



TE MATAI NATIVE SCHOOL, BAY OF PLENTY.



MAORI NURSE WORKING WITH EUROPEAN NURSE IN CHARGE OF FEVER CAMP, EAST COAST.

APPENDIX.

Table Hl.

NATIVE SCHOOLS AND TEACHERS, WITH CERTAIN DETAILS OF EXPENDITURE.

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 1911; AND THE NAMES, CLASSIFICATION, STATUS, AND EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1911.

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.

1. Name of School. (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)	2. County.	3. Yearly Average, adjusted by Regulations Native Schools Code.	4. Expenditure for the Year.				7. Total.	8. Names, Classification, and Status of Teachers.			9. Annual Rates of Payment during Last Month of Year.	
			4. Salaries and House Allowances.	5. Other Ordinary Expenditure.	6. Buildings, Sites, Fencing, and Furniture.	6. £ s. d.		7. £ s. d.	8. Teachers on the Staff at the End of the Year.	9. Classification.	10. Position in the School.	11. For Salary, including Lodging-allowances.	12. For House Allowances.
Waimiha	West Taupo	..	115 0 0	18 18 5	..	133 18 5	Spence, Miss J. A.	..	F	105 0 0	10	
Motuti	Hokianga	..	135 0 0	1 7 0	..	136 7 0	Hubbard, C. C.	E 2	M	135 0 0	0	
Okautete	Masterton	..	123 10 0	27 7 6	..	150 17 6	Taylor, Mrs. M. J.	..	S	108 0 0	0	
Otamauru	Whakatane	..	116 0 0	12 15 8	..	128 15 8	Gibbons, Miss E. M. L.	..	F	108 0 0	0	
Pamona	Waimarino	..	99 5 5	30 7 6	..	129 12 11	Walker, H. McN.	..	M	108 0 0	0	
Parapara	Mangonui	..	211 4 2	6 7 8	..	217 11 10	Walker, Mrs. E. C. Rayner, H. H. Rayner, Mrs. F.	..	S H M A F	4 10 0 170 0 0 50 0 0	0	
Karetu	Bay of Islands	..	174 0 11	20 11 6	..	194 12 5	Tawhiri, R. H.	C 4	H M	125 0 0	0	
Kenana	Mangonui	..	126 1 8	98 3 9	..	224 5 5	Shepherd, Miss E. Pollock, C. G. L.	..	A F H M	*50 0 0 108 0 0	0	
Mangamau	Kaikoura	..	165 0 0	5 19 3	..	170 19 3	Pollock, Mrs. M.	..	A F	20 0 0	0	
Mataora Bay	Ohinemuri	..	158 6 8	4 12 2	..	162 18 10	Moss, Mrs. M. E. Handcock, Miss G.	E 3	F F	165 0 0 140 0 0	0	
Port Waikato	Waikou	..	141 11 3	56 10 6	0 5 3	198 7 0	Handcock, Miss M. Chaplin, C. S.	..	A F H M	20 0 0 108 0 0	0	
Rangiawhia	Mangonui	..	177 10 0	25 5 8	..	202 15 8	Ward, Miss V.	..	A F	*50 0 0	0	
Rawhitiroa	Raglan	..	88 9 1	20 17 7	..	109 6 8	Tana, W. H. Tana, Miss J.	..	H M A F	150 0 0 25 0 0	0	
Te Huruhi	Waiheke Island	..	149 3 4	3 7 10	93 17 1	246 8 3	Clark, Mrs. C. E. Clark, H. E.	E 2	H F A M	120 0 0 20 0 0	0	
Te Whaiti	Whakatane	..	127 10 3	22 12 4	..	150 2 7	Smith, Mrs. L. R. Dixon, Miss H.	..	H F A F	135 0 0 *65 0 0	0	
Waimarama	Hawke's Bay	..	190 0 0	18 8 0	..	208 8 0	Seamuel, W. H. Seamuel, Mrs. A. E. Horneman, Mrs. A. Hone, Miss M.	..	H M A F A F A F	108 0 0 20 0 0 135 0 0 *55 0 0	0	

* Including £30 lodging-allowance.

Table H 1—continued.
NATIVE SCHOOLS AND TEACHERS, WITH CERTAIN DETAILS OF EXPENDITURE—continued.

1. Name of School. <small>(Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)</small>	2. County.	3. Yearly Average, as Justified by Regulations, Native Schools' Code.	4. Expenditure for the Year.			7. Total.	8. Names, Classification, and Status of Teachers.			9. Annual Rates of Payment during Last Month of Year.		
			4. Salaries and House Allowances.	5. Other Ordinary Expenditure.	6. Buildings, Sites, Fencing, and Furniture.		9. Classification.	10. Position in the School.	11. For Salary, including Lodging-allowances.	12. For Teachers' House Allowances.		
			£ s. d.	£ s. d.	£ s. d.	£ s. d.	Teachers on the Staff at the End of the Year.			£ s. d.	£ s. d.	
GRADE III.												
Arowhenua	Geraldine .. .. .	.. .. .	245 0 0	24 19 0	.. .. .	269 19 0	Reeves, W. H.	D 3	H M	175 0 0	20
Kakanui	Helensville .. .. .	.. .. .	200 0 0	1 2 0	.. .. .	201 2 0	Reeves, Mrs. W.	E 1	A F	50 0 0	.. .. .
Karioi	Waimarino .. .. .	.. .. .	200 0 0	11 13 6	.. .. .	211 13 6	Judkins, J.	.. .. .	A M	40 0 0	.. .. .
Maraeroa	Hokianga .. .. .	.. .. .	220 0 0	31 8 0	.. .. .	251 8 0	Lamont, J. R.	.. .. .	A F	155 0 0	.. .. .
Matata	Whakatane .. .. .	.. .. .	207 10 0	6 4 6	.. .. .	213 14 6	Hulme, Mrs. M. M. T.	Lic.	H F	170 0 0	.. .. .
Mathetithe	Hokianga .. .. .	.. .. .	240 0 0	13 4 10	.. .. .	253 4 10	Hulme, R. H.	.. .. .	A M	50 0 0	.. .. .
Motiti Island	Tauranga .. .. .	.. .. .	194 16 6	21 2 4	.. .. .	215 18 10	Wylie, Miss M.	.. .. .	A F	35 0 0	.. .. .
Ohaeawai	Bay of Islands .. .. .	.. .. .	210 0 0	6 6 0	.. .. .	216 6 0	Christmas, Miss D.	.. .. .	A F	150 0 0	.. .. .
Omanaia	Hokianga .. .. .	.. .. .	265 0 0	9 1 3	.. .. .	274 1 3	Paul, Miss H. J.	.. .. .	A F	160 0 0	.. .. .
Oparure	Waitomo .. .. .	.. .. .	190 0 0	2 9 8	.. .. .	192 9 8	Paul, Miss M. J.	D 4	A F	*80 0 0	.. .. .
Otamatea	Mangonui .. .. .	.. .. .	220 9 5	60 11 11	.. .. .	281 1 4	Mauder, F. B.	.. .. .	H M	155 0 0	.. .. .
Panapurua	Wanganui .. .. .	.. .. .	190 0 0	2 15 8	.. .. .	192 15 8	Mauder, Mrs. E. J.	.. .. .	A F	35 0 0	.. .. .
Paparore	Wanganui .. .. .	.. .. .	190 0 0	1 10 7	.. .. .	191 10 7	Woods, G. E.	.. .. .	A F	160 0 0	.. .. .
Pipiriki	Kawhia .. .. .	.. .. .	270 0 0	2 6 7	.. .. .	272 6 7	Weaver, Miss S.	.. .. .	A F	50 0 0	.. .. .
Rakaunui	Wairoa .. .. .	.. .. .	185 0 0	1 19 0	1 9 0	188 8 0	Nisbet, R. J.	.. .. .	H M	190 0 0	.. .. .
Rangiahua	Waiapu .. .. .	.. .. .	241 15 0	32 7 6	.. .. .	274 2 6	Nisbet, Mrs. J.	.. .. .	A F	75 0 0	.. .. .
Reporua	Kawhia .. .. .	.. .. .	34 10 0	7 1 0	857 0 6	898 11 6	Read, A. H.	.. .. .	H M	150 0 0	.. .. .
Taharoa	Wairoa .. .. .	.. .. .	240 0 0	61 11 1	.. .. .	301 11 1	Read, Mrs. A. E.	D 3	A F	40 0 0	.. .. .
Tangoio	Whangara .. .. .	.. .. .	255 0 0	23 17 8	169 17 9	448 15 5	Woodhead, A.	D 2	A F	180 0 0	.. .. .
Takahiwai	Bay of Islands .. .. .	.. .. .	190 0 0	.. .. .	.. .. .	190 0 0	Woodhead, Miss C. K.	.. .. .	A F	50 0 0	.. .. .
Te Ahuahu .. .. .		.. .. .					Créne, P.	.. .. .	H M	150 0 0	.. .. .
		.. .. .					Créne, Mrs. E.	.. .. .	A F	40 0 0	.. .. .
		.. .. .					Foley, Miss S. F. V.	.. .. .	H F	150 0 0	.. .. .
		.. .. .					Richards, Miss H.	.. .. .	A F	40 0 0	.. .. .
		.. .. .					Clemance, P. H.	.. .. .	A F	195 0 0	.. .. .
		.. .. .					Clemance, Miss G.	D 2	H M	75 0 0	.. .. .
		.. .. .					Wills, C. P.	E 3	H M	150 0 0	.. .. .
		.. .. .					Wills, Mrs. I. M.	D 2	A F	35 0 0	.. .. .
		.. .. .					Alford, E. H. M.	.. .. .	H M	170 0 0	.. .. .
		.. .. .					Alford, Mrs. F.	.. .. .	A F	50 0 0	.. .. .
		.. .. .					O'Connell, T. F.	.. .. .	H M	162 0 0	.. .. .
		.. .. .					Emmanuel, Miss A.	.. .. .	A F	*70 0 0	.. .. .
		.. .. .					Baigent, Miss B. F.	.. .. .	F	135 0 0	.. .. .
		.. .. .					McFarlane, C. T.	.. .. .	H M	160 0 0	.. .. .
		.. .. .					Gillespie, Mrs. M. D.	.. .. .	A F	*80 0 0	.. .. .
		.. .. .					Miller, D. W.	.. .. .	H M	185 0 0	.. .. .
		.. .. .					Miller, Mrs. E.	E 2	A F	70 0 0	.. .. .
		.. .. .					Pringle, W. J. J.	.. .. .	H M	150 0 0	.. .. .
		.. .. .					Pringle, Mrs. A.	.. .. .	A F	40	.. .. .

Te Haroto	Wairoa	214	6	2	8	10	5	222	16	7	Manning, W. H.	H M	135	0	0
Te Kerepehi	Thames	177	10	0	2	12	6	180	2	6	Vine, H. G.	A F	35	0	0
Te Rawhiti	Bay of Islands	175	12	10	34	8	9	210	1	7	Vine, Mrs. W. M.	H M	142	10	0
Te Waotu	West Taupo	220	0	0	1	18	0	221	18	0	Southall, T. R.	A F	35	0	0
Touwai	Whangaroa	185	0	0	0	10	6	185	10	6	Millar, W. McK.	H M	150	0	0
Waikouaiti	Waikouaiti	195	16	8	3	4	6	199	1	2	Rogers, Miss T.	A F	35	0	0
Waimamaku	Hokianga	225	0	0	23	13	8	248	13	8	Housley, Mrs. E. M.	H M	150	0	0
Waioapu	Whakatane	17	5	2	18	7	8	35	12	10	London, Miss R.	A F	*70	0	0
Waioveka	Opotiki	225	0	0	11	11	6	236	11	6	Housley, Mrs. E. M.	A F	35	0	0
Waitapu	Hokianga	215	0	0	20	8	9	285	3	9	Lundon, Miss M.	H F	150	0	0
Waiuku	Waiuku	247	5	2	21	14	10	269	0	0	Blathwayt, Miss M.	H M	165	0	0
Whangara	Cook	220	0	0	60	13	2	280	13	2	England, W.	A F	*65	0	0
Wharekahika	Waipapu	149	11	8	43	11	7	193	3	3	Hodson, Miss S.	H M	142	10	0
Wharekawa	Thames	180	10	7	8	15	2	189	5	9	Zimmermann, Mrs. E.	A F	35	0	0
	GRADE IVA.										Zimmermann, Mrs. E.	A F	35	0	0
Hapua	Mangonui	270	0	0	17	3	2	287	3	2	Lever, Miss M. L.	H F	175	0	0
Kokako	Wairoa	60	0	0	82	8	0	142	8	0	Lever, Miss L. C.	A F	50	0	0
Manaia	Coromandel	250	0	0	2	19	7	253	11	7	Lloyd, Miss K. B.	H F	150	0	0
Mangamuka	Hokianga	298	0	1	50	4	6	348	4	7	Irwin, Miss B.	A F	*65	0	0
Omaio	Opotiki	233	5	7	109	2	1	342	7	8	Welsh, A. C.	H M	150	0	0
Oromahoe	Bay of Islands	270	0	0	41	0	9	311	0	9	Welsh, Mrs. C. E. A.	A F	35	0	0
Oruanui	East Taupo	289	15	5	370	18	10	660	14	3	Frazer, W.	H M	170	0	0
Otaua	Hokianga	261	0	0	9	17	11	300	11	5	Shaw, Miss H. B.	A F	50	0	0
Paeroa	Tauranga	270	0	0	9	2	9	279	2	9	Kernahan, R. I.	H M	135	0	0
Papamoa	"	295	0	0	3	1	0	439	17	5	Kernahan, Mrs. F. A. A.	A F	*35	0	0
Pawarenga	Hokianga	271	15	3	61	3	0	332	18	3	Grindley, G.	H M	135	0	0
Peria	Mangonui	265	0	0	3	17	3	268	17	3	Grindley, Mrs. C.	A F	35	0	0

* Including £30 lodging-allowance. † On leave of absence.

Table H 1—continued.
NATIVE SCHOOLS AND TEACHERS, WITH CERTAIN DETAILS OF EXPENDITURE—continued.

1. Name of School. (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)	2. County.	3. Yearly Average, adjusted by Regulations, Native Schools Code.	4. Expenditure for the Year.			7. Total.	5. Names, Classification, and Status of Teachers.			6. Annual Rates of Payment during Last Month of Year.			
			4. Salaries and House Allowances.	5. Other Ordinary Expenditure.	6. Buildings, Sites, Fencing, and Furniture.		8. Teachers on the Staff at the End of the Year.	9. Classification.	10. Position in the School.	11. For Salary including Lodging allowances.		12. For House Allowances.	
										£	s.		d.
GRADE IV A—continued.													
Poroti	Auckland	..	231 0 0	158 3 6	..	389 3 6	Thompson, R. H.	Lic.	H M	171	0	0	..
Pukepoto	Mangonui	..	278 3 11	..	..	278 3 11	Thompson, Miss E. D. F.	..	A F	60	0	0	25
Ranana	Rotorua	..	265 0 0	8 9 6	..	273 9 6	Matthews, F. H. S.	..	A F	190	0	0	..
Raukokore	Opotiki	..	295 0 0	42 0 2	..	337 0 2	Matthews, Miss E. W.	..	A F	140	0	0	..
Taemaro	Mangonui	..	280 0 0	43 16 1	..	323 16 1	Busby, Miss D.	..	A F	120	0	0	..
Te Kaha	Opotiki	..	233 10 8	124 1 3	..	357 11 11	Brown, C. C.	..	A F	75	0	0	..
Te Kao	Mangonui	..	240 0 0	20 7 8	..	260 7 8	Brown, Mrs. C. M.	..	A F	190	0	0	..
Te Kofukutuku	Tauranga	..	222 0 0	24 16 7	58 3 5	305 0 0	Saunders, W. S.	..	A F	190	0	0	..
Te Matai	"	..	295 16 8	98 1 0	..	393 17 8	Burns, R. N.	..	A F	190	0	0	..
Te Pupuke	Whangaroa	..	260 0 0	3 10 3	..	263 10 3	Marchant, Miss A.	D 4	H M	180	0	0	..
Tikitiki	Waiau	..	263 15 0	9 4 2	..	272 19 2	Cameron, D.	..	A F	60	0	0	..
Tokaanu	East Taupo	..	265 0 0	15 16 0	..	280 16 0	Rogers, H.	D 2	A F	60	0	0	..
Torere	Opotiki	..	265 0 0	8 6 0	..	273 6 0	Rogers, Mrs. E. E.	..	A F	162	0	0	..
Tuhara	Waioa	..	270 8 4	4 9 2	..	274 17 6	Whelan, Mrs. S.	..	A F	60	0	0	..
Wai-iti	Rotorua	..	265 0 0	16 5 0	..	281 5 0	Godwin, H. P. E.	..	A F	180	0	0	..
Waikare	Bay of Islands	..	256 5 0	0 9 6	..	256 14 6	Blathwayt, Miss E.	..	A F	*95	0	0	..
Waionatani	Waiau	..	273 6 8	7 12 0	91 14 0	372 12 8	Tamihana, Miss M.	D 1	H M	50	0	0	..
Waitahanui	East Taupo	..	233 11 3	53 0 5	..	286 11 8	McIntyre, J.	..	A F	190	0	0	..
Whakarara	Whangaroa	..	255 3 4	6 10 11	..	261 14 3	McIntyre, Miss K.	..	A F	70	0	0	..
		..			..		Geissler, H. W.	..	H M	190	0	0	..
		..			..		Geissler, Mrs. I. P.	..	A F	75	0	0	..
		..			..		Wykes, F. R.	..	A F	190	0	0	..
		..			..		Wykes, Mrs. B.	..	A F	75	0	0	..
		..			..		Drake, Mrs. R. K.	..	A F	190	0	0	..
		..			..		Drake, A. G.	..	A F	75	0	0	..
		..			..		Brown, C. H.	E 2	H M	190	0	0	..
		..			..		Brown, Mrs. C. J.	..	A F	75	0	0	..
		..			..		Munro, J. B.	..	H M	190	0	0	..
		..			..		Munro, Mrs. F. M.	..	A F	75	0	0	..
		..			..		Hamilton, H. R. W.	E 3	H M	195	0	0	..
		..			..		Hamilton, Miss E.	..	A F	60	0	0	..
		..			..		Lumsden, Miss A.	Lic.	A F	180	0	0	..
		..			..		Lumsden, Miss M.	..	A F	*90	0	0	..
		..			..		Thirtle, H. L.	Lic.	H M	171	0	0	..
		..			..		Wikiriwhi, Miss K.	..	A F	*90	0	0	..
		..			..		Duthie, Miss E. E.	..	A F	190	0	0	..
		..			..		Duthie, Miss B. G.	..	A F	60	0	0	..

Table H1—continued.
NATIVE SCHOOLS AND TEACHERS, WITH CERTAIN DETAILS OF EXPENDITURE—continued.

1. Name of School. (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)	2. County.	3. Yearly Average, adjusted by Regulations, Native Schools Code.	4. Expenditure for the Year.			7. Total.	8. Names, Classification, and Status of Teachers.			11. Annual Rates of Payment during last Month of Year.		12. For Teachers' Houses Allowances.
			4. Salaries and House Allowances.	5. Other Ordinary Expenditure.	6. Buildings, Sites, Fencing, and Furniture.		9. Classification.	10. Position in the School.	11. For Salary, including Lodging-allowances.	12. For Teachers' Houses Allowances.		
Ahipara	Mangonui	..	£ s. d. 445 0 0	£ s. d. 6 0 1	..	£ s. d. 451 0 1	Williams, J. W. Williams, Mrs. M. G. Kereama, Miss M. Matthews, Miss E. Grace, C. W. ..	H M A F A F A F H M	..	£ s. d. 225 0 0 90 0 0 *75 0 0 *55 0 0 235 0 0	..	£ ..
Kaikohe	Bay of Islands	..	450 0 0	13 12 9	2 10 0	466 2 9	Beresford, Miss M. Parrell, Miss E. Coughlan, W. N. Coughlan, Mrs. I. A. M. Callaway, Miss C. Paddle, Miss F. ..	A F A F H M A F A F A F	..	*70 0 0 *55 0 0 215 0 0 80 0 0 *65 0 0 *50 0 0	..	..
Waimea	Hokianga	..	400 6 10	4 9 6	..	404 16 4	..	..	..	..	..	..
Alofi (Niue Island)	Cook Islands	..	20 16 8	..	..	20 16 8	..	..	..	..	..	..
Schools not open on 31st December:—												
Te Kopua	Waitomo	..	106 0 0	1 6 9	..	107 6 9	..	..	..	..	..	..
Orauta	Bay of Islands	..	184 16 7	37 11 3	588 4 7	810 12 5	..	..	..	..	..	..
Whakaki	Waimea	..	..	..	11 19 0	11 19 0	..	..	..	..	..	..
Horoera	East Cape	..	..	..	9 10 0	9 10 0	..	..	..	..	..	..
Waihua	Wairoa	..	..	..	552 17 10	552 17 10	..	..	..	..	..	..
Rangitahi	Whakatane	..	..	..	0 18 0	0 18 0	..	..	..	..	..	..
Boarding-schools—												
St. Stephen's	Eden	..	..	768 18 0	..	768 18 0	..	..	..	..	..	..
Queen Victoria	"	..	..	491 13 8	..	491 13 8	..	..	..	..	..	..
Waerenga-a-hika	Cook	..	..	100 0 0	..	100 0 0	..	..	..	..	..	..
Hukarere	Hawke's Bay	..	..	295 0 0	..	295 0 0	..	..	..	..	..	..
St. Joseph's	"	..	..	487 8 0	..	487 8 0	..	..	..	..	..	..
Te Aute	"	..	..	285 0 0	..	285 0 0	..	..	..	..	..	..
Turakina	Rangitikei	..	..	195 0 0	..	195 0 0	..	..	..	..	..	..
Inspection	..	..	880 0 0	415 18 6	..	1,295 18 6	..	..	..	..	..	..
Manual instruction classes	..	..	..	403 11 4	..	403 11 4	..	..	..	..	..	..
Other miscellaneous expenditure not chargeable to particular schools (school-books and material, scholarships, &c.)	..	..	..	792 16 2	..	792 16 2	..	..	..	..	..	..
Totals	..	..	25,394 13 10	7,308 3 10	3,450 19 1	36,153 16 9	..	..	..	24,778 0 0	..	..

* Including £30 lodging-allowance. expenditure is £35,881 9s. 4d.

† Including £2,180 paid from national endowment reserves revenue, and £500 from the Tauranga educational endowment reserves revenue; deducting recoveries, £272 7s. 5d., the net

Table H2.

LIST OF THE NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1911.

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

Schools.	School-roll.					6. Mean of Average Attendance of Four Quarters, 1911.	7. Regularity of Attendance—Percentage of Weekly Roll-number.
	1. Number belonging at Beginning of Year.	2. Number admitted during Year.	3. Number who left during Year.	4. Number belonging at End of Year.	5. Average Weekly Number.		
Te Kao	42	14	4	52	51	50	98.5
Manaia	34	5	7	32	33	33	98.3
Taharoa ⁽²⁾	37	1	36	32	31	98.0
Mataora Bay	22	2	3	21	21	21	97.8
Motiti Island	24	10	7	27	26	25	96.8
Karetu	16	11	5	22	22	21	96.7
Oparure	38	16	12	42	40	38	95.3
Omanaia	28	18	7	39	40	38	95.2
Omarumutu	60	13	10	63	64	61	95.2
Raukokore	47	15	7	55	54	51	93.8
Wharekahika	29	5	4	30	30	28	93.8
Torere	40	12	7	45	44	41	93.7
Omaio	38	17	3	52	48	45	93.5
Waima	88	15	18	85	91	85	93.0
Kakanui	25	4	6	23	25	23	93.0
Rangiawhia	18	10	1	27	23	21	92.6
Paeroa	49	22	19	52	53	49	92.6
Whirinaki	78	33	28	83	84	78	92.2
Taemaro	36	..	2	34	35	32	91.8
Waitapu	27	15	5	37	33	30	91.7
Rakaunui	29	2	6	25	26	23	91.6
Otamauru	18	7	2	23	21	20	91.4
Rangitukia	55	27	13	69	70	64	91.4
Whangaruru	45	14	11	48	52	47	91.0
Waiomatatini	45	28	18	55	57	52	91.0
Touwai	25	27	15	37	39	37	90.9
Whakarewarewa	60	24	14	70	70	63	90.8
Pawarenga	30	40	9	61	61	56	90.8
Te Rawhiti	29	11	6	34	32	29	90.7
Wai-iti	46	22	16	52	51	46	90.5
Tuparoa	52	29	21	60	63	57	90.4
Matihetihe	28	..	..	28	28	25	90.3
Whakarara	38	18	8	48	47	43	90.2
Whangape	57	7	14	50	56	50	89.7
Reporua	32	7	3	36	36	32	89.2
Takahiwai	31	9	5	35	33	29	89.1
Arowhenua	36	18	10	44	42	37	88.7
Te Huruhi ⁽¹⁾	35	3	32	28	25	88.7
Mangamuka	44	18	6	56	53	47	88.6
Okaute	22	7	9	20	21	19	88.4
Orautā ⁽³⁾	98	22	76	77	68	88.3
Rawhitiroa	18	14	4	28	27	24	87.9
Poroporo	49	23	20	57	57	50	87.8
Waikouaiti	29	12	11	30	32	28	87.7
Maraeroa	36	16	10	42	45	39	87.6
Parawera	55	16	12	59	60	52	87.4
Te Waotu	37	6	8	35	35	30	87.3
Te Whaiti	22	9	10	21	26	23	87.3
Waiotapu ⁽²⁾	35	2	33	32	28	87.1
Whakarapa	87	32	28	91	99	86	87.1
Tuhara	46	20	11	55	57	50	87.1
Te Kaha	37	20	11	46	48	41	86.5
Tikitiki	37	16	3	50	49	43	86.5
Waitahanui	32	7	16	23	28	24	86.5
Mangamaunu	18	13	10	21	22	19	86.3
Wharekawa	28	9	9	28	30	21	86.3
Oromahoe	35	8	4	39	41	36	86.3
Karioi	26	18	18	26	27	23	86.2
Peria	39	14	6	47	50	43	86.2
Te Teko	55	21	18	58	54	46	85.9
Parapara	23	12	6	29	32	27	85.8
Kokako ⁽²⁾	55	1	54	53	45	85.7
Te Matai	45	39	8	76	73	62	85.0
Nuhaka	93	37	28	102	104	88	84.8
Tautoro	47	17	21	43	47	40	84.8
Port Waikato	23	15	15	23	21	18	84.7
Poroti	45	15	9	51	50	43	84.7
Te Haroto	19	11	7	23	26	22	84.2
Rangiahua ⁽²⁾	36	..	36	33	28	83.9
Te Kotukutuku	43	10	11	42	45	38	83.9
Otaua	44	12	17	39	44	37	83.8
Matata	39	12	13	38	38	32	83.6
Kaikōhe	88	35	27	96	100	84	83.4
Pamoana	13	9	1	21	20	16	82.9

(1) Opened first quarter 1911. number retained in the tables throughout.

(2) Opened fourth quarter.

(3) Opened first quarter, 1911; closed temporarily fourth quarter.

Table H2—continued.

LIST OF THE NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS, ETC.—continued.

Schools.	School-roll.					6. Mean of Average At- tendance of Four Quarters, 1911.	7. Regularity of Attend- ance: Percentage of Weekly Roll- number.
	1. Number belonging at Beginning of Year.	2. Number admitted during Year.	3. Number who left during Year.	4. Number belonging at End of Year.	5. Average Weekly Number.		
Kenana	26	13	9	30	28	23	82.9
Tangoio	32	11	11	32	34	28	82.8
Waioweka	25	14	9	30	31	26	82.8
Papamoa	51	5	7	49	51	42	82.6
Motuti	18	2	1	19	19	16	81.8
Waimamaku	32	13	10	35	36	30	81.6
Pukepoto	45	13	8	50	51	41	81.1
Waimiha	15	18	7	26	24	20	81.0
Whangara	26	12	6	32	30	24	80.9
Ruatoki	91	28	32	87	91	74	80.9
Te Ahuahua	30	19	12	37	37	30	80.9
Otamatea	26	15	13	28	28	23	80.7
Te Kopua ⁽¹⁾	14	10	24	..	13	10	79.8
Ranana	38	16	9	45	43	35	79.8
Ohaeawai	31	14	10	35	36	29	79.5
Waiuku	25	13	13	25	26	21	79.5
Tokaanu	39	32	16	55	50	40	79.0
Te Ararua	58	24	12	70	69	55	78.9
Tokomaru Bay	72	25	16	81	90	70	78.5
Pamapurua	26	15	5	36	37	29	78.2
Hapua	36	25	18	43	44	35	78.2
Oruanui	44	10	4	50	47	36	77.0
Te Pupuke	35	12	9	38	40	31	77.0
Whareponga	28	21	22	27	35	27	76.6
Waikare	37	17	12	42	42	32	75.8
Hiruharama	57	16	12	61	61	46	75.8
Waimarama	29	17	15	31	32	24	75.7
Ahipara	98	35	37	96	96	72	75.6
Paparore	31	31	24	38	36	27	73.5
Te Kerepehi	27	15	16	26	29	21	70.9
Pipiriki	21	21	17	25	27	19	68.1
Totals for 1911	3,832	1,883	1,158	4,557	4,621	3,990	86.3
Totals for 1910	3,731	1,585	1,036	4,280	4,325	3,714	85.8
Mission schools subject to inspec- tion by the Education Depart- ment—							
Tokaanu Convent	41	15	9	47	46	44	95.4
Matata Convent	38	17	4	51	44	42	93.8
Putiki	21	20	11	30	30	27	89.5
Otaki Mission College	62	29	23	68	76	64	84.2
Te Hauke	34	4	4	34	34	19	57.6
Totals for 1911	196	85	51	230	230	196	85.2
Totals for 1910	231	84	94	221	212	178	83.9
Boarding-schools affording secondary education—							
Te Aute College	47	35	11	71	74	72	98.2
Queen Victoria (girls)	39	26	17	48	47	46	98.2
Turakina (girls)	16	14	3	27	27	27	97.3
Te Waipounamu College (girls)	3	13	2	14	14	13	96.6
Clareville College	19	20	15	24	27	26	96.2
St. Stephen's (boys)	27	40	5	62	61	59	95.9
St. Joseph's Convent (girls)	42	36	10	68	71	68	95.8
Waearenga-a-hika College	12	9	1	20	19	18	91.8
Hukarere (girls)	36	21	4	53	54	48	89.5
Totals for 1911	241	214	68	387	394	377	95.9
Totals for 1910	360	174	156	378	386	367	95.0
Grand totals for 1911	4,269	2,182	1,277	5,174	5,245	4,563	86.8
Grand totals for 1910	4,322	1,843	1,286	4,879	4,923	4,259	86.5

⁽¹⁾ Closed fourth quarter.

Table H3.

(a.) NUMBER OF MAORI PUPILS RECEIVING HIGHER EDUCATION AT THE END OF 1911.

Schools.	Government Pupils.			Private Pupils.	Totals.
	Formerly attending Native Schools.	Formerly attending Public Schools.	Temporary.		
Boarding-schools—					
St. Stephen's (boys), Auckland ...	29	...	...	33	62
Te Aute (boys), Hawke's Bay ...	14	...	...	57	71
Waerenga-a-hika (boys), Gisborne ...	5	...	...	15	20
Clareville (boys), Carterton ...	...	...	...	24	24
Hukarere (girls), Napier ...	21	...	...	32	53
St. Joseph's (girls), Napier ...	20	...	3	45	68
Queen Victoria (girls), Auckland ...	25	...	...	23	48
Turakina (girls), Wanganui ...	8	...	2	17	27
Te Waipounamu (girls), Canterbury ...	...	...	1	13	14
Totals	122	...	6	259	387

(b.) MAORI PUPILS HOLDING INDUSTRIAL SCHOLARSHIPS AT THE END OF 1911.

Number.	School.	Trade to which Scholars are apprenticed.	District.
1	Rangitukia Native School ...	Saddler	Auckland.
1	Hapua Native School ...	"	"
1	" ...	Blacksmith	"
1	Whangaruru Native School ...	"	"
1	Manaia Native School ...	Builder	"
1	Paeroa Native School ...	"	"
1	Whakarewarewa Native School ...	"	"
1	Torere Native School ...	Sheep-farmer	Waiapu.
1	Rangiawhia Native School ...	Government Railway Workshops... ..	Auckland.
1	Touwai Native School ...	Bootmaker	"
1	Tokorangi Public School ...	Builder	Wanganui.
1	Hukerenui S. Public School ...	Government Railway Workshops... ..	Auckland.
1	Hikurangi College, Clareville... ..	"	Wellington.

(c.) MAORI PUPILS, FORMERLY ATTENDING NATIVE BOARDING-SCHOOLS, HOLDING HOSPITAL NURSING SCHOLARSHIPS AT THE END OF 1911.

Number.	Nature of Scholarship.	Boarding-school.	Hospital.
1	Probationer	Hukarere, Napier	Invercargill.
2	"	Queen Victoria, Auckland	Auckland.
1	"	Hukarere, Napier	Napier.

Table H4.

CLASSIFICATION OF EUROPEAN CHILDREN ATTENDING NATIVE SCHOOLS AT THE END OF YEAR 1911.

Education Districts.	Standard Classes.								Total.	Certificates of Competency.	Certificates of Proficiency.
	P.	I.	II.	III.	IV.	V.	VI.	VII.			
Auckland	156	27	55	36	38	28	26	18	384	11	10
Wanganui	3	2	2	1	1	5	0	0	14	..	..
Wellington	1	2	1	0	1	0	2	0	7	..	..
Hawke's Bay	33	8	11	8	8	8	10	3	89	2	1
North Canterbury	3	1	1	0	0	0	2	1	8	..	2
Otago	3	5	2	2	1	2	1	0	16	..	1
Totals, 1911	199	45	72	47	49	43	41	22	518	13	14
Totals, 1910	154	60	34	39	46	53	27	14	427	5	7

NOTE.—For the purposes of this return, children intermediate in blood between half-caste and European are reckoned as European.

Table H5.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1911.

Education Districts.	Maoris.			Certificates granted.	
	Boys.	Girls.	Total.	Competency.	Proficiency.
Auckland	1,341	1,130	2,471	1	9
Taranaki	98	88	186	..	1
Wanganui	282	188	470	2	3
Wellington	182	169	351	1	4
Hawke's Bay	374	279	653	..	5
Marlborough	39	43	82	..	1
Nelson	27	22	49	..	..
Grey	2	2	4	..	..
Westland	12	13	25	..	2
North Canterbury	76	69	145	..	..
South Canterbury	9	16	25	..	2
Otago	50	40	90	1	1
Southland	76	58	134	..	1
Totals for 1911	2,568	2,117	4,685	5	29
Totals for 1910	2,475	1,987	4,462	1	18
Differences	93	130	223	4	11

NOTE.—For the purposes of this return, half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori.

Table H5A.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1911.

Years.	Class P.		S. I.		S. II.		S. III.		S. IV.		S. V.		S. VI.		S. VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6	169	122	..	..	..	..	..	..	..	..	..	..	..	..	..	..	169	122
6 " 7	274	230	2	2	..	..	..	..	..	..	..	..	..	..	..	..	276	232
7 " 8	325	283	3	12	..	3	..	..	..	..	..	..	..	..	..	..	328	298
8 " 9	257	226	47	40	13	8	..	1	..	..	..	..	..	..	..	..	317	275
9 " 10	158	147	74	66	40	47	15	7	2	2	1	..	..	..	..	..	290	269
10 " 11	114	98	97	55	65	63	36	28	4	7	..	..	..	..	..	..	316	251
11 " 12	82	91	51	50	77	54	60	50	20	19	5	3	..	1	..	..	295	268
12 " 13	26	20	38	39	52	44	60	29	41	33	17	14	2	1	..	..	236	180
13 " 14	21	24	17	19	41	25	47	24	30	27	31	16	6	8	..	1	193	144
14 " 15	11	4	11	5	9	2	9	6	23	12	22	14	18	8	2	..	105	51
15 years and over	4	..	..	2	1	2	5	3	6	7	11	9	13	2	3	2	43	27
Totals ..	1,441	1,245	340	290	298	248	232	148	126	107	87	56	39	20	5	3	2,568	2,117

Table H5A—continued.
AVERAGE AGE OF PUPILS IN VARIOUS CLASSES.

Class.	Average Age.		Class.	Average Age.	
	Years.	Months.		Years.	Months.
Preparatory class	8	2	Standard IV	12	10
Standard I	10	4	" V	13	7
" II	11	2	" VI	14	4
" III	12	..	" VII	15	..

NOTE.—For the purposes of this return, half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori.

Number to whom has been granted a certificate of proficiency, 29; of competency in Standard VI, 5: total, 34. Number of schools at which Maori scholars were in attendance, 551.

Table H6.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1911.

For the purposes of this return, half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori, and children intermediate in blood between half-caste and European as European.

Schools.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.						Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Hapua .. .. .	..	..	..	22	20	42	1	..	1	23	20	43
Te Kao .. .. .	..	..	..	25	27	52	..	..	..	25	27	52
Paparore	3	..	3	17	11	28	3	4	7	23	15	38
Ahipara	18	7	25	35	29	64	2	5	7	55	41	96
Pukepoto	7	3	10	12	11	23	7	10	17	28	24	50
Pamapurua .. .. .	..	..	..	17	15	32	3	1	4	20	16	36
Rangiawhia	1	4	5	6	16	22	..	..	..	7	20	27
Parapara	1	..	1	11	10	21	2	5	7	14	15	29
Kenana .. .. .	..	..	..	18	8	26	2	2	4	20	10	30
Peria .. .. .	..	1	1	11	9	20	10	16	26	21	26	47
Taemaro .. .. .	..	..	..	20	14	34	..	..	..	20	14	34
Te Pupuke .. .. .	..	..	..	17	20	37	..	1	1	17	21	38
Touwai .. .. .	..	..	..	20	13	33	2	2	4	22	15	37
Whakarara .. .. .	..	..	..	26	22	48	..	..	..	26	22	48
Whangape .. .. .	..	..	..	27	16	43	3	4	7	30	20	50
Pawarenga	1	..	1	29	31	60	..	..	..	30	31	61
Matihetihē .. .. .	..	..	..	15	13	28	..	..	..	15	13	28
Waitapu .. .. .	..	..	..	11	14	25	8	4	12	19	18	37
Whakarapa .. .. .	..	..	..	47	43	90	..	1	1	47	44	91
Motuti .. .. .	..	..	..	9	7	16	1	2	3	10	9	19
Mangamuka .. .. .	..	..	..	29	27	56	..	..	..	29	27	56
Marseroa .. .. .	..	..	..	22	17	39	1	2	3	23	19	42
Waimamaku	1	1	2	20	9	29	..	4	4	21	14	35
Whirinaki .. .. .	..	..	..	48	32	80	2	1	3	50	33	83
Omanaia .. .. .	..	..	..	16	16	32	4	3	7	20	19	39
Waima .. .. .	..	..	..	40	44	84	1	..	1	41	44	85
Otaua .. .. .	..	..	..	25	12	37	1	1	2	26	13	39
Kaikohe	1	2	3	57	35	92	..	1	1	58	38	96
Tautoro .. .. .	..	..	..	22	16	38	4	1	5	26	17	43
Ohaeawai .. .. .	..	..	..	18	13	31	1	3	4	19	16	35
Te Ahuahu .. .. .	..	..	..	11	13	24	6	7	13	17	20	37
Oromahoe .. .. .	..	..	..	16	9	25	9	5	14	25	14	39
Orauta .. .. .	..	..	..	26	29	55	16	5	21	42	34	76
Karetu .. .. .	..	..	..	12	10	22	..	..	..	12	10	22
Waikare .. .. .	..	..	..	29	13	42	..	..	..	29	13	42
Whangaruru	1	1	2	30	15	45	1	..	1	32	16	48
Te Rawhiti .. .. .	..	..	..	16	18	34	..	..	..	16	18	34
Poroti .. .. .	..	..	..	17	10	27	13	11	24	30	21	51
Takahiwai .. .. .	..	..	..	17	13	30	2	3	5	19	16	35
Otamatea .. .. .	..	..	..	13	13	26	1	1	2	14	14	28
Kakanui .. .. .	..	..	..	8	12	20	3	..	3	11	12	23
Te Huruhi .. .. .	..	..	..	12	18	30	1	1	2	13	19	32
Waiuku .. .. .	..	..	..	10	10	20	4	1	5	14	11	25
Port Waikato .. .. .	..	..	..	11	12	23	..	..	..	11	12	23
Manaia .. .. .	..	..	..	17	9	26	3	3	6	20	12	32
Te Kerepehi	2	1	3	4	7	11	7	5	12	13	13	26
Wharekawa	5	6	11	12	4	16	1	..	1	18	10	28
Mataora Bay .. .. .	..	..	..	14	7	21	..	..	..	14	7	21
Rawhitiroa .. .. .	..	..	..	15	13	28	..	..	..	15	13	28
Parawera .. .. .	..	..	..	30	17	47	5	7	12	35	24	59

Table H6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1911—
continued.

Schools.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Rakaunui	11	13	24	1	..	1	12	13	25
Taharoa	19	16	35	1	..	1	20	16	36
Oparure	16	19	35	5	2	7	21	21	42
Waimiha	14	18	22	1	3	4	15	11	26
Te Waotu]	8	12	20	9	6	15	17	18	35
Whakarewarewa	4	3	7	24	35	59	3	1	4	31	39	70
Ranana	27	18	45	..	..	..	27	18	45
Wai-iti	30	22	52	..	..	..	30	22	52
Te Whaiti	11	10	21	..	..	..	11	10	21
Waiotapu	1	..	1	17	12	29	3	..	3	21	12	33
Waitahanui	14	8	22	..	1	1	14	9	23
Tokaanu	2	2	4	24	23	47	1	3	4	27	28	55
Oruanui	22	23	45	4	1	5	26	24	50
Te Kotukutuku	20	22	42	..	..	..	20	22	42
Paeroa	19	24	43	6	3	9	25	27	52
Papamao	22	23	45	2	2	4	24	25	49
Te Matai	43	31	74	..	2	2	43	33	76
Motiti Island	14	13	27	..	..	..	14	13	27
Matata	11	12	23	10	5	15	21	17	38
Te Teko	24	25	49	6	3	9	30	28	58
Otamauru	8	15	23	..	..	..	8	15	23
Poroporo	33	20	53	2	2	4	35	22	57
Ruatoki	51	33	84	1	2	3	52	35	87
Waioweka	3	5	8	10	12	22	13	17	30
Omarumutu	26	36	62	..	1	1	26	37	63
Torere	22	20	42	3	..	3	25	20	45
Omaio	30	18	48	..	4	4	30	22	52
Te Kaha	17	27	44	..	2	2	17	29	46
Raukokore	27	19	46	4	5	9	31	24	55
Wharekahika	14	15	29	1	..	1	15	15	30
Te Araroa	35	21	56	7	7	14	42	28	70
Rangitukia	38	24	62	6	1	7	44	25	69
Tikitiki	23	17	40	7	3	10	30	20	50
Waiomatatini	26	20	46	6	3	9	32	23	55
Reporua	18	14	32	3	1	4	21	15	36
Tuparoa	34	25	59	..	1	1	34	26	60
Hiruharama	29	31	60	1	..	1	30	31	61
Whareponga	16	10	26	1	..	1	17	10	27
Tokomaru Bay	45	30	75	2	4	6	47	34	81
Whangara	16	8	24	7	1	8	23	9	32
Nuhaka	57	41	98	4	..	4	61	41	102
Tuhara	32	19	51	2	2	4	34	21	55
Rangiahua	17	14	31	1	4	5	18	18	36
Kokako	32	21	53	1	..	1	33	21	54
Tangoio	11	14	25	4	3	7	15	17	32
Te Haroto	13	9	22	..	1	1	13	10	23
Waimarama	2	..	2	20	4	24	3	2	5	25	6	31
Karioi	10	9	19	4	3	7	14	12	26
Pipiriki	1	..	1	12	8	20	3	1	4	16	9	25
Pamoana	8	10	18	3	..	3	11	10	21
Okautete	9	4	13	4	3	7	13	7	20
Mangamaunu	4	9	13	..	..	..	5	3	8	9	12	21
Arowhenua	4	..	4	21	19	40	..	..	..	25	19	44
Waikouaiti	3	3	4	7	11	9	7	16	13	17	30
Totals for 1911	59	43	102	2,159	1,778	3,937	286	232	518	2,504	2,053	4,557
Totals for 1910	52	50	102	2,099	1,652	3,751	232	195	427	2,383	1,897	4,280
Difference	+7	-7	..	+60	+126	+186	+54	+37	+91	+121	+156	+277

SUMMARY OF TABLE H6.

Race.	1911.				
	Boys.	Girls.	Total.	Percentage, 1911.	Percentage, 1910.
Maoris speaking Maori in the home	2,159	1,778	3,937	86.4	87.6
Maoris speaking English in the home	59	43	102	2.2	2.4
Europeans	286	232	518	11.4	10.0
Totals	2,504	2,053	4,557	100.0	100.0

Table H6A

CLASSIFICATION AS REGARDS AGES AND RACE OF CHILDREN BELONGING TO NATIVE VILLAGE SCHOOLS AT THE END OF DECEMBER QUARTER, 1911.

Ages.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
5 and under 6	3	2	5	117	111	228	20	11	31	140	124	264
6 " 7	3	3	6	228	155	383	40	28	68	271	186	457
7 " 8	4	3	7	252	232	484	38	28	66	294	263	557
8 " 9	6	7	13	266	218	484	37	21	58	309	246	555
9 " 10	7	4	11	227	182	409	37	31	68	271	217	488
10 " 11	10	7	17	234	225	459	22	28	50	266	260	526
11 " 12	7	3	10	224	196	420	26	27	53	257	226	483
12 " 13	8	5	13	212	172	384	25	21	46	245	198	443
13 " 14	6	3	9	190	155	345	17	21	38	213	179	392
14 " 15	4	4	8	119	72	191	16	12	28	139	88	227
15 years and over	1	2	3	90	60	150	8	4	12	99	66	165
Totals	59	43	102	2,159	1,778	3,937	286	232	518	2,504	2,053	4,557

NOTE.—For the purposes of this return, half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori, and children intermediate in blood between half-caste and European as European.

SUMMARY OF TABLE H6A.

Age.	Boys.	Girls.	Total.	Percentage, 1911.	Percentage, 1910.
From five to ten years	1,285	1,036	2,321	50.9	51.3
" ten to fifteen years	1,120	951	2,071	45.5	44.9
" fifteen upwards	99	66	165	3.6	3.8
Totals	2,504	2,053	4,557	100.0	100.0

Table H6B.

CLASSIFICATION AS REGARDS STANDARDS AND RACE OF PUPILS ON THE SCHOOL ROLLS AT THE END OF DECEMBER, 1911.

Standards.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Preparatory class	10	9	19	1,086	903	1,989	118	81	199	1,214	993	2,207
Standard I	9	6	15	244	205	449	27	18	45	280	229	509
" II	11	10	21	246	225	471	40	32	72	297	267	564
" III	4	4	8	200	174	374	24	23	47	228	201	429
" IV	13	2	15	163	114	277	27	22	49	203	138	341
" V	7	4	11	127	99	226	18	25	43	152	128	280
" VI	3	6	9	77	52	129	25	16	41	105	74	179
" VII	2	2	4	16	6	22	7	15	22	25	23	48
Totals	59	43	102	2,159	1,778	3,937	286	232	518	2,504	2,053	4,557

NOTE.—For the purposes of this return, half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori, and children intermediate in blood between half-caste and European as European.

Table H6B—continued.

SUMMARY OF TABLE SHOWING STANDARD CLASSIFICATION.

Standards.					Boys.	Girls.	Totals, 1911.	Totals, 1910.
Preparatory classes					1,214	993	2,207	2,018
Class for Standard	I	..	..	..	280	229	509	534
"	II	..	..	..	297	267	564	460
"	III	..	..	..	228	201	429	416
"	IV	..	..	..	203	138	341	373
"	V	..	..	..	152	128	280	299
"	VI	..	..	..	105	74	179	148
"	VII	..	..	..	25	23	48	32
Totals					2,504	2,053	4,557	4,280

Table H7.

STANDARD CLASSIFICATION, 31ST DECEMBER, 1911.

Schools.	Number on the Roll.	Classification of Pupils.								Certificates of Competency issued.	Certificates of Proficiency issued.	
		P.	I.	II.	III.	IV.	V.	VI.	VII.			
Hapua	43	22	8	5	2	6	..	..	..	..	..	..
Te Kao	52	18	8	9	..	6	5	4	2	..	3	..
Paparore	38	8	11	6	5	4	3	1	..	..	..	..
Ahipara	96	33	13	20	7	9	6	8	..	..	..	..
Pukepoto	50	21	4	7	8	5	4	..	1	..	1	..
Pamapurua	36	15	5	4	4	6	1	1	..	..	..	..
Rangiawhia	27	10	3	..	..	3	5	1	5	..	4	..
Parapara	29	15	1	1	..	5	2	4	1	..	1	2
Kenana	30	19	2	4	..	..	5	..	..	..	..	..
Peria	47	18	3	5	3	9	4	2	3	..	3	..
Taemaro	34	8	4	9	10	1	1	1	..	..	..	..
Te Pupuke	38	17	4	5	4	2	5	..	1	..	..	..
Touwai	37	18	2	6	5	3	..	3	..	..	..	..
Whakarara	48	11	5	4	8	7	7	6	..	..	..	..
Whangape	50	34	..	7	1	6	1	1	..	..	..	..
Pawarenga	61	47	7	6	1	..	..	..	..	..	..	..
Matihetihe	28	10	3	4	6	5	..	..	..	..	..	..
Waitapu	37	22	..	6	7	2	..	..	..	..	..	..
Whakarapa	91	52	8	9	7	8	6	1	..	..	..	..
Motuti	19	7	..	3	..	9	..	..	..	..	..	..
Mangamuka	56	17	8	12	9	6	4	..	..	..	..	..
Maraeroa	42	28	..	5	..	6	3	..	..	..	..	..
Waimamaku	35	21	7	..	2	2	2	1	..	..	..	..
Whirinaki	83	43	5	13	7	5	5	2	3	..	3	1
Omanaia	39	17	..	7	8	4	2	..	1	..	..	..
Waima	85	46	10	8	10	1	6	4	..	..	1	..
Otaua	39	19	6	7	3	1	1	2	..	..	..	1
Kaikohe	96	47	14	4	5	14	5	7	..	..	1	..
Tautoro	43	23	6	7	3	4	..	..	..	..	..	..
Ohaeawai	35	19	4	6	3	3	..	..	..	..	..	..
Te Ahuahu	37	22	1	5	6	1	2	..	..	..	1	1
Oromahoe	39	19	4	3	3	3	5	2	..	..	..	..
Orauta	76	60	8	..	5	3	..	..	..	..	..	..
Karetu	22	12	2	..	..	1	3	4	..	..	..	..
Waikare	42	34	1	6	1	..	..	..	..	..	..	..
Whangaruru	48	23	8	10	4	1	2	..	..	..	..	..
Te Rawhiti	34	22	..	7	1	4	..	..	..	..	..	..
Poroti	51	23	7	7	..	9	2	..	3	..	2	1
Takahiwai	35	12	4	8	3	..	6	1	1	..	..	1
Otamatea	28	15	6	3	3	1	..	..	..	..	..	..
Kakanui	23	9	..	11	3	..	..	..	..	..	..	..
Te Huruhi	32	15	12	5	..	..	..	..	..	..	..	..
Waiuku	25	11	4	3	2	2	2	1	..	..	..	..
Port Waikato	23	19	3	1	..	..	..	..	..	..	..	..
Manaia	32	12	5	6	..	3	3	3	..	..	..	..
Te Kerepehi	26	15	1	4	..	3	1	1	1	..	..	1
Wharekawa	28	7	7	10	3	1	..	..	..	..	..	..
Mataora Bay	21	4	4	4	4	3	..	..	..	..	..	..
Rawhitiroa	28	15	7	..	6	..	..	..	..	..	..	..
Parawera	59	40	..	8	1	..	6	3	1	..	1	..
Rakaunui	25	14	7	3	1	..	..	..	..	..	..	..
Taharoa	36	32	3	1	..	..	..	..	..	..	..	..
Oparure	42	14	6	5	3	3	5	5	1	..	1	..
Waimiha	26	26	..	..	..	..	..	..	..	..	..	..
Te Waotu	35	21	..	4	7	..	3	..	..	..	..	..
Whakarewarewa	70	30	10	11	9	2	1	7	..	..	..	..
Ranana	45	12	3	10	4	11	3	2	..	..	..	..
Wai-iti	52	24	4	3	5	2	3	5	6	..	2	4

Table H7—continued.

STANDARD CLASSIFICATION, 31ST DECEMBER, 1911—continued.

Schools.	Number on the Roll.	Classification of Pupils.								Certificates of Competency issued.	Certificates of Proficiency issued.
		P.	I.	II.	III.	IV.	V.	VI.	VII.		
Te Whaiti	21	9	7	3	..	1	1	..	..	..	..
Waiotapu	33	28	3	..	1	..	..	1	..	..	..
Waitahanui	23	9	3	3	3	..	5	..	..	..	..
Tokaanu	55	23	9	6	9	4	3	1	..	..	..
Oruanui	50	30	5	9	..	1	2	1	2	2	..
Te Kotukutuku	42	21	5	6	4	4	1	1	..	..	..
Paeroa	52	20	5	9	5	8	1	4	..	..	..
Papamoa	49	16	4	6	6	7	6	2	2	1	1
Te Matai	76	42	9	13	4	3	3	2	..	..	..
Motiti Island	27	6	10	2	..	6	3	..	..	..	..
Matata	38	14	3	6	3	3	6	3	..	1	1
Te Teko	58	33	5	6	4	5	4	..	1	..	1
Otamauru	23	11	3	2	..	5	2	..	..	1	..
Poroporo	57	29	10	1	9	2	2	4	..	..	..
Ruatoki	87	55	8	6	9	6	3	..	..	..	..
Waioweka	30	9	5	5	3	4	..	4	..	..	..
Omarumutu	63	27	11	9	11	..	2	3	..	..	..
Torere	45	21	1	9	7	3	3	1	..	1	..
Omaio	52	26	..	2	7	4	5	6	2	2	..
Te Kaha	46	21	5	6	5	..	7	1	1	..	..
Raukokore	55	25	5	4	6	5	10	..	..	..	..
Wharekahika	30	16	..	3	5	3	2	1	..	..	..
Te Araroa	70	38	10	4	8	6	3	1	..	..	..
Rangitukia	69	22	13	4	9	7	8	6	..	..	..
Tikitiki	50	18	4	7	10	5	2	2	2	2	..
Waiomatatini	55	18	9	11	8	..	7	1	1	2	..
Reporua	36	15	3	4	3	2	5	1	3	..	..
Tuparoa	60	22	9	8	8	2	9	1	1	1	1
Hiruharama	61	23	7	5	9	8	3	6	..	..	..
Whareponga	27	14	6	..	5	..	2	..	..	..	..
Tokomaru Bay	81	31	13	11	11	7	3	5	..	..	..
Whangara	32	11	3	2	7	1	..	8	..	2	1
Nubaka	102	42	10	14	14	2	7	13	..	..	..
Tuhara	55	21	13	9	2	6	2	2	..	..	..
Rangiahua	36	35	..	..	..	..	..	1	..	..	..
Kokako	54	52	..	1	..	..	..	1	..	..	..
Tangoio	32	19	..	5	4	2	2	..	..	..	..
Te Haroto	23	6	5	4	4	3	1	..	..	1	..
Waimarama	31	14	..	5	3	2	4	3	..	..	..
Karioi	26	15	2	3	1	2	3	..	..	..	..
Pipiriki	25	12	3	3	4	2	1	..	..	..	..
Pamoana	21	10	..	4	5	..	2	..	..	..	..
Okautete	20	3	5	5	2	2	1	2	..	..	..
Mangamaunu	21	4	4	3	..	3	..	5	2	..	3
Arowhenua	44	20	..	5	5	7	6	1	..	..	..
Waikouaiti	30	4	6	4	4	3	6	2	1	1	2
Totals for 1911	4,557	2,207	509	564	429	341	280	179	48	41	22
Totals for 1910	4,280	2,018	534	460	416	373	299	148	32	23	16
Difference	+257	+189	-25	+104	+13	-32	-19	+31	+16	+18	+6

Table H8.

CLASSIFICATION AS REGARDS AGES AND STANDARDS OF PUPILS AT END OF DECEMBER, 1911.

Ages.	Class P.		Standard I.		Standard II.		Standard III.		Standard IV.		Standard V.		Standard VI.		Standard VII.		Race Totals.				Totals.												
	Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Boys.	Girls.	Total.										
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.													
5 and under 6 years	20	11	120	113	..	..	..	..	..	..	..	..	..	..	..	..	20	11	120	113	140	121	264
6 "	38	26	230	158	..	..	..	..	..	..	..	..	..	..	..	..	40	28	231	158	271	186	457
7 "	29	20	237	214	4	7	18	21	1	..	..	..	..	..	..	..	38	28	256	235	294	263	557			
8 "	15	13	213	164	9	3	44	44	7	5	13	16	2	1	..	..	37	21	272	225	309	246	555								
9 "	13	6	127	97	7	6	55	44	13	12	41	33	6	7	8	..	37	31	234	186	271	217	488										
10 "	2	4	85	74	4	1	51	45	8	8	61	72	5	6	34	30	..	..	..	..	266	260	526						
11 "	..	1	46	40	1	..	38	24	4	3	58	49	7	4	53	48	..	..	..	..	257	236	483						
12 "	1	..	15	26	..	..	26	11	2	..	33	33	2	7	52	44	7	3	47	29	3	..	443								
13 "	..	..	11	18	..	..	12	12	1	2	27	16	1	..	36	29	5	..	44	28	5	3	892						
14 "	..	..	8	6	..	..	6	6	..	..	14	9	1	..	13	11	2	..	21	9	4	2	98				
15 years and over	4	2	2	4	9	7	7	7	1	1	18	11	2	11	3	66									
Total	118	81	1096	912	27	18	253	211	24	23	204	178	27	22	176	116	25	16	80	58	7	15	18	8	286	232	2218	1,821	2,504	2,033	4,557		
	199	..	2,008	..	45	464	..	49	..	292	..	237	41	188	22	518	..	4,039		
	2,207	509	341	179

NOTE.—For the purpose of this return, half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori, and children intermediate in blood between half-caste and European as European.

Table H9.
RESULTS OF INSPECTION, 1911.

Schools.	Condition of Records and other School Documents, except the Time-table.	Discipline, including Order, Tone, Cleanliness, Manners, and General Behaviour.	Condition of Property, &c.: Buildings and Offices, Appliances and Furniture, Garden and Grounds, Gates and Fences.	Organization and Methods of Teaching, Schemes of Work, Suitability of Time-tables.	Total Marks—Maximum 40.
Hapua	9.0	7.4	9.3	7.0	32.7
Te Kao	10.0	10.0	10.0	10.0	40.0
Paparore	10.0	10.0	9.5	9.5	39.0
Ahipara	10.0	10.0	10.0	10.0	40.0
Pukepoto	10.0	9.8	10.0	9.0	38.8
Pamapurua	9.4	9.0	8.3	8.5	35.2
Rangiawhia	9.6	10.0	10.0	9.0	38.6
Parapara	9.4	10.0	9.3	9.0	37.7
Kenana	8.4	9.0	9.0	7.5	33.9
Peria	10.0	10.0	10.0	10.0	40.0
Taemaro	10.0	10.0	10.0	9.0	39.0
Te Pupuke	10.0	8.8	10.0	9.0	37.8
Touwai	9.6	9.5	9.5	8.5	37.1
Whakarara	9.6	9.8	10.0	9.0	38.4
Whangape	8.8	8.5	8.8	8.0	34.1
Pawarenga	8.8	8.3	8.0	7.0	32.1
Matihetihe	9.0	0.0	9.5	9.0	37.5
Waitapu	8.2	9.5	9.0	8.0	34.7
Whakarapa	10.0	9.8	9.3	9.5	38.6
Motuti	8.8	8.8	8.0	7.0	32.6
Mangamuka	8.0	8.3	6.3	8.0	30.6
Maraeroa	9.6	9.8	9.3	8.0	36.7
Waimamaku	8.8	8.5	6.8	8.0	32.1
Whirinaki	10.0	10.0	10.0	10.0	40.0
Omanaia	8.0	9.5	9.0	7.5	34.0
Waima	9.2	10.0	10.0	10.0	39.2
Otaua	9.0	8.5	9.3	8.0	34.8
Kaikohe	10.0	9.5	10.0	10.0	39.5
Tautoro	9.4	10.0	9.8	10.0	39.2
Ohaeawai	7.0	4.3	7.8	4.0	23.1
Te Ahuahu	6.4	7.5	7.0	6.0	26.9
Oromahoe	8.4	7.8	8.0	7.0	31.2
Orauta ⁽¹⁾
Karetu	9.8	10.0	10.0	8.0	37.8
Waikare	9.8	9.7	9.5	8.0	37.0
Whangaruru	10.0	10.0	10.0	10.0	40.0
Te Rawhiti	7.4	8.8	8.8	7.0	32.0
Poroti	9.6	9.8	9.5	9.0	37.9
Takahivai	9.6	10.0	9.3	9.0	37.9
Otamatea	8.0	7.5	6.5	7.0	29.0
Kakanui	9.0	8.5	8.3	7.5	33.3
Te Huruhi .. .. .	..	9.5	8.5	5.0	23.0
Waiuku	8.6	9.3	10.0	8.5	36.4
Port Waikato	5.0	7.0	6.0	4.0	22.0
Manaia	10.0	10.0	10.0	10.0	40.0
Te Kerepehi	10.0	6.3	9.0	8.0	33.3
Wharekawa	10.0	10.0	10.0	9.0	39.0
Mataora Bay	9.6	9.8	9.8	9.0	38.2
Rawhitiroa	9.5	8.3	6.8	6.5	31.1
Parawera	9.2	10.0	9.5	9.0	37.7
Te Kopua	9.0	7.3	7.3	7.8	31.4
Rakaunui	8.6	9.8	9.0	8.5	35.9
Taharoa ⁽¹⁾
Oparure	10.0	10.0	9.8	9.0	38.8
Waimiha	8.8	10.0	10.0	8.0	36.8
Te Waotu	9.8	10.0	8.5	9.0	37.3
Whakarewarewa	3.0	10.0	10.0	10.0	33.0
Ranana	10.0	10.0	10.0	10.0	40.0
Wai-iti	10.0	10.0	10.0	9.0	39.0
Te Whaiti	8.8	9.0	9.3	9.0	36.1
Waiotapu ⁽¹⁾
Waitahanui	9.4	6.1	7.3	5.3	28.1
Tokaanu	10.0	10.0	10.0	10.0	40.0
Oruanui	7.2	9.3	10.0	8.0	34.5
Te Kotukutuku	7.8	7.8	8.5	6.3	30.4
Paeroa	10.0	10.0	10.0	10.0	40.0
Papamoa	8.0	9.3	9.5	9.0	35.8
Te Matai	10.0	10.0	10.0	10.0	40.0
Motiti Island	8.6	9.3	9.3	6.0	33.2
Matata	10.0	10.0	10.0	9.5	39.5
Te Teko	10.0	6.3	8.5	7.0	31.8
Otamauru	10.0	9.3	8.0	8.5	35.8
Poroporo	10.0	10.0	10.0	9.3	39.3

(1) Not inspected.

Table H9—continued.
RESULTS OF INSPECTION, 1911—continued.

Schools.	Condition of Records and other School Documents, except the Time-table.	Discipline, including Order, Tone, Cleanliness, Manners, and General Behaviour.	Condition of Property, &c., Buildings and Offices, Appliances and Furniture, Garden and Grounds, Gates and Fences.	Organization and Methods of Teaching, Schemes of Work, Suitability of Time-tables.	Total Marks—Maximum 40.
Ruatoki	8.5	6.3	7.4	7.5	29.7
Waioweka	10.0	9.8	10.0	10.0	39.8
Omarumutu	9.4	10.0	9.5	10.0	38.9
Torere	8.8	10.0	9.8	8.3	36.9
Omaio	8.8	8.3	7.3	8.0	32.4
Te Kaha	7.8	7.3	7.0	7.0	29.1
Raukokore	8.0	8.3	8.8	6.0	31.1
Wharekahika	8.4	8.5	7.3	7.0	31.2
Te Araroa	9.4	8.0	8.8	7.3	33.5
Rangitukia	10.0	10.0	10.0	9.7	39.7
Tikitiki	9.6	9.3	9.5	8.0	36.4
Waiomatatini	9.8	10.0	9.5	9.3	38.6
Reporua	10.0	10.0	10.0	10.0	40.0
Tuparoa	8.8	10.0	8.8	8.3	35.9
Hiruharama	10.0	10.0	10.0	10.0	40.0
Whareponga	8.0	8.3	8.3	8.0	32.6
Tokomaru Bay	9.4	8.8	9.5	8.6	36.3
Whangara	9.6	9.8	10.0	9.0	38.4
Nuhaka	9.0	9.5	8.3	7.3	34.1
Tuhara	9.4	10.0	7.3	7.0	33.7
Rangiahua ⁽¹⁾
Kokako ⁽¹⁾
Tangoio	7.4	8.0	8.0	4.0	27.4
Te Haroto	10.0	10.0	10.0	8.5	38.5
Waimarama	9.0	9.8	10.0	9.0	37.8
Karioi	8.4	8.5	8.3	8.0	33.2
Pipiriki	9.0	9.0	9.3	7.7	35.0
Pamoana	10.0	10.0	9.5	7.5	37.0
Okautete	7.4	9.0	7.5	7.3	31.2
Mangamaunu	10.0	9.5	9.5	9.0	38.0
Arowhenua	8.6	8.8	8.3	8.0	33.7
Waikouaiti	9.8	10.0	10.0	10.0	39.8

(1) Not inspected.

Table H10.
SUMMARY OF EXPENDITURE ON NATIVE SCHOOLS DURING 1911.

	£	s.	d.
Teachers' salaries	24,439	8	0
Teachers' house allowances	72	15	10
Teachers in isolated districts—special allowances	126	1	2
Teachers' removal allowances	555	11	11
Books and school requisites	513	10	1
Fuel, and rewards for supplying fuel	107	2	0
Conveyance of children	73	1	0
Manual-instruction classes—Village schools, £278 11s. 4d.; Secondary Schools, £125	403	11	4
Inspectors' salaries	880	0	0
Inspectors' travelling-expenses	415	18	6
Secondary-school fees	2,657	16	4
Travelling-expenses of scholars to and from secondary schools	170	3	1
Hospital Nursing Scholarships	63	10	8
Apprenticeship charges	69	15	0
New buildings, additions, &c.	3,450	19	1
Maintenance of buildings, including repairs and small works	2,053	2	0
Travelling-expenses of other departmental officers	26	7	6
Advertising	20	5	11
Planting sites	13	4	4
Sundries	41	13	0
	36,153	16	9
Less recoveries	272	7	5
Total net expenditure	£35,881	9	4

NOTE.—Of this total, the sum of £2,180 was paid from national-endowment reserves revenue, and £500 from revenue from the Tauranga educational endowment reserves.

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