

1914.
NEW ZEALAND.

EDUCATION:
NATIVE SCHOOLS.

[In continuation of E.-3, 1913.]

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

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No. 1.

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

NATIVE SCHOOLS.

At the end of 1912 there were 108 Native village schools. During the year six new schools were opened, and one was transferred to the Otago Board of Education. Two schools were closed permanently, and four were closed temporarily. The number of schools in operation at the 31st December, 1913, was thus 107.

In addition to these schools, there were three mission schools giving primary instruction to Maori children, and 565 public schools at which Maori scholars were in attendance, while there were ten boarding-schools specially concerned with the secondary education for Maori boys and girls. Thus, the total number of schools giving instruction to Maori children was—

Native village schools	107
Native mission schools subject to inspection by the Education Department ..	3
Public schools at which Maori scholars were in attendance.	565
	—
Total number of primary schools	675
Native boarding-schools affording secondary education to Maoris	10
	—
Total	685

The following table shows the number of Native village schools in each grade, as compared with the number for the previous year :—

TABLE H.—NUMBER OF NATIVE VILLAGE SCHOOLS IN EACH GRADE.

	1912.	1913.
Grade I (9-15) .. .. .	..	..
Grade IIA (16-20)	8	9
Grade IIB (21-25)	13	14
Grade III (26-35)	32	30
Grade IVA (36-50)	34	30
Grade IVB (51-80)	16	20
Grade V (81-120)	5	4
	—	—
Totals	108	107

Attendance.

The number of pupils on the rolls of the Native village schools at the end of the year 1913 was—Boys, 2,459; girls, 2,188: total, 4,647. Included in these numbers are 258 boys and 257 girls who are Europeans.

The average daily attendance, in actual numbers and as a percentage of the average weekly roll number, for each of the years 1912 and 1913 was as follows :—

	Average Attendance.		Per Cent. of Roll.	
	1912.	1913.	1912.	1913.
First quarter	3,943	4,201	85.7	87.4
Second quarter	4,063	4,297	89.0	87.1
Third quarter	4,068	4,068	86.6	83.1
Fourth quarter	4,092	4,000	86.8	85.0

The following are some of the figures in regard to the attendance at Native village schools for 1913, the corresponding figures for 1912 being inserted for purposes of comparison :—

	1912.	1913.
Number on rolls at end of year	4,694	4,647
Average weekly roll number	4,644*	4,835*
Average yearly attendance	4,042*	4,142*
Percentage of regularity of attendance	87	85.7

* The mean of the four quarters.

If the Native village schools are added to the Native secondary schools, we have the following figures for 1912 and 1913 respectively:—

Number on rolls of Native village schools	1912.	1913.
" mission schools	4,694	4,647
" boarding-schools	174	116
	369	419
Combined rolls of Native schools	5,237	5,182
Combined average weekly roll number	5,241	5,362
Combined average yearly attendance	4,588	4,621
Percentage of regularity of attendance	87.5	86.2

The increase in the development of the Native village schools since the year 1881, when they were transferred to the control of this Department, is shown in the following table:—

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	4,494†	3,878†	86.3	81	22	3	119	3
1912	108	4,644	4,042	87	86	22	4	122	2
1913	107	4,835	4,142	85.7	86	21	4	118	4

* Includes two subsidized schools. † Includes two teachers jointly in charge of one school. ‡ 1911 figures amended.

It will be seen that there has been an increase of 80 per cent. in the number of schools, and this does not take into account many schools which have been transferred to the various Boards of Education during the period covered by the table. The average attendance has risen from 1,406 to 4,142.

The decrease in the percentage of average attendance is the result of the outbreak of smallpox, which, as is well known, was, in the main, confined to the Native population.

Table H2 supplies detailed information in regard to the roll number and average attendance.

The number of Maoris attending public schools on the 31st December, 1913, as compared with the number attending at the 31st December, 1912, was—1912, 4,913; 1913, 4,791. Details are to be found in Table H5.

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 1913, is given in the following schedule:—

	Actual Number.	Number per 10,000 of Maori Population at Census of 1911 (49,829).
I. Primary schools—		
(a.) Government Native schools	4,647	933
(b.) Mission schools	116	23
(c.) Public schools	4,791	961
	9,554	1,917
II. Secondary schools	419	84
III. Special technical training	13	3
Totals	9,986	2,004

Classification of Pupils.

Tables H6, H6A, and H6B give full information as to the races and classification of pupils on the rolls of the Native schools. As will be seen, 87 per cent. were Maoris speaking Maori in their homes, 1·9 per cent. were Maoris speaking English in their homes, and 11·1 per cent. were Europeans.

A reference to Table H8 will show the classification of pupils, grouped according to ages, standards, and races. The following is a summary :—

	Maoris.	Europeans.	Totals.	Per Cent. of Roll.
Class P	1,980	173	2,153	46·3
Standard I	576	66	642	13·8
Standard II	482	63	545	11·9
Standard III	452	52	504	10·8
Standard IV	307	62	369	7·7
Standard V	197	54	251	5·6
Standard VI	117	33	150	3·2
Standard VII	21	12	33	0·7

Secondary Education.

From the tables it will be seen that there were 419 children receiving secondary education. Of this number, 108 were holders of free places provided by the Government.

Information at the Department's disposal goes to show that there is on the part of the Maoris an increasing appreciation of vocational training, and the secondary schools are making fuller provision for it.

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

Results of Inspection.

The report of the Inspectors of Native Schools indicates that the classification of village schools, according to the degree of efficiency recorded at the annual visit, is as follows :—

	Number of Schools.
Very good to excellent	30
Satisfactory to good	64
Inferior to weak	11

Three schools were not inspected, one of them having begun operations after the visit to the district had taken place, and two having been closed temporarily, owing to the outbreak of smallpox.

Staffs and Salaries.

The staffs of the village schools as in December, 1913, included 86 masters, 21 mistresses in charge, 122 assistants, and 4 sewing-teachers. The average salaries of head teachers was £171 17s. 7d.—males £178 7s. and females £145 1s. 5d. The average salary of assistants was £52 14s. 7d. Lodging-allowances at the rate of £30 per annum were paid to 39 assistants.

Expenditure.

A reference to Table H9 will show that the total net expenditure on Native schools during the year ended the 31st March, 1914, was £44,722 10s. 9d., included in which amount is a sum of £2,534, paid out of revenue from endowment reserves.

The increase in the expenditure as compared with that of the previous year was £3,652.

No. 2.

REPORT OF INSPECTORS.

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

SIR,—

10th Februray, 1914.

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 1913.

NEW SCHOOLS, ETC.

At the end of the year 1912 there were 107 Native village schools in operation. During the year new schools were opened at *Maungatapu* and *Matapihi*, near Tauranga; *Waiorongomai* and *Mangatuna*, East Coast; and *Te Keinga*, near Wairoa, Hawke's Bay. An experimental school was opened at *Taupo*, Whangaroa, in the early part of the year, but had only a brief existence. The school at *Waikouaiti*, Otago, which was established in the seventies, was handed over to the control of the Otago Education Board, and Waiuku School was closed at the end of March. Four schools—*Te Whaiti*, *Kenana*, *Tuhara*, and *Kaikohe*—were not open at the end of the year, the first three owing to the want of teachers, and the last owing to the epidemic of smallpox. There were thus 107 village schools open at the 31st December, 1913.

The buildings at *Waiomio* and *Kirioko*, in the Bay of Islands district, *Parikino*, on the Wanganui River, and the *Pukehina*, Bay of Plenty, have been completed since the end of the year, and these schools are therefore to be added to the above number, so that as the schools which were not open at the end of the year have since been reopened, there are, at the time when this is being written, 115 Native-village schools in operation.

During the year investigations were made into applications for schools at the following places: *Ruatahuna* and *Maungapohatu*, Urewera country; *Hiakaitupeka*, near Taumarunui, King-country; *Oruawhoro*, near Port Albert; *Moerangi*, near Raglan; *Kaitaha*, near Tuparoa, East Coast; *Waiohau*, near Galatea, Urewera country; *Rewatu*, near Kihikihi; *Kaikou*, near Whangarei; *Kaiku*, near Te Mahia, Hawke's Bay; *Taungatara*, near Whangamata, Bay of Plenty; *Orira*, Hokianga; *Waimahana*, near Waitapu, Rotorua; *Whangaparaoa*, Bay of Plenty; *Waipapa*, near Mohaka; and *Awaroa*, Kawhia.

The establishment of schools has been decided upon at *Ruatahuna*, *Hiakaitupeka*, *Kaitaha*, *Kaikou*, and *Whangaparaoa*, and proceedings for the acquisition of the sites are now in hand. The Department still finds a difficulty in getting the survey of the land put in hand. Thus we are informed in the case of *Ruatahuna*, where a school is urgently required, that it is impossible to say when a surveyor will be free to undertake the work, and nothing can be done in the meantime as the Department will not proceed with the erection of buildings until the acquisition of the site is complete. Decision was postponed until after another visit in the case of *Oruawhoro*, *Moerangi*, and *Waiohau*; negotiations are still proceeding in the case of *Orira* and *Whangaparaoa*; the reports on *Taungatara* and *Awaroa* were unfavourable. The request for a school at *Waimahana* was met by the conveyance of the children to Waitapu School, while it was found that *Rewatu* was within not unreasonable distance of public schools in the district. An application for a school at *Waipapa*, near Mohaka, had to be declined on similar grounds. The case of *Kaiku*, Te Mahia, apparently requires further consideration. The establishment of a school there is likely to have a serious effect upon the Board school at Opoutama, which many of the children concerned attend.

Visits of investigation are yet to be made into the following cases: *Pekapekatahi*, Whakatane; *Waimaha*, Urewera; *Waikeri*, near Ahipara; *Otangaroa*, near Whangaroa; *Rangiwaea*, near Tauranga; and *Tanehiha*, Raglan.

ATTENDANCE, ETC.

1. Native Village Schools.

The number of children on the rolls of the village schools at the 31st December, 1913, was: Maoris, 4,132; Europeans, 515: total, 4,647. The average number of Maori children in each school was 38·6, and that of European children 4·8, showing practically no difference on last year's figures. The average weekly roll of the schools for the year was 4,746, and the average attendance 4,069, the average percentage of regularity of attendance being 85·7, as against 86·9 last year. An average of over 90 per cent. was attained in thirty schools, those reaching the highest mark being *Manuia* (98·9 per cent.) and *Te Kao* (97·9 per cent.). In fifty-six schools the average reached from 80 to 90 per cent.; in the majority of the remaining cases the attendance was so seriously affected by epidemics that the low average cannot be taken as a true indication of the degree of regularity reached.

2. Mission Schools.

There were three mission schools established by various denominational bodies and inspected by us at work during the year—viz., Tokaanu Convent School, Matata Convent School, and Putiki Mission School. At the 31st December, 1913, the roll number of these schools was 116, the average weekly roll 118, and the percentage of regularity 89·8.

3. Secondary Native Schools.

Ten schools affording secondary training for Maoris were in operation during the year—viz., St. Stephen's Boys' School, Auckland; Te Aute College, Hawke's Bay; Waerenga-a-hika College, Gisborne; Otaki College, Wellington; Hikurangi College, Clareville, Wairarapa; Queen

Victoria Girls' School, Auckland; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; Turakina Girls' School, Wanganui; Te Waipounamu Girls' School, Canterbury. The number of pupils on the rolls of these schools at the end of the year was 419, the average weekly roll 409, and the percentage of regularity 91·2.

Free places were also held by Maori pupils at the Sacred Heart College, Auckland, and at the Boys' and Girls' Grammar Schools, Auckland.

The following table shows the position as to the schools affording instruction especially to Maoris, and subject to inspection by officers of the Department, at the end of 1913:

Schools.	Number.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village	107	4,835	4,142	85·7
Native mission	3	118	106	89·8
Schools affording secondary instruction ..	10	409	373	91·2
Totals	120	5,362	4,621	86·2

Proceedings to enforce the compulsory clauses of the Education Act have been instituted in several cases, and in most of these with good effect. Two important amendments to the Act have become law during the year—the first providing that a child who has been forbidden to attend school for want of cleanliness may not be absent on that account for a longer period than is necessary in order to remove the cause for which he was forbidden to attend, and the second that where a child who is required to be enrolled on the register of a school is not so enrolled the parent is liable without notice to a fine (sections 9 and 10, Education Amendment Act, 1913, No. 60). In this connexion it may be remarked that the summary of the provisions of the Act issued last year for the information of teachers is now being revised and will be circulated shortly.

There are still many Maori children in the North Island who are receiving no education, or who attend school at such irregular intervals as to render any progress impossible. Wherever there is a school, even though at a considerable distance, the children attend, as we have said, with commendable regularity, but there are many small settlements which are quite unprovided for. No satisfactory solution has been found to the problem presented by the case of those who with their parents lead a nomadic life on the gumfields of the far north. Dressed in the veriest rags, unkempt and filthy, half-starved, and housed in structures hardly fit for dogs, these children, some of them mere babies, are compelled to live and work under conditions that are appalling. The parents migrate great distances away from their own settlements and do no cropping. Hence during the winter they are forced to contract, with the various gumfields storekeepers, debts which it costs a summer of slavery to work off, and in this the children have to bear their part. Other aspects of gumfields life—the wine-drinking, dance meetings, and the accompanying evils—we need not refer to here, except to point out that they must exert a very bad influence on the young Maori. From the nature of the occupation there is, of course, no reliability on the permanence of any gum camp, and it is impossible to provide schools; but we think that some action should be taken by the authorities to see that the children, even though they are Maoris, are not allowed to work under the conditions which we have described.

GENERAL REMARKS.

The following remarks are offered in respect to the work done in the various subjects of the curriculum in Native schools during the year:—

1. ENGLISH.—(a.) *Reading*: The principal defect in the reading consists of lack of distinctness. It seems impossible to get some children to speak out so that they can be heard without effort. Without the reading-book before him one cannot possibly follow much of what is being read. Shyness cannot be the cause, for in the schools where the teachers themselves are Maoris the pupils never fail to make themselves heard; as a matter of fact, they are occasionally inclined to overdo it. It seems to us that when the pupil enters school he accepts the fashion in vogue, and the habit of reading clearly and distinctly should therefore be inculcated from the very first. Similar remarks apply to the recitation of poetry: in many of the schools it becomes a mere jumble. Lack of comprehension and appreciation of the ideas underlying the subject-matter is evidenced by the word-by-word style which is still too common. The mere saying of the words does not constitute reading, and in no way assists the child to acquire the power of expressing himself in English. As Dr. Montessori* says: "What I understand by *reading* is the interpretation of the idea from the written signs. The child who has heard the word pronounced, and who recognizes it when he sees it composed upon the table with the cardboard letters, and who can tell what it means, this child *reads*. The word that he reads has the same relation to written language as the word which he hears bears to articulate language. Both serve to receive the language transmitted to us by others. So until the child reads a transmission of ideas from the written word, *he does not read*."

Further, the child should read a passage as he would speak it, and this involves such an intelligent comprehension of the subject-matter as will enable him to group together words that are connected together in thought. We consider that, owing to neglect of this, the progress made in the power of expression is quite disproportionate to the amount of reading covered

* The Montessori Method, p. 296.

during the year, and that a valuable aid to the child in the acquisition of English is thus lost. Understanding the thought is more difficult in oral than in silent reading, since in the former the reader must direct some of his attention to the proper pronunciation of the words instead of devoting practically the whole of it, as in the latter, to grasping the sense; and, as the pupils tend to get rid of the difficulty by ceasing to trouble very much about the meaning, the teacher must so much the more be on guard and adopt methods to prevent this neglect.

Silent reading should, we think, have more time allotted to it, and the amount should be gradually increased. The books employed for the purpose should not, however, be the pupils' ordinary school-books. Books from the school library will be especially useful in this connexion, and we therefore recommend an extension of the library whenever it is possible. Arrangements are now complete for the introduction of a series of continuous readers in place of the miscellaneous readers that have been in use for some years. Three readers, each containing a complete story in an abbreviated form, will be supplied—one serving for each term of the year. The place of the miscellaneous readers will be taken by the *School Journal*, which provides lessons on 'current topics' and supplies fresh reading-matter every month. In several new schools libraries have been established during the year, and it is interesting to know that the books are widely used by the children, who in many cases translate them for the edification of their parents.

In *spelling* a reasonable amount of progress is evident, and it is not too much to say that in the lower classes a much higher degree of accuracy is now achieved. The small words continue to prove more fruitful sources of error than the large ones, a fact which shows that there is a tendency to overlook these difficulties in the early stages. They should never be allowed to reach the standards. In offering these remarks we are referring chiefly to the spelling ordinarily used by the pupils in their own written work, their composition, &c., and not so much to the spelling of tests of isolated words, which we have no doubt they could manage well enough were they set to do it.

The *writing* is again generally satisfactory, especially in those schools where the teacher has broken away from the copybook in order to teach the subject. This is due to the fact that in such circumstances the writing is *taught* rather than allowed to *teach itself*. The use of paper in place of slates in the higher classes, combined with the more frequent use of exercise-books, has done a great deal to improve the writing, and indeed we have before us specimens of work that are highly creditable to both pupil and teacher. We are not yet convinced, however, that the Maori child is a born writer, as is so often stated, and a good deal of care is necessary in the early stages of the subject before the best results can be achieved.

In consideration of the pupils' work, his comfort, and his health, teachers should have more regard to the position he adopts when writing. The old attitude of "left arm into the desk" is totally wrong, and not only prevents the child from writing well, but may even lead to serious physical injury. He should sit erect, near the desk without leaning on it, and should face it directly. The style of writing which we have recently introduced to teachers requires this attitude, and we hope that it will become general in the schools.

English: The quality of this subject varies very considerably in the schools. In a few it may readily be described as excellent; in many it ranges from fair to good; but there are still many in which it can only be described as poor. It has been truly remarked that fair comparison of one school with another is difficult. The environment certainly plays an important part in regard to progress in the language. Pupils learning English do so more rapidly if they have opportunities of mingling freely with English-speaking playfellows and class-mates. But we agree also with those who consider that the absence of such conditions is insufficient to account for the comparatively slow progress made in many schools. In some of the most remote schools the English is far better than it is in schools near European influence. The fact is that the measure of the children's progress is the teacher's skill in teaching the subject. The weakness is not so evident in the case of the oral work: as a matter of fact, the children as a whole speak very well. It is the written work that leaves so much yet to be desired, and we have no doubt that this arises from imperfect preparation by means of oral composition, which in the standard classes is made but little use of. Conversation based upon pictures is commonly taken in classes up to S2 or even S3, but we are inclined to think that in many cases it stops there. Free conversation based upon reports of the child's own experiences and story-telling by individual children are valuable aids to the writing of English that are frequently overlooked, while a correlation of the English lesson with other lessons, especially with reading, should be practised much more extensively than it is. At the end of an ordinary language-lesson the teacher should have collected and arranged for oral reading from the blackboard a series of connected sentences growing out of it. As the sentences are developed the spelling and punctuation should be corrected by the class, and the sentences will then serve as a convenient basis for written work such as transcription or dictation.

The form of composition which the pupils are likely to require most of all in their after career is that used in ordinary correspondence, and it is advisable therefore that almost all the written compositions should take the form of letters.

Some teachers still find it difficult to secure anything like correct punctuation even of the simplest kind, and "breathless narration" is accordingly commonly met with. To overcome this the following suggestions, taken from a Report of Committee on Teaching of English, Chicago, 1911, may be found helpful: "Children should be allowed to write their sentences on the board under the supervision of the teacher. The sentences should be short and simple: the teacher will see that the capitals and periods are used. At a later stage the children should be encouraged to write a short paragraph, each one expressing his own ideas of a story that has been told or of some incident that has taken place under his observation. The teacher can ask

the child to select one thought and indicate the sentence which expresses it, and can thus lead him to capitalize and punctuate the sentence, at the same time setting him to thinking about the correct forms of expression. Other children whose work is not on the board will readily notice what is going on, and many will correct their mistakes through the correction of the work of this one child. The older custom of carrying home the papers and indicating the errors upon them is not so effective as this correction under the personal supervision of the teacher. Parallel with this work there should be a certain amount of dictated work, possibly taken from the reader. The children should be led to observe the sentences in the book, the spelling, punctuation, and capitalization, and they should be held to account after a reasonable degree of practice for the reproduction of such work in a correct manner."

Teachers must all feel that English language is the most difficult subject which they have to teach in the school. Yet reference to the time-tables will show that in nearly every case five hours per week—in some schools even more—are devoted to arithmetic, and two hours and a half to English. The difficulty experienced in teaching arithmetic is largely a matter of language, and we are confident that an increase in the time allotted to English, with a corresponding reduction in that devoted to arithmetic, would react beneficially on both subjects.

2. ARITHMETIC. — Except in comparatively few schools, the work of the junior divisions continues to give us much satisfaction, and reflects credit upon the assistant teachers who are chiefly concerned in teaching it. There is just one point concerning which we find some misapprehension, and that is in regard to the use of tables. It should be clearly understood that we do not object to the learning of tables by heart after the facts have been made patent to the child through his having realized their truth by actual experience with objects. That is to say, the tables should be taught bit by bit to the child, not learned, by repetition *ad nauseam* of the whole table written on the board or set out in the table-book, otherwise his knowledge of the work is merely a matter of mechanical memory and becomes no more than recitation. Having acquired the table, the child should be led to apply it at once, for that indeed is the purpose for which he was taught it. In the higher divisions the arithmetic is fairly satisfactory, and we consider that a steady advance is being made. We have met with not a few instances where the pupils have found their knowledge of arithmetic of practical use in their every-day life, and it is important that the teaching should be directed to achieve this as widely as possible. Thus in connexion with the teaching of the compound rules, practice should be afforded to the children in "keeping shop"; the bills of accounts should be made as typical of local conditions as possible, and each child should have the opportunity of making up bills according to his own experience. To quote the new syllabus, "If the practical and utilitarian aspects of arithmetic are constantly kept in view, it will be a much more effective instrument for developing and disciplining the intellect than if it is taught merely in an abstract manner." This, of course, involves a considerable amount of mental and oral work which are yet made much too little use of in the majority of our schools. We have seen cases in which three hours per week devoted to this subject, mostly taken orally, produced far better results than the five or six hours commonly allotted for the most part to book-work with examples, many of which are quite foreign to the children's experience.

To quote again from the new syllabus: "At all stages in the elementary school the mental and oral work should, as far as the staffing and the circumstances of the school permit, predominate over the written sums, the written work being designed mainly to teach the child to express clearly the several steps in his calculations, and thus lead to clear thinking, and also at the latter stages to enable him to solve questions involving somewhat higher numbers than the ordinary child can manage without the aid of paper. The difficulty experienced in cases where the teacher has several classes to attend to no doubt precludes in some degree the extension of oral work. But even in arithmetic grouping may be resorted to, for with questions concerning matters within the children's experience and dealing with the facts of everyday life it is not beyond the capability of the lower-standard class to deal with at least some of the work ordinarily prescribed for the higher standard. The so-called "rule of three," for instance, which forms part of the work prescribed for Standard V can be quite easily taught by the unitary method to children of Standard II; similarly, the work required in connexion with proper fractions in Standard IV is not beyond the children of the lower classes.

In regard to the written work itself, we should like to draw attention to the need of better arrangement. How some of the pupils arrive at the answer we are often quite unable to make out, except after a protracted examination. They should be trained to set out the work so that the various steps in the process of reasoning may be followed without difficulty. The use of paper in place of slates has led to some improvement in this respect, but there is still room for more.

Finally, we should like to see a more extensive use of simple apparatus and diagrams for explaining arithmetical processes. The first sets of problems in area, for instance, should be first worked out by the children as exercises in ruled drawing; the teaching of mensuration should be preceded by the drawing and cutting out of the figure dealt with; exercises in finding the cubic content should be preceded as far as possible by the actual making of the figures in paper or cardboard; weights and measures should be actualities.

3. GEOGRAPHY AND NATURE-STUDY show practically no advance on the whole. There are, of course, many schools in which exceedingly good work is done, but in a good many instances the idea of the syllabus is not fully realized, and schemes of work presented show that the old habits still cling closely. Geography properly handled will train the children to observe carefully, and hence is combined with nature-study. From the observations made deductions may be drawn and the reasoning-powers exercised and strengthened. Pictures, descriptions of foreign countries, and stories of adventure and discovery may assist in cultivating the imagination of

the children and in widening their sympathies. This can never be achieved by the mere learning of long lists of useless names and facts. The treatment of the subject should follow the scientific method, proceeding from the near to the far, from the particular fact to the general idea, from the concrete to the abstract, and this is the principle on which the syllabus is based. Much of the work should be done out-of-doors, but we doubt whether it is so taken. No amount of oral description can replace actual observation, which should therefore have first place in teaching the first ideas in geography. Apparatus for observing the course of the sun, the direction of the wind, the temperature of the air, &c., is easily made, while relief models, even though crude in character, will serve to give a more correct notion of the country than can be obtained from a flat map. Stories of other lands, myths and legends connected both with our own country and with others, will serve to excite the curiosity of the children and to stimulate their imagination. Few of us have failed to note how eagerly Maori children listen to such stories, and how interested they are in the peoples of other lands.

4. **HANDWORK.**—The simpler branches of handwork—paper-work generally, modelling, &c.—are treated in a satisfactory manner in the lower divisions of the schools, but the subject is not so efficiently taught in the higher ones. Cardboard-modelling should train the pupils in precision, accuracy, and care. It should be allied with the drawing, and should serve to make scale and model drawing matters of reality. In this way, too, the handwork will prove of considerable help in teaching arithmetic. Brushwork has been taken up in a few schools, and the results that have been achieved make us prepared to recommend the supply of necessary apparatus whenever teachers wish to take up this subject. We consider that brushwork, cardboard-work, and modelling in plasticine are the most suitable branches of handwork for our purpose, and suggest that in the future teachers should confine their attention to these only.

The *sewing* in the schools continues to be very successfully taught. In recognition of special excellence of the work and of the interest shown by the teachers sewing-machines have been supplied during the year to several more schools, and the girls are taught to make their own garments and other useful articles. In this connexion we may mention that in some schools a uniform dress has been adopted, the girls doing all the work—a matter of pleasure to themselves and of satisfaction to their parents.

With regard to the sewing submitted for inspection we have to remind teachers that it is necessary that the girls should show acquaintance with every kind of stitch prescribed by the syllabus, and they should also receive instruction concerning the proper uses of such stitch. Apart, therefore, from the garments usually presented, we desire to see in each case a sampler showing the stitches specified for the particular standard. The parents should be encouraged to supply the necessary material for garments, as the special object in the course is to teach the children to make clothes for themselves.

Instruction in *woodwork* is given in thirteen workshops, and the results are generally very satisfactory. The boys are trained to apply the principles in the construction of useful articles for which there is usually a keen demand on the part of the parents. Many of the workshops are in a large measure self-supporting, the working-expenses being covered by the returns from the sale of the articles made during the year. It is necessary, however, that teachers should not overlook the importance of drawing plans from which the pupils' work is to be done. In a recent conversation we learned from a young Maori who had been taught his carpentry in the workshop of a Hokianga school that he had recently built five dwellinghouses in various parts of the district, and that the only difficulty he had experienced in the work was in connexion with the plans. Several boys who learned their first steps in carpentry in our workshops have since become apprenticed to the trade, and have done well at it.

Very little progress is made in *practical agriculture*, except in the case of perhaps a dozen schools. The most surprising results have been achieved at Te Kao and Hapua, in the gum lands of the far north, where the operations in the school-gardens have been an object-lesson to the community. Special mention is merited also in the case of Okautete School, where the lady teacher in charge has achieved particularly good results. The work in the majority of the schools is confined to the growing of a few flowers, and even this does not seem to be taken up very enthusiastically.

Good work is still done in *cookery*, the pride of place being held by Ahipara School, where the subject is taught with much success. The subject is being taken up in an increased number of schools, especially the larger ones, and should in time find a place in the curriculum of all the schools from Grade III upwards. It is important that the interest of the family in the work should be secured, and for this reason the girls should occasionally take home the food prepared in the school. It is also desirable that the food should be sometimes served in the school in order to furnish the occasion for teaching table manners as we understand the term. While the Department is prepared to assist in maintaining a supply of material, it is preferable for the girls to furnish it as far as possible. This gives them an additional interest in the work, makes them careful not to waste material, and, most of all, teaches them to be self-reliant. It has been said that the ideal way of teaching the girls would be to work in the individual homes, but as this is not practicable the utensils and equipment generally, as well as the foods prepared, should be in keeping with the requirements and resources of the average Maori home.

5. **SINGING.**—In this subject the usual high standard has been well maintained during the year. In almost all the schools the pupils have a fair working knowledge of sol-fa notation, and find no difficulty in singing at sight ordinary school songs and pieces. There is a tendency in not a few cases to harshness or straining, tone and expression being overlooked. The selection of songs also leaves a good deal to be desired; music-hall ditties and ragtime music should not find a place in the school. The song-books supplied contain a variety of suitable songs, most of them well within the compass of the children's ability, and many of them containing appropriate words.

Additional songs are to be found in the *School Journal*, and it is surprising to find teachers overlooking these sources of supply in favour of the trashy stuff above referred to. It is a great pleasure to us to have presented at our annual visit such lists as we receive at Waima, Ahipara, Te Kao, Whakarapa, Whakarewarewa, Waiomatatini, Rangitukia, and Nuhaka schools, where the rendering of high-class glees and part songs is a matter of keen enjoyment to ourselves and of credit to both teachers and children. As an illustration, we may take the opportunity of placing on record the programs of part songs and glees presented in two of the northern schools: School No. 1. (1) Who is Sylvia? (2) Home, Sweet Home; (3) Sweet and Low; (4) Hail Smiling Morn! (5) Oh! Who will o'er the Downs; (6) Hearts of Oak; (7) Ye Mariners of England. School No. 2: (1) Hark! the Lark; (2) It was a Lover and his Lass; (3) Where the Bee sucks; (4) Ye Spotted Snakes; (5) Song of the Rose; (6) Fair Tinted Primrose; (7) Sweet and Low; (8) The Jovial Smith; (9) The Harp that once; (10) Blithely sings the Lark.

In just a few schools the singing is taught by ear—a very arduous task, and one which, however well accomplished, leaves the children just where they were as far as power to tackle new songs goes. In some cases the teacher's knowledge of the song is by no means accurate, and the result is not very satisfactory. Indeed, the variation of the air is so extensive that it is difficult for us sometimes to recognize the original. Our experience of songs taught in this way leads us to advise teachers to lose no time in replacing their present method by teaching one or other of the systems of musical notation, thus relieving themselves of the drudgery that must be associated with teaching by ear.

6. PHYSICAL INSTRUCTION.—Since last year the new system of physical training has been introduced into some of our schools with marked success. Arrangements are now being made for teachers in the Hokianga district to attend a camp of instruction, and it is proposed to make similar arrangements for all our schools, so that by the end of 1914 our teachers with few exceptions will have received instruction in the new system. The system that has been in vogue for some years has not been entirely without benefit; indeed, there can be no doubt that much good work has been done. The free exercises and breathing-exercises performed regularly have made considerable difference in the physique of the children, while the life-saving drill as taught at Waima and Te Kao constitutes a very valuable asset in the pupils' knowledge. It has been proved conclusively in other countries that properly directed play and exercise are as essential factors in the development of school boys and girls as any of the other subjects in the curriculum. In the Philippine Islands the Bureau of Education, recognizing the value of physical training and sports for the schools, has from the beginning fostered such school activities, and has given its assistance in connexion with simple competitive games within the schools. In New Zealand the Native schools in the East Coast district have for some years past held such gatherings, and we hope that similar ones will be arranged for by teachers in other districts. In the separate schools, however, a beginning should be made with organized games, such as tag, follow the leader, hide and seek, wolf, rounders, basket-ball, skipping, jumping, leap-frog, twos and threes, fox and geese, &c. It is essential, of course, that these games shall be played in the open air under the supervision of the teacher, who should explain them thoroughly to the pupils and see that they are carried out in a proper spirit.

ORGANIZATION.

On the whole there is a good deal to be said in praise of the organization of our schools, though it is yet far from being entirely satisfactory. Examination of the time-tables reveals the fact that they do not always make sufficient provision for the most important subjects, that they include groupings which are in our opinion unworkable, and, in a few cases, that they are out of date. Teachers have informed us that the time-table, having suited for former years, may therefore be accepted as the best arrangement possible. As we have pointed out before, the time-table may require readjustment at the end of each term in accordance with the teacher's estimate of the proficiency attained by the pupils as shown by the term examination.

Some improvement in the drawing-up of schemes of work is noticeable though it cannot be said that they are quite satisfactory. Especially is this the case in the provision for the teaching of English, the instruction in which is still more or less haphazard, except in a few notable instances.

In schools where there is an assistant the head teacher should see that the details of his schemes are properly carried out by the assistant. We are inclined to think that in too many cases the assistant is left to work out her own salvation. Only in a few cases do the head teachers interest themselves as they should, give their staff directions in methods of teaching, and exercise due supervision over their work. Especially is this necessary in the case of Maori assistants, who enter upon their duties with nothing to guide them but the traditions of the school in which they themselves were taught. With proper assistance and direction from the head teacher they do very creditable work; without it they cannot be expected to make rapid progress. It would be a good thing if the head teacher were to exchange classes occasionally with his assistants in order that he might ascertain the effectiveness of their instruction, and he should certainly assign the teaching of various subjects of the curriculum to those members of his staff who may have special qualifications in these subjects. This is already done in the case of sewing, and there is no reason why similar arrangements should not be made with respect to other subjects—*e.g.*, writing, singing, &c.

With regard to the methods of teaching in vogue in the schools, we may summarize our remarks by saying that they follow on the whole the methods generally recognized as being the most natural and effective. English language is taught by the "natural method" which is adopted by all the leading authorities who have similar problems to meet; reading by the "phonic method," which is that followed in England and America, and which, "associating the sound

which is heard with the graphic sign which represents it, lays a most solid foundation for accurate spelling.”*

The teaching of writing appears to some extent to lack methodical treatment, though the writing cannot be regarded as wholly unsatisfactory.

The teaching of number (or arithmetic) is in accordance with the principles enunciated in the public-school syllabus, and the method of instruction in the early stages—each number being taught separately and all processes explained by the actual observation and handling of suitable objects—is that generally recognized as being the most rational and sound.

In a similar way the Native school does not lag behind the public school in the treatment of the remaining subjects of the curriculum; and though many of our teachers have not had the advantage of attending training colleges or other educational institutions, they have acquired in the school of experience a degree of skill of which we have every reason to be proud.

With the increased number of schools and the extension of the work in various directions, we find that we are not able to devote much time to the practical assistance of teachers. When a new teacher enters upon his duties we should like to be able to visit his school at once in order to assist him in the arranging of his work, and to initiate him in our methods of teaching if necessary. Under the present conditions it is impossible for us to do so, and the teacher has therefore to wait until the school is visited in the ordinary course of inspection, by which time he has, in a measure, adapted himself to the conditions.

The system inaugurated last year of assisting teachers in obtaining tuition in order that they may qualify for certificates has had good results, and is again in operation this year. The number of certificated teachers in our service is now showing a gratifying increase.

EFFICIENCY OF SCHOOLS INSPECTED.

The following table shows our estimate of the efficiency of the village schools inspected during the year 1913:—

	Number of Schools.
Very good to excellent	30
Satisfactory to good	64
Inferior to weak	11

Three schools were not inspected, one having begun operations after the visit to the district had taken place, and two having been closed temporarily owing to sickness.

NEW SYLLABUS.

The new syllabus which was discussed at the last conference of Inspectors is now being introduced into the public schools of the Dominion, and in order that the Native schools may not lag behind we consider it advisable to revise the syllabus which was arranged for the Native schools in 1908. In doing this we propose to follow the public-schools syllabus so closely as practically to adopt it entirely in regard to those subjects which form its essential parts. Nor do we anticipate any difficulty for our teachers in the matter, as we are convinced that they are quite as capable of meeting the demands made upon them as the teachers in public schools of the same grades.

SCHOOL BUILDINGS AND GROUNDS.

We have every reason to be well satisfied with the cleanliness of the buildings, particularly as regards the interior of the schoolrooms. The furniture, though in many cases in use for fifteen or twenty years, is kept very clean indeed, and in many of the schools the floors are scrupulously clean. The fact that the schoolrooms are not allowed to be used for dancing no doubt contributes largely to their present cleanliness, but recognition must be given also to the care bestowed by teachers and children upon their school.

Much might be done to brighten the walls by means of suitable pictures, &c.; these, however, we find it difficult to get. A trial order has been sent Home for some pictures granted in recognition of the Committees' having supplied fuel during the year, and these should come to hand shortly.

The appearance of the grounds should also receive more attention. Remarkably good work in this direction is done at many schools, the most striking perhaps being those situated in the least promising locality—Hapua and Te Kao, in the far north. At Karetu School, also, the teacher has put an immense amount of labour into making what was formerly a barren piece of land into a well-cultivated fruit-orchard with over two hundred fruit-trees. His object in doing so was to show that “it is the easiest thing in the world by digging a little in the morning and a little in the evening to make a beautiful home for himself and his family, to raise funds for school prizes, &c., and to teach the Maoris how to make use of their lands and beautify their homes.”

SECONDARY EDUCATION.

The following are the institutions, established by various denominational authorities, which offer the Department the means of giving secondary training to Maori boys and girls: Otaki College, Wellington; Te Aute College, Hawke's Bay; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; St. Stephen's Boys' School, Auckland; Queen Victoria Girls' School, Auckland; Turakina Girls' School, Wanganui; Hikurangi Boys' College, Clarendon, Wairarapa; Te Waipounamu Girls' School, Canterbury; and Waerenga-a-hika College, Gisborne.

The total number of pupils on the rolls of these schools at the end of the year was 419. Of these forty-five boys and fifty-four girls held free places provided by the Department for the

* The Montessori Method (Maria Montessori) pp. 283-4.

benefit of Maori scholars from primary schools, Native and public. In addition to these five free places were held by boys at the Sacred Heart College, Auckland, three at the Boys' Grammar School, and one by a girl attending the Girls' Grammar School, Auckland. The inspection and examination of the denominational schools above referred to showed that a high standard of efficiency is maintained, much excellent work being done. In the South Island a Junior National Scholarship was gained by a pupil of Te Waipounamu Girls' School.

There is a growing tendency on the part of both the controlling authorities and the pupils themselves to recognize the importance of vocational training. The effect of this is undoubtedly evident in the after-career of the pupils. There are a good many Maori girls—ex-pupils of these schools—who are now acting as assistant teachers in various village schools; a few have taken up nursing under the scheme referred to later on in this report; many fill positions as domestics, and a few have gone into business.

It has been frequently stated that the superior training afforded to Maori girls in these institutions unfits them for work. We are always ready to receive suggestions for the improvement of the system in vogue, as are also the authorities of the schools, but those who offer the above criticism make no suggestion in the direction of remedying the alleged defect. As a matter of fact, the training follows as far as possible the lines dictated by common-sense and appreciation of the circumstances of the Maori, and few girls leave the secondary schools without making an effort to obtain employment. Indeed, it is a matter of much regret to us that we are unable to find openings for all that make applications: it is very hard to have to turn them away. We have no hesitation in saying that these girls are well equipped by their training to take any position amongst Europeans for which a Maori girl is suitable, and even though the opportunity of proving themselves in this way is denied many of them, we are sure that every strong, capable girl that the schools produce becomes a power for good amongst her own people.

In a similar manner the boys who leave the secondary schools show a keen desire to obtain employment, many of them, indeed, being disinclined to return home. They obtain situations at carpentry, blacksmithing, engineering, farming, and fruitgrowing. A few are employed in the lower grades of the railway service; others who have passed the Public Service Examination have found positions in the Public Service. There is no doubt that their views of life have been materially changed by their residence at the secondary school, and that the industrial training there, imperfect though to some extent it may be, has given them a bias towards one or other branches of industry.

Otaki College is equipped with a fine workshop for instruction in carpentry, and makes some provision also for agricultural work. At the present time the question of adding to the curriculum of St. Stephen's School a course of instruction in metal-work is being considered. At Te Aute College considerable advance has been made in agriculture, and, in spite of serious drawbacks encountered at the beginning of the year in the form of various epidemics of sickness, systematic instruction in agriculture has been successfully inaugurated. A considerable area of land has been put into cultivation by the boys, and instruction in dairying is being commenced; the College now possesses the nucleus of a fine dairy herd and a suitable dairy, which has been well constructed by the boys of the woodwork class. Here, too, we note that the result has been to turn the attention of the boys to agricultural pursuits, and we have several instances of young Maoris from the College taking their place as farmers in their own districts.

SCHOLARSHIPS.

One hundred and eight free places, each of the value of £20 and tenable for two years, were current at the end of the year. Those held at St. Stephen's Boys' School, Auckland; Hukarere and St. Joseph's Girls' Schools, Napier; and Te Aute College were first granted many years ago—long before the free-place system became general in the Dominion. The others have been granted as the new institutions intended for the purpose of affording special training to Maori boys or girls in the various districts have come into being. These free places are offered upon the condition that the syllabus adopted in the school is in conformity with the Department's requirements. The standard of attainment has now been raised, and in the future candidates to receive first consideration will be required to possess certificates of proficiency or of competency in Standard VI, the minimum requirement being a certificate of competency in Standard V.

There were nine Senior Free Places or industrial scholarships current at the end of 1913, the holders being apprenticed to carpentry, blacksmithing, engineering, farming, or bootmaking. The lad apprenticed to the bootmaking is, owing to an accident in his childhood, unable to follow any other than a sedentary occupation. Reports received from the persons under whom the boys are apprenticed show that the scheme is working successfully, and that the young Maori can adapt himself to any form of manual labour when he receives encouragement.

Under the Senior Free Place system provision is made whereby Maori girls may be trained as nurses. For the first year, the girls follow what is known as a day-pupil course, attending the hospital during the day, but living at the secondary school from which they have been awarded the free place. Upon their having completed this year's course in a satisfactory manner, the Health Department seeks positions for them on the staff of hospitals, the governing bodies of which are prepared to fall in with the scheme. The Education Department thus receives from the Health Department a great deal of valuable assistance, which we wish again to acknowledge. We also desire to express our appreciation of the interest and patience shown towards the Maori trainees by the Matrons of the hospitals in question.

At the present time there are three girls following the day-pupil course, while there are also two Maori probationers, whose training is nearly completed. Nurses Ormsby and Te Au have successfully passed the examination qualifying them for registration as nurses, the latter

having since been appointed assistant Native health nurse at Otaki. During the recent epidemic, the Maori nurses who had been trained under this scheme were called up to take charge of temporary hospitals and fever camps, and acquitted themselves with credit.

Te Makarini and Buller Scholarships.—The examinations in connexion with these scholarships conducted by us under regulations made by the trustees of the funds were held as usual towards the end of the year. The Te Makarini Scholarship Trustees offered two scholarships for the year, one senior and one junior, the latter open to Native boys attending a Native school or schools under the control of the Education Department (not public schools), and the former open to Maori boys under sixteen years of age attending any school.

For the Junior Scholarship there was only one candidate—Joe Tararua, of Tokomaru Bay Native School—who having qualified by gaining 60·6 per cent. of the total marks, was awarded the scholarship. There were seventeen candidates for the Senior Scholarship, and a fairly high standard was reached in the English subjects, work in arithmetic being, however, less satisfactory. The papers on Biblical knowledge showed some degree of improvement, and the work in Maori was also very satisfactory.

For the Buller Scholarship, open to all boys of predominantly Maori blood who are not over the age of sixteen, there were five candidates—three from St. Stephen's School, Auckland, and two from Te Aute College, Hawke's Bay. The work submitted by four of the candidates was very creditable, the English subjects showing marked improvement as regards originality and independence of thought. One candidate took mathematics as his optional subject, the others taking woodwork, the highest marks in which were obtained by a Te Aute boy. In the other subjects satisfactory work was done, the translation of Maori presented by the leading boys being very good. The highest marks were obtained by William Panapa, of St. Stephen's, but he declined the scholarship, which was then offered to Hiko Savage, who was next in order of merit.

The trustees find that considerable delay takes place in awarding the scholarship owing to their having to obtain the necessary information as to the age and parentage of the candidates. We propose, therefore, to issue forms of application to candidates, who will be required to furnish proof of their age and of their being of predominantly Maori blood, as demanded by the regulations.

CONCLUDING REMARKS.

1. During the year the work of many of the northern schools was interrupted by the epidemic of smallpox which broke out about the middle of the year. Several schools were closed for considerable periods, the buildings in some instances being placed at the disposal of the Health Department for use as hospitals. The apparent susceptibility of the Maoris to the disease caused a great deal of alarm amongst the Europeans in the districts affected, and, even in localities where there was no sign whatever of the epidemic, the Maori children were indiscriminately forbidden to attend school.

2. A more serious effect, so far as the education of Maori children is concerned, has been the intensification of the racial antipathy and prejudice exhibited towards the Maori in many parts of the North Island, and even in some parts of the South. This has led in some cases to an attempt on the part of the local authorities to turn the Maori children out of school, which has in some places actually been accomplished. Probably in none of these cases is the number of Maori children concerned sufficient to maintain a separate school, even if the Government were inclined to reverse the hitherto invariable policy of treating both races alike, and it follows that these children are reduced to the position of outcasts. This question is one, therefore, that demands the earnest consideration of the authorities.

3. "The truly conscientious teacher will often feel discouraged in his work. The ideals set before him appear to be above the realities and the possibilities of life: he meets opposition where he should find help." These words apply with peculiar force to the Native-school teacher, who finds that his work, from its very nature, involves many disappointments, and who frequently receives more scorn and ridicule than sympathy and appreciation. The ignorance of the general public in regard to what is being done is remarkable. Some of the strongest criticism comes from persons who, although they may have had the fullest opportunity for visiting and inspecting the work of the schools, have never entered them; in other cases the opposition seems to be inspired by jealousy. Nevertheless, it is a fact that when people, including visitors from other countries who are competent judges, have taken the trouble to seek the truth at the fountain-head, they have expressed a high appreciation of the work in Native schools. As for the Maoris themselves, we can state positively that if there is one thing done by the Government on their behalf that they appreciate more than all the others, it is the provision made for the education of their children by means of the Native-schools system. For our part, when reviewing the work of the teachers, while we are conscious of the imperfections in it, as are the teachers themselves, we feel that we cannot speak too highly of their earnestness and devotion in promoting the welfare of the communities in which they are placed, and of the splendid results they have achieved in the schools.

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

The Inspector-General of Schools.

APPENDIX.

Table H 1.

NATIVE SCHOOLS AND TEACHERS.

LIST OF NATIVE VILLAGE SCHOOLS DURING THE YEAR 1913, AND THE NAMES, CLASSIFICATION, STATUS, AND EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1913.

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.

Name of School. (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)	County.	Yearly Average adjusted by Regulations, Native Schools Code. (3.)	Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of the Year for Salary, including Lodging- allowances. (7.)
			Teachers on the Staff at the End of the Year. (4.)	Classification. (5.)	Position in the School. (6.)	
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)
GRADE IIA (16-20).						
Karetu	Bay of Islands	19	Tawhiri, Riwai Hiwinui	C 3	M	£ 135 0 0
			Tawhiri, Mrs. M. W.		S	4 0 0
Mangamaunu	Kaikoura	14	Johnston, Miss Tristiana E. N.		F	120 0 0
Motuti	Hokianga	17	Hubbard, Charles C.	E 2	M	145 0 0
Okautete	Masterton	16	Barnes, Mrs. Ellen Louisa		F	108 0 0
Pamoana	Waimarino	14	Walker, Henry McNeish	D 4	M	130 0 0
			Walker, Mrs. Ethel Clara		S	3 10 0
Port Waikato	Waiuku	16	Chaplin, Charles Samuel		M	117 0 0
			Chaplin, Mrs. M. A.		S	4 0 0
Rawhitiroa	Raglan	16	Welsh, Alfred Ernest	E 3	M	150 0 0
			Welsh, Mrs. Constance Elizabeth Annie		S	4 0 0
Te Kopua	Waitomo	27	Cameron, Rae Cumberland		H M	112 10 0
			Cameron, Mrs. Martha Elaine		A F	20 0 0
Waimiha	West Taupo	15	Nicolson, Mrs. Euphemia Ethel		F	108 0 0
GRADE IIB (21-25).						
Kakanui	Helensville	22	Smith, Leonard Hedley		H M	108 0 0
			Smith, Mrs. Phocbe May		A F	20 0 0
Mataora Bay	Ohinemuri	14	Church, Lilian		H F	112 10 0
			McLeod, Delia		A F	*65 0 0
Matihetihē	Hokianga	25	Paul, Maungatai Julia		H F	108 0 0
			Matini, Roharima		A F	†30 0 0
Owhataitai	Whakatane	30	Gibbons, Elizabeth Mary Lena		H F	112 10 0
			Gibbons, Isabel		A F	20 0 0
Parapara	Mangonui	22	Rayner, Henry Hirst		H M	170 0 0
			Rayner, Mrs. Flora		A F	50 0 0
Pipiriki	Wanganui	20	Clemance, Philip Henry	D 2	H M	205 0 0
			Clemance, Grace Dora Anna		A F	85 0 0
Rakaunui	Kawhia	8	Wills, Caleb Percy	D 3	H M	160 0 0
			Wills, Mrs. Isabella Mair	D 2	A F	45 0 0
Rangiawhia	Mangonui	24	Taua, Wiremu Hoani		H M	150 0 0
			Hetaraka, Roiho		A F	20 0 0
Rangitahi	Whakatane	31	Hamilton, Hugh Richard William	E 3	H M	180 0 0
			Hill, Joanna		A F	*50 0 0
Tanoa	Otamatea	29	Woodhead, Ambler	D 2	H M	180 0 0
			Woodhead, Caroline Kate		A F	50 0 0
Te Haroto	Wairoa	23	Manning, William Henry		H M	139 10 0
			Manning, Mrs. Mary		A F	40 0 0
Te Huruhi	Waiheke Island	26	Jamison, Mary		H F	108 0 0
			Mauriohoohoo, Sarah		A F	*65 0 0
Te Reinga	Cook	24	Wright, Herbert Percie		H M	135 0 0
			Wright, Mrs. Rebecca		A F	35 0 0
Waihua	Wairoa	23	Handcock, Georgina	D 3	H F	150 0 0
			Handcock, Martha Ann		A F	30 0 0
GRADE III (26-35).						
Horoera	East Cape	29	Lloyd, Kate Bruce	Lic.	H F	152 0 0
			Irwin, Beatrice May		A F	*75 0 0
Karioi	Waimarino	26	Foley, Hugh Mahon, B.A.	B 3	H M	180 0 0
			Foley, Mrs. Anstice Josephine Whelan		A F	35 0 0
Mangatuna	Waiapu	31	Scammell, William Henry		H M	135 0 0
			Scammell, Mrs. Agnes Elizabeth		A F	35 0 0
Matapihi	Tauranga	29	Clark, Mrs. Catherine Elizabeth	E 2	H F	150 0 0
			Clark, Herbert Edward		A M	35 0 0
Matata	Whakatane	27	Wylie, Mabel		H F	150 0 0
			Ward, Violet May		A F	*70 0 0

* Includes lodging-allowance £30 per annum.

† Includes lodging-allowance £5 per annum.

Table H 1—continued.
LIST OF NATIVE VILLAGE SCHOOLS DURING THE YEAR 1913, ETC.—continued.

Name of School. (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)	County.	Yearly Average adjusted by Regulations, Native Schools Code. (3.)	Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of the Year for Salary, including Lodging- allowances. (7.)
			Teachers on the Staff at the End of the Year. (4.)	Classification. (5.)	Position in the School. (6.)	
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)
GRADE III—continued.						
Motiti Island	Tauranga	22	Clench, Charles McDakin .. .. .	.. .. .	H M	£ 135 0 0
			Clench, Mrs. Mary Isabel .. .. .	.. .. .	A F	35 0 0
Ohaeawai	Bay of Islands	38	Young, James .. .. .	.. .. .	Lic. H M	142 10 0
			Young, Mrs. Alice Gertrude .. .. .	.. .. .	C 3 A F	35 0 0
Omanaia	Hokianga	25	Nisbet, Robert John .. .. .	.. .. .	H M	190 0 0
			Nisbet, Mrs. Janet .. .. .	.. .. .	A F	85 0 0
Opoutere	Thames	14	Grindley, George .. .. .	.. .. .	H M	139 10 0
			Grindley, Mrs. Catherine .. .. .	.. .. .	A F	40 0 0
Pamapurua	Mangonui	26	Crène, Percival .. .. .	.. .. .	H M	159 0 0
			Crène, Mrs. Edith .. .. .	.. .. .	A F	50 0 0
Paparore .. .. .	.. .. .	38	Foley, Susan Fanny Vuglar .. .. .	.. .. .	H F	150 0 0
			Richards, Hilda Ellen Isabel .. .. .	.. .. .	A F	50 0 0
Ranana	Rotorua	30	Thirtle, Herbert Lestor .. .. .	.. .. .	Lic. H M	180 10 0
			Wikiriwhi, Kuini .. .. .	.. .. .	A F	*95 0 0
Reporua	Waiapu	29	McLean, Neil .. .. .	.. .. .	D 4 H M	165 0 0
			Milner, Hannah .. .. .	.. .. .	A F	35 0 0
Takahiwai	Whangara	27	Miller, David Walter .. .. .	.. .. .	H M	180 0 0
			Miller, Mrs. Ethel .. .. .	.. .. .	E 2 A F	50 0 0
Tangoio	Wairoa	31	MacArthur, Arthur Duncan .. .. .	.. .. .	D 4 H M	180 0 0
			MacArthur, Mrs. Elizabeth Graham .. .. .	.. .. .	A F	35 0 0
Te Ahu Ahu	Bay of Islands	25	Flood, Robert Patrick .. .. .	.. .. .	Lic. H M	142 10 0
			Flood, Mrs. Frances Louisa .. .. .	.. .. .	A F	35 0 0
Te Pupuke	Whangaroa	31	McIntyre, John .. .. .	.. .. .	D 1 H M	200 0 0
			Matthews, Emily .. .. .	.. .. .	A F	*95 0 0
Te Rawhiti	Bay of Islands	24	Barnett, David .. .. .	.. .. .	Lic. H M	147 5 0
			Barnett, Mrs. Sarah Hannah .. .. .	.. .. .	A F	40 0 0
Te Waotu	West Taupo	33	Stacey, Vernon .. .. .	.. .. .	H M	162 0 0
			Stacey, Mrs. Millicent Annie Lucinda .. .. .	.. .. .	D 4 A F	35 0 0
Waimamaku	Hokianga	32	Hodson, Susan .. .. .	.. .. .	H F	135 0 0
			Ngakuru, Pare Aute .. .. .	.. .. .	A F	35 0 0
Waimarama	Hawke's Bay	22	Horneman, Mrs. Agnes .. .. .	.. .. .	E 1 H F	150 0 0
			Mane, Maora .. .. .	.. .. .	A F	*65 0 0
Waiorongomai	Waiapu	28	Guest, Joseph John .. .. .	.. .. .	C 1 H M	180 0 0
			Guest, Mrs. Lilian Rose .. .. .	.. .. .	A F	35 0 0
Waiotapu	Whakatane	46	Zimmerman, Johannes Ehrenfried .. .. .	.. .. .	C 4 H M	155 0 0
			Zimmerman, Mrs. Emma C. .. .. .	.. .. .	A F	35 0 0
Waioweka	Opotiki	36	Levert, Minnie Lucy .. .. .	.. .. .	H F	184 0 0
			Torrans, Agnes .. .. .	.. .. .	A F	*70 0 0
Waitahanni	East Taupo	29	McFarlane, Charles Thomas .. .. .	.. .. .	H M	160 0 0
			Gillespie, Mrs. Mary Dinah .. .. .	.. .. .	A F	*80 0 0
Waitapu	Hokianga	25	Askew, Mrs. Laura Louise .. .. .	.. .. .	D 2 H F	160 0 0
			Askew, James Wemyss .. .. .	.. .. .	A M	35 0 0
Whakaki	Wairoa	40	McKenzie, Kenneth .. .. .	.. .. .	C 4 H M	150 0 0
			Falkner, Violet .. .. .	.. .. .	A F	*65 0 0
Whangara	Cook	27	Frazer, William .. .. .	.. .. .	H M	170 0 0
			Te Kura, Rangī .. .. .	.. .. .	A F	35 0 0
Wharekahika	Waiapu	31	Kernahan, Richard Irwin .. .. .	.. .. .	H M	144 0 0
			Kernahan, Mrs. Frances Ada Antridge .. .. .	.. .. .	A F	45 0 0
Whareponga .. .. .	.. .. .	23	Howarth, Oswald John .. .. .	.. .. .	C 2 H M	205 0 0
			Howarth, Mrs. Elenor Anne .. .. .	.. .. .	A F	70 0 0
GRADE IVA (36-50).						
Arowhenua	Geraldine	44	Reeves, William Henry .. .. .	.. .. .	C 2 H M	†185 0 0
			Reeves, Mrs. Winifred .. .. .	.. .. .	A F	65 0 0
Manaia	Coromandel	37	Greensmith, Edwin .. .. .	.. .. .	D 2 H M	195 0 0
			Greensmith, Mrs. Isabella Cleland .. .. .	.. .. .	A F	75 0 0
Mangamuka	Hokianga	43	Malcolm, George Henry .. .. .	.. .. .	H M	210 0 0
			Malcolm, Mrs. Edith A. .. .. .	.. .. .	A F	65 0 0
Maraeroa .. .. .	.. .. .	43	Hulme, Mrs. Maggie .. .. .	.. .. .	H F	166 10 0
			Hulme, Russell Hedley .. .. .	.. .. .	A M	65 0 0
Maungatapu	Tauranga	42	Baker, Henrietta Anne .. .. .	.. .. .	D 1 H F	180 0 0
			Geissler, Aimée Margaret .. .. .	.. .. .	A F	*90 0 0
Omaio	Opotiki	42	McLauchlan, Joseph .. .. .	.. .. .	C 2 H M	190 0 0
			McLauchlan, Mrs. Margaret .. .. .	.. .. .	A F	70 0 0
Oparure	Waitomo	41	Read, Alfred Henry .. .. .	.. .. .	H M	166 10 0
			Read, Mrs. Annie E. .. .. .	.. .. .	A F	65 0 0
Oromahoe	Bay of Islands	33	Adkins, John .. .. .	.. .. .	C 2 H M	205 0 0
			Adkins, Mrs. E. .. .. .	.. .. .	A F	85 0 0
Oruanui	East Taupo	33	Hayman, Frederick James .. .. .	.. .. .	E 2 H M	205 0 0
			McBeath, Fanny .. .. .	.. .. .	A F	*100 0 0
Otaua	Hokianga	42	Purnell, Herbert Francis .. .. .	.. .. .	D 4 H M	180 0 0
			Leaf, Kathleen .. .. .	.. .. .	A F	*100 0 0

* Includes lodging-allowance £30 per annum.

† Also house allowance £25 per annum.

Table H1—continued.
LIST OF NATIVE VILLAGE SCHOOLS DURING THE YEAR 1913, ETC.—continued.

Name of School. (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)	County.	Yearly Average adjusted by Regulations, Native Schools Code.	Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of the Year for Salary, including Lodging- allowances.	
			Teachers on the Staff at the End of the Year.	Classification.	Position in the School.	£	s. d.
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	
GRADE IVA—continued.							
Papamoa	Tauranga ..	35	Lundon, Clara Josephine .. ..	..	H F	190	0 0
			Hennessy, Ellen Mary .. ..	..	A F	*115	0 0
Peria	Mangonui ..	38	Warburton, Abel	C 2	H M	185	0 0
			Warburton, Mrs. Sarah Elizabeth ..	..	A F	65	0 0
Poroti	Auckland ..	43	Thompson, Richard Henry	Lic.	H M	180	10 0
			Thompson, Elizabeth Deane Freeman	..	A F	70	0 0
Pukepoto	Mangonui ..	46	Matthews, Frederick Herbert Selwyn	..	H M	†190	0 0
			Latimer, Julia .. ..	..	A F	*90	0 0
Rangiahua	Wairoa ..	46	Alford, Edward Henry Micklethwait	Lic.	H M	175	15 0
			Alford, Mrs. Florence .. ..	..	A F	65	0 0
Taemaro	Mangonui ..	29	Harper, Arthur Sepping	Lic.	H M	171	0 0
			Harper, Mrs. Maud Mary .. ..	..	A F	60	0 0
Taharoa	Kawhia ..	43	Watt, Mrs. Bertha Frances .. ..	..	H F	162	0 0
			Watt, Archibald Hume .. ..	..	A M	60	0 0
Tautoro	Bay of Islands	42	England, Walter	C 3	H M	185	0 0
			England, Mrs. Eva Emma .. ..	..	A F	60	0 0
Te Kaha	Opotiki ..	41	Cameron, Duncan	D 3	H M	190	0 0
			Cameron, Mrs. Margaret .. ..	..	A F	70	0 0
Te Kotukutuku ..	Tauranga ..	31	Whelan, Edward John .. ..	..	H M	171	0 0
			Whelan, Mrs. Sarah .. ..	..	A F	70	0 0
Tikitiki	Waiapu ..	56	Sinclair, Donald William Edward ..	..	H M	190	0 0
			Sinclair, Mrs. Martha .. ..	..	A F	85	0 0
Tokaanu	East Taupo ..	42	Wykes, Frederick Read .. ..	..	H M	190	0 0
			Wykes, Mrs. Bessie .. ..	..	A F	85	0 0
Torere	Opotiki ..	52	Drake, Armine George .. ..	..	H M	190	0 0
			Drake, Mrs. Rosalind Kitty .. ..	..	A F	85	0 0
Touwai	Whangaroa ..	38	Patience, Frederick .. ..	..	H M	162	0 0
			Patience, Mrs. Evelyn Gertrude ..	..	A F	60	0 0
Wai-iti	Rotorua ..	40	Munro, John Bain .. ..	..	H M	190	0 0
			Munro, Mrs. Florence May .. ..	..	A F	85	0 0
Waikare	Bay of Islands	39	Law, Henry	D 2	H M	205	0 0
			Hall, Annie Elizabeth .. ..	..	A F	*90	0 0
Waiomatatini ..	Waiapu ..	36	Dale, Francis Albert	C 3	H M	180	0 0
			Dale, Mrs. Florence Ethel	C 5	A F	60	0 0
Whakarara	Whangaroa ..	33	Duthie, Eva Emilie .. ..	..	H F	190	0 0
			(Vacant) .. ..	..	A F	..	..
Whangape	Hokianga ..	52	Lisle, Frank .. ..	..	H M	185	0 0
			Lisle, Mrs. Marion Felicia Dennis ..	..	A F	80	0 0
Whangaruru	Bay of Islands	37	Mackay, Gordon	D 2	H M	190	0 0
			Mackay, Miss Emily May .. ..	..	A F	*95	0 0
GRADE IVB (51-80).							
Hapua	Mangonui ..	82	Vine, Henry Grafton	D 4	H M	185	0 0
			Vine, Mrs. Winifred Mary .. ..	..	A F	65	0 0
			Vine, Effie Louisa .. ..	..	A F	20	0 0
Hiruharama	Waiapu ..	45	Lee, John Bateman .. ..	..	H M	190	0 0
			Lee, Mrs. Elizabeth Ellen .. ..	..	A F	94	0 0
			Te Wao, Ema .. ..	..	A F	*60	0 0
Kokako	Wairoa ..	73	Smith, Hugh Parker	C 1	H M	185	0 0
			Smith, Mrs. Alma Effrisina .. ..	..	A F	65	0 0
Omarumutu	Opotiki ..	62	Ablett, Charles William	Lic.	H M	205	0 0
			Robertson, Margaret .. ..	..	A F	*110	0 0
			Lawson, Mihi Tipene .. ..	..	A F	*65	0 0
Oranta	Bay of Islands	58	Kelly, Felix	D 1	H M	205	0 0
			Kelly, Mrs. Winifred .. ..	..	A F	85	0 0
			Ngawati, Enerata .. ..	..	A F	*50	0 0
Paeroa	Tauranga ..	53	Baker, Frances Elizabeth Eling ..	D 1	H F	205	0 0
			Baker, Henrietta Anne .. ..	..	A F	85	0 0
			Callaway, Christina .. ..	..	A F	*65	0 0
Parawera	West Taupo ..	53	Herlihy, Patrick	D 1	H M	205	0 0
			Herlihy, Mrs. Mary .. ..	..	A F	94	0 0
			Herlihy, Eileen .. ..	..	A F	35	0 0
Pawarenga	Hokianga ..	55	Bennett, John William	C 3	H M	205	0 0
			Parker, Eleanor Emma .. ..	..	A F	*90	0 0
			Te Wake, Josephine .. ..	..	A F	*50	0 0
Poroporo	Whakatane ..	58	Ryde, Henry John	D 2	H M	180	0 0
			Ryde, Mrs. Emma Grace .. ..	..	A F	60	0 0
			Ryde, Grace Emma .. ..	..	A F	20	0 0
Raukokore	Opotiki ..	48	Saunders, William Simon .. ..	..	H M	190	0 0
			McLachlan, Annie .. ..	..	A F	*115	0 0
			Savage, Hilda .. ..	..	A F	*65	0 0

* Includes lodging-allowance £30 per annum.

† Also house allowance £25 per annum.

Table H1—continued.
LIST OF NATIVE VILLAGE SCHOOLS DURING THE YEAR 1913, ETC.—continued.

Name of School. (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.) (1.)	County. (2.)	Yearly Average adjusted by Regulations, Native Schools Code. (3.)	Names, Classification, and Status of Teachers.			Annual Rates of Payment during Last Month of the Year for Salary, including Lodging- allowances. (7.)
			Teachers on the Staff at the End of the Year. (4.)	Classification. (5.)	Position in the School. (6.)	
GRADE IVB—continued.						£ s. d.
Ruatoki	Whakatane ..	99	Mahoney, Cornelius	C 1	H M	205 0 0
			Mahoney, Mrs. Harriet Isabella	E 3	A F	85 0 0
			Mahoney, Cornelia Desmond .. ..	..	A F	35 0 0
			Mahoney, Flora L. M. .. ..	..	A F	20 0 0
Tc Araroa	Waiapu	67	Downey, Michael .. ..	..	H M	190 0 0
			Downey, Mrs. Julia .. ..	..	A F	94 0 0
			Downey, Lydia Gwendolyn .. ..	..	A F	35 0 0
Tc Kao	Mangonui	58	Banks, Joseph .. ..	..	H M	166 10 0
			Banks, Mrs. Anna .. ..	..	A F	65 0 0
			Henry, Miriam .. ..	..	A F	*50 0 0
Te Matai	Tauranga	50	Godwin, Horace Pern Evans .. ..	..	H M	180 0 0
			Blathwayt, Ellen Elizabeth Constance .. ..	..	A F	*105 0 0
			Tamihana, Maire .. ..	..	A F	*55 0 0
Te Teko	Whakatane	56	Broderick, Henry Warren .. ..	..	H M	210 0 0
			Broderick, Mrs. Jessie Sugden	E 1	A F	99 0 0
			Broderick, Mary .. ..	..	A F	20 0 0
Tokomaru Bay	Waiapu	70	Coventry, Harry	D 1	H M	210 0 0
			Taylor, Annie .. ..	..	A F	*120 0 0
			Pewhairangi, Ani Kiri .. ..	..	A F	25 0 0
Tuparoa .. ..	.. ..	63	White, Hamilton Hedley .. ..	..	H M	190 0 0
			White, Mrs. Isabel .. ..	..	A F	85 0 0
			Milner, Keriana .. ..	..	A F	*55 0 0
Waima	Hokianga	54	Rogers, Herbert	D 1	H M	210 0 0
			Rogers, Mrs. Ethel Emmeline	D 1	A F	75 0 0
			Padlie, Florence .. ..	..	A F	*60 0 0
Whakarewarewa	Rotorua	65	Burgoyne, Henry William .. ..	..	H M	205 0 0
			Burgoyne, Annette .. ..	..	A F	90 0 0
			Burgoyne, Constance .. ..	..	A F	35 0 0
Whirinaki	Hokianga	66	Hamilton, Hans Alexander	E 1	H M	215 0 0
			Hamilton, Harriett A. .. ..	..	A F	90 0 0
			Hamilton, Lilian Jane .. ..	..	A F	25 0 0
GRADE V (81-120).						
Ahipara	Mangonui	81	Williams, Joseph Walter .. ..	..	H M	225 0 0
			Williams, Mrs. Mary Gauvine .. ..	..	A F	90 0 0
			Kerehoma, Apikaira .. ..	..	A F	35 0 0
			Topia, Ellen .. ..	..	A F	*50 0 0
Nuhaka	Wairoa	87	South, Moses	E 2	H M	220 0 0
			South, Mrs. Emma Sarah .. ..	..	A F	90 0 0
			Greening, Mrs. Bessie .. ..	..	A F	35 0 0
			Whai, Erena .. ..	..	A F	25 0 0
Rangitukia	Waiapu	86	Hope, John .. ..	..	H M	205 0 0
			Hope, Mrs. Agnes	E 1	A F	90 0 0
			Clarke, Rosa .. ..	..	A F	*65 0 0
			Kaua, Matekino Hoana .. ..	..	A F	*65 0 0
Whakarapa	Hokianga	81	Johnston, George	Lic.	H M	204 5 0
			Johnston, Mrs. Mary Elizabeth	D 2	A F	80 0 0
			Callaway, Elizabeth .. ..	..	A F	*70 0 0
			Williams, Miranda .. ..	..	A F	*60 0 0
Schools not open on 31st December, 1913— Teachers on leave of absence—						
Tuhara	Wairoa .. ..	..	(Vacant) .. ..	..	H M	..
			Brown, Mrs. Clara Jane	E 2	A F	85 0 0
			Dixon, Hannah .. ..	..	A F	*65 0 0
Kaikohe	Bay of Islands .. ..	..	Grace, Charles Woodhouse	D 1	H M	240 0 0
			Grace, Mrs. Inez .. ..	..	A F	99 0 0
			(Vacant) .. ..	..	A F	..
			Guerin, Annie Marguerite .. ..	..	A F	20 0 0
			Totals .. ..	..	..	26,608 15 0

* Includes lodging-allowance £30 per annum.

Table H 2.

LIST OF THE NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1913.

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

Schools.	School-roll.					Mean of Average Attendance at Four Quarters, 1913.	Regularity of Attendance Percentage of Weekly Roll Number.
	Number belonging at Beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Average Weekly Number. (Mean of the Four Quarters.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)
Manaia	34	15	10	39	33	37	98.9
Te Kao	55	10	6	59	59	58	97.9
Wharekahika	27	13	6	34	32	31	96.5
Rangiahua	47	5	4	48	47	46	96.4
Motiti Island	22	4	2	24	23	22	96.3
Omaio	43	7	11	39	44	42	96.0
Te Haroto	19	14	7	23	24	23	95.3
Te Rawhiti	24	13	12	25	23	24	95.1
Omarumutu	57	18	6	69	65	62	94.7
Whirinaki	72	7	12	67	70	66	94.5
Te Hapua	65	33	7	91	87	82	94.1
Te Kopua	16	22	9	29	28	27	93.5
Raukokore	46	15	10	51	51	48	93.4
Pamoana	14	7	8	13	15	14	93.0
Taharoa	42	8	4	46	46	43	92.9
Whakarara	33	16	9	40	35	33	92.7
Kokako	73	15	7	81	80	73	92.4
Wai-iti	45	13	19	39	43	40	92.4
Whangape	37	37	21	53	56	52	92.3
Oparure	37	27	22	42	44	41	92.1
Kakanui	23	4	3	24	24	22	91.9
Waima	51	22	23	50	56	52	91.8
Torere	46	17	4	59	57	52	91.4
Te Teko	53	18	13	58	61	56	91.3
Whareponga	25	10	14	21	25	22	91.1
Te Kaha	43	8	5	46	45	41	90.7
Mangamuka	43	14	11	46	47	43	90.5
Whakaki	39	20	15	44	44	40	90.4
Takahiwai	26	13	7	32	30	27	90.3
Rangitukia	92	15	17	90	95	86	90.1
Rangiahua	22	12	7	27	23	21	89.8
Whakarewarewa	63	32	20	75	73	65	89.8
Te Waotu	33	36	34	35	37	33	89.4
Waiomatatini	39	15	18	36	40	35	89.2
Matihitahi	27	10	8	29	29	25	89.1
Otamauru	26	13	5	34	33	29	88.7
Tuparoa	47	40	9	78	71	63	88.7
Tangoio	28	15	6	37	35	31	88.4
Oromahoe	36	13	12	37	37	33	88.4
Waitapu	29	12	11	30	28	25	88.3
Tanoa	34	6	10	30	33	29	87.9
Pamapurua	26	9	5	30	30	26	87.6
Waitahanui	31	14	14	31	33	29	87.5
Paeroa	53	29	29	53	58	51	87.4
Mangatuna(1) .. .. .	..	38	3	35	33	29	87.4
Waioweka	30	17	5	42	41	36	87.1
Whangaruru	38	7	8	37	41	35	87.1
Ohacawai	32	29	16	45	44	38	87.0
Waiorongomai(2) .. .. .	..	42	9	33	33	28	86.7
Poroporo	59	29	16	72	68	58	86.5
Horoea	30	8	5	33	33	29	86.4
Arowhenua	48	12	11	49	50	43	86.4
Te Huruhi	25	9	4	30	30	26	86.3
Poroti	43	25	23	45	47	41	85.9
Karetu	22	2	4	20	22	19	85.8
Tokaanu	38	26	9	55	49	42	85.7
Te Reinga(3) .. .. .	..	28	..	28	28	24	85.7
Pawaranga	59	27	28	58	65	55	85.6
Maungatapu(1) .. .. .	..	62	16	46	47	40	85.5
Ruatoki	62	102	31	133	116	99	85.3
Whakarapa	90	28	30	88	92	78	85.3
Tikitiki	54	30	17	67	65	56	85.2
Touwai	37	22	13	46	44	38	85.2
Waihua	25	15	14	26	27	23	84.8
Okautete	15	5	1	19	18	15	84.8
Nuhaka	96	30	21	105	103	87	84.6
Reporna	26	14	7	33	35	29	84.6
Port Waikato	18	9	11	16	18	15	84.5
Matata	30	6	5	31	32	27	84.5
Ahipara	81	28	9	100	94	79	84.0
Parawera	53	33	35	51	58	49	83.5
Pukopoto	48	14	5	57	55	46	83.4
Mataora Bay	17	4	8	13	17	14	82.4
Waimarama	23	12	9	26	26	22	82.3

(1) Opened second quarter.

(2) Opened first quarter.

(3) Opened December quarter.

Table H2—continued.

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

Schools.	School-roll.					Mean of Average Attendance of Four Quarters, 1913.	Regularity of Attendance: Percentage of Weekly Roll Number.
	Number belonging at Beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Average Weekly Number. (Mean of the Four Quarters.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	(8.)
Te Araroa	64	25	4	85	82	67	81.9
Opoutere	17	6	12	11	17	14	81.7
Waimamaku	34	6	7	33	39	32	81.7
Waiotapu	46	34	24	56	57	46	81.7
Motuti	14	13	6	21	20	17	81.7
Te Pupuke	34	17	11	40	38	31	81.6
Matapihi ⁽¹⁾	41	9	32	36	29	81.5
Taemaro	38	6	11	33	36	29	81.2
Rawhitiroa	18	11	10	19	19	16	81.2
Tokomaru	71	29	20	80	86	70	81.0
Waikare	47	10	10	47	47	38	81.0
Peria	37	17	8	46	47	38	80.7
Papamoa	43	13	17	39	43	35	80.6
Otaua	44	18	17	45	50	39	79.3
Te Kotukutuku	38	10	9	39	40	31	79.3
Mangamaunu	17	9	9	17	18	14	79.3
Ranana	26	26	13	39	38	30	78.9
Parapara	18	23	16	25	27	22	78.9
Maraeroa	41	24	14	51	46	36	77.8
Karioi	33	22	21	34	34	26	77.1
Hiruharama	60	23	28	55	59	45	76.8
Te Matai	63	21	23	61	65	50	76.3
Rangitahi	26	35	25	36	41	31	76.2
Paparore	32	36	16	52	50	38	75.3
Tautoro	42	13	23	32	48	36	75.2
Orauta	64	19	33	50	65	49	74.4
Pipiriki	26	17	14	29	27	20	73.9
Omanaia	33	6	7	32	34	25	73.7
Whangara	26	10	6	30	30	22	73.2
Waimiha	22	5	5	22	22	14	66.4
Oruanui	48	24	29	43	47	30	64.3
Te Ahuahu	32	8	22	18	36	22	62.1
Rakaunui	16	1	8	9	14	7	52.0
Kaikohe ⁽²⁾	98	21	119	..	..	..	..
Te Whaiti ⁽²⁾	19	2	21	..	..	..	..
Tuhara ⁽²⁾	56	8	64	..	..	..	..
Kenana ⁽²⁾	14	1	15	..	..	..	..
Waiuku ⁽²⁾	23	..	23	..	..	..	..
Waikouaiti ⁽⁴⁾	26	..	26	..	..	..	..
Taupo ⁽⁵⁾	14	14	..	..	..	..
Totals for 1913	4,248	2,033	1,634	4,647	4,746*	4,069*	85.7*
Totals for 1912	4,079	1,815	1,200	4,694	4,702*	4,090*	86.9*
Mission schools subject to inspection by the Education Department—							
Tokaanu Convent	36	18	7	47	45	44	97.7
Matata Convent	44	12	15	41	45	38	86.0
Putiki Mission	25	7	4	28	28	24	85.5
Totals for 1913	105	37	26	116	118	106	89.8
Totals for 1912	203	68	97	174	174	154	88.5
Boarding-schools affording secondary education—							
Otaki College ⁽⁶⁾	62	21	25	58	58	47	81.7
St. Stephen's (boys)	25	41	3	63	60	59	98.5
Queen Victoria (girls)	43	18	20	41	39	37	94.7
St. Joseph's Convent (girls)	25	12	4	33	33	31	94.2
Te Waipounamu (girls)	7	18	1	24	20	19	94.0
Hikurangi College	23	14	6	31	27	25	93.2
Hukarere (girls)	46	37	8	75	77	71	91.4
Te Aute College	46	28	17	57	61	56	90.5
Turakina (girls)	17	11	11	17	21	18	84.9
Waerenga-a-hika College	10	4	3	11	13	10	81.6
Sacred Heart College	2	3	..	5	..	..	..
Auckland Grammar School	1	3	..	4	..	..	..
Totals for 1913	307	210	98	419	409	373	91.2
Totals for 1912	274	183	88	369	365	344	94.2

(¹) Opened second quarter. (²) Not open at end of year. (³) Closed March quarter. (⁴) Transferred to Otago Education Board at beginning of year. (⁵) Opened and closed June quarter. (⁶) Formerly included in mission schools.

* The totals do not agree with the figures relating to roll number and attendance given in the text, for the reason that the former represents the average attendance and average roll number for the mean of the four quarters of each Native school taken separately, and the latter the mean of the combined quarterly totals of all schools.

Table H3.

(a.) NUMBER OF MAORI PUPILS ATTENDING SECONDARY SCHOOLS AT THE END OF 1913.

Schools.	Government Pupils.		Private Pupils.	Totals.
	Formerly attending Native Schools.	Formerly attending other Schools.		
Otaki College, Wellington	...	...	58	58
St. Stephen's (boys), Auckland	30	1	32	63
Te Aute (boys), Hawke's Bay	13	1	43	57
Waerenga-a-hika (boys), Gisborne	...	...	11	11
Clareville (boys), Carterton	...	...	31	31
Hukarere (girls), Napier	23	1	51	75
St. Joseph's (girls), Napier	3	...	30	33
Queen Victoria (girls), Auckland	23	...	18	41
Turakina (girls), Wanganui	2	2	13	17
Te Waipounamu (girls), Canterbury	...	...	24	24
Sacred Heart College, Auckland	4	1	...	5
Auckland Grammar School (boys)	...	3	...	3
" (girls)	...	1	...	1
Totals	98	10	311	419

(b.) MAORI PUPILS (10) HOLDING INDUSTRIAL SCHOLARSHIPS AT THE END OF 1913.

Number.	School.	Trade to which Scholars are apprenticed.	District.
1	Whangaruru Native School ..	Blacksmith	Auckland.
1	Manaia Native School	Builder	"
1	Paeroa Native School	"	"
2	Whakarewarewa Native School	"	"
1	Touwai Native School	Bootmaker	"
1	Wai-iti Native School	Sheep-farmer	Waiaapu.
1	St. Stephen's Boarding-school	Engineer	Auckland.
1	Tokorangi Public School	Builder	Wanganui.

c.) MAORI PUPILS (6), FORMERLY ATTENDING NATIVE BOARDING-SCHOOLS, HOLDING HOSPITAL NURSING SCHOLARSHIPS AT THE END OF 1913.

Number.	Nature of Scholarship.	Boarding-school.	Hospital.
1	Probationer	Hukarere	Napier.
1	"	Queen Victoria, Auckland	Palmerston North.
1	Day pupil	"	Auckland.
1	"	Hukarere	Napier.

Table H 4.

CLASSIFICATION OF EUROPEAN CHILDREN ATTENDING NATIVE SCHOOLS AT THE END OF YEAR 1913.

Education Districts.	Standard Classes.								Total.	Certificates of Competency.	Certificates of Proficiency.
	P.	I.	II.	III.	IV.	V.	VI.	VII.			
Auckland	138	52	50	35	43	38	25	9	390	10	7
Wanganui	3	..	1	2	..	1	1	..	8	..	1
Wellington .. ..	..	1	..	1	2	..	1	..	5	..	..
Hawke's Bay	31	12	12	13	16	15	5	2	106	1	2
North Canterbury	1	..	..	1	..	..	..	..	2	..	..
South .. ..	..	1	..	..	1	..	1	1	4	1	..
Totals, 1913	173	66	63	52	62	54	33	12	515	12	10
Totals, 1912	189	75	50	62	58	44	30	12	520	16	14

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

Table H 5.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1913.

Education Districts.	No. of Schools.	Maoris.			Certificates granted.		
		Boys.	Girls.	Total.	Competency.	Proficiency.	
Auckland	292	1,371	1,129	2,500	3	6
Taranaki	28	104	92	196	...	1
Wanganui	66	243	179	422	...	1
Wellington...	43	201	197	398	...	5
Hawke's Bay	54	463	318	781	2	5
Marlborough	12	36	32	68	...	1
Nelson	4	17	16	33	...	...
Grey	2	2	2	4	...	...
Westland	4	14	13	27	...	2
North Canterbury	14	64	54	118	1	...
South Canterbury	4	3	10	13	...	2
Otago	19	57	52	109	...	2
Southland	23	65	57	122	1	1
Totals for 1913	565	2,640	2,151	4,791	7	26
Totals for 1912	569	2,721	2,192	4,913	5	23
Differences	- 4	- 81	- 41	- 122	2	3

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 H 5A.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1913.

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	161	122	..	..	..	..	..	..	..	..	..	..	..	..	..	..	161	122
6 " 7	266	210	1	1	..	1	..	..	..	..	..	..	..	..	..	..	267	212
7 " 8	279	254	19	18	..	2	..	..	..	..	..	..	..	..	..	..	298	274
8 " 9	298	233	52	37	15	11	1	3	..	..	..	..	..	..	..	..	366	284
9 " 10	209	166	95	76	37	41	4	6	..	..	..	1	..	..	..	..	345	290
10 " 11	106	108	79	86	70	56	35	33	10	1	..	..	..	..	..	..	300	284
11 " 12	65	60	44	42	81	58	62	43	28	22	7	4	1	..	..	..	288	229
12 " 13	35	31	28	32	61	42	63	41	51	41	20	11	1	..	..	..	259	198
13 " 14	13	13	22	22	29	20	50	31	56	31	27	24	4	6	2	..	203	147
14 " 15	1	10	4	6	12	13	22	9	27	16	23	17	14	11	1	2	104	84
15 years and over	4	4	3	1	2	3	7	2	9	2	9	4	11	9	4	2	49	27
Totals ..	1,437	1,211	347	321	307	247	244	168	181	113	86	61	31	26	7	4	2,640	2,151

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 H 6.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1913.

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.			
Te Hapua	49	38	87	2	2	4	51	40	91
Te Kao	26	31	57	1	1	2	27	32	59
Paparore	1	25	16	41	2	8	10	27	25	52
Ahipara ..	7	3	10	48	36	84	3	3	6	58	42	100
Pukepoto ..	4	8	12	11	16	27	6	12	18	21	36	57
Pamapurua	18	11	29	1	..	1	19	11	30
Rangiawhia	3	3	5	17	22	1	1	2	6	21	27
Parapara ..	1	..	1	12	8	20	..	4	4	13	12	25
Peria	10	12	22	7	17	24	17	29	46
Taemaro	20	13	33	..	..	..	20	13	33
Te Pupuke	16	24	40	..	..	..	16	24	40
Touwai	22	22	44	..	2	2	22	24	46
Whakarara	22	14	36	1	3	4	23	17	40
Whangape	31	18	49	..	4	4	31	22	53
Pawaranga ..	3	2	5	29	24	53	..	..	..	32	26	58
Mathetihe ..	4	3	7	6	14	20	1	1	2	11	18	29
Waitapu ..	2	3	5	12	10	22	1	2	3	15	15	30
Whakarapa	40	40	80	4	4	8	44	44	88
Motuti	12	9	21	..	..	..	12	9	21
Mangamuka	21	23	44	2	..	2	23	23	46
Maraeroa	29	16	45	3	3	6	32	19	51
Waimamaku ..	2	..	2	20	11	31	..	..	..	22	11	33
Whirinaki	36	31	67	..	..	..	36	31	67
Omanaia	17	10	27	2	3	5	19	13	32
Waima	22	28	50	..	..	..	22	28	50
Otaua	26	15	41	3	1	4	29	16	45
Tautoro ..	4	1	5	13	11	24	1	2	3	18	14	32
Ohaeawai	20	14	34	8	3	11	28	17	45
Te Ahuahu	10	7	17	..	1	1	10	8	18
Oromahoe	12	13	25	6	6	12	18	19	37
Orauta	24	19	43	5	2	7	29	21	50
Karetu	10	6	16	2	2	4	12	8	20
Waikare	31	12	43	2	2	4	33	14	47
Whangaruru	24	11	35	2	..	2	26	11	37
Te Rawhiti	13	12	25	..	..	..	13	12	25
Poroti	18	8	26	10	9	19	28	17	45
Takahiwai	16	12	28	2	2	4	18	14	32
Tanoa	17	10	27	2	1	3	19	11	30
Kakanui	9	10	19	4	1	5	13	11	24
Te Huruhi	13	13	26	1	3	4	14	16	30
Port Waikato	7	9	16	..	..	..	7	9	16
Manaia	16	18	34	2	3	5	18	21	39
Opoutere	6	1	7	2	2	4	8	3	11
Mataora Bay	7	6	13	..	..	..	7	6	13
Rawhitiroa	8	10	18	1	..	1	9	10	19
Parawera	30	19	49	1	1	2	31	20	51
Te Kopua	12	16	28	1	..	1	13	16	29
Rakaunui	5	4	9	..	..	..	5	4	9
Taharoa	23	23	46	..	..	..	23	23	46
Oparure	16	10	26	9	7	16	25	17	42

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1913—
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.			
Waimiha	10	7	17	2	3	5	12	10	22
Te Waotu	4	14	18	11	6	17	15	20	35
Whakarewarewa	32	31	63	4	8	12	36	39	75
Ranana	19	16	35	1	3	4	20	19	39
Wai-iti	24	15	39	..	..	..	24	15	39
Rangitahi	11	22	33	1	2	3	12	24	36
Waiotapu	2	..	2	20	26	46	7	1	8	29	27	56
Waitahanui	18	9	27	2	2	4	20	11	31
Tokaanu	1	1	26	22	48	4	2	6	30	25	55
Oruanui	14	24	38	4	1	5	18	25	43
Te Kotukutuku	19	20	39	..	..	..	19	20	39
Paeroa	14	24	38	8	7	15	22	31	53
Papamoa	18	21	39	..	..	..	18	21	39
Te Matai	31	26	57	..	4	4	31	30	61
Motiti Island	1	..	1	9	13	22	..	1	1	10	14	24
Maungatapu	18	21	39	5	2	7	23	23	46
Matapihi	21	11	32	..	..	..	21	11	32
Matata	9	10	19	9	3	12	18	13	31
Te Teko	29	29	58	..	..	..	29	29	58
Otamauru	13	14	27	4	3	7	17	17	34
Poroporo	37	27	64	4	4	8	41	31	72
Ruatoki	73	58	131	1	1	2	74	59	133
Waioweka	6	11	17	11	14	25	17	25	42
Omarumutu	31	36	67	..	2	2	31	38	69
Torere	2	1	3	23	30	53	2	1	3	27	32	59
Omaio	24	13	37	..	2	2	24	15	39
Te Kaha	21	24	45	..	1	1	21	25	46
Raukokore	21	13	34	8	9	17	29	22	51
Wharekahika	17	13	30	1	3	4	18	16	34
Te Araroa	44	32	76	5	4	9	49	36	85
Horoera	11	22	33	..	..	..	11	22	33
Rangitukia	42	42	84	3	3	6	45	45	90
Tikitiki	29	32	61	5	1	6	34	33	67
Waiomatatini	18	17	35	..	1	1	18	18	36
Reporua	20	13	33	..	..	..	20	13	33
Tuparoa	3	1	4	42	24	66	6	2	8	51	27	78
Waiorongamai	15	14	29	1	3	4	16	17	33
Hiruharama	24	28	52	1	2	3	25	30	55
Whareponga	12	8	20	1	..	1	13	8	21
Tokomaru Bay	42	33	75	2	3	5	44	36	80
Mangatuna	1	6	7	11	12	23	3	2	5	15	20	35
Whangara	14	7	21	5	4	9	19	11	30
Nuhaka	2	2	59	34	93	6	4	10	65	40	105
Whakaki	17	22	39	3	2	5	20	24	44
Te Reinga	12	16	28	..	..	..	12	16	28
Rangiahua	23	20	43	2	3	5	25	23	48
Kokako	45	36	81	..	..	..	45	36	81
Waihua	6	3	9	9	8	17	15	11	26
Tangoio	14	16	30	3	4	7	17	20	37
Te Haroto	11	14	25	..	1	1	11	15	26
Waimarama	19	6	25	..	1	1	19	7	26
Karioi	15	13	28	5	1	6	20	14	34
Pipiriki	1	1	18	8	26	1	1	2	19	10	29
Pamoana	6	7	13	..	..	..	6	7	13
Okautete	9	5	14	2	3	5	11	8	19
Mangamaunu	5	10	15	..	..	..	2	..	2	7	10	17
Arowhenua	25	20	45	3	1	4	28	21	49
Totals for 1913	41	46	87	2,160	1,885	4,045	258	257	515	2,459	2,188	4,647
Totals for 1912	56	55	111	2,215	1,848	4,063	265	255	520	2,536	2,158	4,694
Difference	-15	-9	-24	-55	+37	-18	-7	+2	-5	-77	+30	-47

SUMMARY OF TABLE H 6.

Race.	1913.				
	Boys.	Girls.	Total.	Percentage, 1913.	Percentage, 1912.
Maoris speaking Maori in the home	2,160	1,885	4,045	87.0	86.7
Maoris speaking English in the home	41	46	87	1.9	2.3
Europeans	258	257	515	11.1	11.0
Totals	2,459	2,188	4,647	100.0	100.0

Table H 6A.

CLASSIFICATION AS REGARDS AGES AND RACE OF CHILDREN BELONGING TO NATIVE VILLAGE SCHOOLS AT THE END OF DECEMBER QUARTER, 1913.

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	138	139	277	15	21	36	156	162	318
6 " 7	4	4	8	220	197	417	36	20	56	260	221	481
7 " 8	5	11	16	236	227	463	29	39	68	270	277	547
8 " 9	3	8	11	264	233	497	33	29	62	300	270	570
9 " 10	2	4	6	273	240	513	29	27	56	304	271	575
10 " 11	4	5	9	245	200	445	36	29	65	285	234	519
11 " 12	5	2	7	212	178	390	25	28	53	242	208	450
12 " 13	10	4	14	222	195	417	20	31	51	252	230	482
13 " 14	3	4	7	174	133	307	17	20	37	194	157	351
14 " 15 .. ..	..	2	2	107	94	201	14	9	23	121	105	226
15 years and over	2	..	2	69	49	118	4	4	8	75	53	128
Totals	41	46	87	2,160	1,885	4,045	258	257	515	2,459	2,188	4,647

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

SUMMARY OF TABLE H 6A.

Ages.	Boys.	Girls.	Total.	Percentage, 1913.	Percentage, 1912.
From five to ten years	1,290	1,201	2,491	53.6	51.8
" ten to fifteen years	1,094	934	2,028	43.6	44.9
" fifteen upwards	75	53	128	2.8	3.3
Totals	2,459	2,188	4,647	100.0	100.0

Table H 6B.

CLASSIFICATION AS REGARDS STANDARDS AND RACE OF CHILDREN ON THE SCHOOL ROLLS AT THE END OF DECEMBER, 1913.

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	13	22	35	1,028	917	1,945	92	81	173	1,133	1,020	2,153
Standard I	4	6	10	298	268	565	29	37	66	331	311	642
" II	4	4	8	250	224	474	34	29	63	288	257	545
" III	7	5	12	234	206	440	23	29	52	264	240	504
" IV	5	1	6	167	134	301	33	29	62	205	164	369
" V	6	3	9	111	77	188	27	27	54	144	107	251
" VI	2	4	6	61	50	111	14	19	33	77	73	150
" VII .. ..	..	1	1	11	9	20	6	6	12	17	16	33
Totals	41	46	87	2,160	1,885	4,045	258	257	515	2,459	2,188	4,647

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

SUMMARY OF TABLE H 6B, SHOWING STANDARD CLASSIFICATION.

Standards.					Boys.	Girls.	Totals, 1913.	Totals, 1912.
Preparatory classes	..	..	..	..	1,133	1,020	2,153	2,192
Class for Standard	I	..	..	..	331	311	642	624
"	II	..	..	..	288	257	545	562
"	III	..	..	..	264	240	504	496
"	IV	..	..	..	205	164	369	358
"	V	..	..	..	144	107	251	255
"	VI	..	..	..	77	73	150	151
"	VII	..	..	..	17	16	33	56
Totals	..	..	..	..	2,459	2,188	4,647	4,694

Table H 7.

STANDARD CLASSIFICATION, 31ST DECEMBER, 1913.

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 Hapua	91	55	7	7	12	5	..	4	1	..	1
Te Kao	59	18	8	8	10	6	1	6	2	2	..
Paparore	52	26	6	6	4	4	2	2	..	..	..
Ahipara	100	34	17	15	15	12	2	3	2	1	1
Pukepoto	57	22	5	10	6	5	7	2	..	..	..
Pamapurua	30	8	7	..	9	3	3	..	..	..	..
Rangiawhia	27	13	4	2	3	..	..	3	2	..	..
Parapara	25	14	3	1	2	1	..	4	..	..	..
Peria	46	18	7	1	10	5	1	4	..	2	..
Taemaro	33	9	3	3	7	3	6	2	..	..	..
Te Pupuke	40	18	5	6	5	4	..	..	2	2	..
Touwai	46	27	5	3	4	5	1	1	..	1	..
Whakarara	40	10	4	6	5	7	8	..	..	..	..
Whangape	53	37	..	11	..	3	1	..	1	..	1
Pawaranga	58	33	9	10	3	3	..	..	..	..	..
Matihetihe	29	15	4	..	4	2	4	..	..	..	..
Waitapu	30	11	2	2	7	3	5	..	..	..	..
Whakarapa	88	35	19	13	4	7	3	3	4	1	3
Motuti	21	7	4	4	3	2	1	..	..	..	..
Mangamuka	46	22	1	8	8	3	2	2	..	..	..
Maraeroa	51	28	7	7	2	6	1	..	..	..	..
Waimamaku	33	17	1	4	5	3	3	..	..	..	..
Whirinaki	67	22	11	9	6	12	4	2	1	1	..
Omanaia	32	11	3	5	3	4	4	2	..	..	..
Waima	50	26	6	4	3	5	3	3	..	..	..
Otaua	45	25	5	5	3	7	..	..	..	..	..
Tautoro	32	16	7	..	4	2	2	1	..	..	..
Ohaeawai	45	23	9	4	6	3	..	..	..	..	..
Te Ahu Ahu	18	14	1	1	..	2	..	..	..	..	..
Oromahoe	37	19	6	6	2	1	2	1	..	2	..
Orauta	50	32	9	7	2	..	..	..	..	..	..
Karetu	20	8	3	4	1	3	..	1	..	..	..
Waikare	47	25	13	3	3	2	1	..	..	..	..
Whangaruru	37	15	10	4	3	4	1	..	..	..	1
Te Rawhiti	25	15	..	1	..	5	..	4	..	..	..
Poroti	45	16	7	5	6	6	..	1	4	4	..
Takahiwai	32	7	7	3	4	6	3	2	..	..	..
Tanoa	30	16	3	2	5	1	2	1	..	..	..
Kakanui	24	10	2	2	2	6	2	..	..	..	..
Te Huruhi	30	14	..	2	11	3	..	..	..	..	..
Port Waikato	16	9	4	2	1	..	..	..	..	..	..
Manaia	39	15	2	9	4	6	2	1	..	..	..
Opoutere	11	7	..	..	3	1	..	..	..	..	..
Mataora Bay	13	7	..	1	2	3	..	..	..	..	..
Rawhitiroa	19	9	1	3	5	..	..	1	..	..	..
Parawera	51	34	4	5	2	4	1	1	..	3	..
Te Kopua	29	18	..	3	4	2	1	..	1	..	..
Rakaunui	9	4	3	..	1	1	1	..	..	..	..
Taharoa	46	16	12	10	8	..	..	..	..	..	..
Oparure	42	16	4	7	6	3	5	1	..	1	..
Waimiha	22	11	2	2	7	..	..	..	..	..	..
Te Waotu	35	17	13	..	..	2	3	..	..	..	..
Whakarewarewa	75	30	18	10	5	6	5	1	..	..	..
Ranana	39	16	6	3	4	4	4	2	..	..	..
Wai-iti	39	16	7	7	1	1	5	2	..	..	..
Rangitahi	36	29	3	..	2	1	1	..	..	..	..
Waioapu	56	30	10	6	6	3	1	..	..	..	..
Waitahanui	31	17	..	3	4	2	2	2	1	1	..
Tokaanu	55	20	9	7	8	7	4	..	..	..	1
Oruanui	43	20	10	5	4	3	..	1	..	..	..

Table H 7—continued.

STANDARD CLASSIFICATION, 31ST DECEMBER, 1913—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 Kotukutuku	39	14	8	4	2	5	6	..	..	..	..
Paeroa	53	25	5	5	5	7	2	4	..	1	..
Papamoa	39	10	5	3	6	4	5	6	..	1	..
Te Matai	61	18	11	13	6	6	4	3	..	..	..
Motiti Island	24	4	5	8	2	..	2	3	..	..	..
Maungatapu	46	30	10	..	2	4	..	..	..	..	..
Matapihi	32	25	2	3	1	..	..	1	..	..	..
Matata	31	8	8	5	..	5	1	3	1	1	..
Te Teko	58	30	12	7	3	4	1	1	..	..	..
Otamauru	34	19	..	6	4	2	1	2	..	..	..
Poroporo	72	45	3	14	4	3	2	1	..	..	..
Ruatoki	133	87	11	10	11	5	6	3	..	..	..
Waioweka	42	18	..	2	9	5	5	3	..	1	..
Omarumutu	69	28	13	8	9	6	5	..	..	..	..
Torere	59	29	5	7	4	4	7	3	..	..	1
Omaio	39	17	5	7	..	2	7	1	..	1	1
Te Kaha	46	18	8	5	5	5	2	3	..	..	..
Raukokore	51	23	8	3	6	2	4	4	1	1	1
Wharekahika	34	15	4	7	4	2	..	2	..	..	..
Te Araroa	85	44	8	13	7	4	5	4	..	..	..
Horoera	33	21	5	..	5	..	2	2	..	..	..
Rangitukia	90	48	9	8	10	5	3	7	..	..	..
Tikitiki	67	33	6	6	10	6	5	1	..	..	..
Waiomatatini	36	13	3	4	6	5	3	2	..	..	..
Reporua	33	18	2	6	..	4	2	1	..	..	..
Tuparoa	78	28	10	11	6	9	8	6	..	..	..
Waiorongomai	33	18	5	..	4	1	3	..	2	1	1
Hiruharama	55	25	8	12	4	3	1	..	2	1	..
Whareponga	21	7	6	2	3	..	2	..	1	..	1
Tokomaru Bay	80	31	9	11	14	7	5	2	1	..	1
Mangatuna	35	29	..	..	2	..	4	..	..	1	..
Whangara	30	17	..	5	2	3	3	..	..	..	..
Nuhaka	105	28	18	12	22	11	12	2	..	..	..
Whakaki	44	22	8	8	5	1	..	..	..	..	..
Te Reinga	28	25	..	1	2	..	..	..	..	..	..
Rangiahua	48	13	18	11	4	2	..	..	..	..	..
Kokako	81	29	24	15	5	5	2	1	..	..	..
Waibua	26	10	6	..	3	4	3	..	..	..	..
Tangoio	37	18	4	3	6	6	..	..	..	..	..
Te Haroto	26	10	5	..	4	1	3	3	..	..	..
Waimarama	26	6	4	3	5	4	1	2	1	1	..
Karioi	34	20	8	..	5	..	..	1	..	..	1
Pipiriki	29	16	2	7	1	..	3	..	..	..	..
Pamoana	13	7	3	2	1	..	..	..	..	..	..
Okautete	19	3	3	1	5	4	2	1	..	..	..
Mangamaunu	17	7	1	3	3	..	2	1	..	..	..
Arowhenua	49	12	6	7	8	1	5	7	3	4	..
Totals for 1913	4,647	2,153	642	545	504	369	251	150	33	35	15
Totals for 1912	4,694	2,192	624	562	496	358	255	151	56	57	35
Difference	-47	-39	+18	-17	+8	+11	-4	-1	-13	-22	-20

Table H 8.
CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN AT END OF DECEMBER, 1913.

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.	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.	B.	G.	B.	G.	B.	G.	B.	G.				
5 and under 6 years	15	21	141	141	156	162	318	
6 "	33	19	223	201	3	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	260	221	481
7 "	20	24	223	218	6	11	17	19	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	270	277	547
8 "	14	9	213	182	10	8	43	44	7	9	11	13	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	300	270	570
9 "	6	5	130	101	5	5	78	77	11	7	44	49	4	9	19	16	3	1	..	..	..	..	..	..	..	..	..	304	271	575
10 "	3	3	56	47	2	7	77	57	9	5	60	48	8	5	46	39	9	8	13	4	1	2	1	..	..	..	285	234	519	
11 "	1	..	34	22	2	3	36	32	2	3	62	57	5	5	49	41	9	11	29	21	5	5	5	2	..	..	242	208	450	
12 "	..	..	17	16	..	..	29	23	2	1	39	29	3	3	74	53	6	8	49	50	6	10	20	21	3	..	..	252	230	482
13 "	..	..	4	4	1	2	15	7	..	..	25	18	1	2	27	38	3	1	48	27	5	5	37	25	5	4	4	194	157	351
14 "	..	..	..	..	..	..	3	12	..	..	9	7	..	..	19	13	3	..	21	20	6	4	34	18	2	3	2	121	105	226
15 years and over	..	..	..	..	..	..	3	3	..	..	3	6	..	2	7	9	..	..	14	3	1	2	18	10	2	6	3	75	53	128
Total	92	81	1041	939	29	37	302	274	34	29	254	228	23	29	241	211	33	29	172	135	27	27	117	80	14	19	63	54	258	257	2,188	4,647
	173	1,980	66	576	642	63	482	52	452	62	307	54	197	33	117	150	33	12	21	12	6	11	10	515	257	2,188	4,647	4,132	4,647	4,647		

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

Table H 9.

SUMMARY OF EXPENDITURE ON NATIVE SCHOOLS DURING THE YEAR ENDED 31ST MARCH, 1914.

	£
Teachers' salaries	27,086
Teachers' house allowances	62
Teachers in isolated districts—special allowances	120
Teachers' removal allowances	510
Books and school requisites	579
Fuel, and rewards for supplying fuel	138
Conveyance and ferrying of children	354
Manual-instruction classes—Village schools, £266; Secondary schools, £125	391
Inspectors' salaries	945
Inspectors' travelling-expenses	392
Secondary-school fees	2,100
Travelling-expenses of scholars to and from secondary schools	83
Hospital Nursing Scholarships	60
Apprenticeship charges	116
New buildings, additions, &c.	8,358
Maintenance of buildings, including repairs and small works	3,394
Advertising	56
Planting sites	24
Sundries	59
	<hr/>
	44,827
Less recoveries	104
	<hr/>
Total net expenditure	<u>£44,723</u>

NOTE.—Of this total, the sum of £2,534 was paid from national-endowment reserves revenue.

Approximate Cost of Paper.—Preparation, not given; printing (1,150 copies), £27 10s.

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