

1915.  
NEW ZEALAND.

EDUCATION:  
NATIVE SCHOOLS.

[In continuation of E.—3, 1914.]

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

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## No. 1.

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

## NATIVE SCHOOLS.

*Number of Schools.*

At the end of the year 1913 there were 107 Native village schools in operation, four schools having been closed temporarily—one on account of the smallpox epidemic and three owing to the difficulty in obtaining teachers. During the year 1914 the four temporarily closed schools were reopened, five new schools were opened, and one school was transferred to the Auckland Board of Education. The number of schools in operation at the end of 1914 was thus 115.

In addition to the Native village schools, three primary mission schools for Maori children and ten boarding-schools affording secondary education to Maoris were inspected by the Inspectors of Native Schools. Throughout the Dominion there were 566 public schools at which Maori children were in attendance. Thus the total number of schools under inspection where Maori children were receiving instruction was—

Native village schools .. .. .	115
Native mission schools subject to inspection by the Education Department ..	3
Public schools at which Maori scholars were in attendance..	566
<hr/>	
Total number of primary schools .. .. .	684
Native boarding-schools affording secondary education to Maoris ..	10
<hr/>	
Total .. .. .	694

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.

	1913.	1914.
Grade I (9-15) .. .. .	2	2
Grade II <sub>A</sub> (16-20) .. .. .	9	13
Grade II <sub>B</sub> (21-25) .. .. .	14	10
Grade III (26-35) .. .. .	30	29
Grade IV <sub>A</sub> (36-50) .. .. .	30	36
Grade IV <sub>B</sub> (51-80) .. .. .	20	18
Grade V (81-120) .. .. .	4	7
<hr/>		
Totals .. .. .	107	115

*New Schools.*

New schools are to be established at Ruatahuna and Maungapohatu, Urewera county; Moerangi, near Raglan; Kaitaha, East Coast; Whakarewa (Kaiuku), Mahia Peninsula; while the Department has agreed to take over from the Auckland Board of Education the buildings at Purua No. 2 public school, and re-erect them for the purposes of a Native school at Kaikou. In all these cases, with the exception of the two first-named, the acquisition of the sites has been completed and the buildings should be put in hand during the current year.

*Roll Number and Attendance.*

The number of pupils on the rolls of Native village schools at the end of the year 1914 was—Boys, 2,726; girls, 2,346; total, 5,072. Included in these numbers are 289 boys and 262 girls who are Europeans, leaving 4,521 Maori children.

The average daily attendance, in actual numbers and as a percentage of the average weekly roll number, for each of the years 1913 and 1914 was as follows:—

	Average Attendance.		Per Cent. of Roll.	
	1913.	1914.	1913.	1914.
First quarter .. .. .	4,201	4,343	87.4	87.4
Second quarter .. .. .	4,297	4,222	87.1	83.3
Third quarter .. .. .	4,068	4,458	83.1	88.5
Fourth quarter .. .. .	4,000	4,515	85.0	88.4

The following are some of the figures in connection with the attendance at Native village schools for 1914, the corresponding figures for 1913 being inserted for the purposes of comparison :—

Number on rolls at end of year	..	..	..	1913.	1914.
Average weekly roll number	..	..	..	4,647	5,072
Average yearly attendance	..	..	..	4,835*	5,053*
Percentage of regularity of attendance	..	..	..	4,142*	4,385*
				85.7	86.7

\* The mean of the four quarters.

Of the 115 Native village schools, forty-eight gained over 90 per cent. in regularity of attendance, while fifteen failed to reach 80 per cent. When the peculiar conditions attaching to Native schools are borne in mind, the attendance at the schools must be considered very satisfactory.

The number of pupils on the rolls of the Native mission schools at the end of 1914 was 127, and on the rolls of Native boarding-schools 435. The total number of children on the roll, at the end of the year, of Native village, mission, and boarding schools visited and inspected by the Inspectors of this Department was therefore 5,634. The following are the figures for the years 1913 and 1914 in respect of the three classes of Native schools mentioned :—

Combined rolls of Native schools	..	..	..	1913.	1914.
Combined average weekly roll number	..	..	..	5,182	5,634
Combined average yearly attendance	..	..	..	5,362	5,590
Percentage of regularity of attendance	..	..	..	4,621	4,871
				86.2	87.1

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
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
1914 ..	115	5,053	4,385	86.7	87	27	4	122	3

\* Includes two subsidized schools.

† Includes two teachers jointly in charge of one school.

‡ 1911 figures amended.

It will be seen from the foregoing table that the number of schools in 1914 is almost double that in 1881, and the average attendance has more than trebled. The large number of schools that have been transferred to the various Education Boards during the period covered by the table are not taken into account.

Table H 2 in the appendix supplies detailed information in regard to the roll number and average attendance.

In addition to the Maori children in attendance at the schools specially instituted for Natives as shown above, there were 4,905 Natives attending public schools at the 31st December, 1914, as compared with 4,791 in 1913. Half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori. Details as to age and classification are given in Table H 5A of the appendix.

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 1914, is given in the following schedule :—

				Actual Number.	Number per 10,000 of Maori Population at Census of 1911 (49,829).
<b>I. Primary schools—</b>					
(a.)	Government Native schools	..	..	4,521	907
(b.)	Mission schools	..	..	127	26
(c.)	Public schools	..	..	4,905	984
				9,553	1,917
II.	Secondary schools	..	..	435	87
III.	Special technical training	..	..	9	2
<b>Totals</b>				9,997	2,004

#### *Classification of Pupils.*

Tables H 6, H 6A, and H 6B of the appendix give full information as to the races and classification of pupils on the rolls of the Native schools. As will be seen, 86·4 per cent. were Maoris speaking Maori in their homes, 2·6 per cent. were Maoris speaking English in their homes, and 11 per cent. were Europeans.

A reference to Table H 8 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	..	..	..	2,172	182	2,354	46·4
Standard I	..	..	..	585	75	660	13·0
Standard II	..	..	..	586	65	651	12·8
Standard III	..	..	..	470	61	531	10·5
Standard IV	..	..	..	370	64	434	8·6
Standard V	..	..	..	202	51	253	5·0
Standard VI	..	..	..	113	40	153	3·0
Standard VII	..	..	..	23	13	36	0·7

#### *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	..	..	..	..	..	..	34
Satisfactory to good	..	..	..	..	..	..	68
Inferior to weak	..	..	..	..	..	..	10

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 at the time visits were made to the district.

#### *Secondary Education and Free Places.*

Secondary education for Maori boys and girls is provided at ten institutions established by various denominational authorities. The Government subsidizes these institutions by providing a number of free places to all Maori pupils who have qualified in terms of the regulations. There were 435 pupils on the rolls of these schools at the end of 1914, of which number forty-eight boys and fifty-nine girls held free places. The standard of the Public Service Entrance Examination represents the limit of the curriculum of the schools, and the results obtained compare very favourably with many of the district high schools of the Dominion. Attention is given more especially, however, to the industrial branches of education, the aim being to equip the Maori children for the trades and industries for which they are best suited.

Senior free places for boys take the form of industrial scholarships, which enable the holders to be apprenticed to suitable trades. There were six such scholarships current in 1914, the holders being apprenticed to the blacksmithing, carpentry,

bootmaking, and engineering trades. Senior free places for girls take the form of nursing-scholarships. There were three of these scholarships in operation in 1914.

In addition to the Maori children mentioned as receiving secondary education at special institutions, five others held free places at European secondary schools. The total number of Maoris receiving secondary education in 1914 was therefore 440.

#### *Staffs and Salaries.*

The staffs of the village schools as in December, 1914, included eighty-seven masters, twenty-seven mistresses in charge, 126 assistants, and three sewing-mistresses. The average salaries of head teachers was £171 10s. 11d.—males £180 0s. 9d. and females £144 3s. 8d. The average salary of assistants was £66 13s. 1d. if lodging-allowances are included, and £57 1s. 10d. if they are excluded. Lodging-allowances at the rate of £30 per annum were paid to forty assistants, and at the rate of £5 per annum to one. The total amount expended on teachers' salaries and allowances for the year ended the 31st March, 1915, was £29,010. This expenditure has been practically doubled in the last ten years. As a result of the provisions of the Education Act, 1914, an improved scale of salaries comes into force from the beginning of the current year.

#### *Expenditure.*

A reference to Table H 9 will show that the total net expenditure on Native schools during the year ended the 31st March, 1915, was £37,133, included in which amount is a sum of £2,757 paid out of revenue from endowment reserves. The chief items of expenditure are teachers' salaries and house allowances, £29,010; new buildings and additions, £537; maintenance of buildings, repairs, &c., £1,012; secondary-school fees, £2,184.

#### *Cook Islands.*

Arrangements for the establishment of the Native-school system in the Cook Islands were made during the year, and a beginning has since been made. It has been decided to open three schools in the Island of Rarotonga and one in Aitutaki, each school having a prospective attendance of from one hundred to two hundred pupils.

## No. 2.

### REPORT OF INSPECTORS.

The INSPECTORS OF NATIVE SCHOOLS to the DIRECTOR OF EDUCATION.

SIR,—

15th February, 1915.

We have the honour to place before you the following report on the general condition of the Native schools of the Dominion and the work done by them during the year 1914:—

#### NEW SCHOOLS, ETC.

At the end of the year 1913 there were 107 Native village schools in operation. During the year 1914 new schools were opened at *Waiomio* and *Kirioko* in the Bay of Islands district, *Pukehina* and *Whangaparaoa*, Bay of Plenty, and *Parikino*, Wanganui River. Four schools closed temporarily at the end of 1913 were reopened at the beginning of the year, and one school—*Peria*, Mangonui—was transferred to the Auckland Board of Education: the net result being that the year's work closed with 115 schools in operation.

As the result of inquiries made during the year into applications received for new schools, it has been decided to establish schools at *Ruatahuna* and *Maungapohatu*, Urewera country; *Moerangi*, near Raglan; *Kaitaha*, East Coast; *Whakarewa* (Kaiuku), Mahia Peninsula; while the Department has agreed to take over from the Auckland Board of Education the buildings of Purua No. 2 public school and re-erect them for the purposes of a Native school at *Kaikou*. In all of these cases, with the exception of the two first-named, the acquisition of the sites has been completed and the buildings should be put in hand during the current year.

We are sorry to have to report that the survey of the sites for the two Urewera schools has not yet been accomplished, and no progress has been made in their case since last report.

To provide for the young children who can attend Te Kotukutuku School only under very considerable difficulties, a side school is to be opened at *Rangiwaea*, Matakana Island, Tauranga. No progress has been made in the cases of *Hiakaitupeka*, *Oruawharo*, *Waioharu*, and *Tanehika*; while it seems that experimental schools in buildings provided by the Maoris might meet the requirements of *Waikeri* and *Otangarou*.

## TRANSFER OF SCHOOLS.

The policy of the Department is to transfer the Native schools to the control of the Education Board of the district as soon as the Maoris have reached the stage where they have sufficient knowledge of English to speak it in their homes, or where, as the result of an influx of Europeans to the district, the majority of the children are Europeans. Native schools are never built where a Board school is already within reasonable distance, and whatever cases of overlapping there may be in the Dominion have arisen solely from the action of the Boards concerned. The transfer of schools is becoming more difficult year by year owing to the increase of racial prejudice, European parents exhibiting strong objections to Maori children attending public schools in common with their own.

## ATTENDANCE, ETC.

1. *Native Village Schools.*

The number of pupils on the rolls of the village schools at the 31st December, 1914, was—Maoris, 4,521; Europeans, 551: total, 5,072. The average number of Maori children in each school was 39.3, that of Europeans 3.9. The average weekly roll of the schools for the year was 5,092\*, and the average attendance 4,486\*, the average percentage of regularity being 88\*, as compared with 85.7\* in the preceding year. During the year 331 first-class certificates and 280 second-class certificates for good attendance were gained by pupils in the village schools.

2. *Native Mission Schools.*

Three mission schools—viz., Tokaanu Convent School, Matata Convent School, and Putiki Mission School—were inspected by us during the year. The total roll number of these schools at the end of the year was 127, the average weekly roll 120, and the average percentage of regularity 89.8.

3. *Secondary Native Schools.*

There are ten institutions established by various denominational bodies for the purpose of affording secondary training to Maoris. On the 31st December, 1914, the combined rolls of these schools showed 435 pupils, the average weekly roll number was 417, and the average percentage of regularity 91.1. The following table shows the above facts summarized:—

Schools.	Number.	Number at End of 1914.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village .. .. .	115	5,072	5,092	4,486	88.0
Native mission .. .. .	3	127	120	106	89.8
Native secondary .. .. .	10	435	417	380	91.1
Totals .. .. .	128	5,634	5,629	4,972	88.3

## CLASSIFICATION.

The classification of the pupils in the Native primary schools (including the mission schools) as at the 31st December, 1914, is here shown:—

Classes.	Number on Roll.
Standard VII .. .. .	36
"    VI .. .. .	160
"    V .. .. .	261
"    IV .. .. .	451
"    III .. .. .	542
"    II .. .. .	667
"    I .. .. .	676
Preparatory .. .. .	2,406
Totals .. .. .	5,199

## SCHOOL BUILDINGS AND GROUNDS.

The condition of the buildings as regards cleanliness of the interior has been creditably maintained, and there are very few instances in which a favourable report could not be given on this account. The exterior, as a general rule, shows no depreciation beyond the ordinary weathering. Very seldom indeed do the Maori children disfigure the walls with scratching or writing of any kind. A good deal more remains to be done, however, in the direction of making the schoolrooms tidy in arrangement and attractive in appearance. The corners still serve as a depository for all kinds of odds and ends, and the top of the cupboard is a favourite place for old wall cards and diagrams. Our experience goes to show that the appearance of the school exerts a considerable influence on the attitude of the parents and pupils towards it—often, indeed, to a much greater extent than the teacher is aware of.

We would again direct attention to the need for improving the appearance of the school-grounds. In many instances the teacher, with the co-operation of the parents and pupils, has done much to make the surroundings attractive, but there are still many places in which practically nothing has been

\* The totals do not agree with the figures relating to roll number and attendance given in the Report of the Minister, for the reason that the former represent 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.

attempted, and the grounds are allowed to become overgrown with weeds until the Department is invited to bear the cost of clearing the accumulated rubbish of years. We see no reason why local effort should not be available in Native schools, as it is in so many Board schools, especially when in other directions the Maoris receive a good many concessions at the hands of the Government. In any case, we think that no school should be without a flower-garden, even though it be stocked only with the commonest flowers, native plants, and shrubs.

#### ORGANIZATION.

The schemes of work submitted for our inspection contain a reasonable amount of matter, and are on the whole suitably arranged. Provision should be made for the inclusion of topics of general interest which may arise during the year, and to this end teachers should therefore be prepared to modify the original arrangement if necessary. The newspapers to-day contain items fraught with interest to all members of the Empire, and should be recognized by every teacher as constituting an essential factor in his treatment of some of the most important subjects of the curriculum.

The time-tables as a rule show that the time allotted to the various subjects is distributed with sufficient regard to their importance, though English is not treated as liberally as it should be. The increased amount of physical instruction required under the new scheme, and the extension of work involved by the new syllabus, necessitate the increase of the school hours, which we therefore recommend should be five per day.

The remarks made in former reports in regard to the methods of teaching still apply in the case of many schools. The methods adopted in the preparatory divisions are the most satisfactory, and we are inclined to think that there is more real teaching done in these classes than elsewhere in the school. There is yet evidence of the lack of preparation of lessons, and of the tendency on the part of the teacher to proceed aimlessly in his treatment of a subject. No teacher is wholly justified in neglecting to prepare his work, though there may be some excuse for one who has had many years of experience in teaching the same standard classes; and yet we feel that many of our less-experienced teachers make no preparation at all, and rarely, if ever, make reference to their manual of school method—if, indeed, they possess one.

We again regret that the demands upon our time—which, indeed, seem to become greater year by year—have precluded our paying special visits for organizing purposes to the schools in which we feel assistance is required. We trust that under the new system of education assistance will be in some way afforded us so that this very necessary work may be accomplished.

Assistance has again been granted by the Department to teachers who, desirous of improving their status by qualifying for certificates, have taken advantage of the opportunity of obtaining tuition through the medium of recognized correspondence classes. Teachers were notified that a liberal contribution would be made towards the payment of their fees; applications for leave of absence to attend the examinations have invariably been granted; and yet we find that a relatively large number do not avail themselves of the opportunity. Various difficulties are alleged for this—*e.g.*, that the practical certificate in agriculture required by the regulations cannot be obtained by a teacher in an isolated position. The fact that year by year teachers do qualify shows, however, that this difficulty is not insuperable. Out of 108 head teachers in the service at the end of the year, forty-four were certificated; five years ago the number was twenty-six. There seems to us to be no reason why the younger members of the staff at any rate should not make the necessary effort to obtain the certificate: their status as teachers would be undoubtedly improved, and the severe penalty to which they are subject at present would of course be removed.

#### NEW SCALE OF SALARIES AND SYLLABUS.

The Education Act, 1914, provides that the salary payable to the head teacher in a Native school should not be lower than the salary payable to a teacher in a similar position in a public school. As the result of this a new scale of salaries will come into force from the 1st January, 1915, bringing an increase to all head teachers, while the assistants will also receive an addition to their salary. The following table shows the gradual increase in the amount paid in salaries for each period of five years since 1904:—

Year.	Number of Teachers.	Average Attendance of Pupils.	Total Salaries. £
1904 .. .. .	177	3,083	15,902
1909 .. .. .	198	3,680	22,177
1914 .. .. .	243	4,385	29,010

The introduction of the new scale of salaries and of the new syllabus of instruction makes necessary the complete revision of the regulations relating to Native schools. This is now in hand, and the new issue should be available shortly. As we have already indicated, the new syllabus will in most respects conform to that prescribed for the public schools.

#### INSPECTION OF SCHOOLS.

The following table shows our estimate of the efficiency of the village schools inspected during the year 1914:—

	Number of Schools.
Very good to excellent .. .. .	34
Satisfactory to good .. .. .	68
Inferior to weak .. .. .	10

Three schools were not inspected ; one of them began operations late in the year, while two had been closed temporarily at the time visits were made in the district.

#### GENERAL REMARKS.

In the following paragraphs are set forth our opinions as to the merits of the work done in the various subjects of the curriculum during the year :—

*English.*—Reading: We consider that a fair amount of progress has been made in this subject. A new series of books has been introduced in the preparatory classes, and the change has been attended with considerable success, the books being admirably suited to the needs of Maori children. The series of miscellaneous readers formerly in use has been discarded, the *School Journal* taking its place, while additional reading-matter is supplied by means of continuous readers, three of which are read in each class during the year. As we have already stated, we hope that during these stirring times teachers will also arrange to have the newspaper read at least once a week in order to stimulate the interest of the pupils in current events. The remarks made in last report in reference to the lack of distinctness apply still in many schools, and we would earnestly draw the attention of teachers to the need for improvement in this, as also in the matter of correct punctuation. There is no excuse for the overrunning of full stops in a prose passage by pupils in standard classes, and with a very little effort on the part of the teacher this fault, which is quite common, should disappear. There is a marked improvement in comprehension of the subject-matter, the children in many schools being quite able to reproduce orally and in written composition the story they have read. The recitation of poetry reaches a satisfactory standard in comparatively few schools, the advantages to be derived from it in connection with the acquisition of the language being apparently lost sight of by the majority of the teachers.

In spelling, a reasonable degree of efficiency is obtained, though confusion of homonymous words still obtains. There are, after all, so few of these that they could be mastered by being taken systematically, one pair being dealt with in each week. Frequently these constitute the only errors in the dictation and composition.

The writing shows, on the whole, commendable progress, the infant classes doing particularly good work.

English still forms the least satisfactory subject, and we cannot help thinking that the work of the upper classes, showing the results of six or seven years' teaching, does not reach the standard that it should. We feel that an English child learning, say, French in a secondary school acquires in such a period a far wider grasp of the language and can use it far more correctly than our Maori children do of English, even though they have the special advantage of hearing it spoken. This is due in a large measure to lack of originality and versatility on the part of the teacher, but absence of preparation of the work and of careful arrangement of schemes explains the failure in other directions. There is not enough correlation between the reading and recitation and the language lessons. For instance, much greater use might be made of the pictures in the infant reading-books, the lessons being acted after being read, while even the nursery rhymes provide very suitable material for realistic English work. Another element of weakness in the treatment of the subject is the monotonous character of the lessons. Children are apt to get tired of always conversing on the same subject, and progress is impossible while the teacher is always going round the same circle. The use of the blackboard in teaching the subject is not so common as it ought to be ; indeed, we are inclined to think that there are schools in which the blackboard is not used at all. The fact that oral composition affords a greater amount of practice than written work does not seem to be realized by most teachers, and we strongly recommend that at least two half-hours per week should be set apart for this purpose, due intimation being given to the pupils of the topics they will be required to discuss. Some notes of lessons in English, prepared by the late Director of Education in Tonga, have been recently placed at our disposal, and we hope to be able to issue them to teachers shortly.

*Arithmetic* receives, on the whole, satisfactory treatment, and the progress made during the past few years is very encouraging. The infant work will, we are sure, compare very favourably with that done in any of the country schools in the Dominion. The methods of imparting it are generally very satisfactory. Of the standard classes the weakest is undoubtedly Standard V, where the work takes a more practical form and makes a greater demand upon the pupil's power of comprehension. The requirements of the syllabus now include a considerable amount of practical work, especially in connection with mensuration, and no teacher can be held to deal satisfactorily with the subject unless he has afforded the pupils opportunities of carrying out actual measurements. Simple apparatus for the purpose is not difficult to contrive ; the pupils can readily make their own, and learn much in this very act. Our ideas of space and time are to a large extent foreign to Maoris, and, unless the pupils are actually acquainted with the connotation of the terms, they are working more or less in the dark. A good deal of error would be avoided if the pupils were trained to make mentally an approximate calculation or estimation of the result, and the habit of doing this would be of much service to them in after-life. The use of paper in place of slates has led to a considerable improvement in the setting-out of the work. We are glad to note also that several teachers have given practical form to money sums, such as bills of accounts, by making use of account forms as actually used in business. The new series of arithmetics introduced during the year affords teachers a greater variety of examples based upon practical work, and we look therefore for further progress in the subject during the coming year.

*Geography* and *nature-study* are treated with fair success, although there is a good deal more topography taught than geography in its modern conception. The war has, of course, furnished an important source of topics, which our teachers should by no means overlook. But it seems very



difficult to get the nature-study taught by personal observation, with the result that it becomes nature-study with the nature left out. The new syllabus contains valuable suggestions for the treatment of this subject, and the attention of teachers is accordingly directed to it.

The *handwork* of the infant children comprises paper folding and cutting, carton-work, and plasticine-modelling. The pupils of the higher classes take plasticine-work, cardboard-work, woodwork, or agriculture. The results in the lower classes are still satisfactory, but there is not a great amount of ground covered in the higher ones, nor is the treatment there so good. The syllabus indicates that the instruction should be correlated as far as practicable with the drawing, but this is not generally practised, except perhaps in the case of the woodwork. Some excellent brushwork was exhibited at some of the schools, and we hope that this branch of the work will be largely extended. The drawing of flat copies, which has so long occupied the principal place in drawing, is to be discouraged entirely in favour of representation in the mass of natural forms, to which brushwork particularly lends itself. In a similar manner cardboard-work, besides affording training for the hand and eye in precision and accuracy, is of valuable assistance in the teaching of arithmetic, and deserves fuller recognition on that account. The woodwork instruction is fairly satisfactory, most of the workshops being entirely self-supporting. The training in the drawing of plans and in working from them still, however, leaves much to be desired.

The teaching of *sewing* is generally very successful. The work done is mostly of a practical character, the girls making dresses for themselves and clothes for their younger brothers and sisters. In several schools a large amount of work in knitting, &c., was done in connection with the movements to provide comforts for soldiers. In the new syllabus there are some extensive alterations in the programme of sewing; indeed, the work of the lower classes has been remodelled entirely, but the practical application of the exercises has been maintained. The attention of assistant teachers is earnestly directed to this amendment.

In very few schools can we record success in *elementary agriculture*, and the need for proper organization of this important subject is very much felt. We are quite behind the times in this respect; and this is all the more to be regretted, seeing that most of our schools at any rate have land available for garden-plots. The few schools in which the subject is well treated show results that are most creditable; in the other cases the work is haphazard, ill-directed, and without value as an educational subject. We have again to remark upon the careless handling of the tools supplied. It is not an uncommon thing to find them lying about the playground or in the shelter-shed, some broken, all more or less dirty. This state of things is a sure indication of the failure of the teaching in the subject.

In the few village schools in which instruction in *cooking* is afforded, good work continues to be done. The girls themselves take great interest in the subject, and their parents approve highly of the teaching. The expense to the Department is practically nil. We would draw the attention of teachers to the provisions of the regulations with respect to cookery. In all schools, of the highest grades at any rate, it is important that the girls should have the opportunity afforded them of instruction in cookery. In the appendix to the new regulations we have included suggestions for a course in elementary home science arranged for the public schools, and hope, in view of the great need for affording Maori girls some training in the efficient management of a home, that whenever the circumstances of the school permit the subject will be taken up.

In *singing*, good results are obtained in nearly all the schools, the part-songs rendered in many instances being exceedingly well done. The teachers have made satisfactory advance in method, and the use of the sol-fa method is now almost universal, so that the pupils have practically no difficulty in singing at sight. We have been impressing the necessity of this upon teachers for several years, and are glad to note the response. Voice and ear exercises should now receive careful attention, while the hand signs and time-names will be found to be valuable aids to the exercises in singing, and should therefore also be taught.

The new system of *physical instruction* has been introduced in a good many schools, arrangements having been made for the teachers to attend classes of instruction in common with the teachers of public schools. Unfortunately, our teachers in one or two districts were overlooked, and the opportunity of training was thus lost. The teachers of the East Coast schools and of those in the far North should be provided for before the end of the current year, special arrangements being made for them if necessary. This will practically complete the work of instruction in Native schools. The new system has so far produced good results, a notable feature being the improvement effected in the discipline.

#### SECONDARY EDUCATION.

Secondary education for Maori boys and girls is afforded in the following institutions established by various denominational authorities: Otaki College, Wellington; Hikurangi Boys' College, Clarendon, Wellington; Turakina Maori Girls' School, Wanganui; Te Aute College, Hawke's Bay; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; Waerenga-a-hika College, Gisborne; St. Stephen's Boys' School, Auckland; Victoria Girls' School, Auckland; and Te Waipounamu Girls' School, Canterbury. All of these schools have been established for the purpose of affording secondary training to Maori children only, though in accordance with the conditions of the trusts upon which they are founded European children are not wholly excluded. The Government subsidizes these institutions by providing a number of free places, open to all Maori pupils who have qualified in terms of the regulations. The total number of pupils on the rolls of these schools at the end of the year was 435. Of these forty-eight boys and fifty-nine girls held free places provided by the Department. Two free places were also held by boys at the Sacred Heart College, Auckland, one at the Auckland Boys' Grammar School, one at the Auckland Girls' Grammar School, and one at the Auckland Technical School.

The standard of efficiency has been well maintained during the year, and much excellent work is done. The stock of English which the pupils bring with them from the primary schools is undoubtedly increased very largely; indeed, the progress made in this subject is deserving of high praise. We were very much struck, for example, with the work presented by the senior girls at Victoria Girls' School, which showed a remarkable appreciation not only of the language, but also of English literature. The success of the boys' schools may be further gauged by the results in the public examinations, which we venture to say compare very favourably with those of many of the district high schools in the Dominion. It must be remembered, however, that the Maori secondary schools do not profess to give what is understood by a college education, as the standard of the Public Service Entrance Examination represents the limit of the curriculum of the schools. So far as the Department is concerned, there is no encouragement given to boys who wish to enter the learned professions. The aim is to turn, if possible, their attention to the branches of industry for which the Maori seems best fitted. Even those boys who have entered the Public Service do not remain long; those of them who can do so go back to the land, and are to be found among the young farmers. Hence it appears to be most desirable that the industrial side of their education should receive the most careful attention. St. Stephen's Boys' School has given much assistance in equipping boys for various trades, while Te Aute College has entered upon a sphere of usefulness in agricultural work, which promises to be of great help to the Maori. Otaki College is hampered by the fact that a considerable number of the pupils on the roll are young children in infant and lower standard classes, so that provision has to be made for both primary and secondary instruction, the former of which might easily be afforded by the local public school. Due provision is, however, made for industrial training, the boys taking woodwork and agriculture, and the girls cookery, the results being very satisfactory.

The syllabus at Waerenga-a-hika has been materially altered since last year, and we cannot say that we regard the alteration as an improvement; indeed, it is quite opposed to our views as to the form of education most suited to the particular requirements, and we cannot therefore recommend the continuance of the free places hitherto granted at the institution.

At Hikurangi College work of a useful nature is being done, and the industrial side of the boys' education is receiving attention.

The girls' colleges afford training of a very useful character in domestic duties, and exert much influence in shaping the future destiny of the girls. Cookery, dressmaking, and housewifery generally, including instruction in first aid and nursing, form an important part of the curriculum. We find, however, that greater provision is made for these subjects in some of the schools than in others; and we should like to see even more time devoted to these important branches, especially in the case of girls who have already obtained certificates of proficiency or competency, beyond which there is, in our opinion, no need for them to go.

A word of recognition is due to the splendid efforts the girls have made in providing comforts for our soldiers. We feel sure that the contributions from other sources showed nothing better made than those presented by the Maori girls from the various colleges, nor, we may add, have there been more loyal and loving workers.

#### SCHOLARSHIPS.

At the end of the year there were current 112 free places awarded to Maori boys and girls who have qualified under the regulations. In some of the secondary schools the number of free places available has not been entirely filled. This arises principally from the fact that there are fewer candidates for the year in the higher standards of the village schools. In other years it happens that there are more applications than can be accepted. In connection with this matter, the impression has been apparently formed at one institution that we are not doing our duty in sending girls forward. There is no foundation whatever for such a suggestion. We are not concerned in any way in regard to the school to which a girl wishes to go, and lose no opportunity in filling vacant places in whatever institution they may occur. If there is a falling-off therefore, or reluctance on the part of pupils to come forward, the authorities must look elsewhere for the cause. Further, in cases where the full number of free places provided is not filled by candidates from village schools, the Department accepts as free-place holders suitably qualified private scholars who have been nominated by the authorities controlling the institutions. This privilege appears to have been overlooked in some instances, and as a result places have been left vacant that otherwise might have been filled.

Senior free places for boys take the form of industrial scholarships, enabling the holders to be apprenticed to suitable trades—carpentry, blacksmithing, engineering, or farming. The payment made under the scheme enables the lads to support themselves in the first years of their apprenticeship. The results obtained under this scheme have been very satisfactory, the only obstacle to an extension of the scheme being the difficulty of finding positions for many deserving candidates. At the end of the year there were six industrial scholarships current—three of the holders being apprenticed to carpentry, one to blacksmithing, one to bootmaking, and one to engineering.

The senior free places offered to girls take the form of nursing-scholarships. To qualify for these, candidates must hold a certificate of proficiency, must be not less than seventeen years of age, and must be of predominantly Maori blood. It is not always easy to find candidates who satisfy all these conditions, and the choice is therefore somewhat limited. At present there are three junior nursing scholars or pupil nurses, while four, having completed the primary course, are on the hospital staff as probationers. Of last year's two senior candidates, Nurse Ngapori Naera passed the examination qualifying her for registration; the other was prevented by illness from sitting for the examination. Three of our old scholarship-holders, now fully qualified nurses, were at work under the Health Department among Maoris during the year. The results of the scheme are not large, but the Department has done all it can to carry it to a successful issue, and has received, as formerly, the heartiest support from the Health Department.

*Te Makarini and Buller Scholarships.*—The usual examinations for these scholarships were held at the end of the year. One senior and two junior Te Makarini scholarships were offered by the trustees for competition. For the senior scholarship there were sixteen entries, the candidates coming from Te Aute College, St. Stephen's Boys' School, and two from public schools in the Auckland and Hawke's Bay districts respectively. For the junior scholarships there were six candidates, who came from various Native and public schools. The standard of examination for each scholarship is fairly high, and considering the difficulty of the papers the results of the examination were creditable. A pleasing feature was the improvement in the English work generally. The senior scholarship was won by H. McGregor, of Te Aute College, who obtained 68·6 per cent. of the possible marks, and the junior scholarships by Waipaina Matehe, of Waerenga-a-hika College, and Percy Greaves, of Parapara Native School, Mangonui, their percentages being 59·2 and 56·2 respectively.

Five candidates presented themselves for the Buller Scholarship examination, the standard for which is somewhat higher than that for the Te Makarini Scholarship. The results were, on the whole, very satisfactory. The successful candidate—Fred. Carroll, of Te Aute College—owed his place to the advantage given him by the high marks he gained on biblical knowledge. It is important that intending candidates should satisfy themselves as to the conditions imposed by the regulations governing these scholarships. Only those predominantly Maori in descent can compete—half-cestes are expressly excluded. A certificate of birth or other formal evidence of age is also essential.

#### ESTABLISHMENT OF SCHOOLS IN COOK ISLANDS.

During the year arrangements were completed for the establishment of the Native-school system in the Cook Islands, and a beginning has since been made. It was decided to open three schools in the Island of Rarotonga and one in Aitutaki, each school having a prospective attendance of from one hundred to two hundred pupils.

#### THE NATIVE SCHOOLS AND THE WAR.

The children attending the schools have shown great interest in the conflict which is now disturbing the peace of the world, and, with their parents, have evinced the utmost loyalty. Upwards of £200 has been subscribed by the children towards various patriotic funds; one tribe gave a large block of land for the purpose; useful gifts and comforts for the soldiers were sent in considerable quantities; while the Maori Expeditionary Force consists very largely of our old scholars, who are prepared to offer their lives for the Empire. There can be no doubt that the Native schools have played an important part in creating feelings of patriotism and loyalty in the young Maoris, and that the policy of the Government in establishing a system of education for them has been a wise one.

#### CONCLUSION.

We have again to express our appreciation of the work done by our teachers. The impression still obtains that in Native schools we merely play at keeping school, and even those whose interest we have a right to expect show none. Those who wish to become acquainted with the work at first hand are always welcome visitors; there is nothing to conceal, and there is much to learn. Year by year we note a steady increase in efficiency, and when we consider the disadvantages under which our teachers labour we feel that they deserve every credit for the results they produce.

The Director of Education

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

## APPENDIX.

Table H 1.

## NATIVE SCHOOLS AND TEACHERS.

LIST OF NATIVE VILLAGE SCHOOLS DURING THE YEAR 1914, AND THE NAMES, CLASSIFICATION, STATUS, AND EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1914.

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; Subs, indicates that the teacher is occupying the position temporarily.

Name of School. (1.)	County. (2.)	Yearly Average Attendance. (3.)	Name, 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 I (9-15).						
Rakamui .. ..	Kawhia .. ..	7	Cowern, Caroline M. I. .. ..	.. ..	F	£ s. d. 94 10 0
Whangaparaoa .. ..	Opotiki .. ..	10	Savage, Hilda .. ..	.. ..	F	94 10 0
GRADE IIA (16-20).						
Karetu .. ..	Bay of Islands	23	Grattan, Ida V. C. .. ..	.. ..	C2 F	150 0 0
Kenana .. ..	Mongonui .. ..	15	Timmins, Richard .. ..	.. ..	M	108 0 0
Mangamaunu .. ..	Kaikoura .. ..	11	Clarke, Rosa .. ..	.. ..	F	108 0 0
Mataora Bay .. ..	Ohinemuri .. ..	12	Church, Lillian .. ..	.. ..	F	121 10 0
Motuti .. ..	Hokianga .. ..	21	Leef, Kathleen .. ..	.. ..	F	108 0 0
Okautote .. ..	Masterton .. ..	14	O'Donnell, Kate .. ..	.. ..	F	108 0 0
Opoutere .. ..	Thames .. ..	21	Grindley, Rev. George .. ..	.. ..	Lic. M	156 15 0
Pamoana .. ..	Waimarino .. ..	16	Grindley, Mrs. C. .. ..	.. ..	S	1 15 0
Pipiriki .. ..	Wanganui .. ..	26	Arthur, Cyril L. .. ..	.. ..	M	108 0 0
Port Waikato .. ..	Waiuku .. ..	13	Arthur, Mrs. E. .. ..	.. ..	S	2 14 7
Ohautira .. ..	Raglan .. ..	18	Merrie, Thomas .. ..	.. ..	D2 M	120 0 0
Waimiha .. ..	West Taupo .. ..	21	Merrie, Mrs. I. .. ..	.. ..	S	4 3 4
Te Whaiti .. ..	Rotorua .. ..	17	Chaplin, Charles S. .. ..	.. ..	M	126 0 0
			Cumber, Kenneth M. H. .. ..	.. ..	M	108 0 0
			Nicolson, Mrs. E. E. .. ..	.. ..	F	117 0 0
			Brossey, Ernest F. .. ..	.. ..	M	108 0 0
GRADE IIB (21-25).						
Kakanui .. ..	Helensville .. ..	27	Smith, Leonard H. .. ..	.. ..	H M	117 0 0
			Smith, Mrs. Phoebe M. .. ..	.. ..	A F	30 0 0
Matihetihe .. ..	Hokianga .. ..	24	Paul, Maungatai J. .. ..	.. ..	H F	117 0 0
			Matini, Roharima .. ..	.. ..	A F	*40 0 0
Motiti Island .. ..	Tauranga .. ..	22	Clench, Charles McD. .. ..	.. ..	H M	144 0 0
			Clench, Mrs. Mary I. .. ..	.. ..	A F	45 0 0
Parapara .. ..	Mangonui .. ..	18	Rayner, Henry H. .. ..	.. ..	H M	170 0 0
			Rayner, Mrs. Flora .. ..	.. ..	A F	50 0 0
Rangiawhia .. ..	" .. ..	25	Taua, Wiremu H. .. ..	.. ..	H M	150 0 0
			Taua, Jane .. ..	.. ..	A F	20 0 0
Te Haroto .. ..	Wairoa .. ..	24	Manning, William H. .. ..	.. ..	H M	148 10 0
			Manning, Mrs. May .. ..	.. ..	A F	50 0 0
Waihua .. ..	" .. ..	20	Brown, Mrs. Clara J. .. ..	.. ..	E2 H F	120 0 0
			Mane, Maora .. ..	.. ..	A F	†65 0 0
Waimarama .. ..	Hawke's Bay	24	Horneman, Mrs. Agnos .. ..	.. ..	E1 F	160 0 0
Whareponga .. ..	Waiapu .. ..	21	Coughlan, William N. .. ..	.. ..	H M	108 0 0
			Coughlan, Mrs. Isabel A. M. .. ..	.. ..	A F	20 0 0
Pukehina .. ..	Rotorua .. ..	22	Handcock, Georgina .. ..	.. ..	D3 H F	150 0 0
			Handcock, Martha A. .. ..	.. ..	A F	35 0 0
GRADE III (26-35).						
Horoera .. ..	East Cape .. ..	29	Tawhiri, Riwai H. .. ..	.. ..	C3 H M	150 0 0
			Kaua, Matekino H. .. ..	.. ..	A F	†65 0 0
Karioi .. ..	Waimarino .. ..	21	Foley, Hugh M., M.A. .. ..	.. ..	B3 H M	180 0 0
			Foley, Mrs. Anstice J. .. ..	.. ..	A F	45 0 0
Mangatuna .. ..	Waiapu .. ..	41	Scammell, William H. .. ..	.. ..	H M	144 0 0
			Scammell, Mrs. Agnes E. .. ..	.. ..	A F	45 0 0
Matapihi .. ..	Tauranga .. ..	29	Clark, Mrs. Catherine E. .. ..	.. ..	E2 H F	160 0 0
			Clark, Herbert E. .. ..	.. ..	A M	45 0 0

\* Includes lodging-allowance, £5.

† Includes lodging-allowance, £30.

Table H1—continued.  
LIST OF NATIVE VILLAGE SCHOOLS DURING THE YEAR 1914, ETC.—continued.

Name of School.	County.	Yearly Average Attendance.	Name, 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.		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)	
GRADE III—continued.							
Matata .. ..	Whakatane ..	27	Barnes, Mrs. Ellen L. .. ..	..	H F	£ s. d. 135 0 0	
			Ward, Violet .. ..	..	A F	*80 0 0	
Omanai .. ..	Hokianga ..	29	Nisbet, Robert J. .. ..	..	H M	190 0 0	
			Nisbet, Mrs. Janet .. ..	..	A F	90 0 0	
Oromahoe .. ..	Bay of Islands	33	Adkins, John .. ..	..	C2	H M	210 0 0
			Adkins, Mrs. E. .. ..	..	A F	90 0 0	
Owhataiti .. ..	Whakatane ..	30	Gibbons, Elizabeth M. L. ..	..	H F	135 0 0	
			Gibbons, Isabel .. ..	..	A F	35 0 0	
Pamapurua .. ..	Mangonui ..	26	Créne, Percival .. ..	..	H M	167 10 0	
			Créne, Mrs. Edith .. ..	..	A F	60 0 0	
Ranana .. ..	Rotorua ..	37	Thirtle, Herbert L. .. ..	..	Lic.	H M	190 0 0
			Wikiriwhi, Kuini .. ..	..	A F	*105 0 0	
Rangitahi .. ..	Whakatane ..	29	Hamilton, Hugh R. W. ..	..	E3	H M	180 0 0
			Hill, Joanna .. ..	..	A F	*65 0 0	
Reporua .. ..	Waiapu ..	31	McLean, Neil .. ..	..	D3	H M	175 0 0
			McLean, Mrs. Hinemoa ..	..	A F	35 0 0	
Taemaro .. ..	Mangonui ..	24	Harper, Arthur S. .. ..	..	Lic.	H M	171 0 0
			Harper, Mrs. Maud M. ..	..	A F	60 0 0	
Takahiwai .. ..	Whangara ..	36	Miller, David W. .. ..	..	..	H M	180 0 0
			Miller, Mrs. Ethel .. ..	..	E2	A F	50 0 0
Tangoio .. ..	Wairoa ..	28	Macarthur, Arthur D. ..	..	D3	H M	180 0 0
			Macarthur, Mrs. Elizabeth G.	..	A F	45 0 0	
Tanoa .. ..	Otamatea ..	26	Woodhead, Ambler .. ..	..	D2	H M	180 0 0
			Kerehoma, Mereana .. ..	..	A F	*65 0 0	
Te Ahuahu .. ..	Bay of Islands	27	Flood, Robert P. .. ..	..	Lic.	H M	152 0 0
			Flood, Mrs. Frances L. ..	..	A F	45 0 0	
Te Huruhi .. ..	Waiheke Island	23	Jamison, Mary .. ..	..	Lic.	H F	135 0 0
			Mauriohoho, Sarah .. ..	..	A F	*75 0 0	
Te Kopua .. ..	Waitomo ..	15	Cameron, Rae C. .. ..	..	M	135 0 0	
Te Pupuke .. ..	Whangaroa ..	30	McIntyre, John .. ..	..	D1	H M	210 0 0
			Matthews, Emily .. ..	..	A F	*105 0 0	
Te Rawhiti .. ..	Bay of Islands	31	Barnett, David .. ..	..	Lic.	H M	156 15 0
			Barnett, Mrs. Sarah H. ..	..	Subs	*65 0 0	
			Barnett, Mrs. Sarah H. ..	..	A F		
			Kirkland, Georgina .. ..	..	Subs		
Te Reinga .. ..	Cook ..	32	Wright, Percy .. ..	..	H M	135 0 0	
			Wright, Mrs. Rebecca ..	..	A F	35 0 0	
Te Waotu .. ..	West Taupo ..	31	Stacey, Vernon .. ..	..	H M	162 0 0	
			Stacey, Mrs. Millicent A. L.	..	D3	A F	45 0 0
Waimamaku .. ..	Hokianga ..	34	Hodson, Susan .. ..	..	..	H F	135 0 0
			Ngakuru, Pare .. ..	..	A F	45 0 0	
Waiorongomai ..	Waiapu ..	27	Welsh, Alfred E. .. ..	..	E3	H M	160 0 0
			Welsh, Mrs. Constance E. A.	..	A F	35 0 0	
Waitahanui .. ..	East Taupo ..	30	McFarlane, Charles T. ..	..	..	H M	162 0 0
			Gillespie, Mrs. Mary D. ..	..	A F	*80 0 0	
Waitapu .. ..	Hokianga ..	22	Askew, Mrs. Laura L. ..	..	D2	H F	170 0 0
			Askew, James W. .. ..	..	A M	45 0 0	
Whangara .. ..	Cook ..	29	Frazer, William .. ..	..	..	H M	170 0 0
			Te Kura, Rangi .. ..	..	A F	35 0 0	
GRADE IVA (36-50).							
Arowhenua .. ..	Geraldine ..	36	Reeves, William H. .. ..	..	C2	H M	†195 0 0
			Reeves, Mrs. Winifred ..	..	A F	75 0 0	
Hiruharama .. ..	Waiapu ..	44	Lee, John B. .. ..	..	..	H M	190 0 0
			Lee, Mrs. Elizabeth E. ..	..	A F	100 0 0	
Manaia .. ..	Coromandel ..	37	Greensmith, Edwin .. ..	..	D2	H M	205 0 0
			Greensmith, Mrs. Isabella C.	..	A F	85 0 0	
Mangamuka .. ..	Hokianga ..	39	Malcolm, G. H. .. ..	..	..	H M	210 0 0
			Malcolm, Mrs. Edith A. ..	..	A F	75 0 0	
Maraeroa .. ..	.. ..	41	Hulme, Mrs. Maggie .. ..	..	..	H F	175 10 0
			Hulme, Russell H. .. ..	..	A M	75 0 0	
Maungatapu .. ..	Tauranga ..	36	Roache, Patrick H. .. ..	..	C1	H M	210 0 0
			Geissler, Aimée M. .. ..	..	A F	*100 0 0	
Ohaeawai .. ..	Bay of Islands	40	Young, James .. ..	..	Lic.	H M	171 0 0
			Young, Mrs. Alice G. A. ..	..	C3	A F	60 0 0
Omaio .. ..	Opotiki ..	39	McLauchlan, Joseph .. ..	..	C2	H M	200 0 0
			McLauchlan, Marion F. ..	..	E3	A F	60 0 0
Oparure .. ..	Waitomo ..	48	Timbers, Arthur D. .. ..	..	D2	H M	180 0 0
			Timbers, Mrs. Joaquina Q.	..	A F	60 0 0	
Oruanui .. ..	East Taupo ..	33	Hayman, Frederick J. ..	..	E2	H M	210 0 0
			McBeath, Fanny .. ..	..	A F	*110 0 0	

\* Includes lodging-allowance, £30.

† Also house allowance, £25.

Table H 1—continued  
LIST OF NATIVE VILLAGE SCHOOLS DURING THE YEAR 1914, ETC.—continued.

Name of School.	County.	Yearly Average Attendance.	Name, 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.							
Otaua .. ..	Hokianga ..	47	Gubb, Lester F. .. ..	Lic.	H M	171	0 0
			Padlic, Florence .. ..		A F	*90	0 0
Papamoa .. ..	Tauranga ..	31	Lundon, Clara J. .. ..		H F	190	0 0
			Hennessey, Ellen M.}		A F	*120	0 0
Paparore .. ..	Mangonui ..	55	Foley, Susan F. V. ..		H F	162	0 0
			Richards, Hilda E. I. ..		A F	60	0 0
Poroti .. ..	Auckland ..	39	Thompson, Richard H. ..	Lic.	H M	190	0 0
			Thompson, Elizabeth D. F. . .		A F	80	0 0
Pukepoto .. ..	Mangonui ..	49	Matthews, Frederick H. S. ..		H M	†190	0 0
			Latimer, Julia .. ..		A F	*100	0 0
Rangiahua .. ..	Wairoa ..	52	Alford, Edward H. M. ..	Lic.	H M	185	5 0
			Alford, Mrs. F. J. . .		A F	75	0 0
Raukokore .. ..	Opotiki ..	51	Saunders, William S. ..		H M	190	0 0
			McLauchlan, Annie .. ..		A F	*120	0 0
Taharoa .. ..	Kawhia ..	38	Watt, Mrs. Bertha F. ..		H F	171	0 0
			Watt, Archibald H. .. ..		A M	60	0 0
Tautoro .. ..	Bay of Islands	38	England, Walter .. ..	C3	H M	195	0 0
			England, Mrs. Eva E. .. ..		A F	70	0 0
Te Kaha .. ..	Opotiki ..	41	Cameron, Duncan .. ..	D3	H M	200	0 0
			Cameron, Mrs. Margaret ..		A F	80	0 0
Te Kotukutuku ..	Tauranga ..	37	Whelan, Edward J. .. ..		H M	180	0 0
			Whelan, Mrs. Sarah .. ..		A F	80	0 0
Te Matai .. ..	„ ..	54	Godwin, Horace P. E. ..		H M	184	10 0
			Bathwayt, Ellen E. C. ..		A F	*115	0 0
Tokaanu .. ..	East Taupo ..	54	Wykes, Frederick R. .. ..		H M	190	0 0
			Wykes, Mrs. Bessie .. ..		A F	90	0 0
Touwai (Matangirau) ..	Whangaroa ..	39	Patience, Frederick .. ..		H M	162	0 0
			Patience, Mrs. Evylyn G. ..		A F	60	0 0
Tuhara .. ..	Wairoa ..	58	Guest, Joseph J. .. ..	C1	H M	190	0 0
			Guest, Mrs. L. R. .. ..		A F	60	0 0
Wai-iti .. ..	Rotorua ..	44	Munro, John B. .. ..		H M	190	0 0
			Munro, Mrs. Florence M. ..		A F	90	0 0
Waikare .. ..	Bay of Islands	38	Law, Henry .. ..	D2	H M	210	0 0
			Hall, Annie E. .. ..		A F	*100	0 0
Waiomatatini ..	Waiapu ..	38	Dale, Francis A. .. ..	C3	H M	190	0 0
			Dale, Mrs. Florence E. ..	C3	A F	70	0 0
Waiotapu .. ..	Whakatane ..	42	Zimmerman, Johannes E. ..	C3	H M	180	0 0
			Zimmerman, Mrs. E. C. ..		A F	60	0 0
Waioweka .. ..	Opotiki ..	32	Lever, Minnie L. .. ..		H F	185	0 0
			Torrens, Agnes .. ..		A F	*90	0 0
Whakaki .. ..	Wairoa ..	40	McKenzie, Kenneth .. ..	C4	H M	180	0 0
			Falkner, Violet .. ..		A F	*90	0 0
Whakarara .. ..	Whangaroa ..	28	Duthie, Eva E. .. ..		H F	190	0 0
			Duthie, Florence .. ..		A F	60	0 0
Whangaruru ..	Bay of Islands	36	Mackay, Gordon .. ..	D2	H M	200	0 0
			Mackay, Emily M. .. ..		A F	*105	0 0
Waiomio .. ..	„ ..	39	Lloyd, Kate B. .. ..	Lic.	H F	171	0 0
			Irwin, Beatrice M. .. ..		A F	*90	0 0
Kirioko .. ..	„ ..	37	West, William E. .. ..	D4	H M	180	0 0
			West, Mrs. Annie M. W. ..		A F	60	0 0
Parikino .. ..	Wanganui ..	39	Walker, Henry McN. .. ..	D4	H M	†180	0 0
			Walker, Mrs. Ethel C. ..		A F	60	0 0
GRADE IVB (51-80).							
Kokako .. ..	Wairoa ..	72	Smith, Hugh P. .. ..	C1	H M	195	0 0
			Smith, Mrs. Alma E. .. ..		A F	*75	0 0
Omarumutu .. ..	Opotiki ..	64	Robertson, Margaret .. ..		H F	120	0 0
			McLeod, Delia .. ..		A F	*65	0 0
Orauta .. ..	Bay of Islands	43	Kelly, Felix .. ..	D1	H M	210	0 0
			Kelly, Mrs. Winifred ..		A F	90	0 0
			Kamira, Enerata N. .. ..		A F	*60	0 0
Paeroa .. ..	Tauranga ..	44	Baker, Frances E. E. .. ..	D1	H F	210	0 0
			Baker, Henrietta A. .. ..	D1	A F	90	0 0
			Callaway, Christina .. ..		A F	*65	0 0
Parawera .. ..	West Taupo ..	46	Herlihy, Patrick .. ..	D1	H M	210	0 0
			Herlihy, Eileen .. ..		A F	60	0 0
			Te Wao, Emma .. ..		A F	*65	0 0
Pawarenga .. ..	Hokianga ..	51	Bennett, John W. . . .	C2	H M	210	0 0
			Parker, Eleanor E. .. ..		A F	*100	0 0
			Douglas, Gertrude A. ..		A F	*50	0 0

\* Includes lodging-allowance £30.

† Also house allowance, £25.

Table H1—continued.  
LIST OF NATIVE VILLAGE SCHOOLS DURING THE YEAR 1914, ETC.—continued.

Name of School.	County.	Yearly Average Attendance.	Name, 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.	
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)	(7.)
GRADE IVB—continued.						
Poroporo .. ..	Whakatane ..	58	Ryde, H. J. .. ..	D2	H M	£ 190 0 0
			Ryde, Mrs. Emma G. .. ..		A F	70 0 0
			Ryde, Grace E. .. ..		A F	30 0 0
Te Araroa .. ..	Waiapu .. ..	81	Downey, Michael .. ..		H M	190 0 0
			Downey, Mrs. Julia .. ..		A F	100 0 0
			Downey, Lydia G. .. ..		A F	35 0 0
Te Kao .. ..	Mangonui .. ..	57	Banks, Joseph .. ..		H M	£75 10 0
			Banks, Mrs. Anna .. ..	D2	A F	75 0 0
			Henry, Miriam .. ..		A F	*60 0 0
Te Teko .. ..	Whakatane ..	58	Broderick, Henry W. .. ..		H M	210 0 0
			Minchin, Zara .. ..		A F	*90 0 0
			Broderick, Mary A. .. ..		A F	30 0 0
Tikitiki .. ..	Waiapu .. ..	63	Sinclair, Donald W. E. .. ..		H M	190 0 0
			Sinclair, Mrs. Martha .. ..		A F	90 0 0
			Walker, Mrs. Elizabeth .. ..		A F	*50 0 0
Tokomaru Bay .. ..	" .. ..	66	Coventry, Harry .. ..	D1	H M	210 0 0
			Taylor, Annie .. ..		A F	*120 0 0
			Haerewa, Arota .. ..		A F	*50 0 0
Torere .. ..	Opotiki .. ..	51	Drake, Armine G. .. ..		H M	190 0 0
			Drake, Mrs. Rosalind K. .. ..		A F	90 0 0
Tuparoa .. ..	Waiapu .. ..	68	White, H. H. .. ..		H M	190 0 0
			White, Mrs. I. .. ..		A F	90 0 0
			Grace, Mary .. ..		A F	*50 0 0
Waima .. ..	Hokianga .. ..	46	Rogers, Herbert .. ..	D1	H M	220 0 0
			Rogers, Mrs. Ethel E. .. ..	D1	A F	85 0 0
			Leef, May .. ..		A F	*50 0 0
Whakarewarewa .. ..	Rotorua .. ..	71	Burgoyne, Henry W. .. ..		H M	205 0 0
			Burgoyne, Annette .. ..		A F	90 0 0
			Burgoyne, Constance .. ..		A F	35 0 0
Whangape .. ..	Hokianga .. ..	41	Lisle, Frank .. ..		H M	189 0 0
			Lisle, Mrs. Marion F. D. .. ..		A F	90 0 0
			Ngawaka, Maraea .. ..		A F	20 0 0
Whirinaki .. ..	Hokianga .. ..	61	Hamilton, Hans A. .. ..	E1	H M	210 0 0
			Hamilton, Harriet A. .. ..		A F	90 0 0
			Hamilton, Lilian J. .. ..		A F	35 0 0
GRADE V (81-120).						
Ahipara .. ..	Mangonui .. ..	89	Williams, Joseph W. .. ..		H M	225 0 0
			Williams, Mrs. Mary G. .. ..		A F	94 10 0
			Kerehoma, Apikaira .. ..		A F	45 0 0
			Topia, Ellena M. .. ..		A F	*60 0 0
Hapua .. ..	" .. ..	105	Vine, Henry G. .. ..	D3	H M	210 0 0
			Vine, Mrs. Winifred M. .. ..		A F	75 0 0
			Vine, Effie L. .. ..		A F	35 0 0
			Norman, Nellie .. ..		A F	20 0 0
Kaikohe .. ..	Bay of Islands	86	Grace, Charles W. .. ..	D1	H M	240 0 0
			Grace, Mrs. Inez .. ..		A F	104 10 0
			Guerin, Annie M. .. ..		A F	35 0 0
			Guerin, Nellie .. ..		A F	20 0 0
Nuhaka .. ..	Wairoa .. ..	87	South, Moses .. ..	E2	H M	230 0 0
			South Mrs. Emma S. .. ..		A F	94 10 0
			Whai, Erena .. ..		A F	35 0 0
Rangitukia .. ..	Waiapu .. ..	92	Hope, John .. ..	Lic.	H M	213 15 0
			Hope, Mrs. Agnes .. ..	E1	A F	100 0 0
			Paul, Lucy .. ..		A F	*50 0 0
			Clarke, Claudia .. ..		A F	*65 0 0
Ruatoki .. ..	Whakatane ..	126	Mahoney, Cornelius .. ..	C1	H M	215 0 0
			Mahoney, Mrs. Harriet I. .. ..	E2	A F	95 0 0
			Mahoney, Cornelia D. .. ..		A F	45 0 0
			Mahoney, Flora M. L. .. ..		A F	30 0 0
Whakarapa .. ..	Hokianga .. ..	76	Johnston, George .. ..	Lic.	H M	213 15 0
			Johnston, Mrs. Mary E. .. ..	D2	A F	90 0 0
			Callaway, Elizabeth .. ..		A F	*80 0 0
			Bryers, Mary D. .. ..		A F	*50 0 0
Schools not open on 31st December, 1914						
Teachers on leave of absence						
Wharekahika .. ..	Waiapu .. ..	29	(Vacant) .. ..		H M	.. ..
			Kernahan, Mrs. Frances A. A. .. ..		A F	50 0 0
			Totals .. ..			27,963 7 11

\* Includes lodging-allowance, £30.

Table H2.

## LIST OF THE NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1914.

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

Schools.	School-roll.			Mean of Average Attendance of Four Quarters, 1914.	Regularity of Attendance: Percentage of Weekly Roll Number.
	Number belonging at Beginning of Year.	Number belonging at End of Year.	Average Weekly Number. (Mean of the Four Quarters.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Manaia .. .. .	38	38	37	37	99.7
Te Kao .. .. .	54	63	58	57	99.1
Omaio .. .. .	36	39	40	39	97.5
Te Rawhiti .. .. .	23	33	32	31	96.7
Takahiwai .. .. .	31	34	36	35	96.0
Waioio(1) .. .. .	..	41	41	39	95.8
Wharekahika .. .. .	31	30	30	29	95.2
Tikitiki .. .. .	57	76	67	64	95.3
Motiti Island .. .. .	21	25	23	22	95.2
Whakaki .. .. .	38	43	42	40	95.2
Te Kaha .. .. .	39	43	43	41	95.0
Waioamatatini .. .. .	29	39	40	38	95.0
Rangiahua .. .. .	47	54	55	52	94.7
Raukokoro .. .. .	48	53	55	51	94.1
Otaua .. .. .	41	53	50	47	94.0
Wai-iti .. .. .	37	49	47	44	93.9
Waima .. .. .	45	52	49	46	93.8
Poroti .. .. .	33	42	41	39	93.6
Omanaja .. .. .	28	35	31	29	93.4
Opoutere .. .. .	11	26	21	20	93.3
Wharepinga .. .. .	16	22	21	19	93.3
Te Hapua .. .. .	91	113	113	105	93.1
Taharoa .. .. .	44	36	40	38	93.0
Matihetihe .. .. .	26	19	25	24	92.9
Mataora Bay .. .. .	12	11	13	12	92.3
Whirinaki .. .. .	65	68	66	61	92.1
Tangoio .. .. .	34	26	30	28	92.0
Ohautira .. .. .	17	23	20	18	91.8
Kakanui .. .. .	24	33	29	27	91.7
Whangaruru .. .. .	31	42	37	34	91.6
Te Teko(2) .. .. .	..	65	63	58	91.3
Pamapurua .. .. .	28	25	29	26	91.3
Torere .. .. .	53	55	55	50	91.2
Te Reinga .. .. .	21	36	36	32	91.1
Reporua .. .. .	32	33	34	31	90.8
Rangiawhia .. .. .	22	22	27	25	90.8
Waimarama .. .. .	22	26	26	24	90.8
Parikino(4) .. .. .	..	41	43	39	90.7
Whangape .. .. .	45	45	45	41	90.7
Orauta .. .. .	45	44	47	43	90.4
Whangara .. .. .	26	33	31	28	90.4
Tuhara(3) .. .. .	..	64	64	58	90.4
Waitahanui .. .. .	28	34	33	30	90.3
Te Ahuahu .. .. .	17	31	30	27	90.2
Parawera .. .. .	41	48	51	46	90.2
Te Haroto .. .. .	17	24	26	23	90.1
Mangatuna .. .. .	33	51	46	41	90.0
Te Kopua .. .. .	22	13	17	15	90.0
Te Waotu .. .. .	28	37	34	30	89.6
Ruatoki .. .. .	120	132	141	126	89.5
Kokako .. .. .	77	77	80	72	89.4
Kenana(3) .. .. .	..	18	16	14	89.4
Mangamuka .. .. .	40	44	44	39	89.2
Karetu(2) .. .. .	..	28	26	23	89.1
Omarumutu .. .. .	69	67	72	64	89.1
Horoera .. .. .	30	34	32	29	89.1
Kaikohe(3) .. .. .	..	98	96	86	89.0
Tautoro .. .. .	27	41	43	38	89.0
Te Huruhi .. .. .	27	24	26	23	88.9
Oparure(2) .. .. .	..	63	54	48	88.8
Ohaeawai .. .. .	45	47	45	40	88.8
Pukepoto .. .. .	53	53	55	49	88.6
Matangirau .. .. .	41	46	44	39	88.5
Rangitukia .. .. .	87	107	104	92	88.5
Matapihi .. .. .	32	28	32	29	88.5
Maraeroa .. .. .	47	45	46	41	88.1
Kirioko(1) .. .. .	..	43	43	38	87.9
Paeroa .. .. .	45	51	50	44	87.6
Okautete .. .. .	15	18	15	13	87.5
Nuhaka .. .. .	89	104	100	87	87.5
Taemaro .. .. .	26	28	27	23	87.3
Owhataiti .. .. .	31	33	35	30	87.1
Tuparoa .. .. .	72	79	78	68	87.0
Whakarara .. .. .	29	32	32	28	87.0
Hiruharama .. .. .	48	45	50	44	87.0
Matata .. .. .	26	29	31	27	87.0

(1) Opened first quarter.

(2) Closed first quarter.

(3) Reopened first quarter.

(4) Opened second 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, 1914.	Regularity of Attendance: Percentage of Weekly Roll Number.
	Number belonging at Beginning of Year.	Number belonging at End of Year.	Average Weekly Number. (Mean of the Four Quarters.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Pukehina <sup>(1)</sup> .. .. .	..	28	25	22	86.8
Tanoa .. .. .	28	29	30	26	86.5
Te Ararou .. .. .	78	96	94	81	86.4
Arowhenua .. .. .	41	40	42	36	86.4
Oromahoe .. .. .	35	38	38	33	86.4
Whakarewarewa .. .. .	70	79	82	71	86.3
Whakarapa .. .. .	80	85	89	76	85.4
Parapara .. .. .	21	18	21	18	85.3
Te Kotukutuku .. .. .	39	39	43	37	85.1
Pawarenga .. .. .	57	56	60	51	85.0
Motuti .. .. .	19	29	25	21	84.9
Waitapu .. .. .	26	26	26	22	84.8
Waiorongomai .. .. .	26	33	32	27	84.3
Pamoana .. .. .	12	22	19	16	84.2
Ahipara .. .. .	93	106	106	89	83.9
Waihua .. .. .	23	23	23	20	83.7
Whangaparaoa <sup>(2)</sup> .. .. .	..	12	12	10	83.3
Waimamaku .. .. .	31	32	41	34	83.2
Poroporo .. .. .	67	59	69	58	83.1
Waioweka .. .. .	38	41	39	32	82.8
Paparore .. .. .	42	69	67	55	82.5
Tokaanu .. .. .	54	67	66	54	82.5
Tokomaru .. .. .	69	77	81	66	81.3
Pipiriki .. .. .	22	34	32	26	81.2
Mangamaunu .. .. .	17	11	14	11	79.9
Papamoā .. .. .	37	38	39	31	79.5
Waikare .. .. .	45	43	48	38	79.4
Ranana .. .. .	35	42	44	35	79.0
Port Waikato .. .. .	15	17	16	13	78.7
Oruanui .. .. .	40	42	42	33	77.9
Waimiha .. .. .	17	37	27	21	77.5
Te Matai .. .. .	55	64	70	54	77.0
Maungatapu .. .. .	45	49	47	36	76.4
Waioapu .. .. .	52	58	55	42	75.9
Rangitahi .. .. .	29	38	39	29	75.3
Rakaunui .. .. .	4	9	9	7	73.3
Te Whaiti <sup>(3)</sup> .. .. .	..	21	23	17	73.3
Karioi .. .. .	29	22	28	21	72.9
Te Pupuke .. .. .	37	41	43	30	70.4
Peria <sup>(4)</sup> .. .. .	..	..	..	..	..
Totals for 1914 .. .. .	4,031	5,072	5,092*	4,486*	88.0*
Totals for 1913 .. .. .	4,248	4,647	4,746*	4,069*	85.7*
Mission schools subject to inspection by the Education Department—					
Tokaanu Convent .. .. .	37	46	44	40	90.6
Matata Convent .. .. .	36	53	47	43	90.1
Putiki Mission .. .. .	22	28	29	23	79.5
Totals for 1914 .. .. .	95	127	120	106	89.8
Totals for 1913 .. .. .	105	116	118	106	89.8
Boarding-schools affording secondary education—					
Queen Victoria (girls) .. .. .	41	49	42	41	97.4
Turakina (girls) .. .. .	12	22	26	23	89.9
St. Joseph's Convent (girls) .. .. .	19	52	41	38	94.5
Hukarere (girls) .. .. .	59	77	78	73	93.0
Te Waipounamu (girls) .. .. .	15	24	23	21	92.6
St. Stephen's (boys) .. .. .	40	60	57	57	99.7
Te Aute College (boys) .. .. .	37	61	61	56	92.1
Hikurangi College (boys) .. .. .	18	29	28	28	97.5
Otaki College .. .. .	48	53	61	43	71.1
Wacenga-a-hika College (boys) .. .. .	9	8	..	..	..
Sacred Heart College .. .. .	2	2	..	..	..
Auckland Grammar School .. .. .	2	2	..	..	..
Auckland Technical College .. .. .	1	1	..	..	..
Totals for 1914 .. .. .	303	440	417	380	91.1
Totals for 1913 .. .. .	307	419	409	373	91.2

(1) Opened third quarter. (2) Opened fourth quarter. (3) Closed March quarter. (4) Transferred to the Auckland Education Board at beginning of year.

\* The totals do not agree with the figures relating to roll number and attendance given in the Report of the Minister, for the reason that the former represent 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 H 3.

(a.) NUMBER OF MAORI PUPILS ATTENDING SECONDARY SCHOOLS AT THE END OF 1914.

Schools.	Government Pupils.		Private Pupils.	Totals.
	Formerly attending Native Schools.	Formerly attending other Schools.		
Otaki College, Wellington ...	...	...	53	53
St. Stephen's (boys), Auckland ...	30	1	29	60
Te Aute (boys), Hawke's Bay ...	15	2	44	61
Waerenga-a-hika (boys), Gisborne ...	...	...	8	8
Clareville (boys), Carterton ...	...	...	29	29
Hukarere (girls), Napier ...	23	...	54	77
St. Joseph's (girls), Napier ...	8	1	43	52
Queen Victoria (girls), Auckland ...	20	...	29	49
Turakina (girls), Wanganui ...	1	2	19	22
Te Waipounamu (girls), Canterbury ...	...	4	20	24
Sacred Heart College, Auckland ...	2	...	...	2
Auckland Grammar School (boys) ...	...	1	...	1
Auckland " (girls) ...	...	1	...	1
Auckland Technical College ...	...	1	...	1
Totals ...	99	13	328	440

(b.) MAORI PUPILS (6) HOLDING INDUSTRIAL SCHOLARSHIPS AT THE END OF 1914.

Number.	School.	Trade to which Scholars are apprenticed.	District.
1	Whangaruru Native School ...	Blacksmith ...	Auckland.
1	Manaia Native School ...	Builder ...	"
1	Paeroa Native School ...	" ...	"
1	Whakarewarewa Native School ...	" ...	"
1	Matangirau Native School ...	Bootmaker ...	"
1	St. Stephen's Native Boarding-school	Engineer ...	"

(c.) MAORI PUPILS (3), FORMERLY ATTENDING NATIVE BOARDING-SCHOOLS, HOLDING HOSPITAL NURSING SCHOLARSHIPS AT THE END OF 1914.

Number.	Nature of Scholarship.	Boarding-school.	Hospital.
1	Day pupil ...	Hukarere ...	Napier.
2	" ...	Queen Victoria ...	Auckland.

Table H 4.

CLASSIFICATION OF EUROPEAN CHILDREN ATTENDING NATIVE SCHOOLS AT THE END OF YEAR 1914.

Education Districts.	Standard Classes.									Total.	Certificates of Competency.	Certificates of Proficiency.
	P.	I.	II.	III.	IV.	V.	VI.	VII.				
Auckland .. ..	145	60	53	47	46	37	29	11	428	5	10	
Wanganui .. ..	2	1	..	2	..	..	1	..	6	..	..	
Wellington .. ..	2	1	..	1	1	1	1	..	7	..	1	
Hawke's Bay .. ..	32	13	11	11	17	11	9	1	105	3	..	
North Canterbury .. ..	..	..	..	..	..	1	..	..	1	..	..	
South .. ..	1	..	1	..	..	1	..	1	4	1	..	
Totals, 1914 .. ..	182	75	65	61	64	51	40	13	551	9	11	
Totals, 1913 .. ..	173	66	63	52	62	54	33	12	515	12	10	

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, 1914.

Education Districts.	No. of Schools.	Maoris.			Certificates granted.	
		Boys.	Girls.	Total.	Competency.	Proficiency.
Auckland ... ..	300	1,431	1,156	2,587	4	3
Taranaki ... ..	25	119	99	218	..	1
Wanganui ... ..	64	232	198	430	..	..
Wellington... ..	41	217	157	374	2	8
Hawke's Bay .. ..	50	467	369	836	3	7
Marlborough .. ..	10	18	29	47	..	..
Nelson ... ..	9	17	18	35	..	3
Grey ... ..	3	2	3	5	..	..
Westland ... ..	4	11	15	26	..	..
North Canterbury .. ..	14	55	65	120	..	..
South Canterbury .. ..	6	6	14	20	1	1
Otago ... ..	19	44	41	85	1	6
Southland ... ..	21	70	52	122	..	1
Totals for 1914 .. ..	566	2,689	2,216	4,905	11	30
Totals for 1913 .. ..	565	2,640	2,151	4,791	7	26
Difference .. ..	1	49	65	114	4	4

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, 1914.

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	167	135	1	..	..	..	..	..	..	..	..	..	..	..	..	..	168	135
6 " 7	261	209	..	2	..	1	..	..	..	..	..	..	..	..	..	..	261	212
7 " 8	300	258	10	18	1	..	..	..	..	..	..	..	..	..	..	..	311	276
8 " 9	273	247	51	49	9	14	3	1	..	..	..	..	..	..	..	..	336	311
9 " 10	240	170	86	77	43	35	6	12	..	3	..	..	..	..	..	..	375	297
10 " 11	113	104	113	68	85	56	43	31	2	6	1	1	..	..	..	..	357	266
11 " 12	66	76	54	58	68	72	57	58	30	22	6	5	..	..	..	..	281	291
12 " 13	38	23	36	29	46	32	63	35	40	39	22	9	5	2	..	1	250	170
13 " 14	14	14	14	14	33	27	54	29	47	24	32	27	8	6	..	..	202	141
14 " 15	..	7	9	5	17	16	18	16	25	15	23	21	17	8	..	..	109	88
15 years and over	2	1	4	2	2	3	6	5	9	3	5	8	7	4	4	3	39	29
Totals 1914..	1,474	1,244	378	322	304	256	250	187	153	112	89	71	37	20	4	4	2,689	2,216
Totals 1913..	1,437	1,211	347	321	307	247	244	168	181	113	86	61	31	26	7	4	2,640	2,151
Difference ..	37	33	31	1	-3	9	6	19	-28	-1	3	10	6	-6	-3	..	49	65

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, 1914.

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 .. .. .	..	..	..	58	51	109	1	3	4	59	54	113
Te Kao .. .. .	..	..	..	25	33	58	3	2	5	28	35	63
Paparore .. .. .	1	..	1	37	16	53	4	11	15	42	27	69
Ahipara .. .. .	4	3	7	49	42	91	6	2	8	59	47	106
Pukepoto .. .. .	3	3	6	15	18	33	6	8	14	24	29	53
Pamapurua .. .. .	..	..	..	15	10	25	..	..	..	15	10	25
Rangiawhia .. .. .	..	4	4	4	14	18	..	..	..	4	18	22
Parapara .. .. .	..	..	..	8	7	15	..	3	3	8	10	18
Kenana .. .. .	8	4	12	4	2	6	..	..	..	12	6	18
Taemaro .. .. .	..	..	..	13	14	27	1	..	1	14	14	28
Te Pupuke .. .. .	..	..	..	15	24	39	..	2	2	15	26	41
Matangirau .. .. .	..	..	..	27	14	41	1	4	5	28	18	46
Whakarara .. .. .	..	..	..	23	9	32	..	..	..	23	9	32
Whangape .. .. .	..	..	..	23	18	41	1	3	4	24	21	45
Pawarenga .. .. .	3	1	4	23	28	51	1	..	1	27	29	56
Mathetihe .. .. .	..	1	1	7	10	17	1	..	1	8	11	19
Waitapu .. .. .	2	3	5	9	9	18	1	2	3	12	14	26
Whakarapa .. .. .	..	..	..	39	38	77	4	4	8	43	42	85
Motuti .. .. .	..	..	..	17	12	29	..	..	..	17	12	29
Mangamuka .. .. .	..	..	..	21	21	42	1	1	2	22	22	44
Maraeroa .. .. .	..	..	..	26	16	42	1	2	3	27	18	45
Waimamaku .. .. .	2	..	2	19	11	30	..	..	..	21	11	32
Whirinaki .. .. .	..	1	1	39	23	62	3	2	5	42	26	68
Omanaia .. .. .	..	..	..	17	12	29	3	3	6	20	15	35
Waima .. .. .	..	..	..	25	27	52	..	..	..	25	27	52
Otaua .. .. .	10	8	18	21	9	30	3	2	5	34	19	53
Kirioko .. .. .	..	..	..	24	19	43	..	..	..	24	19	43
Kaikohe .. .. .	3	2	5	54	38	92	1	..	1	58	40	98
Tautoro .. .. .	..	..	..	22	16	38	1	2	3	23	18	41
Ohaeawai .. .. .	1	1	2	21	12	33	5	7	12	27	20	47
Te Ahuahu .. .. .	..	..	..	16	12	28	1	2	3	17	14	31
Oromahoe .. .. .	..	..	..	12	13	25	7	6	13	19	19	38
Orauta .. .. .	..	1	1	24	18	42	1	..	1	25	19	44
Waiomio .. .. .	..	..	..	26	15	41	..	..	..	26	15	41
Karetu .. .. .	2	1	3	8	8	16	4	5	9	14	14	28
Waikare .. .. .	..	..	..	28	13	41	2	..	2	30	13	43
Whangaruru .. .. .	..	..	..	27	11	38	4	..	4	31	11	42
Te Rawhiti .. .. .	..	..	..	18	15	33	..	..	..	18	15	33
Poroti .. .. .	..	..	..	15	7	22	10	10	20	25	17	42
Takahiwai .. .. .	..	..	..	16	13	29	3	2	5	19	15	34
Tanoa .. .. .	..	..	..	14	12	26	2	1	3	16	13	29
Kakanui .. .. .	..	..	..	16	11	27	4	2	6	20	13	33
Te Huruhi .. .. .	..	..	..	12	10	22	1	1	2	13	11	24
Port Waikato .. .. .	..	..	..	10	6	16	..	1	1	10	7	17
Manaia .. .. .	..	..	..	15	17	32	2	4	6	17	21	38
Opoutere .. .. .	3	2	5	11	3	14	5	2	7	19	7	26
Mataora Bay .. .. .	..	..	..	6	5	11	..	..	..	6	5	11
Ohautira .. .. .	..	..	..	11	12	23	..	..	..	11	12	23
Parawera .. .. .	..	..	..	25	23	48	..	..	..	25	23	48
Te Kopua .. .. .	..	..	..	6	7	13	..	..	..	6	7	13
Rakanui .. .. .	..	..	..	2	5	7	1	1	2	3	6	9
Taharoa .. .. .	..	..	..	18	18	36	..	..	..	18	18	36
Oparuru .. .. .	..	..	..	23	13	36	17	10	27	40	23	63
Waimiha .. .. .	..	..	..	5	4	9	17	11	28	22	15	37
Te Waotu .. .. .	..	..	..	8	9	17	13	7	20	21	16	37
Whakarewarewa .. .. .	..	..	..	32	36	68	3	8	11	35	44	79
Ranana .. .. .	..	..	..	21	16	37	2	3	5	23	19	42
Wai-iti .. .. .	..	..	..	29	19	48	1	..	1	30	19	49
Rangitahi .. .. .	..	..	..	12	23	35	1	2	3	13	25	38
Te Whaiti .. .. .	..	..	..	10	11	21	..	..	..	10	11	21
Waiotapu .. .. .	2	..	2	24	28	52	4	..	4	30	28	58
Waitahanui .. .. .	..	..	..	18	12	30	2	2	4	20	14	34
Tokaanu .. .. .	3	4	7	24	23	47	10	3	13	37	30	67
Oruanui .. .. .	..	..	..	15	21	36	5	1	6	20	22	42
Te Kotukutuku .. .. .	..	..	..	20	19	39	..	..	..	20	19	39
Paeroa .. .. .	..	..	..	14	19	33	9	9	18	23	28	51
Maungatapu .. .. .	..	..	..	21	15	36	7	6	13	28	21	49
Matapihi .. .. .	..	..	..	17	11	28	..	..	..	17	11	28

Table H6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1914—  
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.						
Motiti Island .. .. .	..	..	..	12	13	25	..	..	..	12	13	25
Papamoa .. .. .	..	..	..	16	16	32	3	3	6	19	19	38
Te Matai .. .. .	..	..	..	29	31	60	1	3	4	30	34	64
Pukchina .. .. .	1	4	5	8	8	16	3	4	7	12	16	28
Matata .. .. .	2	..	2	14	9	23	1	3	4	17	12	29
Te Teko .. .. .	..	..	..	36	29	65	..	..	..	36	29	65
Owhaitai .. .. .	..	..	..	13	16	29	2	2	4	15	18	33
Poroporo .. .. .	..	..	..	34	20	54	2	3	5	36	23	59
Ruatoki .. .. .	..	..	..	67	59	126	3	3	6	70	62	132
Waioweka .. .. .	..	..	..	8	10	18	9	14	23	17	24	41
Omarumutu .. .. .	..	..	..	32	33	65	1	1	2	33	34	67
Torere .. .. .	2	..	2	23	28	51	2	..	2	27	28	55
Omaio .. .. .	..	..	..	25	12	37	..	2	2	25	14	39
Te Kaha .. .. .	..	..	..	20	23	43	..	..	..	20	23	43
Raukokore .. .. .	..	..	..	21	17	38	9	6	15	30	23	53
Whangaparaoa .. .. .	..	..	..	3	9	12	..	..	..	3	9	12
Wharekahika .. .. .	..	..	..	16	10	26	1	3	4	17	13	30
Te Araroa .. .. .	..	..	..	51	31	82	7	7	14	58	38	96
Horoera .. .. .	..	..	..	11	23	34	..	..	..	11	23	34
Rangitukia .. .. .	..	..	..	54	52	106	1	..	1	55	52	107
Tikitiki .. .. .	..	..	..	32	40	72	3	1	4	35	41	76
Waiomatatini .. .. .	..	..	..	21	18	39	..	..	..	21	18	39
Reporua .. .. .	..	..	..	18	15	33	..	..	..	18	15	33
Tuparoa .. .. .	..	..	..	42	30	72	5	2	7	47	32	79
Waiorongomai .. .. .	..	1	1	11	19	30	..	2	2	11	22	33
Hiruharama .. .. .	..	..	..	21	22	43	..	2	2	21	24	45
Whareponga .. .. .	..	..	..	11	8	19	1	2	3	12	10	22
Tokomaru Bay .. .. .	..	..	..	45	27	72	2	3	5	47	30	77
Mangatuna .. .. .	5	8	13	11	19	30	4	4	8	20	31	51
Whangara .. .. .	..	..	..	15	6	21	8	4	12	23	10	33
Nuhaka .. .. .	..	..	..	56	42	98	4	2	6	60	44	104
Whakaki .. .. .	..	..	..	21	22	43	..	..	..	21	22	43
Tuhara .. .. .	..	..	..	22	28	50	8	6	14	30	34	64
Te Reinga .. .. .	..	..	..	14	22	36	..	..	..	14	22	36
Rangiahua .. .. .	..	..	..	26	23	49	2	3	5	28	26	54
Kokako .. .. .	..	..	..	45	32	77	..	..	..	45	32	77
Waihua .. .. .	..	..	..	8	3	11	6	6	12	14	9	23
Tangoio .. .. .	..	..	..	11	10	21	2	3	5	13	13	26
Te Haroto .. .. .	..	..	..	16	8	24	..	..	..	16	8	24
Waimarama .. .. .	..	..	..	15	10	25	..	1	1	15	11	26
Karioi .. .. .	..	..	..	11	9	20	1	1	2	12	10	22
Pipiroki .. .. .	1	3	4	18	10	28	2	..	2	21	13	34
Pamoana .. .. .	..	..	..	13	9	22	..	..	..	13	9	22
Parikino .. .. .	..	..	..	20	19	39	2	..	2	22	19	41
Okautete .. .. .	7	4	11	..	..	..	5	2	7	12	6	18
Mangamaunu .. .. .	5	5	10	..	..	..	..	1	1	5	6	11
Orowhenua .. .. .	..	..	..	22	14	36	3	1	4	25	15	40
Totals for 1914 .. .. .	70	64	134	2,367	2,020	4,387	289	262	551	2,726	2,346	5,072
Totals for 1913 .. .. .	41	46	87	2,160	1,885	4,045	258	257	515	2,459	2,188	4,647
Difference .. .. .	29	18	47	207	135	342	31	5	36	267	158	425

SUMMARY OF TABLE H 6.

Race.	1914.				
	Boys.	Girls.	Total.	Percentage, 1914.	Percentage, 1913.
Maoris speaking Maori in the home .. .. .	2,367	2,020	4,387	86.4	87.0
Maoris speaking English in the home .. .. .	70	64	134	2.6	1.9
Europeans .. .. .	289	262	551	11.0	11.1
Totals .. .. .	2,726	2,346	5,072	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, 1914.

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 .. ..	4	4	8	128	120	248	20	20	40	152	144	296
6 " 7 .. ..	4	8	12	254	217	471	29	26	55	287	251	538
7 " 8 .. ..	8	6	14	287	238	525	41	33	74	336	277	613
8 " 9 .. ..	10	6	16	274	259	533	30	42	72	314	307	621
9 " 10 .. ..	10	7	17	283	246	529	35	30	65	328	283	611
10 " 11 .. ..	12	9	21	307	246	553	31	30	61	350	285	635
11 " 12 .. ..	5	9	14	238	205	443	36	20	56	279	234	513
12 " 13 .. ..	4	7	11	212	173	385	24	28	52	240	208	448
13 " 14 .. ..	5	4	9	205	162	367	21	19	40	231	185	416
14 " 15 .. ..	6	2	8	113	91	204	15	10	25	134	103	237
15 years and over .. ..	2	2	4	66	63	129	7	4	11	75	69	144
Totals .. ..	70	64	134	2,367	2,020	4,387	289	262	551	2,726	2,346	5,072

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

SUMMARY OF TABLE H 6A.

Ages.	Boys.	Girls.	Total.	Percentage, 1914.	Percentage, 1913.
From five to ten years .. ..	1,417	1,262	2,679	52.9	53.6
" ten to fifteen years .. ..	1,234	1,015	2,249	44.3	43.6
" fifteen upwards .. ..	75	69	144	2.8	2.8
Totals .. ..	2,726	2,346	5,072	100.0	100.0

Table H 6B.

CLASSIFICATION AS REGARDS STANDARDS AND RACE OF CHILDREN ON THE SCHOOL ROLLS AT THE END OF DECEMBER, 1914.

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 .. ..	27	23	50	1,140	982	2,122	98	84	182	1,265	1,089	2,354
Standard I .. ..	7	10	17	316	252	568	39	36	75	362	298	660
" II .. ..	5	11	16	307	263	570	29	36	65	341	310	651
" III .. ..	12	10	22	234	214	448	30	31	61	276	255	531
" IV .. ..	11	4	15	199	156	355	40	24	64	250	184	434
" V .. ..	3	3	6	104	92	196	29	22	51	136	117	253
" VI .. ..	5	1	6	60	47	107	21	19	40	86	67	153
" VII .. ..	..	2	2	7	14	21	3	10	13	10	26	36
Totals .. ..	70	64	134	2,367	2,020	4,387	289	262	551	2,726	2,346	5,072

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

SUMMARY OF TABLE H 6B, SHOWING STANDARD CLASSIFICATION.

Standards.					Boys.	Girls.	Totals, 1914.	Totals, 1913.
Preparatory classes	..	..	..	..	1,265	1,089	2,354	2,153
Class for Standard	I	..	..	..	362	298	660	642
"	II	..	..	..	341	310	651	545
"	III	..	..	..	276	255	531	504
"	IV	..	..	..	250	184	434	369
"	V	..	..	..	136	117	253	251
"	VI	..	..	..	86	67	153	150
"	VII	..	..	..	10	26	36	33
Totals	..	..	..	..	2,726	2,346	5,072	4,647

Table H 7.

STANDARD CLASSIFICATION, 31ST DECEMBER, 1914.

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	113	57	14	10	8	13	7	4	..	2	..
Te Kao	63	23	6	9	8	8	6	1	2	1	1
Paparore	69	26	12	14	7	4	3	2	1	..	1
Ahipara	106	33	14	22	14	13	8	2	..	..	2
Pukepoto	53	19	6	4	9	4	4	7	..	..	..
Pamapurua	25	8	2	6	..	5	3	1	..	..	..
Rangiwahia	22	7	2	3	3	2	..	..	5	2	..
Parapara	18	6	4	4	1	1	..	..	2	..	2
Kenana	18	11	2	1	1	3	..	..	..	..	..
Taemaro	28	12	2	3	5	2	4	..	..	..	..
Te Pupuke	41	23	..	5	5	4	3	..	1	..	1
Matangirau	46	34	..	6	..	3	2	1	..	..	..
Whakarara	32	13	..	4	2	7	2	4	..	1	..
Whangape	45	27	8	..	7	..	2	1	..	..	..
Pawarenga	56	30	8	10	6	1	..	1	..	..	..
Matihetihe	19	6	3	2	..	3	2	3	..	1	..
Waitapu	26	14	2	1	6	1	..	2	..	..	..
Whakarapa	85	32	13	16	10	4	5	3	2	3	2
Motuti	29	9	6	7	3	1	3	..	..	..	..
Mangamuka	44	20	5	6	6	5	2	..	..	..	..
Maraeroa	45	27	7	6	4	..	1	..	..	..	..
Waimamaku	32	15	5	1	4	5	1	1	..	..	..
Whirinaki	68	17	12	10	12	7	6	4	..	..	..
Omanaia	35	11	6	1	11	1	5	..	..	..	..
Waima	52	29	5	10	2	3	1	2	..	..	..
Otaua	53	26	7	13	3	3	3	1	..	..	..
Kirioko	43	34	2	3	1	3	..	..	..	..	..
Kaikohe	98	51	11	12	15	..	2	7	..	..	..
Tautoro	41	16	9	7	4	3	1	1	..	..	..
Ohaeawai	47	23	7	7	5	4	1	..	..	..	..
Te Abuhau	31	23	3	2	1	..	2	..	..	..	..
Oromahoe	38	18	5	4	6	1	2	1	1	..	1
Orauta	44	24	8	6	4	2	..	..	..	..	..
Waioimo	41	37	2	1	..	1	..	..	..	..	..
Karetu	28	6	10	..	7	1	3	..	1	..	..
Waikare	43	21	7	11	3	..	1	..	..	..	..
Whangaruru	42	22	3	10	2	2	3	..	..	..	..
Te Rawhiti	33	20	4	..	2	5	..	2	..	..	1
Poroti	42	18	3	6	3	6	3	..	3	1	2
Takahiwai	34	13	..	6	3	4	5	2	1	2	..
Tanoa	29	13	5	3	1	5	..	2	..	1	..
Kakanui	33	12	5	1	3	3	6	3	..	..	..
Te Huruhi	24	9	5	..	1	9	..	..	..	..	..
Port Waikato	17	10	2	3	1	1	..	..	..	..	..
Manaia	38	13	4	2	9	5	4	1	..	1	..
Opoutere	26	14	4	..	3	4	1	..	..	..	..
Mataora Bay	11	3	3	..	2	1	2	..	..	..	..
Rawhitiroa	23	11	3	1	3	5	..	..	..	..	..
Parawera	48	27	9	3	6	1	2	..	..	1	..
Te Kopua	13	7	2	..	2	2	..	..	..	..	..
Bakaunui	9	1	3	5	..	..	..	..	..	..	..
Taharoa	36	8	6	7	10	5	..	..	..	..	..
Oparure	63	23	17	6	..	9	7	1	..	..	..
Waimiha	37	22	4	4	3	3	1	..	..	..	..

Table H 7—continued.

STANDARD CLASSIFICATION, 31ST DECEMBER, 1914—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 Waotu .. .. .	37	23	..	11	1	2	..	..	..	..	..	..
Whakarewarewa .. .. .	79	38	5	16	8	5	3	4	..	..	..	..
Ranana .. .. .	42	23	5	5	3	3	3	..	..	..	..	..
Wai-iti .. .. .	49	26	3	4	7	2	1	4	2	..	..	..
Rangitahi .. .. .	38	16	11	8	1	1	..	1	..	..	..	..
Te Whaiti .. .. .	21	9	5	3	1	2	1	..	..	..	..	..
Waiotapu .. .. .	58	28	6	10	6	7	1	..	..	..	..	..
Waitahanui .. .. .	34	19	6	2	2	1	3	1	..	..	..	..
Tokaanu .. .. .	67	24	7	10	6	8	8	4	..	..	..	..
Oruanui .. .. .	42	21	10	1	3	4	2	1	..	..	..	..
Te Kotukutuku .. .. .	39	15	7	8	3	3	2	1	..	..	..	..
Paeroa .. .. .	51	18	8	6	8	4	3	4	..	..	2	..
Maungatapu .. .. .	49	29	8	2	7	2	1	..	..	..	..	..
Matapihi .. .. .	28	24	1	..	1	2	..	..	..	..	..	..
Motiti Island .. .. .	25	9	2	5	9	..	..	..	..	..	..	..
Papamoa .. .. .	38	11	4	3	5	9	5	1	..	..	..	..
Te Matai .. .. .	64	21	12	12	10	6	3	..	..	..	..	..
Pukehina .. .. .	28	19	3	3	3	..	..	..	..	..	..	..
Matata .. .. .	29	11	5	6	3	1	1	2	..	..	..	..
Te Teko .. .. .	65	33	6	13	7	3	3	..	..	..	..	..
Owhataiti .. .. .	33	13	..	9	4	3	1	3	..	..	..	..
Poroporo .. .. .	59	35	6	3	10	1	3	1	..	..	..	..
Ruatoki .. .. .	132	83	14	9	8	11	1	4	2	2	2	2
Waioweka .. .. .	41	19	..	4	5	3	4	4	2	1	..	..
Omarumutu .. .. .	67	27	12	12	6	7	3	..	..	..	..	..
Torero .. .. .	55	26	7	4	6	4	4	4	..	..	..	2
Omao .. .. .	39	15	7	6	6	..	2	3	..	..	1	..
Te Kaha .. .. .	43	18	6	7	6	3	3	..	..	..	..	..
Raukokore .. .. .	53	19	7	5	8	6	2	5	1	1	1	1
Whangaparaoa .. .. .	12	9	..	..	2	1	..	..	..	..	..	..
Wharekahika .. .. .	30	10	3	5	5	5	1	..	1	..	..	1
Te Araroa .. .. .	96	44	13	12	10	9	4	4	..	2	..	..
Horoera .. .. .	34	8	7	6	2	4	5	2	..	..	..	..
Rangitukia .. .. .	107	60	12	9	1	18	3	3	1	2	2	1
Tikitiki .. .. .	76	38	8	9	4	9	6	2	..	..	..	..
Waiomatatini .. .. .	39	19	4	2	3	6	4	1	..	..	..	..
Reporua .. .. .	33	11	9	3	5	..	3	2	..	..	..	..
Tuparoa .. .. .	79	29	9	13	9	7	8	4	..	3	..	..
Waiorongomai .. .. .	33	21	2	5	1	3	..	1	..	..	1	..
Hiruharama .. .. .	45	22	4	5	9	3	1	..	1	..	..	1
Whareponga .. .. .	22	11	4	5	1	1	..	..	..	..	..	..
Tokomaru Bay .. .. .	77	34	8	10	8	9	6	2	..	1	..	..
Mangatuna .. .. .	51	35	8	..	..	4	..	4	..	..	..	..
Whangara .. .. .	33	22	..	..	5	2	1	3	..	..	..	..
Nuhaka .. .. .	104	30	17	15	11	15	10	6	..	..	..	..
Whakaki .. .. .	43	17	8	8	7	3	..	..	..	..	..	..
Tuhara .. .. .	64	29	10	4	8	7	5	1	..	..	..	..
Te Reinga .. .. .	36	36	..	..	..	..	..	..	..	..	..	..
Rangiahua .. .. .	54	21	18	10	4	1	..	..	..	..	..	..
Kokako .. .. .	77	21	11	22	12	7	3	..	1	1	..	..
Waihua .. .. .	23	7	4	6	..	3	3	..	..	..	..	..
Tangoio .. .. .	26	13	3	2	5	3	..	..	..	..	..	..
Te Haroto .. .. .	24	10	3	4	..	5	..	2	..	..	..	..
Waimarama .. .. .	26	6	1	6	3	5	4	1	..	1	..	..
Karioi .. .. .	22	14	..	6	2	..	..	..	..	..	..	..
Pipiriki .. .. .	34	19	5	..	7	..	..	3	..	..	..	..
Pamoana .. .. .	22	14	2	..	3	2	..	1	..	..	..	..
Parikino .. .. .	41	24	10	4	1	1	1	..	..	..	1	..
Okautete .. .. .	18	4	3	..	4	3	3	1	..	..	..	..
Mangamaunu .. .. .	11	4	..	1	3	1	1	1	..	..	..	..
Arowhenua .. .. .	40	6	4	8	6	6	1	3	6	4	..	..
Totals for 1914 .. .. .	5,072	2,354	660	651	531	434	253	153	36	39	23	..
Totals for 1913 .. .. .	4,647	2,153	642	545	504	369	251	150	33	35	15	..
Difference .. .. .	425	201	18	106	27	65	2	3	3	4	8	..



Table H 8. CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN AT END OF DECEMBER, 1914.

Ages.	Class P.			Standard I.			Standard II.			Standard III.			Standard IV.			Standard V.			Standard VI.			Standard VII.			Race Totals.			Grand Totals.												
	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Boys.	Girls.	Total.													
	B.	G.	F.	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	20	132	124																								152	144	296											
6 "	28	258	222	1																							287	251	538											
7 "	29	278	280	10	13	16	12	2	1	2																	336	277	613											
8 "	13	15	216	195	9	14	58	50	6	10	18	2	3	2																										
9 "	5	3	130	113	13	4	97	76	8	11	50	51	6	11	15	10	3	1	3																					
10 "	2	2	76	60	4	4	31	57	10	7	96	73	8	6	43	53	4	9	21	12	2	2																		
11 "	1	1	41	29						5	67	53	8	3	58	52	19	3	37	38	6	6	8	2																
12 "			18	16						3	1	44	38	3	6	58	52	8	8	44	31	6	4	4	2															
13 "			12	9	2					25	23	3	2	42	31	3	2	65	41	4	2	38	37	8	8	18	14	1	5	1	4									
14 "			4	1						15	10				23	15	3	1	27	26	6	1	25	18	4	3	22	16	2	5	2	4	15	10	119	93	134	103	287	
15 years and over			2	6						4	6				7	9			15	9	4	2	14	10	3	2	21	15						7	4	68	65	75	69	144
Totals	98	841	1005	39	36	323	262	29	36	312	274	30	31	246	224	40	24	210	160	29	22	107	95	21	19	65	48	3	10	7	16	289	262	2,437	2,084	2,726	2,346	5,072		
	182	2,172		75	585			61	470	51	202	40	113	153	36																	551	4,521							
	2,354			660			531			253																														

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

Table H 9.

SUMMARY OF EXPENDITURE ON NATIVE SCHOOLS DURING THE YEAR ENDED 31ST MARCH, 1915.

	£
Teachers' salaries and house allowances .. .. .	29,010
Teachers in isolated districts—special allowances .. .. .	138
Teachers' removal allowances .. .. .	662
Books and school requisites .. .. .	881
Fuel, and rewards for supplying fuel .. .. .	26
Conveyance and ferrying of children .. .. .	478
Manual-instruction classes—Village schools, £257 ; secondary schools, £145	402
Inspectors' salaries .. .. .	1,012
Inspectors' travelling-expenses .. .. .	441
Secondary-school fees .. .. .	2,184
Travelling-expenses of scholars to and from secondary schools .. .. .	133
Hospital Nursing Scholarships .. .. .	21
Apprenticeship charges .. .. .	75
New buildings, additions, &c. .. .. .	537
Maintenance of buildings, including repairs and small works .. .. .	1,012
Advertising .. .. .	21
Schools at Cook Islands .. .. .	99
Sundries .. .. .	39
	<hr/>
	37,171
Less recoveries .. .. .	38
	<hr/>
Total net expenditure .. .. .	<u>£37,133</u>

NOTE.— Of this total, the sum of £2,757 was paid from national-endowment reserves revenue.

*Approximate Cost of Paper.*—Preparation, not given ; printing (1,250 copies) £16.

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