

1916.
NEW ZEALAND.

EDUCATION
OF
MAORI CHILDREN.

[In continuation of E.-3, 1915.]

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

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No. 1.

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

EDUCATION OF MAORI CHILDREN.

Number of Schools.

THERE were 117 Native village schools in operation at the end of the year 1915, as compared with 115 for the previous year, four new schools (of which one was a side school) having been opened and two having been closed during the year.

In addition to the Native village schools, three primary mission schools for Maori children and ten boarding-schools affording more advanced education to Maoris were inspected by the Inspectors of Native Schools. Throughout the Dominion there were 551 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	...	...	...	...	...	117
Native mission schools subject to inspection by the Education Department						3
Public schools at which Maori scholars were in attendance	...	...	...	...	...	551
						<hr/>
Total number of primary schools	...	...	...	...	...	671
Native boarding schools affording secondary education to Maoris						10
						<hr/>
Total	...	...	...	...	...	681

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

NUMBER OF NATIVE VILLAGE SCHOOLS IN EACH GRADE.

1914.				1915.			
Grade	I	(9-15)	2	Grade	I	(9-20)	14
„	IIA	(16-20)	13	„	IIi	(21-25)	15
„	IIb	(21-25)	10	„	IIii	(26-35)	28
„	III	(26-35)	29	„	IIIai	(36-50)	34
„	IVa	(36-50)	36	„	IIIaii	(51-80)	19
„	IVb	(51-80)	18	„	IIIb	(81-120)	6
„	V	(81-120)	7	„	IVa	(121-160)	1
			<hr/>				<hr/>
			115				117

New Buildings and Sites.

During the year the work of erecting necessary school buildings at Whakarewa, Mahia Peninsula, was put in hand, also that of removing the buildings at Purua No. 2 School (the former property of the Auckland Education Board) to Te Horo for the purposes of a Native school. Additions have been made to several schools on account of increased attendance, and sites have been procured for two schools at Maungapohapu and Ruatahuna.

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of the year 1915 was—Boys, 2,782; girls, 2,409; total, 5,191. Included in these numbers are 291 boys and 257 girls who are Europeans, leaving 4,643 Maori children. The following are some figures for the years 1914 and 1915 in connection with the attendance at Native village schools:—

			1914.	1915.
Number on rolls at end of year	...	...	5,072	5,191*
Average weekly roll number	...	...	5,053*	5,232
Average yearly attendance	...	...	4,385*	4,604*
Percentage of regularity of attendance	...	...	86·7	88·0

* The mean of the four quarters.

Of the 117 Native village schools, fifty-one gained over 90 per cent. in regularity of attendance, while fourteen 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 1915 was 141, and on the rolls of Native boarding-schools 421. 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 5,753. The following are the figures for the years 1914 and 1915 in respect of the three classes of Native schools mentioned:—

		1914.	1915.
Combined rolls of Native schools .. .. .	.. .. .	5,634	5,753
Combined average weekly roll number .. .. .	.. .. .	5,590	5,773
Combined average yearly attendance .. .. .	.. .. .	4,871	5,119
Percentage of regularity of attendance .. .. .	.. .. .	87.1	88.7

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:—

NATIVE VILLAGE SCHOOLS, NUMBER, 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
1907	99	4,321*	3,561	82.4	82†	18†	2	105	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
1915	117	5,232	4,604	88.0	81	33	7	123	..

* Includes two subsidized schools. † Includes two teachers jointly in charge of one school.

It will be seen from the foregoing table that the number of schools in 1915 is almost double that in 1881, and the average attendance has more than trebled. In this comparison no account is taken of a number of schools that have from time to time been transferred to the various Education Boards during the period covered by the table.

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 4,731 Natives attending public schools at the 31st December, 1915, as compared with 4,905 in 1914. 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 in 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 1915 was as follows:—

I. Primary schools—		
(a.) Government Native schools .. .. .	.. .. .	4,643
(b.) Mission schools .. .. .	.. .. .	141
(c.) Public schools .. .. .	.. .. .	4,731
		9,515
II. Secondary schools .. .. .	.. .. .	428
III. Special technical training .. .. .	.. .. .	2
		9,945
Total .. .. .	.. .. .	9,945

Classification of Pupils.

Tables H 6A and H 6B in the Appendix give full information as to the races and classification of pupils on the rolls of the Native schools. As will be seen, 87·8 per cent. were Maoris speaking Maori in their homes, 1·7 per cent. were Maoris speaking English in their homes, and 10·5 per cent. were Europeans.

A reference to Table H 8 in the Appendix 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	2,146	182	2,328	44·8
Standard I	660	68	728	14·0
Standard II	600	69	669	12·9
Standard III	516	69	585	11·3
Standard IV	366	52	418	8·1
Standard V	237	56	293	5·7
Standard VI	96	45	141	2·7
Standard VII	22	7	29	0·5
	4,643	548	5,191	100·0

Efficiency of the Schools.

Revised regulations and a new syllabus of instruction came into force during the year, both conforming in most respects with those of public schools. On the whole the requirements of the syllabus are being satisfactorily carried out, and in this connection the enormous handicap of having to teach children in a foreign language must be borne in mind. As is mentioned above nearly 90 per cent. of the pupils of Native schools speak Maori in the home. English is taught by the “natural method” adopted by all educational authorities with similar problems to meet, the object being to teach the pupil to think in English rather than to translate his thoughts from Maori to English. English and arithmetic are on the whole very well taught in the schools, and it is proficiency in subjects such as these that will help to place the Maori on an equal footing with the European with whom he will afterwards have to deal. According to the reports of the Inspectors of Native Schools, the classification of the schools in point of efficiency was as follows :—

	Number of Schools.
Very good to excellent	35
Satisfactory to good	71
Inferior to weak	10

One school was temporarily closed at the time of the Inspectors' visit to the district and was not inspected.

Natives attending Public Schools.

From reports of Inspectors of public schools it appears that in the junior classes the Maoris attending public schools generally make equal progress with their European class-mates. The fact that a much smaller percentage of these children speak Maori in their homes than in the case of Native-school pupils greatly lessens the difficulties to be overcome in educating them. In districts where the number of Maoris attending public schools is appreciable, the consensus of opinion, however, with respect to the higher classes is that the Maori pupil falls behind, the English subjects and arithmetic especially being too difficult for him. Very few Maoris remain to obtain proficiency certificates at the end of the Standard VI course. Irregularity of attendance and want of proper care in the home are given as causes contributing to the backwardness of the Native. There is no such irregularity in the attendance of the Maori at his own village school; on the contrary, his attendance is remarkably good. Nor does there appear to be any similar indication of a falling-off in the higher standards. The difference is probably to be accounted for in part by the natural pride that the Maori takes in his own school, influencing favourably both attendance and interest, and in part by the special attention given in the Native schools to the teaching of English on lines best suited to Maori requirements. The Maoris' work in such subjects as drawing, writing, handwork, and needlework is reported as being of a very high standard.

Secondary Education and Free Places.

Continuative 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 421 pupils on the rolls of these schools at the end of 1915, of which number forty boys and fifty-two 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 and domestic branches of education, the aim being to equip the Maori children for the work in life 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 was only one such scholarship current in 1915. Senior free places for girls take the form of nursing-scholarships. There was only one of these scholarships in operation in 1915.

In addition to the Maori children mentioned as receiving secondary education at special institutions, seven others held free places at European secondary schools. The total number of Maoris receiving secondary education in 1915 was therefore 428.

Staffs and Salaries.

The staffs of the village schools in December, 1915, included eighty-one masters, thirty-three mistresses, and 130 assistants. The average salary of masters was £189 16s. 2d., of mistresses £150 15s. 2d., and of both combined £179 11s. The corresponding figures for the previous year were £180 0s. 9d., £144 3s. 8d., and £171 10s. 11d. respectively. The average salary of assistants in 1915 was £74 0s. 8d., as compared with £66 13s. 1d. for the previous year. The increases in the average salaries are due to the improved scale of salaries that came into force in 1915. The total amount expended on teachers' salaries and allowances for the year ended the 31st March, 1916, was £31,019, the corresponding figure for the previous year being £29,010.

Expenditure.

Reference to Table H9 in the Appendix will show that the total net expenditure on Native schools during the year ended the 31st March, 1916, was £40,033, included in which amount is a sum of £1,723 paid out of revenue from the National Endowment reserves' revenue and £750 from the Tauranga Educational Endowments reserves. The chief items of expenditure are teachers' salaries and house allowances, £31,019; new buildings and additions, £2,685; maintenance of buildings, repairs, &c., £955; secondary education, £1,988.

The income accrued under the Tauranga Educational Endowments Reserve Act, 1896, amounted on the 31st March, 1916, to £201 17s. 7d.

Cook Islands.

During the year, under a special arrangement with the Education Department, three schools were opened in the Cook Islands—two in Rarotonga and one in Aitutaki; but under the Cook Islands Act, 1915, the control and maintenance of these now passes to the Cook Islands Government.

No. 2.

REPORT OF INSPECTOR OF NATIVE SCHOOLS.

SIR,—

22nd May, 1915.

I have the honour to submit for your consideration the following report on the general condition of the primary and secondary Native schools of the Dominion, and the work accomplished by them during the year 1915.

NEW SCHOOLS, ETC.

The number of village schools in operation at the close of the year 1914 was 115. During the year 1915 new schools were opened at *Whakarewa* (Kaiuku), Mahia Peninsula; *Moerangi*, near Raglan; and *Otangaroa*, near Whangaroa, temporary buildings provided by the Maoris being

used in each case for the purposes of a school. A side school was opened in a building also provided by the people at *Rangiwaea*, Matakana Island, Tauranga, for the younger children who could not attend *Te Kotukutuku* School except under very considerable difficulties, and the arrangement is working very satisfactorily. Two schools were closed—viz., *Waimiha*, King-country, and *Rakaunui*, Kawhia. The former, which was held in temporary buildings, was closed permanently, while the latter, owing to a teacher not being available, was closed temporarily during the last quarter of the year. It will thus be seen that the year closed with 117 schools, including one side school, in active operation.

During the year the work of erecting the necessary school buildings at *Whakarewa*, Mahia Peninsula, was put in hand; and the Department having taken over from the Auckland Board of Education the buildings of Purua No. 2 School (Whangarei district), the work of removing them to *Te Horo* and re-erecting them for the purposes of a Native school, and providing in addition a residence, was also undertaken. Increased attendance in several schools rendered the provision of additional accommodation necessary, and accordingly additions were made in the cases of the following schools: *Parawera*, *Oparure*, *Te Waotu*, *Ruatoki*, and *Mangatuna*.

The survey and acquisition of the sites for the two schools, *Maungapohatu* and *Ruatahuna*, in the Urewera country, where it had been decided to establish schools, were completed. The work of building schools in these places, however, as well as at *Kaitaha*, East Coast, where the establishment of a school had also been approved, has for financial and other reasons been postponed. In connection with the applications for schools at *Hiakaitupeka*, *Oruawhoro*, and *Waiohau* no further progress has to be reported. Arrangements are in progress to meet the requirements of *Waikeri*, Herekino, by opening a school in buildings provided by the people.

As an illustration of the growth and extension of the Native-school system consequent upon the realization and appreciation by the Maori people of the necessity of education if they are to live on more equal terms with their European neighbours, it may be pointed out that of the 117 schools at work at the end of the year forty were not in existence ten years ago, at which time there were ninety-eight schools in operation. From these figures it will be seen therefore that during the last decade twenty-one schools have been either transferred to the control of Education Boards or have ceased operations altogether.

ATTENDANCE, ETC.

1. Village Schools.

The number of pupils on the rolls of the 117 village schools on the 31st December, 1915, was—Maoris, 4,643; Europeans, 548: total, 5,191: an increase of 118 on the roll number of the previous year. The average number of Maori children in each school was 40, and that of European children 4·7. The average weekly roll of the schools for the year was 5,250 and the average attendance 4,597, the average percentage of regularity of attendance being 87·6, compared with 88 in the preceding year. In fifty-one schools an average of over 90 per cent. of the possible attendance for the year was attained, *Manuia* school once more securing the pride of place with 98·8 per cent. Fifty-one schools are shown as having attained from 80 to 90 per cent., while the remaining schools failed to reach 80 per cent.

There has been a gratifying improvement in the regularity of attendance in the great majority of the schools, and it behoves teachers in those schools where the attendance is unsatisfactory to take such measures as will secure for their schools a more creditable position. Good-attendance certificates were gained by 698 pupils of the village schools.

2. Mission Schools.

Three mission schools—Tokaanu Convent School, Matata Convent School, and Putiki Mission School—were inspected during the year. The total roll number of these schools at the end of the year was 141, the average weekly roll number was 137, and the average percentage of regularity was 91·9.

3. Secondary Schools.

The ten secondary schools which have been established by various denominational bodies in the Dominion for the purpose of affording secondary training to Maori girls and boys were visited and inspected during the year. The combined roll number of these schools at the end of the year 1915 was 421, the average roll number was 404, and the average percentage of regularity was 96.

The following table summarizes the facts in connection with the attendance of the foregoing schools:—

Schools.	Number.	Roll Number at the End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village	117	5,191	5,250	4,597	87·6
Native mission	3	141	137	126	91·9
Native secondary	10	421	404	389	96·0
Totals	130	5,753	5,791	5,112	88·3

CLASSIFICATION.

The classification of the pupils in the Native primary schools (including the mission schools) as at the 31st December, 1915, is shown as follows:—

Classes.	Number on Roll.
Standard VII	29
„ VI	150
„ V	308
„ IV	430
„ III	607
„ II	689
„ I	742
Preparatory	2,377
Totals	5,332

SCHOOL BUILDINGS AND GROUNDS.

In the great majority of the schools the cleanliness of the buildings is distinctly praiseworthy, and the pupils who are primarily responsible for this condition of affairs take great pride in keeping the floors, walls, and desks spotlessly clean. In many of the schools, however, much more might be done to make the interior appearance of the schoolrooms by their attractiveness more inviting, and to secure greater tidiness and neatness in the methodical arrangement of books, maps, cupboards, and other appliances. The importance of these matters and the effect on the pupils are not overlooked in well-ordered schools, while failure to recognize these points generally betrays a lack of method in the management and work of the school. Every schoolroom should furnish an object-lesson in cleanliness, neatness, and methodical arrangement.

In a very large number of the schools the grounds and gardens are kept in excellent order, and much time and labour are devoted to beautifying the school surroundings. In others, again, a great deal of apathy is evident, and little attempt, if any, has been made to improve the appearance of the school property, the result being that some school-grounds are almost barren wastes. No school should be without a school-garden of some sort, and every opportunity should be taken to make improvements by the planting of shrubs and trees. Experience shows that the pupils are only too willing to assist in this matter, all that is required being encouragement and direction from a teacher who possesses the necessary inclination and energy.

ORGANIZATION.

In a large number of schools the organization may be considered as ranging from good to very good; in a few it is excellent; while in a fairly considerable number it cannot be regarded as entirely satisfactory. In the last-mentioned schools the chief weaknesses lie in the preparation of suitable time-tables and schemes of work, and also in the methods of teaching. Insufficient provision is made for the most important subjects, and the grouping of classes is not always based on sound principles. Then again there is not, on the part of the teachers, satisfactory daily preparation of the lessons and work, the consequence being that owing to the absence of aim much valuable time is lost in the course of the day. The want of careful preparation is quite unjustifiable, and unless the teacher is able to give in a short concise statement some rather definite idea of what is intended to be accomplished by the lesson the pupils are not apt to receive very efficient instruction.

Generally, the schemes of work continue to show satisfactory improvement in the preparation, and in the best schools they display sound judgment and skill. On the other hand, it is evident that the purpose and value of the schemes as teaching-aids are not properly appreciated by some teachers, who fail to realize that their schemes or plans of work should show what they propose to do, and as far as practicable how they propose to do it. Schemes which could not possibly have been of any assistance whatever to the teachers, for whose guidance and benefit they are necessary, have in some cases been presented.

The extension of work involved by the introduction of the new syllabus has necessitated an increase in the school hours, which are now five per day. On the whole, the majority of teachers have found little difficulty in adapting their methods to the new requirements. Still, there is evidence that the new requirements have not been carefully studied by some, and it is extremely doubtful if they have even read the "Further Directions" which have been specially prepared for their instruction and guidance. In the appendix to the regulations will be found an ample supply of material from which courses of lessons should be drawn up, and the attention of teachers is accordingly directed thereto.

With regard to the promotions made by the teachers it can be said that they are generally based upon satisfactory evidence. Teachers are, however, met with who regard the attainments of their pupils as representing the limit of attainment possible as far as Maori children are concerned, and who are somewhat surprised when exception is taken to the proposed promotions. It is necessary also to draw the attention of teachers to the length of time taken by some children in the preparatory division to reach the standard classes.

It is pleasing to be able to report that several teachers, with a view to improving their status, have taken advantage of the assistance granted by the Department, and have succeeded during the year in obtaining their certificates or in obtaining partial success towards certificates.

The discipline of the schools is generally very satisfactory indeed, and in only a few schools could exception be taken to the neglect of training in ordinary courtesy and politeness in manners.

With regard to the methods of teaching which are dealt with in the remarks upon various subjects, it is satisfactory to report that a general improvement is noticeable.

INSPECTION OF SCHOOLS.

The following table gives an indication of the efficiency of the village schools inspected during the year 1915 :—

Very good to excellent	...	...	...	...	35
Satisfactory to good	...	...	...	...	71
Inferior to weak	...	...	...	...	10

One school which was temporarily closed at the time of the visit to the district was not inspected. At the annual examinations fourteen certificates of proficiency and thirty-nine certificates of competency were gained by the pupils.

NEW SCALE OF SALARIES AND SYLLABUS OF INSTRUCTION.

As provided for in the Education Act, 1914, a new scale of salaries came into force from the beginning of the year 1915, the result being a general increase in the salaries of teachers in Native schools. A complete revision of the Regulations relating to Native Schools was thus rendered necessary, and the revised regulations containing the new syllabus, which conforms in most material respects with that of the public schools, were issued to teachers early in the year.

The following table shows the gradual increase in the amount paid to teachers as salaries for each period of five years since 1905 :—

Year.	Number of Teachers.	Average Attendance of Pupils.	Total Salaries. £
1905 ...	182	3,428	15,980
1910 ...	208	3,714	23,184
1915 ...	244	4,616	30,927

Of the total expenditure on Native schools during the year 1915, the salaries, excluding allowances, paid to the teachers form 77·2 per cent.

GENERAL REMARKS.

In respect to the work done in the various subjects of the school course the following remarks are submitted :—

English.—Reading: In this subject a general and steady improvement is observed. The substitution of the *School Journal* for the old miscellaneous reader and the introduction of additional reading-matter in the form of continuous readers have been productive of satisfactory results in fostering a love of reading, and there is now a greater demand on the part of the children for books in those schools where school libraries have been established. The suggestions contained in last year's report regarding the reading of newspapers by the elder pupils in order to stimulate their interest in current events do not appear to have been extensively taken up. The teachers have thus lost valuable opportunities of using additional reading-matter as well as of obtaining material for geographical teaching. Greater attention should be given to distinctness of utterance and to proper phrasing. To secure intelligent reading there must be thorough comprehension of the subject-matter, and in this respect it is satisfactory to note much improvement. In a few schools, however, the reading is more or less mechanical. Only in those schools where the purposes of the recitation of poetry are fully appreciated does the work reach a satisfactory standard.

English language: Although many schools have made distinct progress during the year, the results and the methods of treatment are still in a large number of schools somewhat disappointing. When it is understood that 98 per cent. of the Maori children in the Native village schools speak Maori as their mother-tongue, the difficulty of the problem of teaching what is to them really a foreign language will be readily recognized by those who understand the task of acquiring a new language. English has been made the language of instruction because linguistic unity is the most important step towards national unity, and expert opinion and practical experience prove that the keynote to the correct teaching of English to beginners is the practically exclusive use of that language in the schoolroom. Great diversity of opinion exists in regard to what constitutes satisfactory progress in the teaching and the acquiring of English, and results that in one school are apparently considered quite satisfactory are entirely cast in the shade by results that in other schools are accepted as merely ordinary. Often beginners are practically at a standstill, while in schools operating amid substantially similar conditions the general progress is surprisingly rapid. A problem clearly realized is almost half solved, and in many cases teachers meet with indifferent success simply because they have failed to analyse the complex influences that make the task difficult. The real measure of the children's progress is the teacher's skill.

No diversity of opinion as regards the importance of the pupils' attaining a mastery of English exists among the teachers—that is, a mastery of the vocabulary at their command, and not merely the possession of such vocabulary; but great diversity does exist as to the methods securing that mastery. To secure it the importance and value of oral practice are paramount: the pupils' efforts to think in English must be encouraged from the very first by this practice, and until they succeed in thinking in English just so long will this mastery be delayed. The pupils in the schools are taught to read and understand English, but this is not sufficient—they must be taught to *speak* it; and if they are to gain any facility in the use of the language they must have constant practice in it. Teachers are here enjoined to guard against monopolizing the opportunities belonging to the pupils in this matter. The only method by which peculiar usages, grammatical peculiarities, and idiomatic expressions can be impressed is that of per-

sistent repetition. It is impossible for a child to learn a language through its grammar, and this is more true of English than of most languages, for in English the meaning is for the most part determined by the relation of words to each other in the sentence, not by changes in their forms. Oral practice counteracts the strong and natural inclination to translation during written work, and habituates the children in the use of their English vocabulary in expressing their ideas and thoughts. Successful written work is the corollary of oral work: the converse does not necessarily hold.

The schemes of work in English usually fail to disclose an adequate realization of the problem set the teachers; they are scrappy and vague; they give little indication of method; the general vocabulary to be taught from the outset is not systematically outlined; they do not show the nature of the vocabulary to be introduced at different stages; the means and devices for overcoming difficulties and eradicating characteristic errors are not indicated; they do not disclose what use is to be made of the subject-matter of lessons read.

The playground, in addition to the schoolroom, should have its place in encouraging spoken English. There should be much more supervision of and participation in the games of the children. Teachers who succeed in making English the language of the playground are unanimous in the opinion that such success depends more upon the teacher's habitual presence, supervision, and participation in the sport than upon anything else. They are also of one accord in greatly emphasizing the importance of introducing English games. The children pick up English words in their games, because they frequently do not have words of their own that exactly correspond. When excited and interested they will exert every effort to express themselves, and the words acquired in this way are not readily forgotten. Discretion is necessary in the correction of errors made in the playground, but the teacher should have a watchful ear for them, and should later introduce exercises based thereon.

Arithmetic.—Throughout the schools the instruction, particularly in the preparatory division, is becoming more realistic and practical, the result being that arithmetic is treated not merely as the art of performing certain numerical operations, but is taught with the view of making the children think clearly and systematically about number. Hence the children of the lower classes are found to be relatively more proficient in the subject than the pupils of the upper classes, where mental and practical work do not receive proper prominence. Many teachers are prone to regard mental work as an appendage to the written work, instead of the reverse. It is satisfactory to observe that the use of simple apparatus in carrying out practical work is adopted in an increased number of schools, and the pupils are taught to perform the actual operations of shopping that involve the use of money and weights and measures, to measure in inches and centimetres various objects in the school, and to estimate lengths and weights. The methods of teaching arithmetic cannot be regarded as intelligent and up to date where no provision is made for the practical treatment of the subject. Frequently the arrangement and setting-out of the work in S5 and S6 are faulty, and it is very desirable that greater care both in the work of the teacher and in that of the pupils should be given to logical completeness.

Geography and Nature-study.—In a good many schools good work is done, but in a considerable number the work is only fairly satisfactory. The schemes in most instances indicate that the ideas of the teachers in regard to its treatment, particularly the nature-study, are hazy. Most success is met with, in that part of the subject which cannot be taught directly with observation of the actual facts, where pictures have been used as largely as possible in conjunction with the globe and with maps. The position and importance of places connected with current events recorded in the *School Journal* and in newspapers have received attention. Teachers are recommended in drawing up their schemes to be guided by the suggested treatment of the subject as contained in the appendix to the regulations. In connection with nature-study "it has to be remembered that the main facts which mark off nature-study from other school subjects should be that in it the instruction proceeds solely from the actual object, and never from description or reading. In practically every other subject, no matter how successfully the teacher makes the scholar look for the information he requires, the child has to take things for granted and must depend on the good faith of the teacher or the printed book; in nature-study comes the opportunity of proceeding by another method and teaching from the thing itself. The teacher should then be very jealous not to waste this unique opportunity: it is his one chance of teaching from the real: as soon as nature-study is taught from the book and the blackboard it becomes worthless as nature-study, even though interesting or useful information is imparted to the scholars."

The *writing* in a very large number of the schools is very creditable indeed, this condition being naturally met with in those schools where there is definite teaching. In other schools, however, the results do not compare favourably with those of the schools previously mentioned. The use of paper in place of slates in the higher classes has in some instances not tended to improve the quality of the writing, since it is not recognized by the teachers concerned that to become good writers children must write carefully at all times.

Generally speaking, the work done in *spelling* and *dictation* is very satisfactory. Teachers are again reminded that the spelling and dictation exercises should be taken from the *School Journal*. Very few schemes of work indicate the steps taken to deal with homonymous words which frequently give the pupils considerable trouble in dictation and composition.

Handwork and Manual Training.—Some form of handwork—paper-folding, mat-weaving, carton-work, and plasticine-modelling—is taken in every school, and as a general rule is satisfactorily treated. In order, however, that fuller educational benefit be derived by the pupils, the value of correlation of the subject with drawing and other subjects must be recognized.

Drawing in a very considerable number of schools is still far from satisfactory, and teachers seem reluctant to depart from the system of drawing from flat copies. "Drawing affords an

example of a subject where the point of view has completely changed within recent years. The flat balanced copy usually of some design or ornament and the geometrical model have given place to real objects, natural or manufactured; and the pencil, once the sole instrument, is in many places deposed in favour of chalk, pastel, or brush, and in schools where children are properly trained to observe and represent, unexpected skill is often shown by individual pupils, skill quite undeveloped in former days." Very good work in brush drawing is done in a number of schools.

Instruction in *woodwork* continues to be given satisfactorily in most of the schools where workshops have been established; but, as was pointed out last year, the correlation of the subject with drawing is not entirely satisfactory.

In the comparatively small number of schools where instruction in *cooking* is given much interest is evinced by the girls in the subject, and most creditable work has been done. Hitherto the instruction has been confined to schools in the highest grades, and it is now expected that a course having reference to the elementary facts and the principles underlying the efficient management of a house will be taken where circumstances permit in schools of Grade III and upwards, and to this end the attention of teachers is directed to the appendix to the regulations, where will be found suggestions for a course in elementary home science.

Generally, *sewing* is well taught in most of the schools, with the practical result that large quantities of useful articles of clothing are made by the girls. In many schools, as was the case in the previous year, much work was done in providing comforts for the soldiers, and this work was accepted in lieu of the regulation work. The attention of the assistant teachers is again directed to the amended regulations.

In *elementary practical agriculture* the results are not a striking success, and in only a comparatively few schools has the subject much educational value. This is to be regretted, for there are good opportunities for doing serviceable work in the subject, and it is to be hoped that a larger number of teachers will avail themselves of their opportunities. The school-garden offers a teacher a fine field for nature-study, and he should be very loth to waste the opportunity afforded by it.

In a very large number of schools *singing* is very well taught, the result being that the pupils sing well and have a good working knowledge of the notation used. In quite a considerable number of schools, however, the teaching is far from being satisfactory. When pupils are asked to sing without the keynote having been given or intelligently ascertained there is something radically wrong. It is difficult to imagine that these teachers have even read, not to say studied, the requirements of the syllabus, or that they are aware of the existence of the suggestions as to the method of treatment prepared for their guidance and to be found in "Further Directions" of the regulations.

The new system of *physical instruction* has been introduced into the majority of our schools, and the work of the teachers appears to be very satisfactory. The teachers of about forty schools, however—in the Far North and the East Coast districts—have not yet had the opportunity of attending classes of instruction. The recommendations made in last year's report in regard to the introduction of organized games have not yet to any great extent been acted upon.

SECONDARY EDUCATION.

The following institutions, established by various denominational bodies, provide secondary education for Maori girls and boys: Te Waipounamu Girls' School, North Canterbury; 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; Queen Victoria Girls' School, Auckland; St. Stephen's Boys' School, Auckland. Free places, open to Maori boys and girls possessing the qualifications required by the regulations, are provided by the Government at those of the above institutions where the form of education is regarded as best suited to the particular needs of the Maori people. The number of pupils on the rolls of these schools at the end of the year was—Boys, 204; girls, 217; total, 421. Of the pupils in attendance, forty boys and fifty-two girls were the holders of free places. Free places were also held by one girl at Auckland Grammar School and by six boys at the Sacred Heart College, Auckland.

The importance of industrial training in some form or other has become recognized by the controlling authorities of these institutions, and accordingly provision is made for such training in the schools. Promising pupils may undertake the work of the Public Service Entrance Examination, but apart from this work a college education is discouraged. Generally speaking, the ordinary subjects of the Sixth and Seventh Standards receive further strengthening, the girls receiving in addition training in the various branches of domestic duties—cooking, sewing and dressmaking, nursing, and hygiene; and the boys manual training—woodwork, elementary practical agriculture, and kindred subjects.

The annual examination of these schools showed that a high degree of efficiency generally has been maintained, and the results, particularly in the English subjects, were very creditable.

In the girls' schools work of an exceedingly useful and practical nature is carried out, and the training afforded should prove of great value to the girls. During the year the girls, by loyal and patriotic effort, again did excellent work in providing comforts for our soldiers.

At Te Aute College, St. Stephen's School, and Otaki College the boys receive a very good training in woodwork and in practical agriculture.

SCHOLARSHIPS.

A certain number of free places, each of the value of £20, and tenable for two years, is provided for Maori boys and girls who have qualified under the regulations. At the end of the year 1915, ninety-nine such free places were current, eighty-four being held by pupils from

Native village schools and fifteen by pupils from various public schools. The tenure of these free places is subject to the condition that the syllabus of work followed in the particular schools attended by the holders is in conformity with the requirements of the Department.

Industrial scholarships, or senior free places, are available for boys who have obtained a certificate of proficiency and have undergone not less than one year's course in some branch of industrial training, such as woodwork. Maori boys who show special aptitude are thus given an opportunity to learn some mechanical trade or some branch of farming. At the end of 1915 only one such industrial scholarship was current.

The senior free places offered to Maori girls take the form of nursing scholarships. Considerable difficulty is experienced in securing candidates who satisfy all the conditions required. At present there is one nursing scholar or pupil-nurse, and one scholar who, having completed her primary course, is a probationer on the hospital staff. During the year two pupil-nurses discontinued their training, and one nurse passed the examination qualifying her for registration. Three ex-scholarship holders have been employed by the Health Department in work amongst the Maoris, and good reports have been received of their work. In connection with the nursing-scholarship scheme, the co-operation of the Health Department has been most helpful.

Te Makarini and Buller Scholarships.—The usual examinations for these scholarships, which were founded out of private bequests for the purpose, were conducted by the Department towards the end of the year. One Senior Makarini Scholarship and one Junior Makarini Scholarship were offered by the trustees for competition. For the first time for many years no junior candidates offered themselves for examination. For the senior examination there were nine candidates—six boys from Te Aute College, Hawke's Bay, and three boys from St. Stephen's School, Auckland. The work of the candidates, considering the difficulty of the papers set, was generally very creditable. The highest marks were gained by Joseph Karauria Tararua, of Te Aute College, a former junior-scholarship holder, who obtained 64.5 per cent. of the possible marks.

For the Buller Scholarship Examination six candidates presented themselves. In the examination the successful candidate, who gained 62.6 per cent. of the possible marks, was the candidate who stood highest on the list in the Makarini Scholarship Examination. Under the circumstances the trustees decided to award the Makarini Scholarship for one year to Graham Latimer, of St. Stephen's Boys' School, Auckland, who gained second place in the examination for that scholarship, and the Buller Scholarship was awarded to Joseph Karauria Tararua.

COOK ISLANDS.

The initial steps for the establishment of the Native-school system of education in the Cook Islands were undertaken by the Education Department in 1914, and during the past year schools were established at *Arorangi* and *Takitumu*, Rarotonga, and also at *Araura*, Aitutaki, the roll numbers at the end of the year being 144, 182, and 281 respectively. The results have so far been entirely satisfactory.

In accordance with the provisions of the Cook Islands Act, 1915, the control of education in the Cook Islands will now devolve on the Cook Islands Administration, and the new arrangement will come into force early in 1916.

TRANSFER OF MR. W. W. BIRD, LATE SENIOR INSPECTOR OF NATIVE SCHOOLS.

In the early part of the current year Mr. W. W. Bird, M.A., who for upwards of fifteen years was closely identified with Native schools and their working, was appointed to the position of Senior Inspector of Schools in the Hawke's Bay Education District. Under his control and guidance the Native-school system showed marked development: upwards of forty-five schools came into being, and, generally, distinct progress was made in efficiency. Consequent upon this new appointment some important changes were effected in connection with the working of Native schools. In addition to the duties devolving upon him as Senior Inspector of Schools in the Hawke's Bay District, Mr. Bird will have under his immediate supervision the Native schools situated within the boundaries of that district. The examination and inspection of the remaining Native schools throughout the Dominion will be continued as heretofore, except that in cases where necessary the services of the departmental public-school Inspectors will be enlisted.

CONCLUSION.

In reviewing the past year's work it is felt that steady progress in efficiency is being made. The teachers generally show ready response to suggestions made and a pleasing desire to improve the efficiency of their schools. Their duties are carried out with enthusiasm and devotion, and their efforts to promote the welfare of the people amongst whom they are placed entitle them to much credit.

The Director of Education.

JNO. PORTEOUS,
Inspector of Native Schools.

No. 3.

EXTRACTS FROM THE REPORTS OF THE INSPECTORS OF SCHOOLS ON THE EDUCATION OF MAORIS ATTENDING PUBLIC SCHOOLS.

AUCKLAND.

The great majority of these pupils are found in the preparatory and lower-standard classes; some work their way up into S4 and a few reach S5; it is exceptional to find a Maori pupil in S6.

In the lower classes (preparatory, S1 and S2) progress is in general satisfactory when the initial difficulties of understanding sufficient English to enable the teaching to be followed are overcome. This want of knowledge of the language in which the work of the school is carried on is always a more or less serious bar to progress, and when pupils first come to school generally prevents their making any appreciable headway for some months. Greater difficulty appears to be found in mastering the work of S3 and S4, especially that included in the English subjects. The work of S6 presents such difficulties that only a very small number are able to attempt it, and of these but a minute fraction succeed in winning through and securing certificates.

Amongst the subjects of instruction English presents the greatest difficulty, especially the branches reading, spelling, and composition. It is not unusual to find pupils who read quite fluently being unable to interpret the thought-content of the passage read. Spelling is a source of greater embarrassment as the child rises through the classes, whilst ability to write composition even comparatively free from grammatical errors and mistakes in English is, as a rule, quite beyond the normal pupil. Arithmetic generally reaches pleasing developments in the lower classes and a satisfactory level in the more advanced standards; but here again incomplete knowledge of English acts as a severe handicap. Writing and drawing are usually well done, so too are handwork subjects of all kinds; whilst in singing and drill the Maori pupil appears able to compete on more equal terms with the European.

The most serious obstacle to progress is irregular attendance, mainly due to the nomadic habits of the Maori, who in some districts is constantly moving from place to place. We feel strongly that no substantial and enduring advance in the education of Maori children can be hoped for until this matter of irregular attendance is successfully dealt with.

The order and behaviour of Maori pupils leave little to be desired: they are in almost all cases readily amenable to school restraint, and almost invariably display a genuine desire to obey instructions and comply with such regulations as are deemed necessary in the interests of the school community. Throughout all classes they are painstaking and attentive and apply themselves with diligence.

In all schools attended by Maori children handwork in the upper classes should be made a strong feature, and provision should be made for courses of woodwork and other subjects of manual training for boys and for cookery and housewifery for girls.

In view of the many disadvantages under which the great majority of Maori children are obliged to work, we are of opinion that their progress may be described as generally satisfactory.

TARANAKI.

In the Taranaki Education District there are no Maori schools, the Native children attending the ordinary State schools and receiving the same instruction as the Europeans. On account of their irregularity of attendance and the disadvantages they labour under due to their home-surroundings, the children, especially in the lower classes, make somewhat slow progress. In the upper classes, however, in all subjects except English their progress is quite equal to that of the whites. Indeed, in writing and in drawing they are well above the average.

There seems to be no need in this district for special provision to be made for their instruction.

WANGANUI.

In the Wanganui District there are sixteen schools, in each of which there are more than ten Native children, and three—viz., Kakariki, Kakatahi, and Tokorangi—in which the majority of the pupils are Maoris.

In the schools in which the "white" element predominates—that is, in districts closely settled by white people—little difference is noticeable between the progress of the Maori and that of the white child: the former is almost completely anglicized. Where, however, there are State schools in the neighbourhood of pas the position is different, and the difficulty of educating the Native child alongside his white brother is increased. When the former enters the school he is usually unable to speak a word of English, although no doubt he has a more or less hazy understanding of a few English words and expressions. As English is the medium of instruction, little progress can be made until it is mastered, at all events to the extent necessary in the preparatory classes. This difficulty, however, is not a very serious one, for the average Maori child is quick and takes an eager interest in his lessons. He soon learns to associate the few simple movements and tasks required of him with the spoken word, and in the playground his vocabulary grows rapidly.

In teaching reading to the P class Maoris we have found our "phonic-cum Look-and-Say" method of very great service. The Maori makes rapid progress in English until S3 is reached, when the modes of expression increase appreciably in difficulty. The pa Maori is then out of his depth, and his progress thereafter is slow. The teacher gives him much practice in oral composition, and by means of sentence-answers endeavours to give him some command of the English idiom, but the Maori environment is too strong, and throughout his subsequent school life he does not, except in a few instances, seem to be able to outgrow the "pidgin-English" stage.

We have frequently remarked on the extraordinary facility the Maori child has in drawing and writing: he excels in the imitative arts. In one of our schools a lithographed "Roll of Honour" sheet was discarded in favour of one beautifully executed by one of the Maori pupils. In arithmetic, if there are no obscurities of expression, the Maori, as far as we have observed, can keep pace with the English boy; in geography he lags behind a little; and in history he finds great difficulty in understanding any but the simpler events where the primal passions spring into action. Battles, sieges, and deeds of prowess he takes the greatest delight in. The Maori lad's progress in handwork occupations is remarkable, and we have frequently had

occasion to admire his work, particularly in plasticine-modelling. So great, indeed, is the Maori's ability in all imitative arts it seems to us a pity that he rarely reaches the technical-school stage.

A great drawback to the co-education of the Maori and the white children in our district is the uncleanly habits of the former. So indifferent are the pa Maoris to the relation of cleanliness to health that it is at intervals necessary to call in the aid of the Health officer to force the parents to attend to the cleanliness of their children. Where the Maori has adopted the English style of living there is no complaint to make; not infrequently his children are cleaner and tidier than many of their white companions.

WELLINGTON.

Of the 346 Maori children attending the Board schools of this district, 256, or nearly 75 per cent., are distributed among twelve schools, the remaining 90 being distributed among twenty-seven schools and bearing such a small ratio to the roll numbers of these schools that their identity is to all practical purposes lost.

In the opinion of the Inspectors of this district the Maori pupil in S6, except for some natural disabilities in English composition and spelling, quite holds his own with his fellow-pupils, but judging from the average age there would appear to be some falling-off in efficiency in the classes below S5, the difference in average age between white children and Maoris being nearly twelve months in each of the classes S4 to P. In the opinion of the Inspectors this difference is due less to natural ability than to irregular attendance and frequent changing of abode.

MARLBOROUGH.

In Marlborough at the end of 1915 the total roll of Native children was seventy, and out of that number forty-seven received instruction in three schools which may be classed purely Native. The teachers have been zealous workers, and have made themselves beneficial factors in the children's home life. The schools are models in neatness, are scrupulously clean and well equipped. The pupils are tidy, well-behaved, industrious, and intelligent. The following are brief notes on the various subjects:—

English: The same difficulty that may exist in some districts is not much in evidence here. The children's knowledge of the mother-tongue is limited, and the inherent obstacles in learning a foreign language are thus greatly reduced. They converse in English, and the difficulties in mastering details of pronunciation and accent are thus also minimized.

Reading: Reading in most cases was fluent and fairly expressive. Recitation was satisfactory, and in some cases good. Composition varied in quality. Spelling was decidedly good, and the writing in one school from the infants to S5 was excellent. Writing generally was satisfactory.

Arithmetic: Arithmetic has much improved, and may be classed as satisfactory.

Geography: This subject has received a good deal of attention. Local geography was well known, mapping was good, and in some cases excellent relief maps in plasticine had been prepared by the older scholars.

Handwork: In all kinds of handwork the children show great natural ability. Specimens (from nature) in "Permodelle," plasticine, and brush drawing were of special merit. Drawing generally was good, and sewing very good. In a few cases the boys did satisfactory work in sewing.

Singing: In most schools ample instruction was given. Breathing-exercises, modulator tests, and ear-training were regularly practised. The singing was good in tone, free from harshness, and the songs were carefully selected.

Physical exercises: Two schools gave an excellent exhibition of wand and Indian-club drill. In addition physical exercises were taken daily in all schools, with beneficial results.

I am satisfied the education of the children in this district requires no special form of treatment, and given good instructors they can hold their own with their European schoolmates.

NELSON.

Whangarae is the only school in this district at which all in attendance are Maoris. The attendance at this school for 1915 was only 86 per cent. of the average roll number. The general work was satisfactory, the weakest subjects being the various branches of English. The school has suffered greatly from the frequent changing of teachers. The balance of the Maori children are distributed in very small numbers throughout different schools of the district. As a rule they are above the average age of their classes, but where regular in attendance have made satisfactory progress.

GREY AND WESTLAND.

In the Westland District twenty-eight Maori children were included in the roll number, and these were distributed among four schools, the largest number in any school being fifteen. The average progress of these children is very fair.

In the Grey District the number of Maori children was five. These attended two respective schools. The average progress was satisfactory.

NORTH CANTERBURY.

The schools in this district which are attended only by Native children are three in number—Rapaki, Wairewa, and Tuahiwi. The work in none of these rises above a fair level. The results in subjects such as singing, drawing, writing, and handwork compare favourably with those obtained in the Board's other schools; but in composition and English, which are affected by home circumstances, the work is only of very moderate quality.

It is very seldom that a pupil in one of these schools ever reaches the Sixth Standard, although quite a number of Maori children attending other public schools succeed in obtaining a proficiency certificate. This would appear to indicate that the Maori child makes greatest progress when mixing with European pupils, and that it would be to the advantage of the Native children in this district at least if they attended at schools where the scholars are Europeans, and where they would be compelled to use English not only in the school, but also in the playground.

It might be pointed out that the schools mentioned above are not strictly Maori schools, the bulk of the children being of mixed blood, and this might be adduced as an additional reason for their attending the ordinary public school.

SOUTH CANTERBURY.

The total number of Maori children attending the public schools in the South Canterbury District is eighteen, of whom ten are in class P, four in Standard I, and one in each of the standards II, III, IV, and VI.

So far as I have observed the Maori children work in school under the same conditions as the other children, and take part in the games and sports in the playground on terms of perfect equality with their white companions.

OTAGO.

At the end of the year ninety-three Maori children (thirty-nine boys and fifty-four girls) were enrolled in twenty-two schools in this district. They receive the same tuition as the children of white parents, and in the preparatory and junior divisions have little difficulty in keeping abreast of their fellow-pupils. In the senior classes, however, we note a tendency on their part to fall behind, especially in English and arithmetic. This is no doubt due to the language difficulty. In drawing, handwork, writing, and needlework the pupils are doing very satisfactory work, and in those schools in which agriculture is taught the Maori pupils show keen interest in this subject. The pupils as a whole are well cared for, and mingle freely in games and exercises with the other children. In only one school have we heard that the pupils were troublesome to manage, and at our visits we have always found them well-behaved and polite.

Seven certificates of proficiency and three certificates of competency (S6) were issued to Maori pupils during the year.

SOUTHLAND.

There are now in this district no schools attended solely by children of the Native race. In Colac Bay, Riverton, Bluff, and Waikawa districts considerable numbers of Maori children are in attendance at the public schools. They compare very well with their fellow-pupils in respect of intelligence, but from want of application and, probably, unfavourable home environment do not make the same progress, particularly in the two highest standards, as children of European birth. They display most proficiency in manual work (including writing and drawing) and in singing. In only one or two cases has any desire for higher education been shown. The mutton-bird industry, which entails an absence from school of about nine or ten weeks annually, is a serious bar to educational progress.

APPENDIX.

Table H 1.

NATIVE SCHOOLS AND TEACHERS.

LIST OF NATIVE VILLAGE SCHOOLS AND THE NAMES, CLASSIFICATION, STATUS, AND EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1915.

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; Ex. F, that teacher is absent with Expeditionary Forces.

Name of School.	County	Grade.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.
							£ s. d.
Ahipara ..	Mangonui ..	III B	85	Williams, Joseph W. ..	..	H M	225 0 0
				Williams, Mary G., Mrs. ..	..	A F	105 0 0
Arowhenua ..	Geraldine ..	III A i	38	Kerehoma, Apikairu ..	..	A F	55 0 0
				Topia, Ellena ..	..	A F	75 0 0
				Whitehead, Admiral ..	D4	H M	*200 0 0
				Whitehead, Rachel E., Mrs. ..	..	A F	85 0 0
Hapua ..	Mangonui ..	III B	121	Vine, Henry G. ..	..	H M	220 0 0
				Vine, Winifred M., Mrs. ..	..	A F	85 0 0
				Vine, Effie L. ..	..	A F	45 0 0
				Norman, Nellie ..	..	A F	30 0 0
Hiruharama ..	Waiapu ..	III A i	41	Lee, John B. ..	..	H M	198 0 0
				Lee, Elizabeth E., Mrs. ..	..	A F	110 0 0
Horoera ..	East Cape ..	II ii	25	Kaua, Matekino H. ..	..	H F	126 0 0
Kaikohe ..	Bay of Islands	III B	88	Korimeto, Heneriata ..	..	A F	40 0 0
				Grace, Charles W. ..	D1	H M	250 0 0
Kakanui ..	Helensville ..	II ii	28	Grace, Inez, Mrs. ..	..	A F	115 0 0
				Guerin, Annie M. ..	..	A F	45 0 0
				Guerin, Nellie ..	..	A F	30 0 0
				Smith, Leonard H. ..	..	H M	126 0 0
Karetu ..	Bay of Islands	II i	26	Smith, Phoebe M., Mrs. ..	..	A F	40 0 0
				Grattan, Ida V. C. ..	C2	H F	160 0 0
Karioi ..	Waimarino ..	II i	26	Grattan, Olive ..	..	A F	60 0 0
				Clarke, Rosa ..	D4	H F	140 0 0
Kenana Kirioko ..	Mangonui ..	I	17	Hepetema, Alice ..	..	A F	60 0 0
				Taylor, Annie ..	..	F	121 10 0
Kokako ..	Bay of Islands	III A i	43	West, William E. ..	D4	H M	200 0 0
				West, Annie M. W., Mrs. ..	..	A F	85 0 0
Manaja ..	Wairoa ..	III A ii	72	Smith, Hugh P. ..	C1	H M	205 0 0
				Smith, Alma E., Mrs. ..	..	A F	85 0 0
Mangamaunu ..	Coromandel ..	III A i	41	Anderson, Annie T. M. ..	..	A F	60 0 0
				Greensmith, Edwin ..	D2	H M	215 0 0
Mangamuka ..	Kaikoura ..	I	16	Greensmith, Isabella C., Mrs. ..	..	A F	105 0 0
				Barnes, Ellen L. ..	..	F	126 0 0
Mangatuna ..	Hokianga ..	III A i	41	Cameron, Duncan ..	D2	H M	210 0 0
				Cameron, Margaret, Mrs. ..	..	A F	90 0 0
Maraeroa ..	Hokianga ..	III A i	42	Scammell, William H. ..	..	H M	180 0 0
				Scammell, Agnes E., Mrs. ..	..	A F	85 0 0
Matangirau ..	Whangaroa ..	III A i	40	Hulme, Maggie, Mrs. ..	..	H F	184 10 0
				Hulme, Russell H. ..	..	A M	85 0 0
Mataora Bay ..	Patience, Frederick ..	III A i	40	Patience, Evelyn G., Mrs. ..	..	A F	85 0 0
				Hall, Annie E. ..	..	F	110 0 0
Matapihi ..	Ohinemuri ..	I	11	Clark, Catherine E., Mrs. ..	E2	H F	170 0 0
				Clark, Herbert E. ..	..	A M	55 0 0
Matata ..	Tauranga ..	II ii	27	Horneman, Agnes ..	E1	H F	170 0 0
				Raureti, Rina ..	..	A F	40 0 0
Matihetihe ..	Hokianga ..	II i	24	Paul, Maungatai J. ..	..	H F	126 0 0
				Matini, Roharima ..	..	A F	45 0 0
Maungatapu ..	Tauranga ..	III A i	45	Roache, Patrick ..	C1	H M	220 0 0
				Roache, Ruby, Mrs. ..	..	A F	85 0 0
Moerangi ..	Raglan ..	II i	24	Benjamin, Julia ..	..	F	126 0 0
Motiti Island ..	Tauranga ..	II i	21	Clench, Charles McD. ..	..	H M	153 0 0
				Clench, Mary I., Mrs. ..	..	A F	50 0 0
Motuti ..	Hokianga ..	II i	27	Leef, Kathleen ..	..	H F	126 0 0
				(Vacant) ..	..	..	..
Nuhaka ..	Wairoa ..	III B	95	South, Moses ..	E2	H M	240 0 0
				South, Emma S., Mrs. ..	..	A F	105 0 0
Ohacawai ..	Bay of Islands	III A i	41	Mane, Maora ..	..	A F	75 0 0
				Young, James ..	Lie.	H M	190 0 0
				Young, Alice G. A., Mrs. ..	C3	A F	95 0 0

* Also £30 house allowance.

Table H 1—continued.

LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

Name of School.	County	Grade.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.
							£ s. d.
Ohautira ..	Raglan ..	I	17	Cumber, Kenneth M. H. ..	..	M	117 0 0
Okautete ..	Masterton ..	I	15	O'Donnell, Kate ..	..	F	117 0 0
Omaio ..	Opotiki ..	IIIA i	44	Coughlan, William N. ..	..	H M	180 0 0
Omanaiā ..	Hokianga ..	II ii	39	Coughlan, Isabella A. M., Mrs. ..	..	A F	85 0 0
Omarumutu ..	Opotiki ..	IIIA ii	66	Nisbet, Robert J. ..	..	H M	190 0 0
				Nisbet, Janet, Mrs. ..	..	A F	90 0 0
				Mackay, Gordon ..	D2	H M	210 0 0
				Mackay, Emily M. ..	..	A F	110 0 0
				Hamiora, Rangikahuawe ..	..	A F	60 0 0
Oparure ..	Waitomo ..	IIIA i	52	Timbers, Arthur D. ..	D2	H M	200 0 0
				Timbers, Joaquina Q., Mrs. ..	..	A F	85 0 0
Opoutere ..	Thames ..	II i	27	Grindley, George ..	Lic.	H M	166 5 0
				Grindley, Catherine, Mrs. ..	..	A F	25 0 0
Orauta ..	Bay of Islands	IIIA i	46	Kelly, Felix ..	D1	H M	220 0 0
				Kelly, Winifred, Mrs. ..	..	A F	100 0 0
Oromahoe ..	Bay of Islands	II ii	30	Adkins, John ..	C2	H M	210 0 0
				Adkins, E., Mrs. ..	..	A F	90 0 0
Oruanui ..	East Taupo ..	II ii	24	Hayman, Frederick J. ..	E2	H M	210 0 0
				Hayman, Elizabeth M. M. T. S. ..	..	A F	40 0 0
Otangaroa ..	Whangaroa ..	I	17	Matthews, Emily ..	..	F	110 0 0
Otaua ..	Hokianga ..	IIIA i	45	Gubb, Lester F. ..	Lic.	H M	190 0 0
				Padlie, Florence ..	..	A F	110 0 0
Owhataitai ..	Whakatane ..	II ii	28	Gibbons, Elizabeth M. L. ..	..	H F	144 0 0
				Gibbons, Isabel ..	..	A F	45 0 0
Paeroa ..	Tauranga ..	IIIA i	42	Baker, Frances E. E. ..	D1	H F	220 0 0
				Baker, Henrietta A. ..	..	A F	100 0 0
Pamapurua ..	Mangonui ..	II ii	21	Crene, Percival ..	..	H M	176 10 0
				Crene, Edith, Mrs. ..	..	A F	70 0 0
Pamoana ..	Waimarino ..	I	19	Arthur, Cyril L. ..	..	M	117 0 0
Papamoa ..	Tauranga ..	II ii	35	London, Clara J. ..	..	H F	190 0 0
				Hennessey, Ellen M. ..	..	A F	120 0 0
Paparore ..	Mangonui ..	IIIA ii	40	Richards, Hilda E. I. ..	..	H F	180 0 0
				Richards, Vera I. M. ..	..	A F	25 0 0
Parapara ..	Mangonui ..	I	22	Church, Lillian ..	..	F	126 0 0
Parawera ..	West Taupo	IIIA i	49	Herlihy, Patrick ..	D1	H M	220 0 0
				Herlihy, Eileen ..	..	A F	85 0 0
Parikino ..	Wanganui ..	IIIA i	29	Walker, Henry McN. ..	D3	H M	*200 0 0
				Walker, Ethel C., Mrs. ..	..	A F	85 0 0
Pawarenga ..	Hokianga ..	IIIA ii	37	Foley, H. M. M. A. ..	B3	H M	200 0 0
				Foley, Anstice J., Mrs. ..	..	A F	85 0 0
Pipiriki ..	Wanganui ..	II ii	31	Merrie, Thomas ..	D2	H M	140 0 0
				Keremeta, Rangirangi ..	..	A F	75 0 0
Poroporo ..	Whakatane ..	IIIA ii	59	Ryde, Henry J. ..	D2	H M	200 0 0
				Ryde, Emma G., Mrs. ..	..	A F	85 0 0
				Ryde, Grace E. ..	..	A F	40 0 0
Poroti ..	Auekland ..	IIIA i	33	Thompson, Richard H. ..	Lic.	H M	199 10 0
				Thompson, Elizabeth D. F., Mrs. ..	..	A F	90 0 0
Port Waikato ..	Waiuku ..	I	14	Chaplin, Charles S. ..	..	M	135 0 0
Pukehina ..	Rotorua ..	II i	29	Burgoyne, Annette ..	..	H F	126 0 0
				Burgoyne, Constance ..	..	A F	40 0 0
Pukepoto ..	Mangonui ..	IIIA i	37	Ward, Violet ..	..	F	180 0 0
				(acting)			
				(Vacant) ..	..	A F	..
Ranana ..	Rotorua ..	IIIA i	43	Thirle, Herbert L. ..	Lic.	H M	199 10 0
				Geissler, Aimee M. ..	..	A F	110 0 0
Rangiahua ..	Wairoa ..	IIIA ii	48	Alford, Edward H. ..	Lic.	H M	194 15 0
				Alford, Florence, Mrs. ..	..	A F	95 0 0
				Alford, Florence C. ..	..	A F	25 0 0
Rangiawhia ..	Mangonui ..	II i	16	Taua, Wiremu H. ..	..	M	150 0 0
Rangitahi ..	Whakatane ..	II ii	29	Hamilton, Hugh R. W. ..	E3	H M	190 0 0
				Te Wao, Ema ..	..	A F	75 0 0
Rangitukia ..	Waiapu ..	IIIB	90	Hope, John ..	Lic.	H M	223 5 0
				Hope, Agnes, Mrs. ..	E1	A F	105 0 0
				Webb, Doris ..	..	A F	75 0 0
				Korimete, Janie ..	..	A F	25 0 0
Raukokore ..	Opotiki ..	IIIA ii	45	Saunders, William S. ..	..	H M	198 0 0
				McLachlan, Annie ..	..	A F	121 10 0
				McLachlan, Linda ..	..	A F	60 0 0
Reporua ..	Waiapu ..	II ii	30	McLean, Neil ..	D3	H M	185 0 0
				McLean, Hinemoa A., Mrs. ..	..	A F	40 0 0
Ruatoki ..	Whakatane ..	IVA	121	Mahoney, Cornelius ..	C1	H M	260 0 0
				Mahoney, Harriet L., Mrs. ..	E2	A F	115 0 0
				Mahoney, Cornelia D. ..	..	A F	85 0 0
				Mahoney, Flora M. L. ..	..	A F	40 0 0

* Also £30 house allowance.

Table H1—continued.

LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

Name of School.	County.	Grade.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Leave-allowance.
							£ s. d.
Taemaro ..	Mangonui ..	II i	27	Carter, Eva N., Mrs. ..	D2	H F	140 0 0
				Carter, George W. ..		A M	25 0 0
Taharoa ..	Kawhia ..	III A i	36	Rayner, Henry H. ..		H M	180 0 0
				Rayner, Flora, Mrs. ..		A F	85 0 0
Takahiwai ..	Whangarei ..	III A i	26	Miller, David W. ..		H M	180 0 0
				Miller, Ethel, Mrs. ..	E2	A F	85 0 0
Tangoio ..	Wairoa ..	II ii	22	(Vacant) ..		H M	
				Macarthur, Elizabeth G. ..		A F	55 0 0
Tanoa ..	Otamatea ..	II ii	25	Woodhead, Ambler ..	D2	H M	190 0 0
				Woodhead, Florence M. ..		A F	40 0 0
Tautoro ..	Bay of Islands	III A i	36	England, Walter ..	C3	H M	205 0 0
				England, Eva E., Mrs. ..		A F	85 0 0
Te Ahuahu ..	Bay of Islands	II ii	31	Flood, Robert P. ..	Lic.	H M	153 0 0
				Flood, Frances L., Mrs. ..		A F	55 0 0
Te Araroa ..	Waiapu ..	III B	81	Downey, Michael ..		H M	198 0 0
				Downey, Julia, Mrs. ..		A F	110 0 0
				Downey, Lydia G. ..		A F	45 0 0
				Downey, Florence J. ..		A F	25 0 0
Te Haroto ..	Wairoa ..	II i	23	Owen, Sarah A., Mrs. ..	D3	H F	140 0 0
				Owen, Henry ..		A M	25 0 0
Te Huruhi ..	Waiheke Island	II i	21	Jamison, Mary ..	Lic.	H F	152 0 0
				Mauriohoo, Sarah ..		A F	85 0 0
Te Kaha ..	Opotiki ..	III A i	42	Cato, Anson H. ..	Lic.	H M	190 0 0
				Cato, Netty F. L., Mrs. ..		A F	85 0 0
Te Kao ..	Mangonui ..	III A ii	61	Watt, Bertha F., Mrs. ..		H F	180 0 0
				Watt, Archibald H. ..		A M	85 0 0
				Henry, Miriam ..		A F	75 0 0
Te Kopua ..	Waitomo ..	I	9	Cameron, Rae C. ..		M	144 0 0
Te Kotukutuku and Rangiwaea (side school)	Tauranga ..	III A ii	52	Whelan, Edward J. ..		H M	189 0 0
				Callaway, Elizabeth ..		A F	110 0 0
				Whelan, Sarah, Mrs. ..		A F	90 0 0
Te Mahia ..	Wairoa ..	III A i	38	Handcock, Georgina ..	D2	H F	200 0 0
				Handcock, Martha A. ..		A F	85 0 0
Te Matai ..	Tauranga ..	III A ii	52	Godwin, Horace P. E. ..		H M	193 10 0
				Bathwayt, Ellon E. C. ..		A F	120 0 0
				McLeod, Delia ..		A F	75 0 0
Te Pupuke ..	Whangaroa ..	II ii	29	McIntyre, John ..	D1	H M	190 0 0
				Duthie, Florence ..		A F	95 0 0
Te Rawhiti ..	Bay of Islands	II ii	30	Barnett, David (vacant)	Lic.	Ex. F	
				Barnett, Sarah H., Mrs. ..		A F	166 5 0
				Kirkland, Jessie E. E. ..		A F	75 0 0
Te Reinga ..	Cook ..	II ii	37	Wright, Percy ..		H M	144 0 0
				Forsyth, Louisa H. ..		A F	75 0 0
Te Teko ..	Whakatane ..	III A ii	57	Broderick, Henry W. ..		H M	210 0 0
				Minchin, Zara ..		A F	110 0 0
				Broderick, Mary ..		A F	40 0 0
Te Waotu ..	West Taupo	II ii	53	Proctor, Florence M., Mrs. ..	C1	H F	140 0 0
				Proctor, William ..		A M	40 0 0
Te Whaiti ..	Rotorua ..	I	10	Bressey, Ernest F. ..		M	117 0 0
Tikitiki ..	Waiapu ..	III A ii	82	Sinclair, Donald W. E. ..		H M	198 0 0
				Sinclair, Martha, Mrs. ..		A F	100 0 0
				Walker, Elizabeth, Mrs. ..		A F	60 0 0
Tokaanu ..	East Taupo ..	III A ii	52	Wykes, Frederick R. ..		H M	198 0 0
				Wykes, Bessie, Mrs. ..		A F	100 0 0
				Wykes, Elva H. ..		A F	25 0 0
Tokomaru Bay ..	Waiapu ..	III A ii	66	Coventry, Harry ..	D1	H M	220 0 0
				Robertson, Margaret ..		A F	121 10 0
				Hacrewa, Areta ..		A F	65 0 0
Torere ..	Opotiki ..	III A ii	52	Drake, Armine G. ..		H M	198 0 0
				Drake, Rosalind K., Mrs. ..		A F	100 0 0
				Ratema, Rangititaria ..		A F	60 0 0
Tuhara ..	Wairoa ..	III A ii	57	Guest, Joseph J. ..	C1	H M	200 0 0
				Guest, Lilien R., Mrs. ..		A F	85 0 0
				Guest, Frances ..		A F	25 0 0
Tuparoa ..	Waiapu ..	III A ii	68	White, Hamilton H. ..		H M	198 0 0
				White, Isabel, Mrs. ..		A F	100 0 0
Waihua ..	Wairoa ..	I	19	Brown, Clara J., Mrs. ..	E1	F	130 0 0
Wai-iti ..	Rotorua ..	III A i	55	Munro, John B. ..		H M	198 0 0
				Munro, Florence M., Mrs. ..		A F	100 0 0
Waikare ..	Bay of Islands	III A i	41	Sullivan, Andrew J. ..	C2	H M	200 0 0
				Sullivan, Martha A. A., Mrs. ..		A F	85 0 0
Waima ..	Hokianga ..	III A i	49	Bennett, John W. ..	C2	H M	220 0 0
				(Vacant) ..		A F	
Waimanaku ..	Hokianga ..	II ii	34	Hodson, Susan ..		H F	144 0 0
				Ngakura, Pare ..		A F	55 0 0

Table H1—continued.
LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued

Name of School.	County.	Grade.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.
							£ s. d.
Waimarana ..	Hawke's Bay	II i	24	Manning, William H. .. .. .	..	H M	157 10 0
				Manning, May, Mrs. .. .. .	..	A F	40 0 0
Waiomatatini ..	Waiapu ..	III A i	41	Dale, Francis A.	C3	H M	200 0 0
				Dale, Florence E., Mrs.	C3	A F	85 0 0
Waiomio ..	Bay of Islands	III A i	36	Lloyd, Kate B.	Lie.	H F	190 0 0
				Irwin, Beatrice M. .. .. .	..	A F	110 0 0
Waiorongomai ..	Waiapu ..	II ii	28	Welsh, Alfred E.	E3	H M	170 0 0
				Welsh, Constance E. A., Mrs. .. .. .	..	A F	45 0 0
Waiotapu ..	Whakatane ..	III A i	47	Zimmermann, Johannes E.	C3	H M	200 0 0
				Zimmermann, E. C., Mrs. .. .. .	..	A F	85 0 0
Waioweka ..	Opotiki ..	II ii	36	Levert, Minnie L. F. .. .. .	..	H F	190 0 0
				Torrens, Agnes .. .. .	..	A F	105 0 0
Waitahanui ..	East Taupo ..	II ii	36	McFarlane, Charles T. .. .. .	..	H M	171 0 0
				Gillespie, Mary D., Mrs. .. .. .	..	A F	95 0 0
Waitapu ..	Hokianga ..	II i	23	Askew, Laura L., Mrs.	D2	H F	180 0 0
				Askew, James W. .. .. .	..	A M	50 0 0
Whakaki ..	Wairoa ..	III A i	45	McKenzie, Kenneth	C3	H M	200 0 0
				Falkner, Violet .. .. .	..	A F	110 0 0
Whakarapa ..	Hokianga ..	III A ii	74	Johnston, George	Lie.	H M	223 5 0
				Johnston, Mary E., Mrs.	D1	A F	100 0 0
				Blair, Susan .. .. .	..	A F	25 0 0
Whakarara ..	Whangaroa ..	II ii	36	Watkin, Arthur A.	D4	H M	175 0 0
				Watkin, Mary A., Mrs. .. .. .	..	A F	40 0 0
Whakarewarewa	Rotorua ..	III A ii	95	Banks, Joseph .. .. .	..	H M	184 10 0
				Banks, Anna, Mrs.	D2	A F	85 0 0
				Callaway, Christina .. .. .	..	A F	75 0 0
				Irwin, Ellenor A. .. .. .	..	A F	60 0 0
Whangaparaoa ..	Opotiki ..	I	8	Savage, Hilda .. .. .	..	F	110 0 0
Whangape ..	Hokianga ..	III A i	39	Lisle, Frank .. .. .	..	H M	198 0 0
				Lisle, Marion F. D., Mrs. .. .. .	..	A F	100 0 0
Whangara ..	Cook ..	II ii	26	Frazer, William .. .. .	..	H M	171 0 0
				Te Kura, Rangi .. .. .	..	A F	45 0 0
Whangaruru ..	Bay of Islands	III A i	40	Harper, Arthur S.	D2	H M	200 0 0
				Harper, Maud M., Mrs. .. .. .	..	A F	85 0 0
Wharekahika ..	Waiapu ..	II ii	29	Stacey, Vernon .. .. .	..	H M	171 0 0
				Stacey, Millicent A. L., Mrs.	D3	A F	55 0 0
Whareponga ..	Waiapu ..	II i	23	Woodley, Frederick T. .. .. .	..	H M	126 0 0
				Woodley, Georgina, Mrs. .. .. .	..	A F	40 0 0
Whirinaki ..	Hokianga ..	III A ii	66	Hamilton, Hans A.	E1	H M	220 0 0
				Hamilton, Harriet A. .. .. .	..	A F	100 0 0
				Hamilton, Lilian J. .. .. .	..	A F	40 0 0
				Total .. .. .	..	..	29,973 15 0

Table H 2.

LIST OF THE NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1915.

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

Schools. (1.)	School Roll.			Mean of Average Attendance of Four Quarters, 1915. (5.)	Regularity of Attendance: Percentage of Weekly Roll Number.* (6.)
	Number belonging at End of Year 1914. (2.)	Number belonging at End of Year 1915. (3.)	Average Weekly Number. (Mean of Four Quarters.) (4.)		
Maniaia	38	37	41	40	98.8
Whakaki	43	44	46	45	97.4
Te Roinga	36	41	38	37	97.1
Te Hapua	113	127	124	120	97.0
Whakarewarewa	79	107	97	95	96.5
Te Kao	63	67	63	61	96.2
Whareponga	22	25	23	22	96.0
Wharekahika	30	33	30	29	96.0
Takahiwai	34	25	26	25	95.9
Omaio	39	50	46	44	95.7
Wai-iti	49	61	57	54	95.3
Omanaia	35	40	41	39	95.2
Whangaparaoa	12	10	8	7	95.2
Kakanui	33	26	29	27	95.1
Motiti Island	25	24	22	21	95.1
Omarumutu	67	66	69	65	94.8
Matapihi	28	31	28	27	94.7
Tikitiki	76	92	87	82	94.2
Taharoa	36	35	37	34	94.0
Parawera	48	58	52	49	93.6
Waiomatatini	39	46	44	41	93.6
Te Huruhi	24	18	21	20	93.4
Te Kaha	43	51	45	42	93.3
Waimarama	26	26	25	23	93.1
Motuti	29	24	28	26	92.7
Te Rawhiti	33	33	32	30	92.7
Te Waotu	37	56	56	52	92.4
Otaua	53	54	48	44	92.3
Waitahanui	34	42	38	35	92.3
Arowhenua	40	42	41	38	92.1
Ohaeawai	47	44	45	41	92.1
Rangiahua	54	54	52	47	92.0
Kokako	77	76	79	73	91.9
Tautoro	41	36	38	34	91.8
Whangaruru	42	45	44	40	91.6
Torete	55	58	57	52	91.4
Te Kotukutuku (Rangiwaia, side school)	39	53	56	51	91.2
Te Mahia ⁽¹⁾	43	41	37	91.1
Raukokore	53	49	50	45	91.1
Otagaroa ⁽²⁾	17	19	17	91.1
Matangirau	46	44	44	40	91.0
Opoutere	26	32	29	27	90.9
Mataora Bay	11	12	12	11	90.9
Poroporo	59	63	64	58	90.8
Orauta	44	44	50	45	90.8
Whakarara	32	39	38	34	90.8
Waima	52	54	54	48	90.4
Karetu	28	25	29	26	90.4
Waikare	43	50	45	41	90.4
Horoera	34	32	28	25	90.4
Tuhara	64	59	63	57	90.3
Kaikohe	98	97	98	88	89.9
Tangoio	26	22	24	22	89.7
Waiomio	41	41	40	36	89.7
Port Waikato	17	12	16	13	89.6
Parikino	41	27	32	28	89.5
Okautete	18	21	17	15	89.4
Parapara	18	25	24	21	89.4
Rangitukia	107	98	100	89	89.2
Moerangi ⁽³⁾	29	29	26	89.1
Waihua	23	19	21	18	89.1
Hiruharama	45	44	46	41	89.0
Maraeroa	45	50	47	42	88.8
Ranana	42	50	48	42	88.7
Pomoana	22	20	21	19	88.6
Maungatapu	49	54	50	44	88.5
Oparure	63	56	58	51	88.3
Tanoa	29	31	28	25	87.5
Whangara	33	25	29	25	87.5
Papamoia	38	37	39	35	87.4
Reporua	33	35	34	29	87.3
Tuparoa	79	74	77	67	87.3
Whirinaki	68	75	75	66	87.2
Mangamuka	44	47	46	40	87.0
Poroti	42	33	37	32	86.9
Te Ahaahu	31	38	36	31	86.7

(¹) Opened first quarter.(²) Opened second quarter.(³) Opened third quarter.

* In obtaining this percentage the figures representing the average weekly roll and the mean of the average attendance have been taken to the first decimal place.

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, 1915.	Regularity of Attendance: Percentage of Weekly Roll Number.*
	Number belonging at End of Year 1914.	Number belonging at End of Year 1915.	Average Weekly Number. (Mean of the Four Quarters.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Oromahoe	38	33	35	30	86.7
Te Teko	65	64	65	56	86.6
Mangamaunu	11	24	18	15	86.6
Waitapu	26	24	27	23	86.5
Whakarapa	85	91	86	74	86.2
Kirioko	43	47	50	43	86.1
Nuhaka	104	103	110	95	85.9
Mangatuna	51	59	53	46	85.7
Owhataiti	33	31	33	28	85.6
Waiotapu	58	55	55	47	85.6
Waioweka	41	43	41	35	85.4
Ohautira	23	19	20	17	85.1
Ahipara	106	95	100	85	85.0
Pukehena	28	31	33	28	84.6
Rangiawhia	22	20	19	16	84.5
Te Kopua	13	11	11	9	84.4
Te Araroa	96	92	94	79	84.4
Pipiriki	34	31	37	31	84.1
Waimamaku	32	33	41	34	83.5
Paeoa	51	47	51	42	83.4
Ruatoki	132	145	144	120	83.1
Wajorongomai	33	32	34	28	82.5
Tokomaru Bay	77	75	80	65	82.1
Karioi	22	29	31	25	81.6
Taemaro	28	33	30	25	81.5
Whangape	45	45	47	38	81.4
Te Haroto	24	23	28	22	79.1
Matihetihe	19	33	31	24	78.7
Kenana	18	22	22	17	78.4
Tokaanu	67	58	69	52	74.3
Pamapurua	25	25	26	19	73.8
Te Matai	64	72	71	52	73.4
Oruanui	42	24	32	23	72.8
Pukepoto	53	46	51	37	72.7
Te Pupuke	41	39	40	27	71.2
Matata	29	25	26	18	70.3
Rangitahi	38	42	41	28	68.6
Paparoro	69	46	60	40	66.4
Te Whaiti	21	12	15	9	66.2
Pawaranga	56	32	42	27	63.7
Rakaunui ⁽¹⁾	9	..	..	..	..
Waimiha ⁽²⁾	37	..	..	..	..
Totals for 1915	5,072	5,191	5,250†	4,597†	87.6†
Totals for 1914	4,647	5,072	5,092†	4,486†	88.0†
Mission schools subject to inspection by the Education Department:—					
Tokaanu Convent	46	62	55	51	92.9
Matata Convent	53	55	58	54	92.8
Putiki Mission	28	24	24	21	87.3
Totals for 1915	127	141	137	126	91.9
Totals for 1914	116	127	120	106	89.8
Boarding-schools affording secondary education—					
Queen Victoria (girls)	49	45	38	37	96.1
Turakina (girls)	22	17	20	18	87.1
St. Joseph's Convent (girls)	52	58	54	53	98.2
Hukarere (girls)	77	77	79	75	94.0
Te Waipounamu (girls)	24	20	21	19	90.5
St. Stephen's (boys)	60	59	56	56	99.0
Te Aute (boys)	61	62	68	60	87.8
Hikurangi College (boys)	29	26	29	26	94.4
Otaki College	53	57	59	45	76.1
Sacred Heart College	2	6	..	..	..
Auckland Grammar School	2	1	..	..	..
Auckland Technical College	1	..	..	..	..
Waerengaahika College (boys)	8	..	..	..	..
Totals for 1915	440	428	404	389	96.0
Totals for 1914	419	440	417	380	91.1

⁽¹⁾ Closed temporarily third quarter.⁽²⁾ Closed first quarter.

* In obtaining this percentage the figures representing the average weekly roll and the mean of the average attendance have been taken to the first decimal place.

† The totals do not agree with the figures relating to roll number and attendance given in the report to 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 1915.

Schools.	Government Pupils.		Private Pupils.	Totals.
	Formerly attending Native Schools.	Formerly attending other Schools.		
Otaki College, Wellington	...	...	57	57
St. Stephen's (boys), Auckland	22	2	35	59
Te Aute (boys), Hawke's Bay	12	4	46	62
Waerengaahika (boys), Gisborne	...	...	...	...
Clareville (boys), Carterton	...	...	26	26
Hukarere (girls), Napier	14	2	61	77
St. Joseph's (girls), Napier	10	2	46	58
Queen Victoria (girls), Auckland	21	...	24	45
Turakina (girls), Wanganui	...	...	17	17
Te Waipounamu (girls), Canterbury	...	3	17	20
Sacred Heart College, Auckland	5	1	...	6
Auckland Grammar School (girls)	...	1	...	1
Totals	84	15	329	428

(b.) MAORI PUPIL (1) HOLDING INDUSTRIAL SCHOLARSHIP AT THE END OF 1915.

Number.	School.	Trade to which Scholar is apprenticed.	District.
1	St. Stephen's	Engineering	Auckland.

(c.) MAORI PUPIL (1), FORMERLY ATTENDING NATIVE BOARDING-SCHOOL, HOLDING HOSPITAL NURSING SCHOLARSHIP AT THE END OF 1915.

Number.	Nature of Scholarship.	Boarding-school.	Hospital.
1	Probationer	Hukarere	Napier.

Table H 4.

CLASSIFICATION OF EUROPEAN CHILDREN ATTENDING NATIVE SCHOOLS.

[Not printed for 1915.]

Table H 5.
MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1915.

Education District.	No. of Schools.	Maoris.			Certificates granted.	
		Boys.	Girls.	Total.	Competency.	Proficiency.
Auckland	290	1,402	1,110	2,512	1	8
Taranaki	26	102	93	195	...	...
Wanganui	59	251	191	442	...	2
Wellington	39	209	137	346	4	12
Hawke's Bay	50	425	358	783	2	10
Marlborough	9	29	31	60	...	1
Nelson	9	14	21	35	...	...
Grey	2	2	3	5	...	...
Westland	4	9	17	26	...	1
North Canterbury	16	60	72	132	...	...
South Canterbury	6	5	13	18	...	...
Otago	22	39	54	93	3	7
Southland	19	46	38	84	...	1
Totals for 1915	551	2,593	2,138	4,731	10	42
Totals for 1914	566	2,689	2,216	4,905	11	30
Difference	-15	-96	-78	-174	-1	12

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, 1915.

Years.	Class P.		S. I.		S. II.		S. III.		S. IV.		S. V.		S. VI.		S. VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6	161	113	..	..	..	..	..	..	..	..	..	..	..	..	..	..	161	113
6 " 7	240	201	..	1	..	..	..	..	..	..	..	..	..	..	..	..	240	202
7 " 8	303	242	10	14	..	..	..	..	..	..	..	..	..	..	..	..	313	256
8 " 9	299	274	71	37	11	13	1	..	..	..	..	..	..	..	..	..	382	324
9 " 10	128	126	84	79	38	38	3	7	..	..	..	..	..	..	..	..	253	250
10 " 11	137	94	110	80	86	56	36	25	3	8	..	..	..	..	..	..	372	263
11 " 12	70	56	50	58	81	56	58	48	24	25	1	4	..	..	..	..	284	247
12 " 13	41	39	35	34	55	61	61	61	46	46	28	17	2	2	..	..	268	260
13 " 14	20	13	15	14	25	27	34	25	40	29	33	25	12	11	..	..	179	144
14 " 15	5	3	10	7	3	9	17	9	31	9	25	3	12	11	2	4	105	55
15 years and over	2	1	1	1	1	1	3	4	12	6	8	3	6	5	3	3	36	24
Totals, 1915	1,406	1,162	386	325	300	261	213	179	156	123	95	52	32	29	5	7	2,593	2,138
Totals, 1914	1,474	1,244	378	322	304	256	250	187	153	112	89	71	37	20	4	4	2,689	2,216
Difference ..	-68	-82	8	3	-4	5	-37	-8	3	11	6	-19	-5	9	1	3	-96	-78

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 CHILDREN ATTENDING NATIVE VILLAGE SCHOOLS.

[Not printed for 1915.]

SUMMARY OF TABLE H 6.—RACE OF CHILDREN ATTENDING NATIVE VILLAGE SCHOOLS.

Race.	1915.				
	Boys.	Girls.	Total.	Percentage, 1915.	Percentage, 1914.
Maoris speaking Maori in the home	2,445	2,111	4,556	87.8	86.4
Maoris speaking English in the home	46	41	87	1.7	2.6
Europeans	291	257	548	10.5	11.0
Totals	2,782	2,409	5,191	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, 1915.

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	2	3	5	163	111	274	22	22	44	187	136	323
6 " 7	2	4	6	199	204	403	25	31	56	226	239	465
7 " 8	2	1	3	307	268	575	31	32	63	340	301	641
8 " 9	4	4	8	322	260	582	45	30	75	371	294	665
9 " 10	3	7	10	270	260	530	31	41	72	304	308	612
10 " 11	6	5	11	309	263	572	30	28	58	345	296	641
11 " 12	5	6	11	276	235	511	32	21	53	313	262	575
12 " 13	8	5	13	221	200	421	36	24	60	265	229	494
13 " 14	7	5	12	193	132	325	19	22	41	219	159	378
14 " 15	7	..	7	101	111	212	12	5	17	120	116	236
15 years and over .. ..	..	1	1	84	67	151	8	1	9	92	69	161
Totals	46	41	87	2,445	2,111	4,556	291	257	548	2,782	2,409	5,191

NOTE.—For the purposes 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, 1915.	Percentage, 1914.
From five to ten years	1,428	1,278	2,706	52.1	52.9
.. ten to fifteen years	1,262	1,062	2,324	44.8	44.3
.. fifteen upwards	92	69	161	3.1	2.8
Totals	2,782	2,409	5,191	100.0	100.0

Table H 6B.

CLASSIFICATION AS REGARDS STANDARDS AND RACE OF CHILDREN ON THE SCHOOL ROLLS AT THE END OF DECEMBER, 1915.

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	18	12	30	1,129	987	2,116	96	86	182	1,243	1,085	2,328
Standard I	4	6	10	346	304	650	36	32	68	386	342	728
.. II	3	3	6	325	269	594	34	35	69	362	307	669
.. III	8	8	16	269	231	500	31	38	69	308	277	585
.. IV	7	6	13	184	169	353	26	26	52	217	201	418
.. V	4	3	7	126	104	230	37	19	56	167	126	293
.. VI	2	1	3	57	36	93	28	17	45	87	54	141
.. VII .. ..	..	2	2	9	11	20	3	4	7	12	17	29
Totals	46	41	87	2,445	2,111	4,556	291	257	548	2,782	2,409	5,191

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 7.

—STANDARD CLASSIFICATION.

[Not printed for 1915.]

Table H 8.
CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN AT END OF DECEMBER, 1915.

Ages	Class P.		Standard I.			Standard II.			Standard III.			Standard IV.			Standard V.			Standard VI.			Standard VII.			Race Totals.						Grand Totals.									
	Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Boys.		Girls.		Total.						
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.							
5 and under 6 years	21	22	165	114	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	187	136	323		
6 "	24	28	198	206	1	3	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	226	239	465		
7 "	22	22	286	246	7	9	23	22	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	340	301	641	
8 "	19	7	285	185	15	11	76	67	8	9	15	11	2	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	371	294	665	
9 "	8	6	135	121	6	6	68	81	8	15	58	49	7	12	11	14	2	1	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	304	308	612	
10 "	1	..	67	69	6	3	97	68	9	5	89	77	7	12	46	41	6	7	14	12	1	1	1	1	..	..	..	..	..	..	..	..	..	345	296	641	
11 "	1	1	32	24	..	..	41	38	6	2	87	63	9	6	72	68	6	5	33	38	8	6	15	10	2	1	1	..	..	..	..	..	..	..	313	262	575
12 "	..	..	14	18	..	..	26	19	..	3	46	36	5	5	60	56	5	6	53	42	20	4	28	29	6	4	2	4	..	2	..	..	..	..	265	229	494
13 "	..	..	11	8	..	..	8	9	..	25	21	..	..	..	57	27	4	5	43	41	4	8	40	22	9	8	15	7	2	1	1	2	19	22	200	137	378
14 "	..	..	2	6	..	..	6	3	..	5	6	1	..	..	22	23	2	1	27	27	3	..	29	25	6	3	13	15	..	1	4	6	12	5	108	111	236
15 years and over	2	2	2	1	..	3	8	9	10	20	12	1	..	17	20	5	1	27	11	1	4	4	8	1	84	68	92	69	161	
Totals ..	96	86	1147	999	36	32	350	310	34	35	328	272	31	36	277	259	26	26	191	175	37	19	130	107	28	17	59	37	3	4	9	13	291	257	2491	2,152	2,782	2,409	5,191
	182	2,146	68	660	69	600	669	69	516	56	287	45	96	141	29	29	418	366	418	293	293	7	22	548	4,643	5,191	5,191	5,191	5,191	5,191	5,191	5,191	5,191	5,191	5,191	5,191	5,191	5,191	

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, 1916.

	£
Teachers' salaries and house allowances	31,019
Teachers in isolated districts—special allowances	123
Teachers' removal allowances	486
Books and school requisites	638
Fuel, and rewards for supplying fuel	9
Conveyance and board of children	665
Manual-instruction classes: Payment of instructors, material, &c.	272
Inspectors' salaries	969
Inspectors' travelling-expenses	422
Higher education: Scholarships, apprenticeships, travelling-expenses, &c.	1,988
New buildings, additions, &c.	2,685
Maintenance of buildings, including repairs and small works	955
Sundries: Advertising, planting sites, sanitation, &c.	53
	<hr/>
	40,284
Less recoveries	251
	<hr/>
Total net expenditure	<u>£40,033</u>

NOTE.—Of this total, the sum of £1,723 was paid from National Endowment reserves revenue and £750 from Tauranga Educational Endowment reserves revenue.

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