

course which the Education Act of 1914 now renders impossible. Various reasons are alleged for the objection to Maori children, lack of personal cleanliness and general bad behaviour being the most frequent. These are matters which can be dealt with largely by the teacher himself, and I am inclined to think that complaints under this heading arise more from prejudice than from serious cause.

WELLINGTON.

In the Wellington District (excluding the Marlborough Ward) 328 Maoris are distributed among thirty-seven schools in the following classes: P, 128; S1, 46; S2, 55; S3, 41; S4, 33; S5, 19; S6, 12; S7, 4: total, 338.

With the exception of Okautete, which has twelve Maoris out of a roll of fourteen, the proportion of Maoris to the roll is in most of these schools very small. In Gladstone, Kahautara, and Ohau about one-third are Maoris, in Waikanae about one-fourth, in Otaki one-sixth, and in such places as Levin and Greytown less than one-twelfth. The identity of the Maori is thus lost, and it is difficult to report on his progress in such cases. The figures given above, however, show that many of the Maori children leave school before reaching S5, and up to this standard the average age of the Maori is, roughly, about one year in advance of that of the European in these classes. Of the twelve Maoris in S6, four obtained proficiency and two competency certificates.

Marlborough Ward.—Three schools, with a roll number of fifty, are purely Native schools. During the year two of the teachers received better appointments, and their places have been most difficult to fill. Their long experience made them specially qualified to deal with the Native temperament. The work has been somewhat retarded by change of teachers, but it may be classed as satisfactory. The handwork and the singing in two of the schools were good, and an excellent exhibition of dumb-bell and physical exercises was given at the annual visit.

NELSON.

Comparatively few Maori children are attending the schools in this district. In all there were nine boys and twenty-four girls in attendance, distributed throughout the schools, the largest number being nine at Whangarae. Fifteen were in Class P, seven in S1, four in S3, four in S4, two in S5, and one in S6. It will be seen that the majority of these pupils are in the preparatory division, few reaching the higher standards. Their general progress is satisfactory, though less rapid than that of other pupils. English is usually a weaker subject than arithmetic. Most of them excel in the various branches of handwork.

CANTERBURY.

There are not a great many Maori children in the public schools of this district. Their conduct is mainly good, and where they form a small percentage of the school roll their progress is equal to that of the average European child. In schools, however, where the Maoris predominate composition presents difficulties, and the same may be said with regard to subjects requiring considerable concentration of thought. In handwork and subjects involving a certain amount of mechanical operations the Maori pupils make a good appearance. Recitation and singing are distinctly good.

OTAGO.

In this district the education of the Maori is carried on in mixed schools. Teachers find that in the preparatory and junior classes the Native pupils are well able to keep pace with the European pupils, but in the senior classes the language difficulty seems to handicap many of the Maori children. This is specially noticeable in composition, both written and oral. In colour work, drawing, and handwork much work of a very satisfactory character is met with, and we note a material improvement in the attitude of the senior boys to garden-work and physical instruction. The general behaviour of the Native children has been in the main very good.