

1917.
NEW ZEALAND.

EDUCATION
OF
MAORI CHILDREN.

[In continuation of E.-3, 1916.]

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

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No. 1.

EXTRACT FROM THE FORTIETH ANNUAL REPORT OF THE
MINISTER OF EDUCATION.

EDUCATION OF NATIVE CHILDREN.

Number of Schools.

THERE were 118 Native village schools, including two side schools, in operation at the end of the year 1916, as compared with 117 for the previous year. During the year three new schools (of which one was a part-time school) were opened; one school was reopened and three were closed, two temporarily and one permanently.

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 501 public schools at which Maori children were in attendance, this number being fifty less than the corresponding number for the previous year. Thus the total number of schools under inspection where Maori children were receiving instruction was—

Native village schools	...	...	...	...	118
Native mission schools subject to inspection by the Education Department	...	...	...	...	3
Public schools at which Maori scholars were in attendance	...	...	...	...	501
					<hr/>
Total number of primary schools	...	...	...	...	622
Native boarding-schools affording secondary education to Maoris	...	...	...	...	10
					<hr/>
Total	...	...	...	...	632

The following table shows the number of Native village schools classified according to grade for the years 1915 and 1916 :—

Grade			1915.	1916.
I (average attendance 9-15)	...	...	14	13
„ IIi (average attendance 21-25)	...	...	15	16
„ IIii (average attendance 26-35)	...	...	28	25
„ IIIAi (average attendance 36-50)	...	...	34	39
„ IIIAii (average attendance 51-80)	...	...	19	16
„ IIIB (average attendance 81-120)	...	...	6	7
„ IVA (average attendance 121-160)	...	...	1	2
			<hr/>	<hr/>
			117	118

New Buildings.

New school buildings at Te Horo (Whangarei) and at Whakarewa (Te Mahia) were completed in the early part of the year, and teachers' residences were built at Pukepoto and Motuti. The erection of new school buildings at Moerangi (Raglan) and at Pamapurua (North Auckland) has also been decided upon, and arrangements are in train for the establishment (with the assistance of the Maoris) of schools at Ruatahuna and Maungapohatu (Urewera). Owing to the increased attendance at several schools it will be necessary to provide further additional accommodation.

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of 1916 was—Boys, 2,743; girls, 2,389: total, 5,132. Included in these numbers are 295 boys and 277 girls who are Europeans, leaving 4,560 Maori children—83 less than in 1915. The following are some figures for the years 1915 and 1916 in connection with the attendance at Native village schools :—

			1915.	1916.
Number on rolls at end of year	...	...	5,191	5,132
Average weekly roll number	...	...	5,232*	5,190*
Average yearly attendance	...	...	4,604*	4,504*
Percentage of regularity of attendance	...	...	88.0	86.8

* The mean of the four quarters.

A small falling-off in the figures in 1916 of both roll and average attendance, as compared with 1915, is noticeable. Expressed as a percentage of the average weekly roll the average attendance in the public schools for the past year was 88·6 per cent., and compared with this figure the percentage of 86·8 in Native schools, in view of the special conditions applicable to them and the somewhat adverse circumstances common to both classes of schools during the year, is sufficiently good. Of the 119 schools, thirty-six gained over 90 per cent. in regularity of attendance, while nineteen failed to reach 80 per cent.

The number of pupils on the rolls of the Native mission schools at the end of 1916 was 120, and on the rolls of Native boarding-schools 457. 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 5,709. The following are the figures for the years 1915 and 1916 in respect of the three classes of Native schools mentioned:—

	1915.	1916.
Combined rolls of Native schools	5,753	5,709
Combined average weekly roll number	5,773	5,789
Combined average yearly attendance	5,119	5,054
Percentage of regularity of attendance	88·7	87·3

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	
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	..	
1916	118	5,190	4,504	86·8	79	37	8	123	2	

No account is taken in the above table of a number of schools that have from time to time been transferred to the various Education Boards. Table H2 supplies the information for each school in regard to roll number and average attendance.

In addition to the Maori children in attendance at the schools specially instituted for Natives, there were 4,628 Natives attending 501 public schools in December, 1916. This number has been decreasing during the last two years. In 1914 there were 4,905 Maoris at 566 public schools, and in 1915 there were 4,731 at 551 public schools. There appears to be some cause to fear that a certain number of Native children are escaping attendance at public schools, and that their presence is not only not always insisted upon, but is sometimes not desired. If anything of this nature does exist it is earnestly to be hoped that those responsible for so undesirable an attitude will speedily recognize the grave injustice to members of the Native race that may thus arise. Details as to examination, age, and classification of Native children attending public schools are given in Tables H5 and H5A.

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 1916 was as follows :—

I. Primary schools—					
(a.) Government Native schools	..	..	..	..	4,560
(b.) Mission schools	..	..	..	..	120
(c.) Public schools	..	..	..	..	4,628
					9,308
II. Secondary schools	..	..	..	..	458
III. Special technical training	..	..	..	..	2
Total	..	..	..	..	9,768

Classification of Pupils.

Tables H6, H6A, H6B, and H7 give full information as to the races and classification of pupils on the rolls of the Native schools. As will be seen, 85.1 per cent. were Maoris speaking Maori in their homes, 3.8 were Maoris speaking English in their homes, and 11.1 per cent. were Europeans. The percentage of Maoris speaking Maori in the home is 2.7 less than in 1915, of Maoris speaking English in the home 2.1 per cent. more, and of Europeans 0.6 more than in the previous year.

In comparing Native schools and public schools with respect to the percentages of children in the various classes it will be found that in Native schools there is a larger percentage in the lower classes. The proportion of children at the various ages corresponds, however, very closely in the two classes of schools. The following table shows in a summary form the classification of pupils in Native schools, the percentages of pupils in the various classes in public schools being also shown for comparison :—

Classes.	Maoris.	Europeans.	Totals.	Percentage of Roll.	
				Native Schools.	Public Schools.
Preparatory	2,033	193	2,226	43.4	35.48
Standard I	641	67	708	13.8	12.76
„ II	627	69	696	13.6	12.26
„ III	509	70	579	11.3	11.86
„ IV	376	65	441	8.5	10.91
„ V	247	57	304	5.9	9.27
„ VI	116	45	161	3.2	6.14
„ VII	11	6	17	0.3	1.32

Efficiency of the Schools.

The work of inspection and examination of Native schools was carried out in 1916 in the Hawke's Bay District under the supervision of the Senior Inspector of the district (formerly Senior Inspector of Native Schools); in other districts the work was undertaken by the Inspector of Native schools, assisted by the departmental Inspectors stationed in those districts, to whom was assigned a certain proportion of the schools. It is gratifying to note that the reports of Inspectors, who had not previously visited Native schools, indicated generally a very satisfactory degree of efficiency. The following figures give an estimate of the efficiency of the schools, as judged by the Inspectors for the years 1915 and 1916 :—

	Number of Schools.	
	1915.	1916.
Very good to excellent	35	39
Satisfactory to good	71	65
Inferior to weak	10	11

The number of certificates of proficiency awarded was twenty-eight, and of competency (S6) twenty-six.

Satisfactory reports are made on the progress effected during the year in the teaching of the ordinary subjects of the curriculum. Woodwork and cookery are taught in some of the schools, with good results. In one section of the Auckland District the pupils of the Native schools attend a manual centre established by the Education Board for the instruction of public-school pupils in those subjects. Arrangements have also been made for the inclusion, where possible, of Native schools in the scheme of agricultural instruction adopted by the Auckland Education Board for public schools. A special class in the subject for Native-school teachers was held at Tauranga during the year, being attended with good results by teachers from twelve Native schools. There is a necessity for affording further opportunity for Native-school teachers to receive instruction in the physical exercises now in vogue in the public schools. In many schools where the teachers have not received instruction the old system is still followed, the work being performed, however, very satisfactorily. Life-saving drill and the Boy Scout movement have been introduced with much success into a few schools.

Natives attending Public Schools.

From the reports of Inspectors of Schools in the districts where the number of Maoris attending public schools is large it appears that the Natives suffer to some extent from the fact that the methods of teaching employed, especially of teaching English, are not suited to their requirements. Better results are obtained in this subject when a combination of the look-and-say and phonic methods is adopted. Unfortunately, however, a large number of Maori pupils attend small schools staffed by inexperienced and often inefficient teachers, under which circumstances the work is backward and progress unsatisfactory. The trouble of not having mastered the language thoroughly in the lower classes becomes a severe handicap to the Maori in the upper classes, making nearly all the subjects of the curriculum much more difficult for him than they would otherwise be. The result is that only a small proportion of the Maori scholars beginning in the preparatory classes in public schools reach the upper standards or do work there equal to that of the Europeans. From results obtained in Native schools it appears that the fault does not lie in lack of intelligence on the part of the Maori pupils, but in the unsuitable methods of the earlier teaching. Irregular attendance, nomadic habits, and want of class-books are also mentioned as factors tending to hinder their progress, the general opinion being that under uniformly favourable conditions the Maori would become a credit to the education system in public schools as he has already done in Native schools.

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, each of the value of £20 and tenable for two years, to all Maori pupils who have qualified in terms of the regulations. There were 457 pupils on the rolls of these schools at the end of 1916, of which number forty-three boys and fifty-eight girls held free places. The standard of the Public Service Entrance Examination represents the limit of the curriculum of the schools, several pupils who entered for the examination being successful in passing. 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. Two Makarini and one Buller Scholarship were awarded to Native scholars at the end of the year.

Senior free places are provided for boys in the form of industrial scholarships, which enable the holders to be apprenticed to suitable trades. These scholarships have not of late been eagerly sought after, the boys finding that they can secure higher wages in other ways, and no scholarships were held in 1916. Senior free places for girls take the form of nursing-scholarships. Four

girls are training, or about to begin their training, as nurses in public hospitals under this scheme.

Staffs and Salaries.

The staffs of Native village schools in December, 1916, included 79 male and 37 female head or sole teachers and 131 assistants. The average salary of male head or sole teachers was £196 7s. 6d., of female head or sole teachers £154 7s. 6d., and of both combined £182 19s. 7d. These figures show an advance on the average salaries for the previous year, which were £189 16s. 2d., £150 15s. 2d., and £179 11s. respectively. The average salary of the 123 female assistants was £80 2s. 1d., and of the eight male assistants £65 12s. 6d. The total expenditure on Native-school teachers' salaries and allowances for the year ending 31st March, 1917, was £32,334, the corresponding figure for the previous year being £31,019. In common with other public servants Native-school teachers were paid a war bonus in addition to their usual salaries, amounting to £15 in the case of married persons and £7 10s. in the case of those unmarried.

Expenditure.

Reference to Table H8 will show that the total net expenditure on Native schools during the year ended the 31st March, 1917, was £41,792. The chief items of expenditure are teachers' salaries and allowances, £32,334; new buildings and additions, £2,687; maintenance of buildings, repairs, &c., £1,294; secondary education, £2,465; books and school requisites, £1,076.

No. 2.

REPORT OF INSPECTOR OF NATIVE SCHOOLS.

SIR,—

31st May, 1916.

I have the honour to place before you the following report upon the general condition of the Native schools and colleges of the Dominion and the work done by them during the year 1916:—

NEW SCHOOLS, ETC.

At the close of the year 1915 there were in active operation 117 village schools, including one side-school. During the year 1916 new schools were established at *Te Horo*, Whangarei District; and at *Waikeri*, Herekino; while *Rakaunui*, Kawhia, which had been closed temporarily, was reopened. A part-time school worked in conjunction with the *Waiotapu* Native School was opened at *Waimahana*, Waikato River, Hot Lakes District. Two schools, *Wharekahika*, East Coast, and *Te Whaiti*, Urewera Country, were closed temporarily towards the end of the year, and the school at *Te Kopua*, Waikato, was closed permanently. The number of schools which were in operation at the end of the year 1916 was thus 118.

The schools at *Waikeri* and at *Waimahana* were opened in buildings provided by the Maoris of those settlements. At *Te Horo*, Whangarei, and at *Whakarewa*, Te Mahia, the erection of school buildings was completed in the early part of the year, and teachers' residences at *Pukepoto*, North Auckland, and at *Motuti*, Hokianga, were also built during the year. The erection of the necessary school buildings at *Moerangi*, Raglan, where temporary buildings have been used as a school and residence, and the replacement of the old buildings at *Pamapurua*, North Auckland, by up-to-date structures have been decided upon. In the case of the application for a school at *Kaitaha*, East Coast, arrangements have been made to meet the requirements by opening a school in buildings provided by the Maoris. With regard to *Ruatahuna* and *Maungapohatu*, Urewera Country, no definite progress in the direction of erecting buildings has been made; an effort is now being made, however, to establish schools in those places in temporary buildings. During the year applications for schools at *Manutahi*, East Coast, and at *Kopua* and *Karakanui*, Kaipara Harbour, were received by the Department, and negotiations in connection with these applications were commenced. In the case of *Manutahi* a fine site of 5 acres of valuable land, together with a monetary contribution of £200, has been offered by the Maoris concerned. Applications for schools were also received from the Maoris of *Paewhenua*, Mangonui, and from *Purerua*, Bay of Islands, but as it was considered that the children concerned could reasonably be expected to attend schools at no great distance the applications were accordingly declined. Owing to an increase in the attendance at several schools, it will be necessary to provide additional accommodation.

ATTENDANCES, ETC.

1. *Village Schools.*

The number of pupils on the rolls of the 118 village schools on the 31st December, 1916, was—Maoris, 4,560; Europeans, 572: total, 5,132: a decrease of 59 on the roll number of the previous year. The average weekly roll number for the year was 5,237, and the average attendance 4,546, the average percentage of regularity being 86·8, compared with 87·6 in the preceding year. In thirty-six schools an average of over 90 per cent. of the possible attendance for the year was attained, *Manaia* school again gaining the distinction of first place in the list. Sixty-three schools are shown as having attained between 80 and 90 per cent. of the possible attendance, the remaining nineteen schools failing to reach 80 per cent. During the year the attendance in many schools was affected by sickness amongst the pupils. Good-attendance certificates were gained by 570 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 120, the average roll number was 133·58, and the average percentage of regularity was 88·4.

3. *Secondary Schools.*

The ten secondary schools which have been established by various denominational bodies in the Dominion for the purpose of affording advanced 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 1916 was 457, the average roll number was 465·19, and the average percentage of regularity was 93.

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

Schools.	Number.	Roll Number at the End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native villages	118	5,132	5,237	4,546	96·8
Native mission	3	120	134	118	88·4
Native secondary	10	457	465	432	93·0
Totals	131	5,709	5,836	5,096	87·3

CLASSIFICATION.

The classification of the pupils in the Native primary schools (including the three Mission schools) as at the 31st December, 1916, is shown as follows:—

Classes.	Number on Roll.
Standard VII	17
„ VI	168
„ V	314
„ IV	448
„ III	600
„ II	707
„ I	725
Preparatory	2,273
Totals	5,252

SCHOOL BUILDINGS AND GROUNDS.

Only in a comparatively few schools has it been found necessary to report unfavourably upon the conditions of the buildings as regards cleanliness, the condition of the schools as a whole in this respect being distinctly creditable. It has to be remembered that in this connection no funds are supplied for school-cleaning purposes as in the case of public schools, and the cleaning is done principally by the school-children under the supervision of the teacher. One school was described by a public-school Inspector as the cleanest school he had ever seen.

It is necessary to refer again to the cheerless and unattractive appearance of the interior of some of the schoolrooms, and to the resultant deadening influence upon the children. In other schools this matter receives particular attention, and it is a great pleasure to enter such schoolrooms and note their attractive appearance, their tidiness, and their orderly neatness.

Some improvement is noticeable in regard to the school-grounds in some of those schools referred to in adverse terms in last year's report and in previous reports, but much more requires to be done. A general survey of the grounds and buildings affords a very fair index of the efficiency and discipline of a school, and likewise of the personality of the teacher. The teacher who possesses the necessary enthusiasm and tact can do much in encouraging local effort,

and it is pleasing to record that in several schools under new teachers the Committee and the people have contributed liberally in the direction of making improvements in various ways. Under such teachers school funds have been successfully established, the purpose of which being to benefit the schools. In this important matter of environment teachers will do well to bear in mind that in considering claims for promotion the effect of their influence upon the environment of their schools carries very considerable weight.

ORGANIZATION.

Under this heading are included management and control, construction of time-tables, preparation of schemes of work, methods of teaching, &c., in connection with which the remarks made in last year's report are still applicable to a considerable number of schools. With regard to the methods of teaching it is pleasing to observe that a satisfactory improvement is noticeable, and that the teachers as a whole willingly adopt suggestions that are made from time to time. More particular reference to the methods is made in the general remarks upon the various subjects of the school course.

INSPECTION OF SCHOOLS.

In accordance with the scheme adopted in the early part of the year in connection with the examination and inspection of Native schools, the work connected with the schools in the Hawke's Bay Education District (twenty-four schools) was carried out under the supervision of Mr. Bird, Senior Inspector of Schools, while in the other districts the work was undertaken by the Inspector of Native Schools, who was assisted by the departmental Inspector stationed in those districts. It is gratifying to note that the reports of those Inspectors who had not previously visited Native schools indicated generally an exceedingly satisfactory degree of efficiency—a condition of affairs that for some reason or other they had not anticipated. The following table gives an estimate of the efficiency of the Native village schools inspected during the year 1916:—

	Number of Schools.
Very good to excellent	39
Satisfactory to good	65
Inferior to weak	11

Four schools were not inspected—one which was opened for the first time after the visit to the district had been made, and three which were closed temporarily. During the year twenty-eight certificates of proficiency and twenty-six of competency were gained by pupils attending the village schools.

GENERAL REMARKS.

With regard to the various subjects of the school course the following remarks are submitted:—

English.—Reading: As far as mechanical accuracy is concerned there are few schools where the reading may not be described as good; still there are many teachers who are satisfied with this accomplishment alone, and who fail to recognize that reading is thinking, and not the mere pronunciation of words. Consequently it is frequently found that the lack of comprehension and of appreciation of the ideas underlying the subject-matter read constitutes one of the chief defects of the reading, if not the chief defect. The unnatural and monotonous tone of many of the pupils in reading clearly indicates that their attention is absorbed in form, and form alone, and that there is little or no free thought-action. Where there is this free thought-action it is generally reflected in the style of reading. Reading should continually serve as a means of enhancing thought, since it has to be borne in mind that the real use of words is to arouse educative thought. Unless great care is taken it is just possible that the pupils may never acquire the habit of thinking by means of words. The power to do so is more difficult in the case of oral reading than in that of silent reading, since in the former too much attention is devoted to the form of words and too little to the thought, and teachers must be careful to adopt methods which encourage to the utmost thought-action. Pupils should therefore have frequent practice, both oral and written, in expressing the thought evolved from what they read, either orally or silently.

“The demand thus made is, then, that from the beginning to the end the child shall think; that the action of his mind shall be upon the thought which he most needs for his own growth and development; that symbols shall act upon his mind immediately, attracting to themselves the least possible attention; that he shall early form fixed habits of thinking what he reads and of never fancying that he is reading unless he is thinking. Thus reading may be made, next to observation, the greatest means of mental and moral development.”

Reading taught in accordance with the principles thus enunciated would be a valuable factor in the acquisition of English by the Maori child, and his power of expression would be benefited accordingly. To the non-recognition of these principles must be attributed, in part at least, the disproportion that so often exists between the progress made in the language and the amount of reading covered.

Recitation of verses in quite a large number of schools is exceedingly well done, while in others it is not of high merit.

In many schools where the copybook has been discarded and the subject is taught from the blackboard the *writing* is excellent. The poor writing that is not infrequently met with is an unmistakable sign of defective teaching. One of the most potent reasons for the indifferent writing is the fact that the teachers themselves do not write well, and will not take the trouble to learn. By constant and careful practice it is possible for them to write with a satisfactory

degree of perfection on the blackboard, and thus set before their pupils a good ideal to which they can work. In some cases it is found that insufficient attention is paid to the correct method of holding the pen and pencil, and to the proper position of the body. A good rule to follow is "Never allow any careless work."

In *spelling* and *dictation* the work is on the whole of a satisfactory nature. In dictation in the higher classes much more attention should be paid to punctuation. In previous reports oral spelling has been discouraged, and in this connection the following remarks are instructive and interesting: "Spelling is making the forms of words correctly, it is writing correctly, and should include capitals and punctuation. Oral spelling is not spelling *per se*, it is a description of the word. . . . We learn to do a thing by doing it; by doing it repeatedly; by doing it right every time; by doing it until it is well done. It follows, then, that we learn to make a word by making it; to make it accurately by making it accurately; to make it easily by making it many times. In order to know how a word looks we must *see* it, and the best means of seeing a form is to draw it, therefore drawing (or copying) words is the best means of receiving distinct mental impressions of written words. If I spell a word orally the names of the letters recall their forms and you combine them in your imagination. It is just as absurd to try to learn drawing by oral description as it is to try to learn how to spell a word from hearing it spelled orally. The proper function of oral spelling is to describe word-forms already on the mind: not to bring them into the mind by acts of the imagination. The most natural and economical way of learning to spell is to write words until we can write them automatically."

English language: For many years past the importance of this subject in Native schools has been emphasized in the annual reports, and many suggestions and hints have been put forward from time to time. Still, while distinct improvement in the methods of dealing with this exceedingly difficult subject has been observed in many schools, there is a considerable number of schools in which the teachers either fail to recognize the principles necessary to deal with the problem or apply mechanically and unintelligently the methods recommended and explained for their benefit, the consequence being that the English of their pupils seldom reaches a moderate standard of proficiency. On the other hand, there are many schools where the subject is well taught, and the results are surprisingly good. In these schools the schemes of work in language-teaching are evidence of the thought and preparation that have been brought to bear upon the problem and the methods of dealing with it, and the results bear testimony to the quality of the methods.

The written compositions in the higher standards are frequently too short: this defect can be readily overcome by teachers setting essays on similar subjects, aiding the children at first by skeleton schemes embracing all the topics that are to be included in the essay. More attention is very necessary in these classes to the writing of all kinds of letters. The letters written at the examinations show the need of better training, and improvement in this respect should be effected with little effort. This subject generally was dealt with fairly exhaustively in last year's report, and the attention of teachers is again directed to the remarks contained therein.

In a previous report a reference was made to some notes of lessons in English which had been prepared by the late Director of Education in Tonga, and as it was considered that they would prove of assistance to teachers in systematizing their work, the hope was expressed that it would be possible to issue them to teachers. The notes will be issued to teachers in due course. In this connection, however, a word of caution as to their use may be necessary. The lessons are not being issued with a view to supplanting the teachers' own schemes of work in English, nor should they be slavishly followed in the drawing-up of a scheme in language-teaching. In one school a teacher advanced as an excuse for the absence of a scheme of work in English that he had expected to receive the notes of lessons which had been referred to in the annual report. The notes of lessons are more or less suggestive in material and method, and should, if intelligently used, prove of much assistance to those teachers whose methods of dealing with the problem involved have been the subject of criticism in this and former reports.

Arithmetic.—A satisfactory advance in the methods of teaching this subject is noted from year to year, and in quite a large number of schools the subject is well taught. There are too many schools, however, in which it is not sufficiently recognized that arithmetic is a much more effective instrument for developing and disciplining the intelligence of the pupils when the practical and utilitarian aspects of the subject rather than its abstract treatment are never lost sight of. "This abstract treatment of the subject is a snare and a delusion, and produces more vague, meaningless, and stupid work in arithmetic than the teaching of the letters does in reading. Pupils in the higher classes are frequently unable to reason in arithmetic because they attempt to reason upon *words* instead of *things*."

The syllabus suggests that the heuristic method or the method of discovery should be largely employed. Too much is done for the pupils by their teachers—there is over-explanation. There is not one thing in the science of numbers, no definition, rule, or process, that cannot be discovered by the child under the proper leading of the skilful teacher who knows what he is teaching. The pupils can discover in this way every *thought*; the language, of course, must be given them. Definitions, rules, processes, and problems may be an excellent means of mental growth if each and all are discovered by the pupils for themselves and by themselves. They are generally, as learned and applied in the pattern fashion, a great means of concealing thought and increasing stupidity. The arithmetic of the future will contain not one rule, definition, or explanation of a process. Education is the generation of power. "Never do anything for a pupil that he can be led to do for himself! How often these old truths have been repeated, and still one of the great evils, if not the greatest, is that we do too much for the pupils. Instead of leaving them to help and control themselves, instead of cultivating their powers of attention

and concentration, we try to make them passive, innocent recipients of stores of knowledge without the movement on their part of a mental muscle. Explanation is often one of the very best means of preventing mental action."

The importance of "mental" and oral work not merely in the preparatory stages, but in all the stages of the school, is not thoroughly appreciated in many schools, and this fact no doubt accounts to a large extent for the moderate success achieved in arithmetic in them.

Geography and Nature-study.—The number of schools in which very satisfactory work is done is increasing, and the schemes of work show that the subject is receiving more intelligent treatment. There are schools, however, where observation of natural phenomena does not play an important part in the methods of teaching, and to these schools the remarks made in last year's report are still applicable. The important source of topics furnished by the war has not been overlooked, and in this connection the *School Journal* and the illustrated papers have been found extremely valuable. For a more comprehensive treatment of the subject generally the attention of teachers is directed to a study of the suggestions contained in the syllabus of instruction.

Handwork and Manual Training.—Many schools make a feature of the *sewing*, and in these very fine work is done. In addition to specimens of work many articles of practical use are presented for inspection, and it is not uncommon to find that the dresses worn by the girls have been made in school, where they have received instruction in cutting out and in the use of the sewing-machine. The difficulty in many instances of inducing the parents to supply the necessary material precludes an extension of the practice. Many of the schools continued throughout the year to send forward articles which are found needful for the soldiers at the front.

In the treatment of *drawing* some improvement is noticeable, and a greater number of teachers are realizing that drawing is a mode of expression, and that the pupils' work, in whatever form it is expressed, must be the direct representations of natural and fashioned articles—records of their own impressions, not those of some one else. In quite a large number of schools the drawing, including brushwork, is very good. Free-arm drawing on the blackboard is gradually being introduced.

In those schools where workshops have been established useful instruction is imparted to the boys of the upper classes, and material benefit is afforded to their parents, who readily purchase at cost all the useful articles made, comprising cupboards, tables, boxes, dressers, stools, gates, tables, bedsteads, &c. The results of this instruction are to be seen in the improved houses in many of the settlements. Sometimes the work of a class extends beyond the settlement, and the work of building is undertaken. One feature connected with this work is that the workshops are practically self-supporting.

In most of the schools where instruction in *cooking* is given the results are highly successful, and some very fine displays of the girls' work have been seen at the annual visits. The girls are taught plain cooking of all kinds, and also various invalid and infant foods. There is no elaborate equipment, the cookery-room being the teacher's kitchen. In some cases the materials necessary are supplied at small cost to the Department; frequently the girls themselves supply them. This branch of instruction is very popular with the girls, who no doubt benefit much from it.

In connection with *woodwork* and *cooking* it should be mentioned that advantage was taken of the facilities offered by the establishment by the Auckland Education Board of a manual-training centre at Tauranga, in the Bay of Plenty, and an accredited number of pupils from Native schools in the vicinity were permitted to attend the classes and receive instruction in these subjects.

In *elementary practical agriculture* the need for proper organization has long been felt, and arrangements have been made for the inclusion of Native schools where possible in the scheme of agricultural instruction adopted by the Auckland Education Board for the public schools. By this means it is expected that the instruction will be systematized, and in schools that have been approved of by the Department an agricultural class will be formed, which will be under the supervision of the Board's Instructor in Agriculture. With a view to putting the scheme into practice in a section of the schools a special course of instruction for teachers was held at Tauranga in February of the current year, and was attended by teachers from twelve Native schools. The report of the instructor stated that many of the teachers gave evidence of considerable practical experience and interest in gardening, which experience, in conjunction with the work covered in the course of instruction, should provide some tangible results. From time to time provision will be made for the inclusion in the scheme of other sections of schools.

Singing continues to be well taught in a very large number of schools. The chief defects are due to an insufficiency of voice-training exercises.

Physical Instruction.—No further convenient opportunity so far has presented itself for providing for a course of instruction in the new system for the teachers in the districts referred to last year. In their schools accordingly the old system is still in vogue, and includes sets of free exercises and breathing-exercises, and generally the work is performed very satisfactorily. The importance of organized games does not appear to be as generally recognized as it should be, and only in a comparatively small number of schools is it found that attention is given to this branch of the subject. In future some explanation will be required in the cases of those schools where there is no system of organized games.

Life-saving drill and the Boy Scout movement have been introduced with much success into a few schools.

SECONDARY EDUCATION.

The institutions—schools and colleges—which have been established by various denominational bodies afford a secondary training for Maori girls and boys; and free places for Maori pupils possessing the necessary qualifications are provided by the Government at the following: Te Waipauamu Girls' School, North Canterbury; Turakina Maori Girls' School, Wanganui; Te Aute College, Hawke's Bay; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; Queen Victoria Girls' School, Auckland; and St. Stephen's Boys' School, Auckland. The following schools are also inspected and examined: Hikurangi Boys' College, Clareville; Otaki College; and Waerenga-a-hika Boys' College, Gisborne. The number of pupils on the rolls of all the foregoing schools at the end of the year 1916 was—Boys, 218; girls, 239: total, 457. Of these pupils, 101 were free-place holders—forty-three boys and fifty-eight girls. A free place was also held by one boy at the Auckland Grammar School.

Prominence is given to industrial training in one form or other in all the schools: cookery, sewing and dressmaking, health and hygiene, nursing and first aid for girls, and woodwork and agriculture for the boys.

The reports upon the annual examinations of the various schools show that much good work was done during the year. Several pupils who entered for the Public Service Entrance Examination were successful in passing the examination. The controlling authorities are fortunate in having teachers in charge of the institutions who throw their heart and soul into their work, and who take the keenest interest in the welfare of their pupils.

SCHOLARSHIPS.

Under the regulations relating to Native schools provision is made for granting a certain number of free places each of the value of £20 and tenable for two years to Maori boys and girls who possess the necessary qualifications. These free places are tenable at the schools referred to in the previous section. At the end of 1916 there were 102 free places current, ninety-two being held by pupils from Native village schools and ten by pupils from public schools.

Senior free places for boys take the form of industrial scholarships, and are available for boys desirous of learning a trade. These scholarships have not of late been eagerly sought after, as the boys find that they can secure higher wages in other ways.

Nursing scholarships are offered to Maori girls who are anxious to take up nursing, and who comply with the necessary conditions. One girl completed her day-pupilship at Napier Hospital, and will now become a probationer on the staff; another girl has been recommended for a day-pupilship in the same hospital. Arrangements have also been completed for two girls to commence their training as nurses in the Auckland Hospital. In this connection the Health Department affords much useful assistance.

Te Makarini and Buller Scholarships.—The examinations for these scholarships, which are conducted by the Department, were held in December. Three Makarini Scholarships tenable at Te Aute College were offered by the trustees for competition—one senior and two junior scholarships. Of the junior scholarships, one was reserved for competition among boys from the village schools, the other being open for competition amongst boys from any school. Seven candidates, three from Te Aute College, three from St. Stephen's School, and one from Hikurangi College, presented themselves for the senior examination, and the work of the candidates was distinctly creditable. William Saddler, of St. Stephen's School, gained the highest marks in the examination, and was awarded the scholarship. For the junior scholarships there were six candidates, five from the village schools and one from one of the secondary schools. In connection with these scholarships it would appear that the teachers of Native schools show a great lack of interest since there are so few candidates. The standard of work required, particularly in the junior examination, is not a high one, and if teachers only took sufficient interest in the matter there should be no dearth of candidates. Two at least of the candidates who competed did so at the suggestion of the Inspector.

As only one candidate qualified in accordance with these regulations, one junior scholarship was awarded. The winner of the scholarship was Julian Waretini, of Whakarewarewa Native School.

For the Buller Scholarship there were five candidates, two from Te Aute College and three from St. Stephen's School, the successful candidate being Te Uri Jury, of Te Aute College. The work of the candidates, with the exception of that of one candidate, was very good indeed.

NATIVE SCHOOLS AND THE WAR.

The interest shown by the pupils of the village schools, and also by their parents, in the Great War remains unabated, and the contributions made towards the various patriotic funds show that in patriotic endeavour the schools have not in any way lagged behind the public schools. The appeal made to the children of New Zealand on behalf of the Belgian Children Fund met with an excellent response from the children of the Native schools, several schools of between forty and fifty pupils contributing upwards of £20 each. In connection with the Wounded Soldiers Fund many schools continue to make weekly contributions; in one school a Queen Carnival Competition was run by the children, the results of which meant an addition to the fund of upwards of £200. Gifts and comforts in considerable quantities have been contributed regularly by several schools since the beginning of the war. In inculcating feelings of loyalty and patriotism among the young Maoris, and even among the adults, the Native schools are undoubtedly doing very important work, and if any test is required as to the ultimate results

that have been obtained through the operations of the schools, it is to be found in the magnificent efforts the people as a whole have made in response to appeals for patriotic purposes, and in the number of young men who have answered the call of the Empire.

CONCLUDING REMARKS.

The Native village school, as has been pointed out in previous reports, constitutes an essential feature of human life in a Maori settlement, and there is abundant evidence that the schools exercise a potent influence in the gradual uplifting of the race. Those who are connected with the work of educating the Maori are in a position to appreciate the difficulties of the tasks confronting the teachers, and the many disappointments they experience in their work, and consequently the opinion expressed in some quarters that Native-school work has nothing special in its character, may be dismissed as the outcome of a lack of knowledge of the problem. During the past year the very satisfactory standard of efficiency of the schools has been well maintained, and from various sources high appreciation of the work done in Native schools has been expressed. The teachers, apart from their ordinary duties, perform valuable work in the community in which they live, and when it is borne in mind that they are situated in some of the most remote and isolated parts of the Dominion, and their work is carried on often under great disadvantages, it is only right and proper that appreciation of their services should be thus recorded.

JNO. PORTEOUS,

The Director of Education.

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 progress of these pupils varies from good to unsatisfactory, the factors determining its quality, as in the case of other pupils, being mainly the personality and efficiency of the teacher. A large number of the Native children, however, live in remote localities where they are frequently compelled to attend schools staffed by inexperienced and often inefficient teachers. Under these circumstances work is backward and progress unsatisfactory. Where conditions are more favourable the pupils concerned respond readily to teaching influence and show pleasing knowledge of programmes studied and gratifying appreciation of methods employed. Briefly, under uniformly favourable conditions there is much to indicate that the Maori could and would rise to be a distinct credit to our efforts and system.

There are still serious difficulties to contend with in the matter of training these children, amongst which may be mentioned those arising from irregularity of attendance, imperfect knowledge of spoken English, and inability, real or assumed, to provide suitable class-books. These matters were referred to in our report for last year, and continue to demand attention.

With regard to the subjects of instruction and the progress made therein, much that we have already said in our annual report applies; the following additional remarks have special reference to the pupils we are considering.

The English subjects present the same difficulties as heretofore. Reading shows improvement in those schools where a combination of the "look and say" and phonic methods is adopted, and where variety of reading-matter is provided. This is specially noticeable in the lower classes, where the continuous reading-book is arousing interest and to no small extent is assisting the teacher. The upper classes find greater difficulty with the subject-matter of lessons than do the lower classes, but few of the pupils in the former being able to reproduce with reasonable fullness and accuracy the meaning of much of what they have been reading.

Composition: Here again the chief obstacle is the grammar and structure of the language in which the pupil is compelled to express his thoughts, and the precise meaning of the words he is forced to employ, to which may be added the limited range of interests comprising his environment and the paucity of ideas on all but the most simple subjects. We cannot detect any improvement on former results.

Spelling is another difficult subject for Maori pupils, who experience considerable trouble in mastering the sound-values of our alphabet, so that it is an uncommon experience to find a Maori pupil who is able to express himself in writing with reasonable fullness without an unduly large number of mistakes in spelling.

Writing, as a rule, is a strong feature, as also is drawing. In the case of recitation the pieces chosen are generally all accurately committed to memory, but the meaning of much of the text is frequently not understood.

Arithmetic is very satisfactory up to about Standard IV, especially those portions of the subject in which mechanical accuracy plays an important part. In the two upper classes the problem work presents more or less serious difficulties, so that but few pupils are able to deal effectually with the work of Standard VI.

Handwork in general is highly commendable, pupils entering into the various occupations with genuine interest and a good deal of zest. We would be glad to see an extension of handwork, and look forward to a wider use of this method of training when the results of the classes for teachers now being held begin to declare themselves. Many teachers have a strong prejudice against the use of plasticine, one of the most valuable of all handwork materials, in that the prevalence of skin-diseases makes its use highly undesirable, if not positively dangerous. Though we cannot help feeling that there is much truth in this contention, we are of opinion that efforts should be made to remove all cause for restricting its use in order to take advantage of the many benefits certain to follow its introduction as a handwork accessory. The keeping of each child's material in a separate labelled box, and the disinfecting of the material at short intervals, so far as that is possible, would do much to ensure safe conditions of use.

History and geography are very fair. The language difficulty operates here with considerable retarding effect, and the absence of tradition reinforced by home influence is also a contributing cause to want of thoroughness.

Pupils generally are well behaved, readily amenable to discipline, courteous and respectful in demeanour, and under favourable conditions careful in the discharge of duties, and industrious in application to work.

WANGANUI.

We have little to add to our last report on this subject. In only seven of the public schools do the Maori pupils form a large proportion of the roll. Here the bilingual difficulty is a real one, and some allowance on this score has to be made to the Maori pupil right through his course. The difficulty of conducting a mixed school with Native and pakeha elements is further increased by unwillingness of many of the Maori guardians to take much trouble with the dress and personal cleanliness of the children. Teachers frequently complain, too, that it is very difficult to induce some of the Maori parents to provide school-books. Another great drawback, which affects not only the progress of the Maori pupils but in some cases also the establishment or continuance of schools, arises from the Maori custom of moving the children from place to place, from guardian to guardian. Three of our schools in particular—Moawhango, Kakatahi, and Wangaeahu—have from this cause been reduced almost to vanishing-point.

HAWKE'S BAY.

In 1916 Maori children were enrolled in fifty-four schools in the Hawke's Bay District. The total number returned as belonging to the schools in December was 742, the average number of Maori children per school being thus fourteen.

In only eleven out of the fifty-four schools referred to were Maori children presented in Standard VI, the total number thus classified being twelve. Four of these gained certificates of proficiency and three certificates of competency at the end of the year. Of the other children the great majority consists of pupils in Class P, S1, or S2, their ages varying from between five and six to between fifteen and sixteen.

From my observations in those schools which came directly under my notice I am of opinion that the methods of teaching are not well suited to the needs of Maori children. Especially is this the case in regard to English language, the absence of systematized instruction in which subject, while it affects adversely the European children in the school, is a fatal bar to the progress of the Maoris. The absence of a definite series of oral lessons in English as contemplated in the syllabus, and the consequent want of regular practice in speech, deny to the children the opportunity of acquiring as soon as possible an acquaintance with the simplest forms of the language and of expressing themselves in it. Further, my experience has convinced me that only some kind of phonic teaching—preferably the use of the "look and say" combined with phonic method—is likely to give the Maori child the power to read, with satisfactory pronunciation and good enunciation, in a reasonably short time. The alphabetic method, though generally regarded as obsolete, is followed in many of the schools under review, and this has undoubtedly led to retardation and unsatisfactory work.

While it is true that more individual attention is necessary in the case of Maori children, it is a mistake to think that entirely different methods are required or that Maori children cannot be taught until they have spent some considerable time in school. It is owing to such mistaken ideas that Maori children are to be found who have been nearly five years in Class P, and others who after being seven years at school have not succeeded in reaching Standard II.

The only other possible explanation for such cases is that no interest is taken in them. The work of the more advanced pupils shows the same unstable foundation, and in the English subjects a corresponding weakness is manifest.

With regard to the regularity of attendance, I have to report that the Board takes due precaution to see that the provisions of the Act are duly carried out, and teachers are instructed accordingly. There have been several cases in which the parents have been proceeded against for breaches of the regulations. Where, however, the children are made to feel that some interest is taken in them, and they are progressing in their work, no difficulty is experienced.

It must be realized, however, that in various parts of the district where Maoris live there is a marked objection on the part of the Europeans to the comingling of the children of both races in the one school. In two instances this has led to the provision of separate schools, a

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.

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, 1916.

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. The names of teachers absent with the Expeditionary Forces are shown in E.-1, Appendix B.

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	81	Williams, Joseph W. ..	..	H M	225 0 0
				Williams, Mary G., Mrs. ..	..	A F	105 0 0
				Evans, Winifred E. ..	..	A F	60 0 0
Arowhenua ..	Geraldine ..	III A i	36	Williams, Catherine B. O. ..	..	A F	40 0 0
				Bremner, Hannah A. A. ..	D4	H F	*200 0 0
				Bremner, Esther P. N. N. ..	D4	A F	85 0 0
Hapua ..	Mangonui ..	IV A	119	Vine, Henry G. ..	D3	H M	260 0 0
				Vine, Winifred M., Mrs. ..	..	A F	110 0 0
				Vine, Effie L. ..	..	A F	85 0 0
				Norman, Nellie ..	..	A F	40 0 0
Hiruharama ..	Waiapu ..	III A i	45	Lee, John B. ..	..	H M	207 0 0
				Lee, Elizabeth E., Mrs. ..	..	A F	115 0 0
Horoera ..	East Cape ..	II ii	21	Kana, Matekino H. ..	..	H F	135 0 0
Kaikohe ..	Bay of Islands	III B	93	Vacant ..	..	A F	..
				Grace, Charles W. ..	D1	H M	250 0 0
Kakanui ..	Helensville ..	II ii	23	Grace, Inez, Mrs. ..	..	A F	115 0 0
				Guerin, Annie M. ..	..	A F	55 0 0
				Guerin, Nellie ..	..	A F	40 0 0
				Bush, Lyonel J. S. ..	..	H M	126 0 0
Karetu ..	Bay of Islands	II ii	24	Bush, Margaret R., Mrs. ..	..	A F	40 0 0
				Johnson, Ida V. C., Mrs. ..	C2	H F	170 0 0
Karioi ..	Waimarino ..	II ii	26	Vacant ..	..	A F	..
				Clarke, Rosa ..	D4	H F	150 0 0
Kenana ..	Mangonui ..	I	20	Hepctema, Alice ..	..	A F	75 0 0
				Minchin, Zara ..	D4	F	130 0 0
Kirioko ..	Bay of Islands	III A i	40	Grahame, Bruce ..	Lic.	H M	199 10 0
				Grahame, Mabel, Mrs. ..	..	A F	85 0 0
Kokako ..	Wairoa ..	III A ii	67	Smith, Hugh P. ..	..	H M	215 0 0
				Smith, Alma E., Mrs. ..	..	A F	95 0 0
				Greensmith, Edwin ..	D2	H M	225 0 0
Manaia ..	Coromandel ..	III A i	36	Greensmith, Isabella C., Mrs. ..	..	A F	115 0 0
Mangamaunu ..	Kaikoura ..	I	17	Barnes, Ellen L., Mrs. ..	..	F	126 0 0
Mangamuka ..	Hokianga ..	III A i	40	Cameron, Duncan ..	D3	H M	220 0 0
				Cameron, Margaret, Mrs. ..	..	A F	100 0 0
Mangatuna ..	Waiapu ..	III A i	42	Scammell, William H. ..	..	H M	189 0 0
				Scammell, Agnes E., Mrs. ..	..	A F	95 0 0
Maracroa ..	Hokianga ..	III A i	48	Hulme, Maggie, Mrs. ..	..	H F	193 10 0
				Hulme, Russell H. ..	..	A M	95 0 0
Matangirau ..	Whangaroa ..	III A i	36	Paticnce, Frederick ..	..	H M	189 0 0
				Paticnce, Evelyn G., Mrs. ..	..	A F	95 0 0
Mataora Bay ..	Ohinemuri ..	I	10	Hall, Annie E. ..	..	F	110 0 0
Matapihi ..	Tauranga ..	II ii	27	Clark, Catherine E., Mrs. ..	E2	H F	180 0 0
				Clark, Herbert E. ..	..	A M	60 0 0
Matata ..	Whakatane ..	II i	25	Horneman, Agnes, Mrs. ..	E1	H F	180 0 0
				Vacant ..	..	A F	..
Matihetihe ..	Hokianga ..	II i	21	Paul, Maungatai J. ..	..	H F	135 0 0
				Paora, Elizabeth ..	..	A F	60 0 0
Maungatapu ..	Tauranga ..	III A i	51	Roach, Patrick ..	C1	H M	230 0 0
				Roach, Ruby, Mrs. ..	..	A F	95 0 0
Moerangi ..	Raglan ..	II i	25	Benjamin, Julia ..	..	F	126 0 0
Motiti Island ..	Tauranga ..	II i	23	Clench, Charles McD. ..	..	H M	162 0 0
				Clench, Mary I. ..	..	A F	50 0 0
Motuti ..	Hokianga ..	II ii	26	Leaf, Kathleen ..	..	H F	135 0 0
				Matini, Roharima ..	..	A F	90 0 0
Nuhaka ..	Wairoa ..	III B	96	South, Moses ..	E2	H M	250 0 0
				South, Emma S., Mrs. ..	..	A F	105 0 0
				Mane, Maora ..	..	A F	85 0 0
				Arthur, Jessie S. ..	..	A F	60 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 Lodging-allowance.
							£ s. d.
Ohacawai ..	Bay of Islands	IIIa i	37	Yorng, James .. .. .	..	H M	199 10 0
				Young, Alice G., Mrs. .. .. .	..	A F	95 0 0
Ohautira ..	Raglan ..	I	14	Thompson, Garnett J. .. .. .	..	M	110 0 0
Okautete ..	Masterton ..	I	15	Ward, Violet .. .. .	..	F	117 0 0
Omaio ..	Opotiki ..	IIIa i	48	Coughlan, William N. .. .. .	..	H M	189 0 0
				Coughlan, Isabella A. M., Mrs. .. .. .	..	A F	95 0 0
Omanaia ..	Hokianga ..	IIIa i	42	Nisbet, Robert J.	Lic.	H M	209 0 0
				Nisbet, Janet, Mrs. .. .. .	..	A F	100 0 0
Omarumutu ..	Opotiki ..	IIIa ii	61	Mackay, Gordon	D2	H M	220 0 0
				Torrens, Agnes .. .. .	..	A F	110 0 0
				Hamiora, Rangikahuawe .. .. .	..	A F	70 0 0
Oparure ..	Waitomo ..	IIIa ii	53	Timbers, Arthur D.	D2	H M	210 0 0
				Timbers, Joaquina Q., Mrs. .. .. .	..	A F	95 0 0
				Timbers, Doris R. .. .. .	..	A F	25 0 0
Upoutere ..	Thames ..	II ii	33	Grindley, George	Lic.	H M	175 15 0
				Grindley, Catherine Mrs. .. .. .	..	A F	40 0 0
Orautu ..	Bay of Islands	IIIa i	38	Kelly, Felix	D1	H M	230 0 0
				Kelly, Winifred, Mrs. .. .. .	..	A F	105 0 0
Oramahoe ..	Bay of Islands	II ii	27	Adkins, John	C2	H M	210 0 0
				Adkins, E., Mrs. .. .. .	..	A F	90 0 0
Oruanui ..	East Taupo ..	II i	27	Hayman, Frederick J.	E2	H M	210 0 0
				Clough, Doris E. .. .. .	..	A F	75 0 0
Otataroa ..	Whangaroa ..	I	17	Matthews, Emily .. .. .	..	F	110 0 0
Otaua ..	Hokianga ..	IIIa i	51	Gubb, Lester F.	Lic.	H M	199 10 0
				Padlie, Florence .. .. .	..	A F	117 0 0
Owhataitai ..	Whakatane ..	II ii	36	Gibbons, Elizabeth M. L. .. .. .	..	H F	153 0 0
				Vacant .. .. .	..	A F	..
Paeroa ..	Tauranga ..	IIIa i	45	Baker, Frances E. E.	D1	H F	230 0 0
				Baker, Henrietta A. .. .. .	..	A F	105 0 0
Pamapurua ..	Mangonui ..	II i	23	Crene, Percival .. .. .	..	H M	181 0 0
				Crene, Edith, Mrs. .. .. .	..	A F	70 0 0
Pamoana ..	Waimarino ..	I	19	Hanson, Helen D. .. .. .	..	F	110 0 0
Papamoa ..	Tauranga ..	II ii	36	Lundon, Clara J. .. .. .	..	H F	190 0 0
				Hennessey, Ellen M. .. .. .	..	A F	120 0 0
Paparore ..	Mangonui ..	IIIa i	37	Richards, Hilda Ellen I. .. .. .	..	H F	189 0 0
				Richards, Vereca I. M. .. .. .	..	A F	35 0 0
Parapara ..	Mangonui ..	II i	25	Church, Lillian .. .. .	..	H F	135 0 0
				Taua, Jane .. .. .	..	A F	75 0 0
Parawera ..	West Taupo ..	IIIa i	49	Herlihy, Patrick	D1	H M	230 0 0
				Herlihy, Eileen .. .. .	..	A F	95 0 0
Parikino ..	Wanganui ..	IIIa i	22	Walker, Henry McN.	D4	H M	210 0 0
				Walker, Ethel C., Mrs. .. .. .	..	A F	95 0 0
Pawarenga ..	Hokianga ..	IIIa i	23	Foley, Hugh M., M.A.	B3	H M	210 0 0
				Foley, Anstice J., Mrs. .. .. .	..	A F	95 0 0
Pipiriki ..	Wanganui ..	II ii	32	Merrie, Thomas	D2	H M	150 0 0
				Keremeneta, Rangirangi .. .. .	..	A F	85 0 0
Poroporo ..	Whakatane ..	IIIa ii	63	Ryde, Henry J.	D2	H M	210 0 0
				Ryde, Emma G., Mrs. .. .. .	..	A F	95 0 0
				Ryde, Grace E. .. .. .	..	A F	40 0 0
Poroti ..	Auckland ..	IIIa i	26	Thompson, Richard H.	Lic.	H M	209 0 0
				Thompson, Elizabeth D. F. .. .. .	..	A F	100 0 0
Port Waikato ..	Waiuku ..	I	8	Chaplin, Charles S. .. .. .	..	M	135 0 0
Pukehina ..	Rotorua ..	II ii	27	Burgoyne, Annette .. .. .	..	H F	135 0 0
				Burgoyne, Constance .. .. .	..	A F	50 0 0
Pukepoto ..	Mangonui ..	IIIa i	47	Clark, Olive J. M., Mrs.	B2	H F	*200 0 0
				Clark, William M. .. .. .	..	A M	85 0 0
Rakaunui ..	Kawhia ..	I	10	Yells, Alfreda H. .. .. .	..	F	110 0 0
Ranana ..	Rotorua ..	IIIa i	30	Thirtle, Herbert L. .. .. .	..	H M	198 0 0
				Geissler, Aimee M. .. .. .	..	A F	117 0 0
Rangiahua ..	Wairoa ..	IIIa i	48	Alford, Edward H. M. .. .. .	..	H M	193 10 0
				Alford, F. Jane, Mrs. .. .. .	..	A F	95 0 0
Rangiawhia ..	Mangonui ..	II i	17	Taua, Wiremu H. .. .. .	..	M	153 0 0
Rangitahi ..	Whakatane ..	II ii	35	Burgoyne, Henry W. .. .. .	..	H M	126 0 0
				Te Wao, Ema .. .. .	..	A F	85 0 0
Rangitukia ..	Waiapu ..	IIIb	86	Hope, John	Lic.	H M	232 15 0
				Hope, Agnes., Mrs.	E1	A F	105 0 0
				Webb, Doris M. .. .. .	..	A F	75 0 0
				Horimete, Janie .. .. .	..	A F	35 0 0
Rangiawha side school (see under Te Hotutuku)						temp.	
Raukokoro ..	Opotiki ..	IIIa i	46	Saunders, William S. .. .. .	..	H M	207 0 0
				McLachlan, Annie .. .. .	..	A F	126 0 0
Reporua ..	Waiapu ..	II ii	36	Riwai, Hurinui .. .. .	..	H M	140 0 0
				Milner, Keriana .. .. .	..	A F	75 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.
Ruatoki ..	Whakatane ..	IV A	115	Mahoney, Cornelius Mahoney, Harriet J., Mrs. Mahoney, Flora M. L. Vacant	C1 E2	H M A F A F A F	270 0 0 125 0 0 85 0 0
Tacmaro ..	Mangonui ..	II ii	19	Cartier, Eva N., Mrs. Cartier, George W.	D2 ..	H F A M	150 0 0 40 0 0
Taharoa ..	Kawhia ..	III A i	26	Rayner, Henry H. Rayner, Flora, Mrs. .. .. .	.. ..	H M A F	189 0 0 95 0 0
Takahiwa ..	Whangarei ..	II ii	24	Miller, David W. Miller, Ethel, Mrs. .. .. .	.. E2	H M A F	189 0 0 95 0 0
Tangoio ..	Wairoa ..	II i	21	Arthur, Cyril L. Arthur, Ethel, Mrs. .. .. .	.. ..	H M A F	126 0 0 25 0 0
Tanoa ..	Otamatea ..	II i	23	Woodhead, Ambler Woodhead, Florence M.	D2 ..	H M A F	190 0 0 50 0 0
Tautoro ..	Bay of Islands	III A i	28	England, Walter England, Eva E., Mrs.	C3 ..	H M A F	215 0 0 95 0 0
Te Ahuahu ..	Bay of Islands	II ii	28	Edmonds, Dora E. M., Mrs. Edmonds, E. T. .. .. .	.. ..	H F A M	126 0 0 40 0 0
Te Araroa ..	Waiapu ..	III B	87	Whitehead, Arnold A. Whitehead, Rachel E., Mrs. McLachlan, Linda Puha, Jane .. .. .	.. D4	H M A F A F A F	210 0 0 95 0 0 75 0 0 25 0 0
Te Haroto ..	Wairoa ..	II i	26	Owen, Sarah A., Mrs. Owen, Henry	D3 ..	H F A M	150 0 0 35 0 0
Te Horo ..	Whangarei ..	II ii	32	West, William E. West, Annie M. W., Mrs.	D4 ..	H M A F	190 0 0 60 0 0
Te Huruhi ..	Waiheke Island	II i	19	Jamison, Mary Maurihoodoo, Sarah	Lic. ..	H F A F	161 10 0 85 0 0
Te Kaha ..	Opotiki ..	III A i	61	Cato, Anson H. Cato, Netty F. L., Mrs. Pakewa, Lucy .. .. .	.. Lic. ..	H M A F A F	190 0 0 85 0 0 25 0 0
Te Kao ..	Mangonui ..	III A ii	63	Watt, Archibald H. Watt, Bertha F., Mrs. Henry, Miriam .. .. .	.. .. ..	H M A F A F	180 0 0 105 0 0 75 0 0
Te Kotukutuku and Rangiwaewa (side school)	Tauranga ..	III A ii	48	Whelan, Edward J. Callaway, Elizabeth Whelan, Sarah, Mrs. .. .. .	.. .. ..	H M A F A F	198 0 0 110 0 0 100 0 0
Te Mahia ..	Wairoa ..	III A i	36	Handcock, Georgina Handcock, Martha A.	D3 ..	H F A F	210 0 0 95 0 0
Te Matai ..	Tauranga ..	III A ii	54	Godwin, Horace P. E. Blathwayt, Ellen E. C. Hill, Joanna .. .. .	.. .. ..	H M A F A F	202 10 0 126 0 0 75 0 0
Te Pupuke ..	Whangaroa ..	II ii	30	Cumber, Kenneth M. H.	Lic.	H M	133 0 0
Te Rawhiti ..	Bay of Islands	II ii	28	Barnett, Sarah H., Mrs. Kirkland, Jessie E. E. .. .. .	.. ..	H F A F	166 10 0 85 0 0
Te Reinga ..	Cook ..	III A i	36	Wright, Percy Wright, Rebecca, Mrs. .. .. .	.. ..	H M A F	180 0 0 85 0 0
Te Teko ..	Whakatane ..	III A ii	51	Broderick, Henry W. Parker, Eleanor E. Broderick, Mary, Miss .. .. .	.. Lic. ..	H M A F A F	218 10 0 117 0 0 40 0 0
Te Waotu ..	West Taupo	III A ii	52	Proctor, Florence M., Mrs. Proctor, William Jones, Effie Irene	C1	H F A M A F	200 0 0 85 0 0 25 0 0
Tikitiki ..	Waiapu ..	III B	86	Sinclair, Donald W. E. Sinclair, Martha, Mrs. Walker, Elizabeth, Mrs. Needham, Winifred E. .. .. .	.. .. .. ..	H M A F A F A F	207 0 0 105 0 0 75 0 0 60 0 0
Tokaanu ..	East Taupo ..	III A ii	41	Wykes, Frederick R. Wykes, Elva H. .. .. .	.. ..	H M A F	207 0 0 85 0 0
Tokomaru Bay	Waiapu ..	III A ii	65	McIntyre, John Robertson, Margaret Haerewa, Areta	D1	H M A F A F	200 0 0 126 0 0 75 0 0
Torero ..	Opotiki ..	III A ii	48	Drake, Armine G. Drake, Rosalind K. Mrs. Ratema, Rangitiara .. .. .	.. .. ..	H M A F A F	207 0 0 105 0 0 70 0 0
Tuhara ..	Wairoa ..	III A ii	49	Guest, Joseph J. Guest, Lilian R., Mrs. Guest, Frances L.	C1	H M A F A F	210 0 0 95 0 0 35 0 0
Tuparoa ..	Waiapu ..	III A ii	63	White, Hamilton H. White, Isabel, Mrs. Couper, Dorothy E. W. .. .. .	.. .. ..	H M A F A F	207 0 0 105 0 0 25 0 0
Waihua ..	Wairoa ..	I	15	Schultz, Mary	D4	F	110 0 0

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.
Wai-iti ..	Rotorua ..	III A ii	52	Munro, John B.	D2	H M	230	0	0
				Munro, Florence M., Mrs. .. .. .	..	A F	105	0	0
Waikare ..	Bay of Islands	III A i	51	Sullivan, Andrew J.	C3	H M	210	0	0
				Sullivan, Martha A. A., Mrs. .. .. .	..	A F	95	0	0
Waikeri ..	Hokianga ..	II ii	30	Topia, Ellena .. .. .	..	H F	126	0	0
				Topia, Jane H. .. .. .	..	A F	40	0	0
Waima ..	Hokianga ..	III A i	41	Bennett, John W.	C2	H M	230	0	0
				Nisbet, Mary M. .. .. .	..	A F	110	0	0
Waimahana side school (see under Waiotapu).									
Waimamaku ..	Hokianga ..	II ii	33	Hodson, Susan .. .. .	..	H F	153	0	0
				Ngakuru, Pare .. .. .	..	A F	60	0	0
Waimarama ..	Hawke's Bay	II i	24	Anderson, William .. .. .	..	H M	126	0	0
				Anderson, Mabel, Mrs. .. .. .	..	A F	25	0	0
Waiomatatini ..	Waiapu ..	III A i	39	Dale, Francis A.	C3	H M	210	0	0
				Dale, Florence E., Mrs. .. .. .	..	A F	95	0	0
Waiomio ..	Bay of Islands	III A i	36	Lloyd, Kate B.	Lic.	H F	199	10	0
				Irwin, Beatrice M. .. .. .	..	A F	117	0	0
Waiorongomai ..	Waiapu ..	II ii	29	Welsh, Alfred E.	E3	H M	180	0	0
				Welsh, Constance E. A., Mrs. .. .. .	..	A F	55	0	0
Waiotapu and Waimahana (side school)	Whakatane ..	III A i	39	Zimmermann, Johannes E.	C3	H M	210	0	0
				Zimmermann, E. C., Mrs. .. .. .	..	A F	95	0	0
Waioweka ..	Opotiki ..	III A i	38	Watkin, Arthur A.	D4	H M	200	0	0
				Watkin, Mary A., Mrs. .. .. .	..	A F	85	0	0
Waitahanui ..	East Taupo ..	III A i	38	McFarlane, Charles T. .. .. .	..	H M	180	0	0
				Gillespie, Mary .. .. .	..	A F	110	0	0
Waitapu ..	Hokianga ..	II i	16	Lisle, Frank .. .. .	..	H M	171	0	0
				Lisle, Marian F. D. Mrs. .. .. .	..	A F	40	0	0
Whakaki ..	Wairoa	III A i	40	Jack, James	D3	H M	200	0	0
				Mackay, Emily Mary .. .. .	..	A F	117	0	0
Whakarapa ..	Hokianga ..	III A ii	73	Johnston, George .. .. .	..	H M	232	15	0
				Johnston, Mary E., Mrs.	D2	A F	105	0	0
				Blair, Susan .. .. .	..	A F	25	0	0
				Dargaville, Martha .. .. .	..	A F	25	0	0
Whakarara	Whangaroa	III A i	26	Marcroft, Louisa F., Mrs.	C2	H F	200	0	0
				Marcroft, Henry D. .. .. .	..	A M	85	0	0
Whakarewarewa	Rotorua	III B	95	Banks, Joseph .. .. .	..	H M	193	10	0
				Banks, Anna, Mrs.	D2	A F	95	0	0
				Callaway, Christina .. .. .	..	A F	85	0	0
				Irwin, Ellenor A. .. .. .	..	A F	60	0	0
Whangaparaoa ..	Opotiki ..	I	10	Savage, Hilda .. .. .	..	F	110	0	0
Whangape	Hokianga ..	III A i	41	Smith, Leonard H. .. .. .	..	H M	180	0	0
				Smith, Phoebe M., Mrs. .. .. .	..	A F	85	0	0
Whangara ..	Cook ..	II ii	23	Frazer, William .. .. .	..	H M	171	0	0
				Hinaki, Manu .. .. .	..	A F	40	0	0
Whangaruru	Bay of Islands	III A i	36	Harper, Arthur S.	D3	H M	210	0	0
				Harper, Maud M., Mrs. .. .. .	..	A F	95	0	0
Whareponga ..	Waiapu ..	II i.	24	Woodley, Frederick T. .. .. .	..	H M	135	0	0
				Woodley, Georgina, Mrs. .. .. .	..	A F	40	0	0
Whirinaki	Hokianga ..	III A ii	58	Hamilton, Hans A.	E1	H M	230	0	0
				Hamilton, Harriet .. .. .	..	A F	105	0	0
				Hamilton, Lilian J. .. .. .	..	A F	40	0	0
				Total .. .. .	..	..	31,603	15	0

Table H2.

LIST OF THE NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1916.

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

Schools.	School Roll.			Mean of Average Attendance of Four Quarters, 1916.	Regularity of Attendance. Percentage of Weekly Roll Number.
	Number belonging at End of Year 1915.	Number belonging at End of Year 1916.	Average Weekly Number. (Mean of the Four Quarters.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Mania	37	40	37.22	36.52	98.1
Pamoana ⁽¹⁾	20	23	19.72	19.23	97.5
Te Kao	67	59	64.11	62.52	97.5
Motiti Island	24	22	23.48	22.73	96.8
Te Reinga	41	39	37.66	36.26	96.3
Whakarewarewa	107	98	98.51	94.67	96.1
Omanaia	40	45	43.52	41.68	95.8
Kakanui	26	26	24.60	23.50	95.5
Te Kaha	51	65	64.10	61.00	95.2
Moerangi	29	36	25.03	23.70	94.7
Waikeri ⁽²⁾	35	28.10	26.57	94.5
Hapua	127	127	125.55	118.65	94.5
Wai-iti	61	54	55.20	52.10	94.4
Rangiawhia	20	18	18.31	17.26	94.3
Tangoio	22	20	22.19	20.84	93.9
Waimahana ⁽³⁾	22	21.90	20.57	93.9
Omaio	50	52	51.45	48.26	93.8
Takahiwai	25	26	25.41	23.80	93.7
Pukepoto	46	47	50.07	46.79	93.4
Matapihi	31	28	28.33	26.35	93.0
Okautete	21	13	15.95	14.83	93.0
Te Waotu	56	55	56.00	52.00	92.9
Karetu	25	28	25.55	23.62	92.4
Whakaki	44	46	42.98	39.68	92.3
Parikino	27	22	24.13	22.24	92.2
Rangiahua	54	49	52.25	48.09	92.0
Ohaewai	44	44	40.25	37.00	91.9
Waiomio	41	39	38.93	35.76	91.9
Omarumutu	66	64	66.48	60.74	91.4
Parawera	58	52	53.56	48.84	91.2
Waitapu ⁽⁴⁾	24	16	17.27	15.67	90.7
Maraeroa	50	50	53.11	48.07	90.5
Reporua	35	43	37.33	33.77	90.5
Waiomatatini	46	45	43.39	39.15	90.2
Kokako	76	71	74.12	66.83	90.2
Paeroa	47	58	49.38	44.42	90.0
Maungatapu	54	57	56.56	50.85	89.9
Raukokore	49	52	51.30	45.94	89.6
Whareponga	25	26	27.21	24.35	89.5
Ahipara	95	90	89.23	79.75	89.4
Arowhenua	42	43	38.60	34.50	89.4
Waitahanui	42	42	42.53	37.99	89.3
Opoutere	32	32	37.35	33.21	88.9
Tuhara	59	53	55.00	48.89	88.9
Kirioko	47	46	45.07	39.99	88.7
Orauta	44	44	43.01	38.11	88.6
Pipiriki	31	34	36.68	32.50	88.6
Te Rawhiti	33	34	31.39	27.80	88.6
Taharoa	35	23	27.94	24.73	88.5
Waimarama	26	25	26.43	23.38	88.5
Nuhaka	103	104	107.94	95.46	88.4
Whirinaki	75	62	65.46	57.84	88.4
Motuti	24	33	28.27	24.96	88.3
Te Teko	64	54	56.74	50.09	88.3
Waikare	50	59	56.43	49.73	88.3
Te Mahia ⁽¹⁾	43	40	40.78	35.96	88.2
Te Ahuahu	38	30	31.55	27.69	87.8
Tikitiki	92	96	97.63	85.64	87.7
Mataora Bay	12	10	11.66	10.20	87.5
Kaikohe	97	106	106.32	92.82	87.3
Kenana	22	22	23.06	20.13	87.3
Poroporo	63	62	71.93	62.75	87.2
Whakarara	39	27	29.68	25.78	86.9
Parapara	25	29	28.57	24.87	86.7
Waihua	19	11	17.49	15.16	86.7
Oremahoe	33	32	30.63	26.53	86.6
Te Kotukutuku (Rangiwaera, side school)	53	52	54.41	47.07	86.3
Matangirau	44	42	41.17	35.52	86.3
Te Araroa	92	134	101.16	87.22	86.2
Rangitukia	98	95	99.06	85.39	86.2
Owhataiti	31	49	42.13	36.23	86.0
Oparure	56	60	61.80	53.15	86.0
Whangape	45	47	47.73	40.93	85.8
Otaua	54	54	59.90	51.30	85.6
Mangamaunu	24	17	19.53	16.72	85.6
Te Haroto	23	23	28.79	24.62	85.5

(1) Closed first quarter.

(2) Opened 28th May, 1916.

(3) Opened fourth quarter.

(4) Closed second quarter.

Table H 2—continued.

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

Schools. (1.)	School Roll.			Mean of Average Attendance of Four Quarters, 1916. (5.)	Regularity of Attendance, Percentage of Weekly Roll Number. (6.)
	Number belonging at End of Year 1915. (2.)	Number belonging at End of Year 1916. (3.)	Average Weekly Number. (Mean of the Four Quarters.) (4.)		
Te Huruhi	18	17	22·20	18·94	85·3
Ohautira	19	17	15·98	13·62	85·2
Papamoa	37	45	42·05	35·53	84·5
Karioi	29	23	29·06	24·54	84·5
Ruatoki	145	129	136·78	114·83	84·0
Mangamuka	47	49	47·95	40·23	83·9
Torere	58	56	57·30	48·05	83·9
Te Pupuke	39	39	35·75	29·97	83·8
Whangaparaoa	10	11	11·48	9·56	83·3
Whangara	25	28	27·33	22·71	83·1
Waimamaku	33	32	36·62	30·36	82·9
Otangaroa	17	18	20·67	17·12	82·8
Waiorongomai	32	31	35·23	29·01	82·3
Rakaunui ⁽¹⁾	13	12·60	10·37	82·3
Mangatuna	59	49	50·98	41·89	82·2
Tanoa	31	26	28·11	22·96	81·7
Hiruharama	44	63	55·50	45·25	81·5
Ranana	50	35	36·36	29·60	81·4
Waioweka	43	42	46·45	37·76	81·3
Tuparoa	74	72	78·07	62·93	80·6
Te Horo ⁽²⁾	44	38·61	31·01	80·3
Pamapurua	25	26	28·22	22·65	80·3
Whangaruru	45	39	44·30	35·40	79·9
Matata	25	33	30·65	24·47	79·8
Whakarapa	91	83	91·57	73·06	79·8
Matihetihe	33	22	25·75	20·53	79·7
Poroti	33	26	30·78	24·52	79·7
Tokomaru Bay	75	81	81·73	65·02	79·6
Waima	54	46	52·93	40·75	78·9
Pukehina	31	37	33·91	26·71	78·8
Rangitahi ⁽³⁾	42	44	45·17	35·32	78·2
Tautoro	36	30	35·61	30·23	77·9
Port Waikato	12	9	9·89	7·67	77·6
Oruanui	24	33	35·40	27·28	77·1
Taemaro	33	23	25·16	19·16	76·2
Horoera	32	26	27·95	21·26	76·1
Paparoro	46	40	49·79	36·67	73·6
Te Matai	72	65	73·78	53·46	72·5
Tokaanu	58	43	57·12	40·57	71·0
Waiotapu	55	28	34·17	22·74	66·5
Pawarenga	32	31	35·18	22·95	65·2
Wharekahika	33	..	..	..	..
Te Kopua	11	..	..	..	..
Te Whaiti	12	..	..	..	..
Totals for 1916	5,191	5,132	5,237·40†	4,546·12†	86·8*
Totals for 1915	5,072	5,191	5,250·00†	4,597·00†	87·6*
Mission schools subject to inspection by the Education Department:—					
Matata Convent	55	56	59·95	54·89	91·6
Pukiti Mission	24	25	26·10	22·75	87·2
Tokaanu Convent	62	39	47·53	40·39	85·0
Totals for 1916	141	120	133·58	118·03	88·4
Totals for 1915	127	141	137·00	126·00	91·9
Boarding schools affording secondary education—					
St. Joseph's Convent (girls)	58	55	51·19	50·81	99·3
St. Stephen's (boys)	59	64	61·93	61·35	99·1
Waerengaahika College (boys) .. .. .	..	37	31·55	30·88	97·9
Hukarere (girls)	77	80	82·30	78·61	95·5
Queen Victoria (girls)	45	48	48·68	46·33	95·2
Hikurangi College (boys)	26	28	30·00	28·30	94·3
Te Waipounamu (girls)	20	13	15·15	13·85	91·4
Turakina (girls)	17	22	21·61	19·60	90·7
Te Aute (boys)	62	62	65·98	58·91	89·3
Otaki College	57	48	56·80	44·11	77·7
Auckland Grammar School	1	1	..	..	..
Sacred Heart College	6	..	..	..	..
Totals for 1916	428	458	465·19	432·75	93·0
Totals for 1915	440	428	404·00	389·00	96·0

⁽¹⁾ Reopened second quarter.⁽²⁾ Opened second quarter.⁽³⁾ Closed first quarter.

* 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 1916.

Schools.	Government Pupils.		Private Pupils.	Totals.
	Formerly attending Native Schools.	Formerly attending other Schools.		
Otaki College, Wellington...	...	...	48	48
St. Stephen's (boys), Auckland	26	1	37	64
Te Aute (boys), Hawke's Bay	13	3	46	62
Waerengaahika (boys), Gisborne	...	...	37	37
Clareville (boys), Carterton	...	...	28	28
Hukarere (girls), Napier	23	1	56	80
St. Joseph's (girls), Napier	12	1	42	55
Queen Victoria (girls), Auckland	16	...	32	48
Turakina (girls), Wanganui	2	2	18	22
Te Waipounamu (girls), Canterbury	...	1	12	13
Auckland Grammar School (boys)	...	1	...	1
Totals	92	10	356	458

(b.) MAORI PUPILS, FORMERLY ATTENDING NATIVE BOARDING-SCHOOLS, HOLDING HOSPITAL NURSING SCHOLARSHIPS AT THE END OF 1916.

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

Table H.4.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1916.

Education District.	Number of Schools at which Maoris attend.	Number of Maori Pupils.			Number examined in S6.	S6 Certificates granted.					
		Boys.	Girls.	Totals.		Proficiency Certificates.		Endorsed Certificates of Competency.		Competency Certificates.	
						Number.	Percentage.	Number.	Percentage.	Number.	Percentage.
Auckland	223	1,327	1,008	2,335	24	9	37.50	..	..	6	25.00
Taranaki	44	190	163	353	5	5	100.00	..	..	..	..
Wanganui	57	215	157	372	2	2	100.00	..	..	..	..
Hawke's Bay	54	368	354	722	10	5	50.00	1	10.00	1	10.00
Wellington	47	222	188	410	13	4	30.77	..	..	4	30.77
Nelson	10	9	24	33	..	..	..	..	..	..	..
Canterbury	27	89	117	206	1	..	..	..	..	..	..
Otago	20	37	55	92	3	1	33.33	..	..	1	33.33
Southland	19	61	44	105	4	4	100.00	..	..	..	..
Totals for 1916	501	2,518	2,110	4,628	62	30	48.39	1	1.61	12	19.35
Totals for 1915	551	2,593	2,138	4,731	..	42	..	..	..	10	..
Difference	-50	-75	-28	-103	..	-12	..	1	..	2	..

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 5.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1916.

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	130	110	..	..	..	..	..	..	..	..	..	..	..	..	..	..	130	110
6 " 7	255	203	2	..	..	..	..	..	..	..	..	..	..	..	..	..	257	203
7 " 8	306	220	17	25	..	..	..	..	..	..	..	..	..	..	..	..	323	245
8 " 9	255	204	67	49	7	10	1	..	..	1	..	..	..	..	..	..	330	264
9 " 10	184	171	97	86	47	38	7	12	..	..	..	..	..	..	..	..	335	307
10 " 11	107	91	76	81	76	71	33	29	4	8	..	..	..	..	..	..	296	280
11 " 12	63	55	69	53	82	60	62	53	33	14	3	8	..	..	..	..	312	243
12 " 13	39	24	29	36	70	37	57	42	35	43	15	11	3	1	..	..	248	194
13 " 14	16	10	16	14	35	33	32	33	31	43	28	29	14	16	..	..	172	178
14 " 15	5	3	7	6	7	..	10	16	13	9	25	11	14	15	2	1	83	61
15 " 16	..	..	..	1	1	3	2	2	6	3	7	4	7	6	4	1	27	20
16 years and over	..	..	..	..	1	..	..	..	..	3	..	2	4	2	..	1	5	5
Totals, 1916	1,360	1,091	380	351	326	252	204	187	122	121	78	65	42	40	6	3	2,518	2,110
Totals, 1915	1,406	1,162	386	325	300	261	213	179	156	123	95	52	32	29	5	7	2,593	2,138
Difference ..	-46	-71	-6	26	26	-9	-9	8	-34	-2	-17	13	10	11	1	-4	-75	-28

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

Table H 6.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1916.

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

Schools.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.						Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Ahipara ..	4	4	8	38	37	75	4	3	7	46	44	90
Arowhenua ..	26	16	42	..	..	..	..	1	1	26	17	43
Hapua ..	..	..	..	64	57	121	2	4	6	66	61	127
Hiruharama ..	..	..	..	29	33	62	..	1	1	29	34	63
Horoara ..	..	..	..	13	13	26	..	..	..	13	13	26
Kaikohe ..	..	..	..	46	32	78	11	17	28	57	49	106
Kakanui ..	..	..	..	11	12	23	3	..	3	14	12	26
Karetu ..	..	..	..	8	13	21	5	2	7	13	15	28
Karioi ..	..	..	..	11	8	19	3	1	4	14	9	23
Kenana ..	..	..	..	15	7	22	..	..	..	15	7	22
Kirioko ..	..	..	..	22	23	45	..	1	1	22	24	46
Kakako ..	..	..	..	44	26	70	1	..	1	45	26	71
Manaia ..	..	..	..	14	21	35	2	3	5	16	24	40
Mangamaunu ..	6	7	13	..	..	..	1	3	4	7	10	17
Mangamuka ..	..	..	..	21	23	44	4	1	5	25	24	49
Mangatuna ..	7	6	13	14	18	32	3	1	4	24	25	49
Maraeroa ..	1	1	2	26	19	45	1	2	3	28	22	50
Matangirau ..	..	..	..	17	15	32	6	4	10	23	19	42
Mataora Bay ..	..	..	..	5	5	10	..	..	..	5	5	10
Matapihi ..	..	..	..	18	10	28	..	..	..	18	10	28
Matata ..	..	..	..	15	5	20	6	7	13	21	12	33
Matihetibe ..	3	3	6	3	12	15	1	..	1	7	15	22
Maungatapu ..	..	..	..	21	13	34	11	12	23	32	25	57
Moerangi ..	..	..	..	13	18	31	3	2	5	16	20	36
Motiti Island ..	1	..	1	11	40	21	..	..	..	12	10	22
Motuti ..	3	9	12	13	8	21	..	..	..	16	17	33
Nuhaka ..	..	..	..	57	44	101	2	1	3	59	45	104
Ohaowai ..	2	3	5	20	10	30	6	3	9	28	16	44
Ohautira ..	..	..	..	12	5	17	..	..	..	12	5	17
Okautoto ..	..	..	..	8	4	12	1	..	1	9	4	13
Omaio ..	..	..	..	34	13	47	2	3	5	36	16	52
Omanaia ..	..	..	..	20	19	39	3	3	6	23	22	45
Omarumutu ..	..	..	..	35	24	59	5	..	5	40	24	64
Oparure ..	2	..	2	16	12	28	18	12	30	36	24	60
Opoutere ..	6	3	9	12	5	17	3	3	6	21	11	32
Orauta ..	..	..	..	21	17	38	2	4	6	23	21	44
Oromahoe ..	..	..	..	12	12	24	4	4	8	16	16	32
Orūānui ..	..	..	..	12	17	29	4	..	4	16	17	33
Otangaroa ..	3	4	7	6	5	11	..	..	..	9	9	18
Otaua ..	8	4	12	23	7	30	7	5	12	38	16	54
Owhataiti ..	..	..	..	23	22	45	1	3	4	24	25	49
Paeroa ..	..	..	..	19	22	41	9	8	17	28	30	58

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1916,
—continued.

Schools.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.			Boys.	Girls.	Total.	Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.						
Pamapurua	18	8	26	..	..	..	18	8	26
Pamoana	13	10	23	..	..	..	13	10	23
Papamoa	17	20	37	3	5	8	20	25	45
Paparore	20	7	27	4	9	13	24	16	40
Parapara	10	13	23	2	4	6	12	17	29
Parawera	30	21	51	1	..	1	31	21	52
Parikino	10	11	21	..	1	1	10	12	22
Pawarenga	16	15	31	..	..	..	16	15	31
Pipiriki	16	17	33	1	..	1	17	17	34
Poroporo	35	25	60	1	1	2	36	26	62
Poroti	8	3	11	8	7	15	16	10	26
Port Waikato	5	3	8	..	1	1	5	4	9
Pukohina	15	13	28	3	6	9	18	19	37
Pukepoto	12	25	37	5	5	10	17	30	47
Rakaunui	9	2	11	1	1	2	10	3	13
Ranana	17	16	33	1	1	2	18	17	35
Rangiahua	26	16	42	3	4	7	29	20	49
Rangiawhia	2	2	7	9	16	..	..	..	7	11	18
Rangitahi	21	20	41	3	..	3	24	20	44
Rangitukia	53	41	94	1	..	1	54	41	95
Rangiwaia (side school to Te Kotukutuku)	11	12	23	..	..	..	11	12	23
Raukokore	17	20	37	8	7	15	25	27	52
Reporua	6	3	9	17	17	34	..	..	..	23	20	43
Ruatoki	68	60	128	1	0	1	69	60	129
Taemaro	7	14	21	1	1	2	8	15	23
Taharoa	11	11	22	..	1	1	11	12	23
Takahiwai	15	8	23	2	1	3	17	9	26
Tangoia	10	6	16	1	3	4	11	9	20
Tanoa	10	15	25	1	..	1	11	15	26
Tautoro	16	10	26	1	3	4	17	13	30
Te Ahuahu	14	16	30	..	..	..	14	16	30
Te Araroa	59	47	106	12	16	28	71	63	134
Te Haroto	12	9	21	2	..	2	14	9	23
Te Horo	8	6	14	15	10	25	1	4	5	24	20	44
Te Huruhi	5	1	6	6	5	11	11	6	17
Te Kaha	33	32	65	..	..	..	33	32	65
Te Kao	25	32	57	2	..	2	27	32	59
Te Kotukutuku (see also Rangiwaia, side school)	8	21	29	..	..	..	8	21	29
Te Mahia	3	1	4	13	18	31	1	4	5	17	23	40
Te Matai	33	30	63	..	2	2	33	32	65
Te Pupuke	17	20	37	..	2	2	17	22	39
Te Rawhiti	19	13	32	2	..	2	21	13	34
Te Reinga	14	25	39	..	..	..	14	25	39
Te Teko	29	25	54	..	..	..	29	25	54
Te Waotu	16	14	30	15	10	25	31	24	55
Tikitiki	41	51	92	2	2	4	43	53	96
Tokaanu	2	2	14	19	33	5	3	8	19	24	43
Tokomaru Bay	47	34	81	..	..	..	47	34	81
Torere	3	..	3	19	32	51	2	..	2	24	32	56
Tuhara	22	21	43	4	6	10	26	27	53
Tuparoa	42	22	64	4	4	8	46	26	72
Waihua	2	2	4	3	4	7	5	6	11
Wai-iti	30	22	52	2	..	2	32	22	54
Waikare	36	22	58	1	..	1	37	22	59
Waikeri	19	16	35	..	..	..	19	16	35
Waima	1	4	5	25	16	41	..	..	..	26	20	46
Waimahana	9	13	22	..	..	..	9	13	22
Waimamaku	1	2	3	18	11	29	..	..	..	19	13	32
Waimarama	1	..	1	12	7	19	2	3	5	15	10	25
Waiomatatini	25	20	45	..	..	..	25	20	45
Waiomio	19	18	37	2	..	2	21	18	39
Waiorongomai	13	17	30	..	1	1	13	18	31
Waiotapu	2	2	11	6	17	5	4	9	16	12	28
Waioweka	5	3	8	9	9	18	7	9	16	21	21	42
Waitahanui	21	16	37	2	3	5	23	19	42
Waitapu	7	9	16	..	..	..	7	9	16
Whakaki	22	23	45	1	..	1	23	23	46
Whakarapa	41	34	75	5	3	8	46	37	83
Whakarara	16	11	27	..	..	..	16	11	27
Whakarewarowa	2	1	3	49	30	79	7	9	16	58	40	98
Whangaparaoa	3	8	11	..	..	..	3	8	11
Whangape	1	1	2	24	18	42	1	2	3	26	21	47
Whangara	13	7	20	6	2	8	19	9	28
Whangaruru	22	13	35	2	2	4	24	15	39
Whareponga	14	12	26	..	..	..	14	12	26
Whirinaki	26	29	55	5	2	7	31	31	62
Totals	103	87	190	2,345	2,025	4,370	295	277	572	2,743	2,389	5,132

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

Race.	1916.			
	Boys.	Girls.	Total.	Percentage.
Maoris speaking Maori in the home	2,345	2,025	4,370	85.1
Maoris speaking English in the home	103	87	190	3.8
Europeans	295	277	572	11.1
Totals	2,743	2,389	5,132	100.0

Table H 6A.

CLASSIFICATION AS REGARDS AGES AND RACE OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE END OF DECEMBER, 1916.

Ages.	Race.												Totals.			
	Maoris.									Europeans.						
	Speaking English in the Home.			Speaking Maori in the Home.			Total Maoris.									
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
5 and under	6	5	6	11	118	106	224	123	112	235	18	13	31	141	125	266
6	7	13	4	17	243	199	442	256	203	459	36	38	74	292	241	533
7	8	11	6	17	256	223	479	267	229	496	26	40	66	293	269	562
8	9	7	7	14	301	286	587	308	293	601	37	37	74	345	330	675
9	10	12	8	20	302	246	548	314	24	568	37	29	66	351	283	634
10	11	13	15	28	267	237	504	280	252	532	36	32	68	316	284	600
11	12	16	13	29	282	238	520	298	251	549	31	31	62	329	282	611
12	13	12	10	22	229	203	432	241	213	454	28	23	51	269	236	505
13	14	8	9	17	179	151	330	187	160	347	27	20	47	214	180	394
14	15	6	6	12	109	83	192	115	89	204	15	10	25	130	99	229
15 years and over		..	3	3	59	53	112	59	56	115	4	4	8	63	60	123
Totals	..	103	87	190	2,345	2,025	4,370	2,448	2,112	4,560	295	277	572	2,743	2,389	5,132

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, 1916.	Percentage, 1915.
From five to ten years	1,422	1,248	2,670	52.0	52.1
„ ten to fifteen years	1,258	1,081	2,339	45.6	44.8
„ fifteen upwards	63	60	123	2.4	3.1
Totals	2,743	2,389	5,132	100.0	100.0

Table H 6B.

CLASSIFICATION AS REGARDS STANDARDS AND RACE OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE END OF DECEMBER, 1916.

Standards.	Race.												Totals.			
	Maoris.									Europeans.						
	Speaking English in the Home.			Speaking Maori in the Home.			Total Maoris.									
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Percentage.
Preparatory class	39	24	63	1,059	911	1,970	1,098	935	2,033	99	94	193	1,197	1,029	2,226	43.4
Standard I	18	9	27	323	291	614	341	300	641	32	35	67	373	335	708	13.8
„ II	16	21	37	303	287	590	319	308	627	36	33	69	355	341	696	13.6
„ III	10	7	17	279	213	492	289	220	509	41	29	70	330	249	579	11.3
„ IV	11	11	22	196	158	354	207	169	376	31	34	65	238	203	441	8.5
„ V	5	9	14	125	108	233	130	117	247	25	32	57	155	149	304	5.9
„ VI	4	5	9	51	56	107	55	61	116	27	18	45	82	79	161	3.2
„ VII .. ..	..	1	1	9	1	10	9	2	11	4	2	6	13	4	17	0.3
Totals	103	87	190	2,345	2,025	4,370	2,448	2,112	4,560	295	277	572	2,743	2,389	5,132	100.0

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

Table H 8.

SUMMARY OF EXPENDITURE ON NATIVE SCHOOLS DURING THE YEAR ENDED 31ST MARCH, 1917.

Teachers' salaries and house allowances	...	...	...	...	£	32,219
Teachers in isolated districts—special allowances	...	...	...	...		115
Teachers' removal allowances	...	...	...	...		501
Books and school requisites	...	...	...	...		1,076
Conveyance and board of children	...	...	...	...		496
Manual-instruction classes: Payment of instructors, material, &c.	...	...	...	...		248
Inspector's salary	...	...	...	...		502
Inspector's travelling-expenses	...	...	...	...		164
Higher education: Scholarships, apprenticeships, travelling-expenses, &c.	...	...	...	...		2,465
New buildings, additions, &c.	...	...	...	...		2,687
Maintenance of buildings, including repairs and small works...	...	...	...	...		1,294
Sundries: Advertising, planting sites, sanitation, &c.	...	...	...	...		42
						<u>41,809</u>
Less recoveries	...	...	...	...		17
Total net expenditure	...	...	...	...		<u>£41,792</u>

NOTE.—Of this total, the sum of £1,496 was paid from National Endowment reserves revenue and £150 from Tauranga Education Endowment reserves revenue.

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