

1913.  
NEW ZEALAND.

EDUCATION:  
NATIVE SCHOOLS.

[In continuation of E.—3, 1912.]

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

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## No. 1.

## EXTRACT FROM THE THIRTY-SIXTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

## NUMBER OF SCHOOLS.

At the end of 1911 there were 104 Native village schools in operation. During the year 1912 five new schools were opened, and one was transferred to the Auckland Board of Education. The number of village schools in operation at the 31st December, 1912, was thus 108, which is the highest number yet reached since the inception of the system.

In addition to these schools, there were four mission schools giving primary instruction to Maori children, and 569 public schools at which Maori scholars were in attendance, while there were nine boarding-schools specially concerned with the secondary education for Maori boys and girls. Thus, the total number of schools giving instruction to Maori children was—

Native village schools .. .. .	108
Native mission schools subject to inspection by the Education Department ..	4
Public schools at which Maori scholars were in attendance ..	569
	—
Total number of primary schools .. .. .	681
Native boarding-schools affording secondary education to Maoris ..	9
	—
	690

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

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

	1911.	1912.
Grade I (9-15) .. .. .	1	..
Grade IIA (16-20) .. .. .	5	8
Grade IIB (21-25) .. .. .	10	13
Grade III (26-35) .. .. .	35	32
Grade IVA (36-50) .. .. .	33	34
Grade IVB (51-80) .. .. .	17	16
Grade V (81-120) .. .. .	3	5
	—	—
Totals .. .. .	104	108

## ATTENDANCE.

The number of pupils on the rolls of the Native village schools at the end of the year 1912 was—Boys, 2,536; girls, 2,158: total, 4,694. Included in these numbers are 265 boys and 255 girls who are Europeans. (See Table H 4 in the Appendix).

The average daily attendance, in actual numbers and as a percentage of the average weekly roll number, for each of the years 1911 and 1912 was as follows :—

	Actual Attendance.		Per Cent. of Roll.	
	1911.	1912.	1911.	1912.
First quarter .. .. .	3,932	3,943	87.0	85.7
Second quarter .. .. .	3,893	4,063	86.2	89.0
Third quarter .. .. .	3,849	4,068	86.9	86.6
Fourth quarter .. .. .	3,836	4,092	84.2	86.8

The following are some of the figures in regard to the attendance at Native village schools for 1912, the corresponding figures for 1911 being inserted for purposes of comparison :—

Number on rolls at end of year .. .. .	4,557	4,694
Average weekly roll number .. .. .	4,621	4,644
Average yearly attendance .. .. .	3,990	4,042
Percentage of regularity of attendance .. .. .	86.3	87.0

If the Native village schools are added to the Native secondary schools, we have the following figures for 1911 and 1912 respectively :—

Number on rolls of Native village schools .. .. .	4,557	4,694
„ mission schools .. .. .	230	174
„ boarding-schools .. .. .	387	369

	1911.	1912.
Combined rolls of Native schools .. .. .	5,174	5,237
Combined average weekly roll number .. .. .	5,245	5,241
Combined average yearly attendance .. .. .	4,563	4,588
Percentage of regularity of attendance .. .. .	86.8	87.5

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

TABLE HA.—SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools at End of Year.	Mean of Average Weekly Roll.	Average Attendance: Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.				
					Teachers in Charge.		Assistant Teachers.		Sewing-mistresses.
					Male.	Female.	Male.	Female.	
1881 .. .. .	60		1,406		54	6	..	4	48
1886 .. .. .	69	2,343	2,020	86.2	60	9	..	26	30
1891 .. .. .	66	2,395	1,837	76.7	59†	8†	1	26	37
1896 .. .. .	74	2,874	2,220	77.3	64†	11†	..	61	16
1901 .. .. .	89*	3,257	2,592	79.6	70†	18†	..	69	15
1902 .. .. .	98*	3,650	3,005	82.3	77†	20†	..	83	11
1903 .. .. .	97*	3,805	3,012	79.2	76†	20†	..	79	13
1904 .. .. .	95*	3,794	3,083	81.3	73†	21†	..	85	11
1905 .. .. .	95	4,097	3,428	83.7	74†	22†	..	87	15
1906 .. .. .	98	4,235	3,607	85.2	78†	21†	2	94	11
1907 .. .. .	99	4,321	3,561	82.4	82†	18†	2	105	3
1908 .. .. .	95	4,479	3,781	84.4	76	19	2	104	5
1909 .. .. .	94	4,308	3,680	85.4	76	18	3	101	5
1910 .. .. .	99	4,325	3,714	85.9	78	21	3	106	4
1911 .. .. .	104	4,621	3,990	86.3	81	22	3	119	3
1912 .. .. .	108	4,702	4,090	86.9	86	22	4	122	2

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

It will be seen that there has been an increase of 80 per cent. in the number of schools, and this does not take into account many schools which have been transferred to the various Boards of Education during the period covered by the table. The average attendance has risen from 1,406 to 4,090, while the average percentage of regularity (86.9) is the highest yet reached. In this connexion it is worthy of note that in forty-two schools an average of over 90 per cent. was reached.

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

The number of Maoris attending public schools on the 31st December, 1912, as compared with the number attending at the 31st December, 1911, was—1911, 4,685 ; 1912, 4,193. Details are to be found in Table H 5.

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 1912, is given in the following schedule :—

	Actual Number.	Number per 10 000 of Maori Population at Census of 1911 (49,829).
I. Primary schools—		
(a.) Government Native schools .. .. .	4,694	942.0
(b.) Mission schools .. .. .	174	35.0
(c.) Public schools .. .. .	4,913	985.9
	9,781	1,962.9
II. Secondary schools .. .. .	369	74.0
III. Special technical training .. .. .	16	3.2
Totals .. .. .	10,166	2,040.1

## CLASSIFICATION OF PUPILS.

Tables H 6, H 6A, and H 6B give full information as to the races and classification of pupils on the rolls of the Native schools. As will be seen, 86·7 per cent. were Maoris speaking Maori in their homes, 2·3 per cent. were Maoris speaking English in their homes, and 11 per cent. were Europeans.

A reference to Table H 8 will show the classification of pupils, grouped according to ages, standards, and races. The following is a summary :—

	Maoris.	Europeans.	Totals.	Per Cent. of Roll.
Class P .. .. .	2,003	189	2,192	46·7
Standard I .. .. .	549	75	624	13·3
Standard II .. .. .	512	50	562	12·0
Standard III .. .. .	434	62	496	10·6
Standard IV .. .. .	300	58	358	7·6
Standard V .. .. .	211	44	255	5·4
Standard VI .. .. .	121	30	151	3·2
Standard VII .. .. .	44	12	56	1·2

## SECONDARY EDUCATION.

From the tables it will be seen that there were 369 children receiving secondary education. Of this number, 103 were holders of free places provided by the Government.

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

Detailed information in respect to Maori children receiving higher education will be found in Tables H 2 and H 3 of the Appendix.

## RESULTS OF INSPECTION.

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

	Number of Schools.
Very good to excellent .. .. .	26
Satisfactory to good .. .. .	69
Inferior to weak .. .. .	10

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

## STAFFS AND SALARIES.

As shown in Table H 1, the staffs of the village schools included 86 masters, 22 mistresses in charge, 126 assistants, and 2 sewing-teachers. The total amount paid in salaries during the year was £25,656 4s. 11d. According to the rate paid in December, 1912, the average salary of the head teachers was £171 1s. 7d.—Males, £176 6s. 6d.; and females, £150 11s. 7d. The average salary of assistants was £50 8s. 9d. Lodging-allowances at the rate of £30 per annum were paid to 42 assistants.

## EXPENDITURE.

A reference to Table H 9 will show that the total net expenditure on Native schools during the year ended 31st December, 1912, was £39,805 7s. 6d., included in which amount is a sum of £2,080 paid out of revenues from endowment reserves.

The increase in the net expenditure for the year is £3,923 18s. 2d. Of this increase, teachers' salaries absorbed £1,216 16s. 11d., while new buildings and additions accounted for £2,205 15s. 7d.

## No. 2.

## REPORT OF INSPECTORS.

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

SIR,—

19th February, 1913.

We have the honour to place before you our report on the general condition of the Native schools and the work done by them during the year 1912.

## NEW SCHOOLS, ETC.

At the end of the year 1911 there were 104 Native-village schools in operation. During the year new schools were opened at *Whakaki* and *Waihua* (near Wairoa, Hawke's Bay), *Horoera* (near the East Cape), *Rangitahi* (near Galatea, Hot Lakes District); while the school at *Te Kopua* (Waikato) was reopened. One school—viz., *Te Kerepeehi*, in Piako County—was handed over to the Auckland Board of Education. The number of village schools open at the 31st December, 1912, was thus 108—the highest number yet reached.

Tenders have been accepted for the erection of schools at *Pukehina*, *Maungatapu*, and *Mata-pihi*, in the Bay of Plenty district, and these schools should be opened before the end of autumn.

The buildings at *Mangatuna* (East Coast), *Kirioko* and *Waiomio* (Bay of Islands), and *Te Karae* (Hokianga) are to be put in hand as soon as possible.

The buildings at *Waiorongomai* (East Coast) were completed by the end of the year, and the school opened at the beginning of the current year.

New buildings have also been provided during the year at *Taemaro* (Mangonui district) and *Tikitiki* (East Coast); and it is intended to replace the present buildings at *Ohaeawai* (Bay of Islands), which were erected in 1874, and which are practically worn out, by structures of modern type. As far as our experience goes there has never been so great a demand for the erection of schools, and, despite the Department's efforts to expedite the work, we regret that unavoidable delay has occurred in several cases.

With regard to proposals now before the Department, the most promising appear to be *Parikino* (Wanganui River), *Te Reinga* (near Wairoa, Hawke's Bay), and *Ruatahuna* and *Waiohau* (Tuhoe country). Investigations have been made into the claims of *Korohe* (Lake Taupo) and *Wairahi* (near Whananaki); in the former case without prospect of success, and in the latter with the result of awakening the local authorities to a sense of their responsibility with regard to the fairly large number of Maori children concerned. Further inquiries have yet to be made in the case of the following: *Awaroa* (Kawhia County), *Taungatara* (Coromandel County), *Waimaha* (Tuhoe country), and *Taheke* (Rotorua).

It has to be borne in mind that the Department requires in general a prospective average attendance of twenty-five children of school age before a proposal for the establishment of a school can be agreed to. We are, however, aware that there are scattered over the north many kaingas with a smaller number of Maori children for whose education no provision has yet been made. It is true that in their desire that their children should receive some instruction the parents arrange to board them with relatives in settlements possessing a school, and we have found many instances where this is being done. But it does not always prove satisfactory, imposing on the relatives the necessity of maintaining the children and upon the parents a strain on their affections, while the children themselves suffer in no small degree from home-sickness. We have therefore recommended that an experiment be made in establishing household schools in these small kaingas, in charge of Maori girls who have had experience as junior assistants in other Native schools, and have done satisfactory work there. This will also afford the opportunity of finding employment in the service for a greater number of Maori girls who have completed their course at the various secondary Native schools. Though success cannot be guaranteed in all cases, we think that the experiment is worth a trial, offering as it does the means of some education to a large number of Maori children who otherwise must remain untaught.

## ATTENDANCE, ETC.

The number of children on the rolls of the village schools at the 31st December, 1912, was—Maoris, 4,174; Europeans, 520: total, 4,694. The average number of Maori children in each school was 38·6, and that of European children 4·8. This shows that the Native school still maintains its character as providing more especially for Maoris. The average weekly roll of the schools for the year was 4,702, and the average attendance 4,090, the average percentage of regularity of attendance being 86·9. In forty-two schools an average of over 90 per cent. of the possible attendance for the year was attained, the schools reaching the highest mark being *Motiti Island* and *Manaia*, with 98·9 and 98·6 per cent. respectively. Fifty-four schools are classed as having attained from 80 to 90 per cent., while the attendance in the remaining twelve, ranging downwards from 78·3 to 69·8 per cent. of the possible, cannot be regarded as being satisfactory. In justice to some of these particular schools it must be stated, however, that the difficulties experienced by many of the pupils in getting to school are exceptional—long distances and bad roads prevent a high record; in others, however, we are satisfied that great improvement could be made, and we urge the teachers to take steps to raise the standard of regularity during the coming year.

For the assistance and guidance of teachers the Department has issued a summary of the provisions of the Education Act, 1908, and the Education Amendment Act, 1910, relating to school attendance so far as they affect a Native school and the children in its vicinity. The Department has also had the ready co-operation of the Police Department in taking action in

cases where there has been a well-defined breach of the law in respect to attendance, and in several instances proceedings have been successfully instituted against offending parents. There is therefore no reason why children should be allowed to absent themselves for a considerable period upon insufficient grounds. As a matter of fact, they are required by law to obtain a certificate of exemption before being absent, and this can be issued only for specific reasons. But, as we have stated in former reports, we do feel that, apart from compliance with the requirements of the law, the most potent factors in securing regular attendance are the inherent attractions of the school and the personality of the teachers.

#### MISSION SCHOOLS.

In addition to the Native-village schools there are four denominational schools—viz., *Otaki*, *Putiki*, *Tokaanu Convent*, and *Matata Convent*—engaged in the education of Maori children, which are inspected by us. At the end of the year there were 174 children on the rolls of these schools, the average weekly roll number being 174, and the percentage of regularity of attendance being 88·4. The mission school formerly existing at Te Hauke, Hawke's Bay, was closed during the year, and we understand that a public school is being established in its place.

The number of pupils on the rolls of the secondary schools, named under Boarding-schools, at the 31st December was 369; the average weekly roll number was 365, and the percentage of regularity of attendance 94·2.

There were 122 schools affording instruction to Maori children and subject to inspection by the Department's Inspectors, the total number of children on the rolls being 5,237, as compared with 5,174 at the end of the previous year.

#### GENERAL REMARKS.

The following paragraphs contain a summary of our views with respect to the proficiency attained in the various subjects of the school curriculum:—

1. ENGLISH.—(a.) *Reading*: This continues to show steady progress. As regards the pronunciation the mistakes made by Maori children are not connected with the mispronunciation of vowel sounds as in the case of Europeans. We never hear "time" pronounced "taime" or "toime," or "take" pronounced "tike." The difficulties we have to meet are those arising from confusion to the consonantal sounds, causing the children to say "dime" for "time," and so on. Thanks to the training in phonics which has been in vogue in Native schools for some years past, and which, we are glad to learn, is now to be provided for in the public-schools syllabus, these difficulties have been largely overcome, and the enunciation is, on the whole, very satisfactory indeed. Indeed, it has been publicly stated that the most perfect English accent that the speaker had ever heard was among the Maoris.\* The reading, however, is still lacking in distinctness, and we accordingly again direct the attention of teachers to this weakness. Modulation and expression also leave a good deal to be desired, for we do not find that these have advanced to the same extent as the power of comprehension. The present miscellaneous readers have now been in use for some years, and we think that the introduction of a new series should not be longer delayed—indeed, we hope to have them in the schools during the latter part of the current year. We suggest that the miscellaneous readers be replaced by continuous readers, the *School Journal*, in our opinion, meeting all the requirements of the former.

Libraries have been established in a greater number of schools, and have done much to enlarge the children's stock of ideas and to encourage them to read for themselves.

*Recitation* is still far from being satisfactory except in a comparatively small number of schools. There has been little improvement in the selection of pieces to be learnt, and we cannot recall any single case in which a prose passage has been chosen. The need of a text-book of poems suited to our requirements is much felt.

In *spelling* a fair amount of success is achieved. For some time past we have discarded oral spelling, combining the teaching of the subject with practice in word-building, instruction in phonics, and dictation. We consider that the improvement manifest during the past four or five years has justified the method so far as our schools are concerned. The mistakes referred to in former reports—viz., misuse of "were" for "where," "there" for "their," &c., and conversely—are still very frequently met with, as is also the tendency to omit the final "s" and "ed."

The *writing* in the schools is on the whole satisfactory. The copybooks, however, do not seem to serve the useful purpose that it was anticipated they would, and unless systematic instruction is given in connexion with them they have little value as an aid to the teaching of writing. In several schools remarkably good results have been achieved in a comparatively short time by the adoption of an upright style, which, experience has shown, is readily acquired and easily taught. We propose to introduce this method to the notice of all teachers, and we are satisfied that the headline copybook will soon be again discarded.

In English, though some progress is evident, we feel that much more must be done before the subject can be regarded as altogether satisfactory. The infant classes and lower standards have indeed made great strides in English during the past few years, but the upper classes are, in a measure, still marking time, and will continue to do so until more life is thrown into the teaching of the subject. Not that the ability of the children to speak English has not improved very considerably; it undoubtedly has done so. The written work is yet meagre and "scrappy," and often consists of a heterogeneous mass of undigested statements, which show that the pupil has not assimilated the information supplied, and that he has not been trained to deliver in

\* See "Report of the Imperial Conference of Teachers' Associations, 1912."

simple sentences of his own the ideas which he himself has formed on the subject concerning which he is writing. No value can be attached to any composition which is merely a more or less correct repetition of the teacher's words, and rightly so, for the child is in such cases merely a phonographic machine, able to reproduce only given records. As an instance, we have seen an unfortunate boy, asked to write on "The Uses of Railways" (and there is a railway in his district), attempt to work in paragraphs which appeared to be connected with "The Benefits of Education" or something of that sort, with painful though ludicrous results. Lessons on pictures, imaginative stories, reproductions of his own experiences, of stories he has read in prose or verse, the life-histories of animals with which he has first-hand acquaintance—these should provide ample material for written composition. Nor is there anything to prevent the pupils of the lower classes from attempting written work on such topics; indeed, in the best schools this is done in a very satisfactory manner.

We feel that we cannot impress too thoroughly upon all teachers the importance to their pupils of a good training in this subject. As a matter of fact the standard of education attained in every Native school depends solely upon its proficiency in English, which is, moreover, the only subject of the curriculum that offers to the public a criterion upon which the merits of a school may be judged.

It may be interesting to teachers to know that in other countries where the problem of teaching English to pupils that do not speak that language on entering school presents itself, the methods employed are practically identical with those adopted in our Native schools. As an illustration, it may be worth while to set forth in this report the following scheme outlined by Norman F. Black, M.A., of the Collegiate Institute, Regina, Saskatchewan, Canada, and submitted for our opinion during the year:—

*"Stages or Types of Lessons."*

*"First:* The names of common subjects of interest in and around the schoolroom are taught.

*"Second:* Employing names previously learned, and making free use of gestures to make clearer the meaning and to show its comprehension; sentences are then introduced based on such forms as the following: 'This is —'; 'That is —'; 'I have —'; 'You have —'; 'He has —'; 'I see —'; &c.

*"Third:* Definite drill follows on use of common prepositions. Special emphasis is thrown on the preposition till its meaning is clearly grasped, and where possible systematic use is made of contrast—*e.g.*, 'The table is *on* the floor'; 'The book is *on* the table'; 'The bell is *on* the book'; 'The hat is *on* the bell'; &c. 'The bell is *under* the hat,' &c.

*"Fourth:* As early as possible systematic drill is introduced in the performance of actions in response to commands. These include all ordinary class tactics. Such drills are often transformed into amusing games by introducing humorous commands. Actions are described by teacher and pupils.

*"Fifth:* Oral composition based on pictures forms staple from now on. The pictures are used first to suggest names of common objects previously overlooked or omitted, and then to develop the 'story.' Illustrated catalogues and other advertisements provide material of special value, the 'stories' then generally taking the form of telling what the things represented are for, or 'do.' Lessons are frequently based on pictures drawn by pupils.

*"Sixth:* Free conversation. Reproduction of interesting tales, nursery rhymes, and other humorous and standard verse or prose. Reports of experiences and observation at home, &c. Written composition. Letter-writing is introduced earlier than for children from English-speaking homes.

*"General Observations.*—Language lessons are made as informal and merry as possible. The teacher frequently laughs with her pupils, but never at them (in their presence). Very free use is made of chorus answering, especially at first. Pupils are encouraged to assist and correct each other. Praise is used freely. Every lesson (arithmetic, drawing, writing, &c.) is made a language lesson. Singing is used to cultivate correct articulation. Teacher frequently accompanies pupils on walks to answer questions and encourage free expression."

2. ARITHMETIC.—The teaching of arithmetic to the children of the preparatory classes is very successful—indeed, it is one of the strongest points in our schools. We find, as a rule, that the pupils are able to work examples orally with considerable accuracy, and, in the best schools, with such rapidity that we occasionally find ourselves at a loss to contrive new questions to keep time with them. The effect of the oral work—and from classes P to S1, inclusive, only oral work is taken—on the English is very marked, and the result is that the higher classes show increasing ability to deal with "problems." At the same time we should prefer to see in these classes more time devoted to oral and mental work, for, as we have stated in former reports, that is the arithmetic of every-day life, and we intend if possible to take the necessary steps during the current year to secure this, as we feel that the infant divisions may now be left safely to the assistant teachers.

3. GEOGRAPHY and NATURE-STUDY may be regarded as only fairly well treated. They do not give us the satisfaction that we could wish, nor are the schemes of work well designed. We would again refer teachers who find difficulty in drawing up schemes in this subject to the "Suggestions for the Consideration of Teachers," page 102, *et seq.*, where a wide range of subjects that would be very suited to our needs is presented.

4. HANDWORK.—Of the handwork subjects the *sewing* is undoubtedly the best, and in many schools the work reaches a high degree of efficiency. Dressmaking and cutting-out are taught successfully in many of the largest schools, in which the girls are also taught the use of the sewing-machine. Formerly sewing was taught in most Native schools to boys as well as girls, but this

practice has ceased except in perhaps one or two cases. It is worthy of note that sewing is now being recognized as a branch of manual training for boys in European schools, and we may therefore find it taking its old place in our curriculum.

*Woodwork:* During the year there were in operation fifteen workshops in which instruction was given in woodwork and carpentry. These have all done successful work, and have proved to be a means of valuable training to the senior boys and young men of the settlement. They certainly play an important part in bringing the Maori into touch with European comforts, and thus contribute both to his civilization and physical well-being. In Whakarapa School, for instance, there was a keen demand for bedsteads with wire-woven mattresses, which the boys were constructing in the workshop, and in the houses of the other settlements in which workshops exist one finds that the greater part, if not all, of the furniture has been procured in this way.

*Elementary practical agriculture* still languishes, and it will do so until we have some means of providing instruction for the teachers. A few of the teachers are enthusiasts in the matter, and the results achieved by them are very gratifying, affording object-lessons of the most useful kind to both pupils and parents. We may mention here that arrangements are in hand to give instruction in dairying at Nuhaka Native School, the pupils of which are largely interested in dairy-farming.

The *drawing* is generally only fair in quality, there being comparatively few schools in which a high standard of excellence is attained. Reproductions of flat copies from diagrams is still much in evidence, and though the work is done with care and accuracy its value is comparatively small when compared with that derived from the drawing of natural objects as practised in the best schools. In some cases a beginning has been made with brushwork, and as the children find pleasure in using colours we think that this branch of drawing should be encouraged to a greater extent.

In other *handwork* the pupils show a considerable amount of natural aptitude, and exercises in modelling in plasticine, cardboard-work, and various forms of paper-work are well done.

In the few schools where instruction in *cooking* is given to the senior girls valuable work is done, and the specimens submitted for our inspection show that the subject has been well taught. The lessons are highly appreciated by the girls, and we should like to see arrangements made to provide this instruction in a much greater number of schools. The expense likely to be incurred is not very great, as the aim should be to show the girls how to get the best out of what they have, and better ways of doing what they have to do. The chief object is to improve the home life; and any work that is of a standard unattainable by the girl in her own home, even though it may make a good showing in the class, is not desirable.

5. SINGING in the schools has maintained a high standard, and continues to be taught very satisfactorily. In most of the schools the pupils have a good knowledge of the sol-fa notation, and even the infants can read simple songs at sight without difficulty. We consider that a few minutes daily would be more effective than one or two half-hours each week, and recommend teachers to make a trial of this suggestion. It should be remembered, too, that with few exceptions the compass of the voices in a class or school will be much the same, and in part-songs the alto should not be too low. "The altos of one day should be the trebles of the next, for to set apart certain children always to sing alto will have a disastrous effect, since the 'head' voice is the proper voice to be cultivated, and it is almost impossible for a child to sing alto in it."

6. PHYSICAL INSTRUCTION.—As far as the present system goes, the results appear to us to be very satisfactory, the exercises being performed with commendable precision and vigour. Recent developments in this branch of education will no doubt lead to the introduction of new schemes into the Native schools, and we shall be glad to have any assistance in this important subject that the Department may be able to afford us. Meanwhile we would again urge upon the teachers the advantages to be derived by the children from organized games during the winter months, and from swimming, where the opportunity offers, in the summer months.

#### ORGANIZATION.

In many of the schools the organization—arrangement of time-tables and of schemes of work, and the methods of teaching—is exceedingly well designed, and the work proceeds without obstacle and on well-defined lines. We find that where grouping is necessary it is made with sound judgment, and with good results. There are instances, however, in which the contrary would appear to be the case. It is impossible, for instance, to group effectively Maori children of various standards for instruction in arithmetic, and equally impossible to group them for English, and yet we have noted cases in which this is proposed on the time-table. We fully recognize the difficulty of the problem, and that the time at the teacher's disposal is necessarily limited. But we feel that the time-honoured custom of allowing half an hour for each lesson has much to do with the faulty grouping such as we refer to. We believe that shorter periods would enable the teacher to handle his classes for separate instruction, and that in no case should the children of the lowest classes be kept at the same fixed occupation for more than fifteen or twenty minutes.

The schemes of work are, on the whole, fairly satisfactory; but, as in previous years, we must call attention to the fact that English language and composition require systematic treatment more than any other subject of the curriculum. In remarking upon the organization we feel it incumbent upon us to draw the attention of teachers to the delay frequently observed in the promotion of children from the infant classes to the standards. It is true that the promotion of the child should depend upon his proficiency and upon local circumstances, but we are inclined to think that in a great number of instances children are kept far too long in the infant division. With the advance in methods and the increased efficiency of the schools, two years should suffice for the preparation of the average child for the work of Standard I.



DRESSMAKING CLASS, HEKAREBE GIRLS' SCHOOL, NAPIER.



COOKIE CLASS, HEKAREBE GIRLS' SCHOOL, NAPIER.



COLLECTING FIREWOOD FOR THE SCHOOL, REPOHIA, EAST COAST.



NEW SCHOOL, WAIORONGOMAI, HAWKE'S BAY.



INFANT CHILDREN, NIIHAW, HAWAII'S BAY.



NEW SCHOOL, HONOHUA, EAST CAPE.



NEW BUILDINGS, HERKULES GIRLS' SCHOOL, NAPIER



SCHOOL GARDENS, T. A. COLLEGE, HAWKE'S BAY



7588

APPLICANTS FOR A HOUSEHOLD SCHOOL, TAUPŪ, WAIKATO.



7589

NEW SCHOOL, WAHIA, WAIROA, HAWKE'S BAY.



CHAIRMAN OF SCHOOL COMMITTEE, TEACHERS, AND SOME PARENTS, RANGIATA, WAIROA, HAWKE'S BAY.



At the present time the number of children in the preparatory division is nearly 47 per cent. of the roll, and, while this percentage is considerably lower than that of the Maori children included in the preparatory divisions in public schools, to whom English is probably much more familiar, we consider that it is too high, and this owing to the reasons we have above drawn attention to.

We find that with the large number of schools and the increased demands upon our time arising from the expansion of the work, we have little opportunity for giving teachers the practical assistance in methods of teaching and organization that is evidently much required. While we are always prepared to do what we can on the occasion of the annual visits, we often wish that we had much more time to give instruction to such teachers as most require it, especially to assist and advise those newly appointed to the service. With a view to encouraging all uncertificated head teachers to become certificated, the Department has agreed to assist by contributing towards the expenses they may incur in obtaining tuition. We are glad to find that several of the teachers have qualified for teachers' certificates during the year.

The following table shows how we should classify the village schools according to the degree of efficiency recorded at the annual visit:—

	Number of Schools.
Very good to excellent	26
Satisfactory to good	69
Inferior to weak	11

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

#### SCHOOL BUILDINGS AND GROUNDS.

The Department requires that the School Committee shall make provision for the cleaning of the school, and this is usually carried out by the senior pupils under the supervision of the teachers. The results, so far as the interior of the buildings is concerned, are generally very satisfactory indeed. Many of the schools are kept spotlessly clean, and the children take a pride in keeping them so. There still remains a good deal to be done in beautifying the grounds by planting suitable trees for shelter and ornament, and by forming flower-gardens. Even where there is no organized instruction in agriculture we should like teachers to endeavour to make the appearance of their school and its grounds the most striking feature of the landscape. The Department has not been unwilling to help in the matter, and the only explanation that can be given for the uninviting appearance of some of the schools is want of enthusiasm—we had almost said laziness—on the part of the teacher. We wish that such teachers could have the opportunity of seeing such school-grounds as those at Wai-iti, Oparure, Waioweka, Rangitukia, Tikitiki, Paeroa, Hapua, Te Kao, Ahipara, Karetu, Te Whaiti, Oruanui, Tokaanu, Torere, and Taemaro, in order that they might realize what can be done in the direction of improving the general appearance of their surroundings. And not the least important aspect of the subject is its contribution to the education of the pupils.

#### SECONDARY EDUCATION.

There are now nine institutions controlled by various denominational authorities which offer the means of providing secondary education to Maori boys and girls. They are: Te Aute College, Hawke's Bay; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; St. Stephen's Boys' School, Auckland; Queen Victoria Girls' School, Auckland; Turakina Girls' School, Wanganui; Hikurangi Boys' College, Clareville, Wairarapa; Te Waipounamu Girls' School, North Canterbury; and Waerenga-a-hika College, Gisborne. Four free places were also provided at the Sacred Heart College, Auckland, and one at the Auckland Girls' Grammar School. The number of pupils on the rolls of these schools at the 31st December, 1912, was—Boys, 167; girls, 202; total, 369. Of these, forty-eight boys and forty-four girls held free places provided by the Department for the benefit of scholars from primary village schools or from ordinary public schools. The schools are inspected and examined annually by us, and we are pleased to note the steady increase in general efficiency. The results of our examination were again exceedingly satisfactory.

All the secondary Native schools make provision for vocational training in some form or another, and in a way each school has its speciality. Except in a few cases, where promising pupils with a view to the Civil Service Junior Examination undertake the work of the Seventh Standard, there is no provision for more advanced subjects. As a matter of fact, in none of the secondary Maori schools at the present time is there any attempt or desire to give what is usually understood by a "college" education. Generally speaking, the girls' schools afford further training in English subjects and in various branches of domestic duties—cooking, sewing and dressmaking, housewifery, nursing and hygiene; the boys' schools, in English and manual training—woodwork, elementary practical agriculture, and kindred subjects; and that is all.

At St. Stephen's Boys' School the training in woodwork has undoubtedly proved of great value, and it is much easier now to find openings for the best of the boys in suitable trades. At Te Aute also the establishment of woodwork classes has been followed with marked success, and the results obtained constitute a striking feature of the work of the college. As an example, we may mention that the school furniture required for the new Hukarere Girls' School was made by the boys at Te Aute, and its construction reflects great credit upon them and their instructor.

Instruction in elementary practical agriculture is also afforded in nearly all the boys' schools; and at Te Aute especially, where there is plenty of ground available for the work, there has been considerable progress. We hope in this case to see further expansion in this important subject, and trust that the authorities will provide for instruction in dairying as soon as possible, thus further enhancing the value of the institution.

We feel that pupils now leave at the completion of their term much better equipped than formerly for the battle of life. Further, they evince the desire to work, and we have many applications for certificates of competency and proficiency from boys who are seeking employment. A number have succeeded in passing the Civil Service Junior Examination, subsequently obtaining cadetships in some branch or other of the Government Service. From inquiries made occasionally, we learn that they give satisfaction in the performance of their duties, and it is interesting as well as gratifying to note that several have attended technical schools in their spare evenings with the view of continuing their studies. At the same time we think that the number of suitable openings in the Public Service for the most promising Maori boys is comparatively limited, and we should much prefer to see them choosing other vocations than that of clerks.

The girls, too, show themselves to be very anxious to obtain employment. In their case the field is more limited, for, like the European girl, they do not seem much inclined to enter domestic service, though, under favourable conditions, they prove themselves to be very efficient and satisfactory in that capacity. For obvious reasons it would be unwise for them to take up such occupations as tailoring, dressmaking, &c., in large centres, though we know of cases where they have done this successfully. Positions as nurses or as teachers are available to only a few, and there is no other course open to the majority than to return to their homes, where, in spite of the many drawbacks and disabilities, the knowledge they possess must have some uplifting influence among their people.

While discussing the subject of secondary education for Maoris we have to record that the Tuhoë Maoris, through their chief, Numia Kereru, of Ruatoki, recently transferred to the Crown a block of land containing 1,000 acres as a reserve for secondary Native-school purposes.

#### SCHOLARSHIPS.

One hundred and fifty free places, each of the value of £20 and tenable for two years, are available for Maori boys and girls. Of these, 103 were current at the end of the year 1912, ninety-two being held by pupils from Native schools, and eleven by scholars from various public schools. The time has now arrived when a standard of attainment higher than that prescribed in the early days of Native schools should be demanded, and we suggest that a certificate of competency in Standard V should be the minimum qualification. As a matter of fact, at the present time the majority of the applicants for free places have at least this qualification, many of them indeed having a certificate of proficiency or of competency in Standard VI.

Senior Free Places or industrial scholarships are available to those who have obtained a certificate of proficiency and have also received not less than one year's training in some branch of technical work. This arrangement enables promising Maori boys who have shown special aptitude to learn some mechanical trade, or some branch of farming, while it also provides means for training Maori girls to be nurses.

At the end of the year there were nine boys apprenticed to various trades—*e.g.*, carpentry, blacksmithing—while one boy held an agricultural scholarship. We consider that the results that have followed this scheme have been most satisfactory. The boys have in nearly every case fully justified their selection, and they have given every satisfaction to their employers.

Six Maori girls held positions as probationers on the staff of various hospitals during the course of the year, of whom one—Nurse Ellen Taare—passed the examination qualifying her for registration as a nurse. There were also three girls attached to various hospitals as day pupils, with the view to their proving their fitness for training as probationers when vacancies arise. The thanks of the Department are due to the officials of the Health Department for their hearty co-operation and assistance in connexion with the scheme for training Maori girls as nurses. Without their aid it would not have been possible to find so many openings for Maori nurses.

We much regret to say that Nurse Tiramate Paraone, who had formerly held a nursing scholarship at Napier Hospital, and was on the staff of the Gisborne Hospital, died there towards the end of the year. This is the second instance where one of our Maori trainees has contracted a fatal illness in the performance of her duty.

*Te Makarini and Buller Scholarships.*—Examination for these scholarships, founded out of private bequests for the purpose, was conducted as usual by the Department towards the end of the year. For the senior Te Makarini Scholarships there were twenty candidates; for the junior, five. The work of the candidates generally showed a steady advance in quality, particularly in arithmetic, which was distinctly creditable. The work of the candidates for the junior scholarship was very fair, except perhaps in English, which was only moderate in quality, the composition being poor. The paper on health was intelligently treated by most of the candidates. The senior scholarship was awarded to Te Rua Ngata, of St. Stephen's Boys' School, Parnell, who gained 674 marks, or 67·4 per cent., and the junior scholarship to Henare Tangaere, of Rangitukia Native School, who obtained 595 marks. Of the other senior candidates, Makarini T. Ngata, of Te Aute College, and, of the juniors, John Greaves, of Parapara Native School, deserve honourable mention for the position they obtained. Three or four of the candidates presented did not satisfy the condition as to age, and we have therefore to take this opportunity of reminding teachers that the age-limit was reduced some years ago, making the junior scholarship open to boys not over the age of fourteen, instead of fifteen as formerly.

For the Buller Scholarship there were seven candidates, six of whom were pupils of St. Stephen's School, Auckland, the remaining one being a pupil of Te Aute College. The questions set for examination were fairly difficult, and we consider that the results were very creditable. We were able to take nearly the whole of the examination on the occasion of our annual visit to the secondary schools, and we were well satisfied with the work done. Of the English subjects the reading was exceptionally good; the composition was in many cases spoiled by lack of originality. Makarini T. Ngata, of Te Aute College, who obtained 1,026 marks out of a possible 1,400, was highest, and the scholarship was therefore awarded to him.

#### INCREASE OF EXPENDITURE.

During the past twenty years there has been a considerable increase in the yearly expenditure on Native schools, and the following table, prepared originally for the Royal Commission on Education, and showing the increases for each period of five years from 1891 to 1911, is given here to explain how this has been brought about:—

*Table of Increases for each Period of Five Years, 1891-1911.*

Period.	In Number of Schools.	In Cost of Building and Maintenance.	In Teachers' Salaries.	In Inspectors' Salaries and Expenses.	In Secondary Education, Nursing and Industrial Scholarships.	In Manual and Technical Instruction.	In School Requisites and Conveyance.	In Total Expenditure.
		£	£	£	£	£	£	£
1891-1896 ..	8	2,185	722	259	259	Nil	-142	3,283
1896-1901 ..	15	1,348	2,126	358	99	720	156	4,807
1901-1906 ..	9	1,617	4,235	-31	487	-384	348	6,272
1906-1911 ..	6	-894	7,087	58	484	67	-330	6,472
Totals ..	38	4,256	14,170	644	1,329	403	32	20,834

The information above set forth may be summarized as follows: In the twenty years under consideration the number of schools increased by thirty-eight, although many schools in pursuance of the Department's policy have been transferred to Education Boards in various districts. The increase in the cost of buildings has amounted to £4,256. Better buildings are now provided for schools, and the teachers' residences are larger and more convenient, and in many instances increased accommodation has been provided. Building is also more expensive: in 1872, for instance, six schools and residences combined were built on the east coast for a total cost of £948 10s. Further, with a larger number of buildings there is the increase in the cost of maintenance, especially in the case of the older schools. The increase of £14,170 in salaries paid to teachers shows that they have received the greater part of the total increase. This is due in part, of course, to the increased average attendance, but the new scale of salaries introduced in the last five-yearly period led to a considerable rise in the expenditure under this heading.

In the early part of the period under review there was only one officer, whose duties were confined solely to the inspection of Native schools. It would be impossible for one man to cope with the work under present conditions. An increase in the amount of travelling has also been brought about; in some years, for instance, the distance covered by an Inspector has amounted to between eight and nine thousand miles.

With the progress of the schools it has become necessary to make fuller provision for secondary training in the case of those who had completed the primary course, and the increase of £1,329 for this purpose, which includes industrial and nursing scholarships, does not seem to be unusually high when the period of time and the increased demands are considered.

Manual training was first introduced in 1901, and the cost of its inception was £720. The self-supporting character of the workshops brings the present expenditure on their account to a comparatively small amount, and the increase of £403 in ten years does not seem to show extravagance for such a laudable purpose.

Though the attendance during the period mentioned increased by 268 per cent., there was practically no increase in the cost of school-supplies, a fact which bears testimony in no small degree to the care exercised by the teachers over the Department's property. Included under this heading also is the expenditure on conveyance, ferrying, &c., which has been found necessary in certain instances, and which is comparatively new in connection with Native schools.

#### CONCLUSION.

During the past few years the efficiency of the schools has increased in a very marked degree: the appreciation and interest shown by the parents have become much keener, while the large number of well-founded applications for new schools show that the Maoris realize more fully the benefits to be derived from the establishment of a school in their midst. We believe that the Native school constitutes an essential feature of human life in the neighbourhood, more so, we think, than any other school with which we are acquainted. We again feel, therefore, that we should place on record our appreciation of the earnestness and devotion to duty of the teachers and their efforts in promoting the welfare of the people amongst whom they are placed.

WILLIAM W. BIRD,  
JOHN PORTEOUS,  
Inspectors of Native Schools.

The Inspector-General of Schools.

# APPENDIX.

Table H.I.

## NATIVE SCHOOLS AND TEACHERS, WITH CERTAIN DETAILS OF EXPENDITURE.

LIST OF THE NATIVE VILLAGE SCHOOLS, AND SCHOOLS AT WHICH NATIVE CHILDREN ARE MAINTAINED BY THE GOVERNMENT OF NEW ZEALAND, WITH THE EXPENDITURE ON EACH AND ON GENERAL MANAGEMENT, DURING THE YEAR 1912; AND THE NAMES, CLASSIFICATION, STATUS, AND EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1912.

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

1. Name of School. <small>(Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)</small>	2. County.	3. Yearly Average, as Justified by Regulations, and Native Schools Codes.	4. Expenditure for the Year.			7. Names, Classification, and Status of Teachers.  Teachers on the Staff at the End of the Year.	8. Classification.	9. Position in the School.	10. Annual Rates of Payment during Last Month of Year.		11. For Teachers' House Allowances.
			£ s. d.	£ s. d.	£ s. d.				£ s. d.	£ s. d.	
<b>GRADE IIA.</b>											
Mangamaunu .. .. .	Kaikoura .. .. .	18	170 0 0	1 12 6	171 12 6	Moss, Mrs. Mary Emma .. .. .	E 2	F	170 0 0	0 0 0	.. .. .
Motuti .. .. .	Hokianga .. .. .	13	128 6 8	3 18 6	132 5 2	Hubbard, Charles C. .. .. .	E 2	M	140 0 0	0 0 0	.. .. .
Okaute .. .. .	Masterton .. .. .	18	113 10 0	0 18 3	114 8 3	Taylor, Annie .. .. .	.. .. .	F	112 10 0	0 0 0	.. .. .
Otamauru .. .. .	Whakatane .. .. .	24	108 0 0	1 14 0	109 14 0	Gibbons, Elisabeth Mary Lena .. .. .	.. .. .	F	108 0 0	0 0 0	.. .. .
Pamoana .. .. .	Waimarino .. .. .	17	117 12 6	6 13 10	124 6 4	Walker, Henry McNeish .. .. .	D 4	M	112 10 0	0 0 0	.. .. .
Port Waikato .. .. .	Waikato .. .. .	18	130 16 8	27 14 0	158 10 8	Walker, Mrs. E. C. .. .. .	.. .. .	S	4 10 0	0 0 0	.. .. .
Te Kopua .. .. .	Waikato .. .. .	16	54 0 0	7 5 0	61 5 0	Chaplin, Charles Samuel .. .. .	.. .. .	M	112 10 0	0 0 0	.. .. .
Waimiha .. .. .	West Taupo .. .. .	..	107 10 8	165 1 9	272 12 5	Chaplin, Mrs. M. A. .. .. .	.. .. .	S	4 10 0	0 0 0	.. .. .
.. .. .	.. .. .	..	.. .. .	.. .. .	.. .. .	Cameron, Rae Cumberland .. .. .	.. .. .	M	108 0 0	0 0 0	.. .. .
.. .. .	.. .. .	..	.. .. .	.. .. .	.. .. .	Nicholson, Mrs. Euphemia Ethel .. .. .	.. .. .	F	108 0 0	0 0 0	15
<b>GRADE IIB.</b>											
Karetu .. .. .	Bay of Islands .. .. .	20	176 5 0	55 13 8	231 18 8	Tawhiri, Riwai Hiwinui .. .. .	C 3	H M	130 0 0	0 0 0	.. .. .
Kenana .. .. .	Mangonui .. .. .	24	137 10 0	15 19 0	153 9 0	Tawhiri, Mrs. M. W. .. .. .	.. .. .	A F	20 0 0	0 0 0	.. .. .
Mataora Bay .. .. .	Ohinemuri .. .. .	25	158 11 8	15 12 9	174 4 5	Pollock, Cecil Gifford Laursen .. .. .	.. .. .	H M	112 10 0	0 0 0	.. .. .
Mathetile .. .. .	Hokianga .. .. .	25	183 18 8	7 3 6	191 2 2	Pollock, Mrs. Minnie .. .. .	.. .. .	A F	25 0 0	0 0 0	.. .. .
Pipiriki .. .. .	Wanganui .. .. .	21	280 0 0	11 0 0	291 0 0	Church, Lillian .. .. .	.. .. .	H F	108 0 0	0 0 0	.. .. .
Rangiawhia .. .. .	Mangonui .. .. .	25	180 0 0	12 13 3	192 13 3	Raureti, Isabel .. .. .	.. .. .	A F	*50 0 0	0 0 0	.. .. .
Rawhitiroa .. .. .	Raglan .. .. .	16	140 0 0	1 11 0	141 11 0	Kendall, Mrs. Hilda E. .. .. .	.. .. .	H F	160 0 0	0 0 0	.. .. .
Tanora .. .. .	Otamatea .. .. .	25	230 0 0	45 2 2	275 2 2	Matini, Roharima .. .. .	.. .. .	A F	20 0 0	0 0 0	.. .. .
.. .. .	.. .. .	..	.. .. .	.. .. .	.. .. .	Clemance, Philip Henry .. .. .	.. .. .	H M	200 0 0	0 0 0	.. .. .
.. .. .	.. .. .	..	.. .. .	.. .. .	.. .. .	Taus, Wiremu Hoani .. .. .	.. .. .	A F	80 0 0	0 0 0	.. .. .
.. .. .	.. .. .	..	.. .. .	.. .. .	.. .. .	Taus, Jane .. .. .	.. .. .	H M	150 0 0	0 0 0	.. .. .
.. .. .	.. .. .	..	.. .. .	.. .. .	.. .. .	Clark, Mrs. Catherine Elizabeth .. .. .	.. .. .	A F	30 0 0	0 0 0	.. .. .
.. .. .	.. .. .	..	.. .. .	.. .. .	.. .. .	Clark, Herbert Edward .. .. .	.. .. .	H F	120 0 0	0 0 0	.. .. .
.. .. .	.. .. .	..	.. .. .	.. .. .	.. .. .	Woodhead, Ambler .. .. .	.. .. .	A M	20 0 0	0 0 0	.. .. .
.. .. .	.. .. .	..	.. .. .	.. .. .	.. .. .	Woodhead, Caroline Kate .. .. .	.. .. .	H M	180 0 0	0 0 0	.. .. .

Te Haroto	..	..	21	170 0 0	21 15 10	191 15 10	Manning, William Henry	..	H M	135 0 0
Te Huruhi	..	..	23	198 13 4	4 10 7	203 3 11	Manning, Mrs. May	..	A F	35 0 0
Te Whaiti	..	..	19	132 2 7	135 6 4	267 8 11	Smith, Mrs. Lucy R.	..	H F	139 10 0
Waihua	..	..	24	153 15 0	530 6 5	684 1 5	Hill, Joanna	..	A F	*50 0 0
Waimarama	..	..	26	200 0 0	3 2 4	203 2 4	Scammell, William Henry	..	H M	108 0 0
	..	..	30	91 13 4	1,158 15 11	1,250 9 3	Scammell, Mrs. Agnes E.	..	A F	20 0 0
Horoera	..	..	23	210 0 0	0 19 6	210 19 6	Handcock, Georgina	..	H F	140 0 0
Kakanui	..	..	24	158 19 10	15 17 11	174 17 9	Handcock, Martha Anne	..	A F	25 0 0
Karori	..	..	36	260 0 0	189 13 4	449 13 4	Horneman, Mrs. Agnes	..	H F	140 0 0
Manaa	..	..	29	230 0 0	13 2 1	243 2 1	Hone, Mhi	..	A F	*60 0 0
Matata	..	..	24	197 8 11	20 12 0	218 0 11	Lloyd, Kate Bruce	..	Lic.	150 0 0
Motiti Island	..	..	29	210 0 0	5 0 0	215 0 0	Irwin, Beatrice May	..	A F	*70 0 0
Ohaeawai	..	..	27	170 0 0	8 8 4	178 8 4	Judkins, Mrs. Anne	..	H F	165 0 0
Opoutere	..	..	28	195 0 0	..	195 0 0	Judkins, Samuel Lucas	..	A M	45 0 0
Pamapuria	..	..	29	195 0 0	35 18 8	230 18 8	Foley, Hugh Mahon	..	H M	180 0 0
Paparore	..	..	23	220 0 0	9 1 4	229 1 4	Foley, Mrs. A.	..	A F	35 0 0
Parapara	..	..	22	195 0 0	2 12 6	197 12 6	Greensmith, Edwin	..	H M	190 0 0
Rakaunui	..	..	25	145 16 8	931 1 6	1,076 18 2	Greensmith, Mrs. Isabella Cleland	..	A F	70 0 0
Rangitahi	..	..	31	238 10 0	74 2 6	312 12 6	Wylie, Mabel	..	H F	150 0 0
Reporua	..	..	39	167 10 0	73 13 1	241 3 1	Ward, Violet May	..	A F	*65 0 0
Tabaroa	..	..	26	230 0 0	6 6 0	236 6 0	Maunders, Francis Bell	..	H M	160 0 0
Takahiwai	..	..	25	231 13 4	29 7 0	261 0 4	McLeod, Delia	..	A F	*65 0 0
Tangoio	..	..	27	185 4 5	2 0 6	187 4 11	Woods, George E.	..	H M	160 0 0
Te Ahuahu	..	..	30	283 15 0	2 10 2	286 5 2	Weaver, Sarah	..	A F	50 0 0
Te Pupuke	..	..	28	175 15 10	59 8 8	235 4 6	Grindley, George	..	H M	135 0 0
Te Rawhiti	..	..					Grindley, Mrs. Catherine	..	A F	35 0 0
	..	..					Créne, Percival	..	H M	150 0 0
	..	..					Créne, Mrs. E.	..	A F	45 0 0
	..	..					Foley, Susan Fanny Vuglar	..	H F	150 0 0
	..	..					Richards, Hilda Ellen Isabel	..	A F	45 0 0
	..	..					Rayner, Henry Hirst	..	H M	170 0 0
	..	..					Rayner, Mrs. Flora	..	A F	50 0 0
	..	..					Wills, Caleb Percy	..	H M	155 0 0
	..	..					Wills, Mrs. Isabella Mair	..	D 3	40 0 0
	..	..					Hamilton, Hugh Richard William	..	D 2	40 0 0
	..	..					Hamilton, Edith Agatha Constance	..	E 3	180 0 0
	..	..					Guest, Joseph John	..	A F	50 0 0
	..	..					Emanuel, Agnes	..	C 2	180 0 0
	..	..					Watt, Bertha Frances	..	A F	*75 0 0
	..	..					Mauriohocho, Sarah	..	H F	135 0 0
	..	..					Miller, David Walter	..	A F	*65 0 0
	..	..					Miller, Mrs. Ethel	..	H M	180 0 0
	..	..					MacArthur, Arthur Duncan	..	E 2	50 0 0
	..	..					MacArthur, Mrs. Elizabeth Graham	..	H M	180 0 0
	..	..					Flood, Robert Patrick	..	D 5	35 0 0
	..	..					Flood, Mrs. Frances Louisa	..	Lic.	142 10 0
	..	..					McIntyre, John	..	A F	35 0 0
	..	..					Matthews, Emily	..	H M	195 0 0
	..	..					Barnett, David	..	A F	*90 0 0
	..	..					Kirkland, G.	..	H M	142 10 0
	..	..						..	A F	35 0 0

\* Including £30 lodging-allowance.

Table H 1.—continued.  
NATIVE SCHOOLS AND TEACHERS, WITH CERTAIN DETAILS OF EXPENDITURE—continued.

1. Name of School. (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)	2. County.	3. Yearly Average, adjusted by Regulations, Native Schools Code.	4. Expenditure for the Year.			6. Total.	7. Names, Classification, and Status of Teachers.	8. Classification.	9. Position in the School.	10. Annual Rates of Payment during Last Month of Year.		11. For Teachers' House Allowances.			
			£	s.	d.					£	s.		d.		
GRADE IIB—continued.															
Te Waotū	West Taupo	29	172	16	10	235	10	3	Stacey, Vernon	H	M	162	0	0	£
Waikouaiti	Waikouaiti	22	181	13	4	183	14	8	Stacey, Mrs. Millicent Annie Lucinda	A	F	35	0	0	£
Waimamaku	Hokianga	28	216	13	4	278	14	0	Murray, David	M		150	0	0	£
Waioapu	Whakatane	32	185	0	0	420	3	6	Merric, Thomas	H	M	180	0	0	£
Waiowaka	Opotiki	29	233	15	0	261	2	6	Merric, Ethel	A	F	35	0	0	£
Waiohanui	East Taupo	22	257	3	4	307	0	3	Zimmerman, Johannes Ehrentfried	H	M	150	0	0	£
Waioapu	Hokianga	30	195	11	3	205	2	3	Leverit, Minnie Lucy	A	F	35	0	0	£
Waioapu	Waioapu	19	215	0	0	226	13	8	Torrens, Agnes	H	F	175	0	0	£
Whakaki	Waioapu	31	141	6	10	1,237	19	9	McFarlane, Charles Thomas	H	M	*65	0	0	£
Whangara	Cook	30	245	0	0	247	3	11	Gillespie, Mrs. M. D.	A	F	160	0	0	£
Wharekahika	Waioapu	28	176	7	8	270	8	1	Askew, Mrs. Laura Louise	H	F	*80	0	0	£
Whareponga	"	26	265	0	0	283	16	5	Askew, James Wemyss	A	M	155	0	0	£
GRADE IVA.															
Arowhenua	Geraldine	45	265	0	0	386	19	7	Welsh, Mrs. Constance Elizabeth Annie	H	M	40	0	0	£
Hapua	Mangonui	52	242	6	8	285	15	7	McKenzie, Mrs. B.	A	F	135	0	0	£
Kokako	Waioapu	63	240	0	0	309	16	8	Frazer, William	H	M	35	0	0	£
Mangamuka	Hokianga	47	274	3	4	368	19	2	Shaw, Helen Begg	A	F	170	0	0	£
Marseroa	"	41	231	0	0	232	11	6	Kernahan, Richard Irwin	H	M	*80	0	0	£
Onaio	Opotiki	47	250	0	0	260	6	5	Kernahan, Mrs. F. A. A.	H	M	139	10	0	£
									Howarth, Oswald John	A	F	40	0	0	£
									Howarth, Mrs. Elenor Anne	C	3	200	0	0	£
									Reeves, William Henry	H	M	65	0	0	£
									Reeves, Mrs. Winifred	H	M	180	0	0	£
									Vine, Henry Grafton	A	F	60	0	0	£
									Vine, Mrs. W. M.	D	4	171	0	0	£
									Smith, Hugh Parker	A	F	60	0	0	£
									Smith, Mrs. Alna Effrisimo	H	M	180	0	0	£
									Malcolm, George Henry	H	M	60	0	0	£
									Malcolm, Mrs. Edith A.	H	M	210	0	0	£
									Hulme, Mrs. Maggie	A	F	60	0	0	£
									Hulme, Russell Hedley	Lic.		171	0	0	£
									McLauchlan, Joseph	A	M	60	0	0	£
									McLauchlan, Mrs. Margaret	C	2	185	0	0	£



**Table H.1.—continued.**  
**NATIVE SCHOOLS AND TEACHERS, WITH CERTAIN DETAILS OF EXPENDITURE—continued.**

1. Name of School.  (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)	2. County.	3. Yearly Average, as Justified by Regulations, and Native Schools' Code.	4. Expenditure for the Year.			6. Total.	7. Names, Classification, and Status of Teachers.  Teachers on the Staff at the End of the Year.	8. Classification.	9. Position in the School.	10. Annual Rates of Payment during Last Month of Year.			11. For Teachers' House Allowances.
			4. Salaries and House Allowances.	5. Other Items, including Buildings, Sites, &c.	6. £ s. d.					10. £ s. d.	11. £ s. d.		
					£							s.	
<b>GRADE IVA—continued.</b>													
Waikare .. .. .	Bay of Islands ..	36	274	6	7	307	13	9	H M	200	0	0	..
Whakarara .. .. .	Whangaroa .. ..	36	250	0	0	303	0	1	A F	*90	0	0	..
Whangaruru .. .. .	Bay of Islands ..	39	266	13	4	368	15	3	A F	60	0	0	..
<b>GRADE IVB.</b>													
Hiruharama .. .. .	Waiaapu .. .. .	56	315	0	0	329	10	3	H M	185	0	0	..
Omarumutu .. .. .	Opotiki .. .. .	62	352	10	0	358	19	6	A F	*90	0	0	..
Orsuta .. .. .	Bay of Islands ..	63	302	10	0	318	16	9	A F	205	0	0	..
Parawera .. .. .	West Taupo .. ..	52	315	0	0	318	7	9	A F	*105	0	0	..
Pawaranga .. .. .	Hokianga .. .. .	52	337	18	4	345	3	11	A F	*60	0	0	..
Rangitukia .. .. .	Waiaapu .. .. .	81	341	10	4	530	10	7	H M	200	0	0	..
Raukokore .. .. .	Opotiki .. .. .	51	355	0	0	378	12	9	A F	*90	0	0	..
Ruatoki .. .. .	Whakatane .. ..	62	328	10	0	341	10	11	A F	205	0	0	..
Te Ararua .. .. .	Waiaapu .. .. .	61	300	0	0	311	7	0	A F	85	0	0	..
Te Matai .. .. .	Tauranga .. .. .	58	330	0	0	333	1	2	A F	*50	0	0	..

Tokomaru Bay	..	Waiapu	..	74	325	0	0	11	7	3	336	7	3	Coventry, Harry ..	..	D 2	H M	210	0	0
Tuparoa	..	"	..	51	315	8	7	452	15	9	768	4	4	Jamieson, Mary ..	..	..	A F	*90	0	0
Waiomatatini	..	"	..	46	294	16	8	52	17	1	347	13	9	White, Hamilton Hedley	..	..	A F	190	0	0
Whakarewarewa	..	Rotorua	..	60	324	11	8	13	9	2	338	0	10	White, Mrs. Isabel	..	C 4	A F	80	0	0
Whangape	..	Hokianga	..	42	305	0	0	4	1	5	309	1	5	Milner, Keriana ..	..	..	A F	*50	0	0
Whirinaki	..	"	..	68	342	18	4	10	6	1	353	4	5	Dale, Francis Albert	..	..	A F	180	0	0
Ahipara	..	Mangonui	..	85	401	9	2	59	7	5	460	16	7	Kaua, Matekino Hoana	..	..	A F	*65	0	0
Kaikohu	..	Bay of Islands	..	96	448	9	4	13	8	4	461	17	8	Burgoyne, Henry William	..	E 1	H M	205	0	0
Nuhaka	..	Wairoa	..	88	390	8	1	70	16	5	461	4	6	Burgoyne, Annette	..	..	A F	85	0	0
Waimea	..	Hokianga	..	82	420	0	0	14	15	3	434	15	3	Burgoyne, Constance	..	..	A F	35	0	0
Whakarapa	..	"	..	85	394	10	0	2	10	1	397	0	1	Lisle, Frank	..	..	A F	185	0	0
Schools not open on 31st December, 1912—														Lisle, Mrs. Marion Felicia Dennis	..	..	A F	75	0	0
Te Kerepeahi	..	Thames	..		62	8	4	0	3	0	62	11	4	Hamilton, Hans Alexander	..	..	H M	215	0	0
Waikouaiti	..	Waikouaiti	..											Hamilton, Harriet A.	..	..	A F	90	0	0
Kirioko	..	Bay of Islands	..											Hamilton, Lillian Jane	..	..	A F	20	0	0
Wairongonui	..	Waiapu	..											Hamilton, Evelyn Hope	..	..	A F	20	0	0
Waiotomo	..	Bay of Islands	..											Williams, Joseph Walter	..	..	H M	225	0	0
Pukehina	..	Tauranga	..											Williams, Mrs. Mary G.	..	..	A F	90	0	0
Te Reinga	..	Cook	..											Latimer, Julia	..	..	A F	*65	0	0
Mangatuna	..	Wairoa	..											Kerehona, Apikaira	..	..	A F	20	0	0
Maungatapu	..	Tauranga	..											Grace, Charles Woodhouse	..	..	H M	235	0	0
Matapuhi	..	Tauranga	..											Parrell, Evelyn Gertrude	..	..	A F	90	0	0
Tabaka	..	Rotorua	..											Parrell, R.	..	..	A F	*65	0	0
														South, Moses	..	E 2	H M	*50	0	0
														South, Mrs. Emma Sarah	..	..	A F	215	0	0
														Aranui, Naomi	..	..	A F	90	0	0
														Whai, Erena	..	..	A F	*70	0	0
														Rogers, Herbert	..	D 2	H M	210	0	0
														Rogers, Mrs. Ethel Emmeline	..	D 2	A F	75	0	0
														Callaway, Christina	..	..	A F	*70	0	0
														Padlie, Florence	..	..	A F	*55	0	0
														Johnston, George	..	Lic.	H M	199	10	0
														Johnston, Mrs. Mary Elizabeth	..	D 2	A F	75	0	0
														Callaway, Elizabeth	..	..	A F	*65	0	0
														Williams, Miranda	..	..	A F	*55	0	0

\* Including \$30 lodging-allowance.

Table H.1.—continued.  
NATIVE SCHOOLS AND TEACHERS, WITH CERTAIN DETAILS OF EXPENDITURE—continued.

1. Name of School. (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade.)	2. County.	3. Yearly Average, adjusted by Regulations, Native Schools Code.	4. Expenditure for the Year.			7. Names, Classification, and Status of Teachers.  Teachers on the Staff at the End of the Year.	8. Classification.	9. Position in the School.	10. Annual Rates of Payment during Last Month of Year.		11. For Teachers' House Allowances.
			Salaries and House Allowances.	Other Items, including Buildings, Sites, &c.	Total.				£ s. d.	For Salary, including Lodging-allowances.	
Boarding-schools—											
Hukarere ..	Hawke's Bay ..	..	£ s. d.	£ s. d.	£ s. d.	..	..	..	£ s. d.	£	
Queen Victoria ..	Eden ..	..	..	355 0 0	355 0 0	..	..	..	..	..	
St. Joseph's ..	Hawke's Bay ..	..	..	468 15 0	468 15 0	..	..	..	..	..	
St. Stephen's ..	Eden ..	..	..	248 3 0	248 3 0	..	..	..	..	..	
Te Aute ..	Hawke's Bay ..	..	..	767 12 6	767 12 6	..	..	..	..	..	
Te Waipounamu ..	Eyre ..	..	..	265 0 0	265 0 0	..	..	..	..	..	
Turakina ..	Rangitikei ..	..	..	45 0 0	45 0 0	..	..	..	..	..	
Waerenga-a-hika ..	Cook ..	..	..	135 0 0	135 0 0	..	..	..	..	..	
Inspection ..	..	..	..	110 0 0	110 0 0	..	..	..	..	..	
Manual instruction classes ..	..	..	..	318 4 3	1,223 4 3	..	..	..	..	..	
Other miscellaneous expenditure not chargeable to particular schools (school-books, material, &c.) ..	..	..	..	426 14 11	426 14 11	..	..	..	..	..	
Totals ..	..	..	..	855 11 3	855 11 3	..	..	..	..	..	
			26,647 0 3	13,181 10 10	†39,828 11 1	..	..	..	26,100 15 0	85	

\* Includes £30 lodging-allowance.

† Including £2,080 paid from national-endowment reserves revenue; deducting recoveries, £23 3s. 7d., the net expenditure is £39,805 7s. 6d.

Table H2.

## LIST OF THE NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1912.

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

Schools.	School-roll.					6. Mean of Average Attendance of Four Quarters, 1912.	7. Regularity of Attendance: Percentage of Weekly Roll Number.
	1. Number belonging at Beginning of Year.	2. Number admitted during Year.	3. Number who left during Year.	4. Number belonging at End of Year.	5. Average Weekly Number.		
Motiti Island .. .. .	25	6	6	25	24	24	98.9
Manaia .. .. .	32	15	10	37	37	36	98.6
Mataora Bay .. .. .	19	12	5	26	25	24	98.0
Te Haroto .. .. .	22	5	6	21	22	21	97.7
Omanuia .. .. .	35	5	4	36	35	34	96.4
Taharoa .. .. .	35	8		43	41	39	96.3
Omaio .. .. .	47	6	7	46	49	47	95.9
Rangiahua .. .. .	36	24	6	54	49	47	95.4
Takahiwai .. .. .	26	5	5	26	27	26	95.4
Kakanui .. .. .	22	9	5	26	25	23	94.9
Wharekahika .. .. .	25	12	7	30	29	28	94.8
Te Kao .. .. .	46	16	1	61	59	55	94.4
Otamauru .. .. .	20	12	1	31	26	24	94.1
Reporua .. .. .	28	8	2	34	34	31	94.0
Kokako .. .. .	54	23	2	75	67	62	93.9
Te Huruhi .. .. .	22	8	5	25	24	23	93.7
Oparure .. .. .	41	14	15	40	40	38	93.7
Horoera <sup>(3)</sup> .. .. .		37		37	32	30	93.7
Rangiawhia .. .. .	26	1	1	26	26	25	93.4
Tuparoa .. .. .	53	6	5	54	55	51	93.1
Whangara .. .. .	27	10	7	30	32	30	92.9
Kenana .. .. .	26	4	9	21	24	22	92.9
Te Rawhiti .. .. .	31	6	11	26	31	29	92.6
Raukokore .. .. .	53	8	8	53	55	51	92.2
Torere .. .. .	40	8	1	47	47	43	91.9
Rangitukia .. .. .	64	54	14	104	89	81	91.8
Te Hapua .. .. .	39	30	2	67	57	52	91.6
Whakarara .. .. .	39	11	10	40	39	36	91.6
Omarumutu .. .. .	58	20	14	64	68	62	91.5
Taemaro .. .. .	33	14	6	41	41	37	91.4
Opoutere .. .. .	26	10	7	29	29	26	91.3
Mangamuka .. .. .	51	13	18	46	52	47	90.8
Karetu .. .. .	20	7	4	23	22	20	90.8
Wai-iti .. .. .	48	19	19	48	49	44	96.7
Waitahanui .. .. .	19	23	8	34	24	22	90.6
Waihua <sup>(1)</sup> .. .. .		33	6	27	27	23	90.5
Whangaruru .. .. .	43	14	16	41	43	39	90.5
Whakaki <sup>(1)</sup> .. .. .		51	12	39	32	29	90.5
Arowhenua .. .. .	39	14	4	49	49	44	90.3
Paeroa .. .. .	52	22	16	58	56	51	90.2
Tikitiki .. .. .	42	22	8	56	56	51	90.2
Parawera .. .. .	50	22	15	57	58	52	90.1
Kaikohe .. .. .	89	23	11	101	105	94	89.9
Whirinaki .. .. .	83	14	25	72	76	68	89.7
Te Teko .. .. .	44	23	6	61	57	51	89.0
Poroporo .. .. .	52	22	10	64	57	51	88.6
Waioweka .. .. .	29	17	14	32	33	29	88.5
Whakarewarewa .. .. .	58	27	20	65	65	58	88.4
Waiomatatini .. .. .	48	20	23	45	52	46	88.4
Tuhara .. .. .	51	23	12	62	57	51	88.2
Waima .. .. .	84	14	41	57	72	64	88.2
Te Pupuke .. .. .	30	14	6	38	36	31	88.0
Te Kotukutuku .. .. .	39	15	11	43	44	39	88.0
Motuti .. .. .	12	5	2	15	15	13	87.9
Port Waikato .. .. .	17	13	9	21	21	18	87.9
Touwai .. .. .	35	19	14	40	41	36	87.6
Waitapu .. .. .	32	6	2	36	35	30	87.6
Waikouaiti .. .. .	24	4	2	26	24	21	87.4
Te Waotu .. .. .	26	32	18	40	33	29	87.1
Orauta .. .. .	52	41	23	70	72	63	87.1
Poroti .. .. .	44	12	9	47	49	42	87.1
Rangitahi <sup>(2)</sup> .. .. .		37	7	30	21	18	87.1
Tokomaru Bay .. .. .	74	25	19	80	85	74	87.0
Okautete .. .. .	18	11	9	20	21	18	86.7
Oromahoe .. .. .	38	8	9	37	39	34	86.6
Mangamaunu .. .. .	19	11	12	18	21	18	86.6
Te Kopua <sup>(3)</sup> .. .. .		21	2	19	19	16	86.5
Matihetihe .. .. .	26	5	1	30	29	25	86.2
Whakarapa .. .. .	93	24	22	95	97	84	86.0
Te Whaiti .. .. .	17	9	6	20	22	19	86.0
Ohaeawai .. .. .	34	6	8	32	33	29	85.7
Tanoa .. .. .	25	16	6	35	28	24	85.8
Maraeroa .. .. .	39	17	8	48	48	41	85.4

(1) Opened first quarter.

(2) Opened second quarter.

(3) Opened third quarter.

Table H 2—continued.

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

Schools.	School-roll.					6. Mean of Average At- tendance of Four Quarters, 1912.	7. Regularity of Attend- ance Percentage of Weekly Roll Number.
	1. Number belonging at Beginning of Year.	2. Number admitted during Year.	3. Number who left during Year.	4. Number belonging at End of Year.	5. Average Weekly Number.		
Tangoio .. .. .	22	20	12	30	29	25	85.2
Pawaranga .. .. .	54	23	12	65	61	52	85.2
Matata .. .. .	32	15	13	34	34	29	85.1
Pamoana .. .. .	19	5	9	15	20	17	85.0
Otaua .. .. .	36	23	13	46	47	40	84.6
Tautoro .. .. .	38	16	9	45	46	39	84.3
Whareponga .. .. .	25	16	8	33	32	27	84.2
Waimamaku .. .. .	28	12	5	35	33	28	84.2
Te Ahuahu .. .. .	25	18	7	36	32	27	84.1
Te Kaha .. .. .	44	6	4	46	47	39	84.0
Parapara .. .. .	24	11	17	18	27	22	83.9
Whangape .. .. .	47	7	10	44	49	41	83.7
Rakaunui .. .. .	24	3	9	18	22	18	83.7
Peria .. .. .	36	5	3	38	39	32	83.7
Nuhaka .. .. .	96	38	26	108	104	87	83.6
Hiruharama .. .. .	53	30	15	68	67	56	83.5
Karioi .. .. .	23	23	11	35	29	24	82.7
Pamapurua .. .. .	30	10	9	31	34	28	82.2
Pukepoto .. .. .	47	11	9	49	53	43	81.6
Te Araroa .. .. .	62	31	19	74	75	61	81.0
Ahipara .. .. .	94	33	30	97	104	84	80.7
Papamoa .. .. .	45	5	6	44	45	36	80.5
Waimarama .. .. .	29	10	10	29	32	26	80.4
Te Matai .. .. .	68	26	19	75	74	58	78.3
Rawhitiroa .. .. .	24	6	12	18	21	16	77.3
Waimiha .. .. .	20	11	5	26	24	19	77.3
Ranana .. .. .	42	16	27	31	35	27	76.4
Ruatoki .. .. .	78	28	39	67	82	62	76.1
Waikare .. .. .	38	25	9	54	48	36	75.7
Waiuku .. .. .	21	19	17	23	25	19	75.7
Waiotapu .. .. .	28	34	11	51	43	32	75.4
Paparore .. .. .	36	32	32	36	41	30	72.8
Tokaanu .. .. .	48	21	26	43	54	39	72.6
Pipiriki .. .. .	23	24	20	27	30	21	72.0
Oruanui .. .. .	48	17	12	53	51	37	69.8
Te Kerepehi (4) .. .. .	26	4	30	..	..	..	..
Totals for 1912 .. .. .	4,079	1,815	1,200	4,694	4,702	4,090	86.9
Totals for 1911 .. .. .	3,832	1,883	1,158	4,557	4,621	3,990	86.3
Mission schools subject to inspection by the Education Department—							
Tokaanu Convent .. .. .	33	14	6	41	36	35	96.5
Matata Convent .. .. .	43	17	16	44	45	41	92.6
Putiki .. .. .	27	14	14	27	35	30	85.6
Otaki Mission College .. .. .	66	23	27	62	58	48	82.8
Te Hauke .. .. .	34	..	34	..	..	..	..
Totals for 1912 .. .. .	203	68	97	174	174	154	88.5
Totals for 1911 .. .. .	196	85	51	230	230	196	85.2
Boarding-schools affording secondary education—							
Hikurangi College .. .. .	25	7	4	28	20	19	98.7
Waerenga-a-hika College .. .. .	9	8	5	12	13	12	98.0
Te Aute College .. .. .	43	31	8	66	65	63	96.9
St. Stephen's (boys) .. .. .	44	20	7	57	59	56	96.5
Queen Victoria (girls) .. .. .	48	27	31	44	46	44	95.0
Te Waipounamu (girls) .. .. .	11	7	3	15	17	16	94.0
Hukarere (girls) .. .. .	39	36	14	61	56	52	93.7
Turakina (girls) .. .. .	19	11	3	27	27	26	93.5
St. Joseph's Convent (girls) .. .. .	36	31	3	54	57	51	91.1
Sacred Heart College .. .. .	..	4	..	4	4	4	..
Auckland Girls' Grammar School .. .. .	..	1	..	1	1	1	..
Totals for 1912 .. .. .	274	183	88	369	365	344	94.2
Totals for 1911 .. .. .	241	214	68	387	394	377	95.9
Grand totals for 1912 .. .. .	4,556	2,066	1,385	5,237	5,241	4,588	87.5
Grand totals for 1911 .. .. .	4,269	2,182	1,277	5,174	5,245	4,563	86.8

(4) Transferred to Auckland Board, second quarter.

Table H3.

(a.) NUMBER OF MAORI PUPILS RECEIVING HIGHER EDUCATION AT THE END OF 1912.

Schools.	Government Pupils.			Private Pupils.	Totals.
	Formerly attending Native Schools.	Formerly attending other Schools.	Temporary.		
St. Stephen's (boys), Auckland ...	29	...	...	28	57
Te Aute (boys), Hawke's Bay ...	13	...	...	53	66
Waerenga-a-hika (boys), Gisborne ...	4	...	...	8	12
Clareville (boys), Carterton ...	...	...	...	28	28
Hukarere (girls), Napier ...	14	1	...	46	61
St. Joseph's (girls), Napier ...	5	3	...	46	54
Queen Victoria (girls), Auckland ...	22	...	...	22	44
Turakina (girls), Wanganui ...	3	1	...	23	27
Te Waipounamu (girls), Canterbury ...	...	3	...	12	15
Sacred Heart College, Auckland ...	2	2	...	...	4
Auckland Girls' Grammar School ...	...	1	...	...	1
Totals ...	92	11	...	266	369

(b.) MAORI PUPILS (10) HOLDING INDUSTRIAL SCHOLARSHIPS AT THE END OF 1912.

Number.	School.	Trade to which Scholars are apprenticed.	District.
1	Whangaruru Native School ..	Blacksmith ... ..	Auckland.
1	Manaia Native School ...	Builder ... ..	"
1	Torere Native School ...	Sheep-farmer ... ..	Waipapu.
1	Rangiawhia Native School ...	Government Railway Workshops...	Auckland.
1	Paeroa Native School ...	Builder ... ..	"
2	Whakarewarewa Native School	" ... ..	"
1	Touwai Native School ...	Bootmaker ... ..	"
1	Tokorangi Public School ...	Builder ... ..	Wanganui.
1	Hukerenui S. Public School ...	Government Railway Workshops...	Auckland.

(c.) MAORI PUPILS (6), FORMERLY ATTENDING NATIVE BOARDING-SCHOOLS, HOLDING HOSPITAL NURSING SCHOLARSHIPS AT THE END OF 1912.

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

Table H 4.

## CLASSIFICATION OF EUROPEAN CHILDREN ATTENDING NATIVE SCHOOLS AT THE END OF YEAR 1912.

Education Districts.	Standard Classes.								Total.	Certificates of Competency.	Certificates of Proficiency.
	P.	I.	II.	III.	IV.	V.	VI.	VII.			
Auckland .. ..	136	52	30	40	40	29	21	7	355	9	10
Wanganui .. ..	5	4	..	..	4	2	..	..	15	..	..
Wellington .. ..	2	2	1	..	1	..	1	..	7	..	..
Hawke's Bay .. ..	40	14	16	18	12	11	6	4	121	5	4
North Canterbury .. ..	3	1	2	2	..	..	..	1	9	2	..
South .. ..	1	..	..	1	..	1	2	..	5	..	..
Otago .. ..	2	2	1	1	1	1	..	..	8	..	..
Totals, 1912 .. ..	189	75	50	62	58	44	30	12	520	16	14
Totals, 1911 .. ..	199	45	72	47	49	43	41	22	518	13	14

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

Table H 5.

## MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1912.

Education Districts.	No. of Schools.	Maoris.			Certificates granted.	
		Boys.	Girls.	Total.	Competency.	Proficiency.
Auckland ... ..	292	1,497	1,223	2,720	...	5
Taranaki ... ..	26	101	88	189	1	...
Wanganui ... ..	68	284	212	496	...	4
Wellington... ..	41	184	163	347	...	4
Hawke's Bay .. ..	51	430	276	706	2	4
Marlborough .. ..	18	40	40	80	1	1
Nelson ... ..	8	11	11	22	...	...
Grey ... ..	2	2	2	4	...	...
Westland .. ..	4	11	12	23	...	...
North Canterbury .. ..	12	63	69	132	...	1
South Canterbury .. ..	6	5	13	18	1	1
Otago ... ..	21	46	40	86	...	1
Southland ... ..	20	47	43	90	...	2
Totals for 1912 .. ..	569	2,721	2,192	4,913	5	23
Totals for 1911 .. ..	551	2,568	2,117	4,685	5	29
Differences .. ..	18	153	75	228	...	— 6

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

Table H 5A.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1912.

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	166	142	..	1	..	..	..	..	..	..	..	..	..	..	..	..	166	143
6	265	212	2	2	..	..	..	..	..	..	..	..	..	..	..	..	267	214
7	345	262	15	15	..	1	..	..	..	..	..	..	..	..	..	..	360	278
8	293	250	53	52	2	11	..	..	..	..	..	..	..	..	..	..	348	313
9	195	174	78	71	40	40	7	8	2	..	..	..	..	..	..	..	322	293
10	121	104	96	68	80	40	35	27	5	8	1	1	..	..	..	..	338	248
11	54	46	60	50	87	55	64	48	28	21	1	2	..	..	..	..	294	222
12	43	50	40	32	48	41	73	49	54	34	12	12	1	4	1	..	272	222
13	21	34	18	30	36	19	48	28	39	30	28	23	10	8	..	..	200	172
14	7	6	3	11	10	11	20	11	24	9	27	12	13	6	1	..	105	66
15 years and over	6	1	3	1	6	1	4	2	10	1	11	11	6	3	3	1	49	21
Totals ..	1,516	1,281	368	333	309	219	251	173	162	103	80	61	30	21	5	1	2,721	2,192

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, 1912.

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.				
Hapua ..	..	..	..	38	25	63	2	2	4	40	27	67	
Te Kao ..	..	..	..	29	30	59	..	2	2	29	32	61	
Paparore ..	..	..	..	22	11	33	1	2	3	23	13	36	
Ahipara ..	..	12	4	16	45	31	76	2	3	5	59	38	97
Pukepoto ..	..	2	3	5	13	16	29	6	9	15	21	28	49
Pamapurua ..	..	..	..	16	13	29	2	..	2	18	13	31	
Rangiawhia ..	..	1	3	4	6	16	22	..	..	7	19	26	
Parapara ..	..	1	..	1	10	4	14	..	3	3	11	7	18
Kenana ..	..	..	..	15	6	21	..	..	..	15	6	21	
Peria ..	..	..	..	11	11	22	5	11	16	16	22	38	
Taemaro ..	..	..	..	24	17	41	..	..	..	24	17	41	
Te Pupuke ..	..	..	..	14	24	38	..	..	..	14	24	38	
Touwai ..	..	..	..	20	18	38	1	1	2	21	19	40	
Whakarara ..	..	..	..	24	16	40	..	..	..	24	16	40	
Whangape ..	..	..	..	27	14	41	1	2	3	28	16	44	
Pawaranga ..	..	4	2	6	30	29	59	..	..	34	31	65	
Matihetihe ..	..	..	2	2	14	13	27	1	..	1	15	15	30
Waitapu ..	..	3	3	6	8	13	21	6	3	9	17	19	36
Whakarapa ..	..	..	..	43	45	88	3	4	7	46	49	95	
Motuti ..	..	..	..	10	5	15	..	..	..	10	5	15	
Mangamuk ..	..	..	..	24	21	45	1	..	1	25	21	46	
Maraeroa ..	..	..	..	22	19	41	1	6	7	23	25	48	
Waimamaku ..	..	3	1	4	19	8	27	2	2	4	24	11	35
Whirinaki ..	..	..	..	39	33	72	..	..	..	39	33	72	
Omanaia ..	..	..	..	17	14	31	2	3	5	19	17	36	
Waima ..	..	..	..	28	29	57	..	..	..	28	29	57	
Otaua ..	..	..	..	26	16	42	2	2	4	28	18	46	
Kaikohe ..	..	..	..	63	36	99	1	1	2	64	37	101	
Tautoro ..	..	..	..	24	18	42	1	2	3	25	20	45	
Obaewai ..	..	..	..	16	13	29	..	3	3	16	16	32	
Te Ahuahu ..	..	1	..	1	16	16	..	3	3	17	19	36	
Oromahoe ..	..	..	..	15	10	25	7	5	12	22	15	37	
Orauta ..	..	..	..	25	24	49	14	7	21	39	31	70	
Karetu ..	..	2	..	2	7	10	17	2	4	11	12	23	
Waikato ..	..	..	..	30	17	47	4	3	7	34	20	54	
Whangaruru ..	..	..	1	1	28	10	38	1	1	2	29	12	41
Te Rawhiti ..	..	..	..	13	13	26	..	..	..	13	13	26	
Poroti ..	..	..	..	16	6	22	13	12	25	29	18	47	
Takahiwai ..	..	..	..	15	10	25	..	1	1	15	11	26	
Tanoa ..	..	..	..	22	11	33	1	1	2	23	12	35	
Kakanui ..	..	..	..	9	12	21	3	2	5	12	14	26	
Te Huruhi ..	..	..	..	11	12	23	1	1	2	12	13	25	
Waiuku ..	..	..	1	1	9	6	15	5	2	7	14	9	23
Port Waikato ..	..	..	..	10	11	21	..	..	..	10	11	21	
Mania ..	..	..	..	20	11	31	2	4	6	22	15	37	
Opoutere ..	..	5	5	10	11	5	16	1	2	3	17	12	29
Mataora Bay ..	..	..	1	1	14	11	25	..	..	14	12	26	
Rawhitiroa ..	..	..	..	8	10	18	..	..	..	8	10	18	
Parawera ..	..	..	..	32	18	50	3	4	7	35	22	57	
Te Kopua ..	..	1	1	2	7	10	17	..	..	8	11	19	

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1912—  
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.			
Rakaunui .. .. .	..	..	..	8	10	18	..	..	..	8	10	18
Taharoa .. .. .	..	..	..	24	19	43	..	..	..	24	19	43
Oparure .. .. .	1	..	1	12	17	29	9	1	10	22	18	40
Waimiha .. .. .	..	..	..	15	9	24	..	2	2	15	11	26
Te Waotu .. .. .	..	..	..	10	13	23	10	7	17	20	20	40
Whakarewarewa .. .. .	..	..	..	24	30	54	6	5	11	30	35	65
Ranana .. .. .	..	..	..	19	11	30	..	1	1	19	12	31
Wai-iti .. .. .	..	..	..	26	22	48	..	..	..	26	22	48
Rangitahi .. .. .	..	..	..	12	18	30	..	..	..	12	18	30
Te Whaiti .. .. .	..	2	2	9	8	17	1	..	1	10	10	20
Waiotapu .. .. .	2	..	2	22	23	45	4	..	4	28	23	51
Waitahanui .. .. .	..	..	..	17	13	30	2	2	4	19	15	34
Tokaanu .. .. .	..	2	2	20	18	38	1	2	3	21	22	43
Oruanui .. .. .	..	..	..	25	24	49	4	..	4	29	24	53
Te Kotukutuku .. .. .	..	..	..	22	21	43	..	..	..	22	21	43
Paeroa .. .. .	..	..	..	20	26	46	7	5	12	27	31	58
Papamoa .. .. .	..	..	..	19	22	41	2	1	3	21	23	44
Te Matai .. .. .	..	..	..	39	29	68	..	7	7	39	36	75
Motiti Island .. .. .	..	..	..	12	13	25	..	..	..	12	13	25
Matata .. .. .	..	..	..	11	12	23	9	2	11	20	14	34
Te Teko .. .. .	..	..	..	30	28	58	1	2	3	31	30	61
Otamauru .. .. .	..	..	..	10	16	26	3	2	5	13	18	31
Poroporo .. .. .	..	..	..	37	25	62	1	1	2	38	26	64
Ruatoki .. .. .	..	..	..	39	25	64	1	2	3	40	27	67
Waioweka .. .. .	..	..	..	2	6	8	10	14	24	12	20	32
Omarumutu .. .. .	..	..	..	27	36	63	..	1	1	27	37	64
Torere .. .. .	1	1	2	23	19	42	2	1	3	26	21	47
Omaio .. .. .	..	..	..	26	17	43	..	3	3	26	20	46
Te Kaha .. .. .	..	..	..	17	27	44	..	2	2	17	29	46
Raukokore .. .. .	..	..	..	24	18	42	5	6	11	29	24	53
Wharekahika .. .. .	..	..	..	14	13	27	1	2	3	15	15	30
Te Araroa .. .. .	..	..	..	39	22	61	5	8	13	44	30	74
Horoera .. .. .	..	..	..	10	25	35	..	2	2	10	27	37
Rangitukia .. .. .	..	..	..	54	45	99	4	1	5	58	46	104
Tikitiki .. .. .	..	..	..	27	22	49	5	2	7	32	24	56
Waiomatatini .. .. .	1	4	5	21	14	35	3	2	5	25	20	45
Reporua .. .. .	..	..	..	17	14	31	1	2	3	18	16	34
Tuparoa .. .. .	3	1	4	28	20	48	2	..	2	33	21	54
Hiruharama .. .. .	..	..	..	30	33	63	3	2	5	33	35	68
Whareponga .. .. .	2	..	2	17	13	30	1	..	1	20	13	33
Tokomaru Bay .. .. .	..	..	..	40	34	74	2	4	6	42	38	80
Whangara .. .. .	..	..	..	18	5	23	4	3	7	22	8	30
Nuhaka .. .. .	..	..	..	58	41	99	6	3	9	64	44	108
Whakaki .. .. .	..	..	..	17	19	36	2	1	3	19	20	39
Tuhara .. .. .	..	..	..	30	21	51	5	6	11	35	27	62
Rangiahua .. .. .	..	..	..	24	24	48	3	3	6	27	27	54
Kokako .. .. .	..	..	..	43	30	73	2	..	2	45	30	75
Waihua .. .. .	..	..	..	3	5	8	10	9	19	13	14	27
Tangoio .. .. .	..	..	..	10	12	22	5	3	8	15	15	30
Te Haroto .. .. .	..	..	..	11	9	20	..	1	1	11	10	21
Waimarama .. .. .	..	..	..	22	4	26	2	1	3	24	5	29
Karioi .. .. .	..	..	..	12	10	22	8	5	13	20	15	35
Pipiriki .. .. .	1	1	2	14	9	23	1	1	2	16	11	27
Pamoana .. .. .	..	..	..	6	9	15	..	..	..	6	9	15
Okautete .. .. .	..	..	..	9	4	13	4	3	7	13	7	20
Mangamaunu .. .. .	3	6	9	..	..	..	4	5	9	7	11	18
Arowhenua .. .. .	..	..	..	25	19	44	4	1	5	29	20	49
Waikouaiti .. .. .	7	11	18	..	..	..	3	5	8	10	16	26
Totals for 1912 .. .. .	56	55	111	2,215	1,848	4,063	265	255	520	2,536	2,158	4,694
Totals for 1911 .. .. .	59	43	102	2,159	1,778	3,937	286	232	518	2,504	2,053	4,557
Difference .. .. .	-3	+12	+9	+56	+70	+126	-21	+23	+2	+32	+105	+137

SUMMARY OF TABLE H 6.

Race.	1912.				
	Boys.	Girls.	Total.	Percentage, 1912.	Percentage, 1911.
Maoris speaking Maori in the home .. .. .	2,215	1,848	4,063	86.7	86.4
Maoris speaking English in the home .. .. .	56	55	111	2.3	2.2
Europeans .. .. .	265	255	520	11.0	11.4
Totals .. .. .	2,536	2,158	4,694	100.0	100.0

Table H 6A.

CLASSIFICATION AS REGARDS AGES AND RACE OF CHILDREN BELONGING TO NATIVE VILLAGE SCHOOLS AT THE END OF DECEMBER QUARTER, 1912.

Ages.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.						Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
5 and under 6 .. .. .	3	1	4	141	106	247	25	18	43	169	125	294
6 " 7 .. .. .	10	4	14	190	198	388	23	27	50	223	229	452
7 " 8 .. .. .	3	3	6	269	205	474	35	32	67	307	240	547
8 " 9 .. .. .	3	7	10	282	240	522	36	36	72	321	283	604
9 " 10 .. .. .	3	12	15	253	206	459	37	25	62	293	243	536
10 " 11 .. .. .	8	3	11	246	213	459	33	28	61	287	244	531
11 " 12 .. .. .	10	5	15	228	207	435	22	28	50	260	240	500
12 " 13 .. .. .	6	10	16	210	190	400	22	25	47	238	225	463
13 " 14 .. .. .	3	4	7	191	137	328	18	20	38	212	161	373
14 " 15 .. .. .	3	4	7	122	91	213	9	9	18	134	104	238
15 years and over .. .. .	4	2	6	83	55	138	5	7	12	92	64	156
Totals .. .. .	56	55	111	2,215	1,848	4,063	265	255	520	2,536	2,158	4,694

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

SUMMARY OF TABLE H 6A.

Age.	Boys.	Girls.	Total.	Percentage, 1912.	Percentage, 1911.
From five to ten years .. .. .	1,313	1,120	2,433	51.8	50.9
" ten to fifteen years .. .. .	1,131	974	2,105	44.9	45.5
" fifteen upwards .. .. .	92	64	156	3.3	3.6
Totals .. .. .	2,536	2,158	4,694	100.0	100.0

Table H 6B.

CLASSIFICATION AS REGARDS STANDARDS AND RACE OF CHILDREN ON THE SCHOOL ROLLS AT THE END OF DECEMBER, 1912.

Standards.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.						Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Preparatory class .. .. .	16	11	27	1,083	893	1,976	101	88	189	1,200	992	2,192
Standard I .. .. .	5	5	10	279	260	539	38	37	75	322	302	624
" II .. .. .	11	12	23	263	226	489	23	27	50	297	265	562
" III .. .. .	8	9	17	224	193	417	36	26	62	268	228	496
" IV .. .. .	7	5	12	165	123	288	30	28	58	202	156	358
" V .. .. .	5	8	13	112	86	198	18	26	44	135	120	255
" VI .. .. .	3	4	7	66	48	114	15	15	30	84	67	151
" VII .. .. .	1	1	2	23	19	42	4	8	12	28	28	56
Totals .. .. .	56	55	111	2,215	1,848	4,063	265	255	520	2,536	2,158	4,694

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

Table H 6B—continued.

SUMMARY OF TABLE H 6B, SHOWING STANDARD CLASSIFICATION.

Standards.	Boys.	Girls.	Totals, 1912.	Totals, 1911.
Preparatory classes]	1,200	992	2,192	2,207
Class for Standard I	322	302	624	509
" II	297	265	562	564
" III	268	228	496	429
" IV	202	156	358	341
" V	135	120	255	280
" VI	84	67	151	179
" VII	28	28	56	48
Totals ..	2,536	2,158	4,694	4,577

Table H 7.

STANDARD CLASSIFICATION, 31ST DECEMBER, 1912.

Schools.	Number on the Roll.	Classification of Pupils.								Certificates of Competency issued.	Certificates of Proficiency issued.
		P.	I.	II.	III.	IV.	V.	VI.	VII.		
Hapua	67	40	..	12	7	2	4	..	2	1	..
Te Kao	61	23	7	8	9	..	7	4	3	..	..
Paparore	36	8	7	5	7	6	1	2	..	..	..
Ahipara	97	37	14	13	16	9	4	4	..	..	..
Pukepoto	49	17	10	8	6	5	2	1	..	1	..
Pamapurua	31	7	..	9	6	5	2	2	..	1	1
Rangiahia	26	9	2	3	..	3	5	4	..	1	..
Parapara	18	10	2	1	1	..	4	..	..	..	2
Kenana	21	10	5	1	4	..	..	1	..	..	..
Peria	38	18	7	3	..	6	4	..	..	..	..
Taemaro	41	12	5	5	8	9	2	..	..	..	..
Te Pupuke	38	17	5	3	7	1	..	5	..	..	..
Touwai	40	19	5	3	4	6	3	..	..	2	..
Whakarara	40	12	3	6	4	6	6	3	..	..	..
Whangape	44	21	13	1	3	2	3	1	..	..	..
Pawarenga	65	34	17	7	7	..	..	..	..	..	..
Matihetihe	30	12	2	3	3	6	4	..	..	..	..
Waitapu	36	12	3	9	5	6	1	..	..	..	..
Whakarapa	95	44	16	8	10	6	7	4	..	..	1
Motuti	15	5	3	1	..	6	..	..	..	..	..
Mangamuka	46	16	8	10	5	3	4	..	..	..	..
Maraeroa	48	28	8	2	5	..	2	3	..	..	..
Waimamaku	35	17	6	5	3	2	1	1	..	1	..
Whirinaki	72	31	9	6	12	5	4	4	1	1	..
Omanaia	36	12	6	4	7	5	2	..	..	1	..
Waima	57	33	6	5	5	5	3	..	..	..	..
Otaua	46	28	4	5	7	1	1	..	..	..	..
Kaikohe	101	48	15	10	2	5	11	5	5	1	3
Tautoro	45	23	8	4	5	2	3	..	..	..	..
Ohaeawai	32	17	3	7	3	2	..	..	..	..	..
Te Ahuahu	36	23	3	..	6	2	..	2	..	..	..
Oromahoe	37	17	6	4	1	3	4	2	..	1	..
Orauta	70	53	12	3	1	1	..	..	..	..	..
Karetu	23	11	3	3	4	..	..	2	..	1	..
Waikare	54	31	9	9	4	..	1	..	..	..	..
Whangaruru	41	21	3	4	7	4	..	2	..	..	..
Te Rawhiti	26	15	2	..	5	..	4	..	..	..	..
Poroti	47	20	4	8	7	..	4	4	..	..	..
Takahiwai	26	10	3	3	5	2	..	2	1	..	..
Tanoa	35	20	3	6	2	3	1	..	..	..	..
Kakanui	26	11	3	3	7	2	..	..	..	..	..
Te Huruhi	25	14	..	10	1	..	..	..	..	..	..
Waiuku	23	11	4	3	1	..	3	1	..	..	..
Port Waikato	21	13	5	..	3	..	..	..	..	..	..
Manaia	37	11	10	4	6	2	1	3	..	2	1
Opoutere	29	12	..	10	4	2	1	..	..	..	..
Mataora Bay	26	7	..	..	11	4	2	2	..	..	..
Rawhitiroa	18	9	3	5	..	1	..	..	..	..	..
Parawera	57	35	9	2	5	2	..	4	..	..	2
Te Kopua	19	8	4	5	2	..	..	..	..	..	..
Rakanui	18	11	..	6	..	1	..	..	..	..	..
Taharoa	43	29	7	7	..	..	..	..	..	..	..
Oparure	40	12	7	6	4	4	2	3	2	3	..
Waimiha	26	15	5	6	..	..	..	..	..	..	..
Te Waotu	40	27	..	..	6	5	2	..	..	..	..
Whakarewarewa	65	32	10	7	7	6	1	..	2	3	3
Ranana	31	12	2	4	5	6	2	..	..	..	..
Wai-iti	48	25	6	1	1	5	3	2	5	..	5

Table H 7—continued.  
STANDARD CLASSIFICATION, 31ST DECEMBER, 1912—continued.

Schools.	Number on the Roll.	Classification of Pupils.							Certificates of Competency issued.	Certificates of Proficiency issued.	
		P.	I.	II.	III.	IV.	V.	VI.			VII.
Rangitahi .. .. .	30	27	1	1	1	..	..	..	..	..	..
Te Whaiti .. .. .	20	4	6	3	3	2	1	1	..	..	..
Waioapu .. .. .	51	31	7	7	3	3	..	..	..	..	..
Waitahanui .. .. .	34	19	2	5	3	1	3	1	..	..	..
Tokaanu .. .. .	43	17	5	9	6	4	1	..	1	1	..
Oruanui .. .. .	53	26	10	3	3	1	1	3	1	1	1
Te Kotukutuku .. .. .	43	19	5	3	5	8	2	1	..	..	..
Paeroa .. .. .	58	23	6	7	6	5	8	3	..	4	1
Papamoa .. .. .	44	8	3	8	8	7	8	2	..	..	..
Te Matai .. .. .	75	35	11	5	12	6	4	2	..	..	..
Motiti Island .. .. .	25	3	13	2	..	..	6	1	..	..	..
Matata .. .. .	34	14	4	3	4	2	3	3	1	..	3
Te Teko .. .. .	61	37	7	4	5	3	2	2	1	..	1
Otamauru .. .. .	31	12	7	4	2	1	4	1	..	..	..
Poroporo .. .. .	64	31	17	4	7	3	1	1	..	..	..
Ruatoki .. .. .	67	39	8	9	4	6	1	..	..	..	..
Waioweka .. .. .	32	7	4	7	5	5	4	..	..	3	..
Omarumutu .. .. .	64	29	8	9	8	7	..	2	1	1	..
Torere .. .. .	47	19	7	4	5	7	2	3	..	..	..
Omaio .. .. .	46	20	9	..	3	7	2	4	1	3	..
Te Kaha .. .. .	46	18	7	5	6	5	..	3	2	..	1
Raukokore .. .. .	53	22	5	6	3	6	4	7	..	..	..
Wharekahika .. .. .	30	11	4	6	3	1	5	..	..	..	..
Te Araroa .. .. .	74	28	17	11	7	7	4	..	..	..	..
Horoera .. .. .	37	25	4	7	..	1	..	..	..	..	..
Rangitukia .. .. .	104	56	7	13	4	8	7	3	6	1	5
Tikitiki .. .. .	56	27	4	4	8	7	5	1	..	..	1
Waiomatatini .. .. .	45	17	5	8	7	4	..	4	..	..	1
Reporua .. .. .	34	9	5	4	4	5	1	5	1	1	..
Tuparoa .. .. .	54	17	7	6	10	7	5	2	..	1	..
Hiruharama .. .. .	68	32	8	9	4	7	5	3	..	1	..
Whareponga .. .. .	33	22	2	3	..	4	..	2	..	..	..
Tokomaru Bay .. .. .	80	30	11	12	11	7	5	3	1	2	..
Whangara .. .. .	30	14	..	5	3	6	..	2	..	2	1
Nuhaka .. .. .	108	36	14	20	12	13	1	4	8	6	..
Whakaki .. .. .	39	30	..	8	1	..	..	..	..	..	..
Tuhara .. .. .	62	27	6	11	9	..	8	1	..	..	..
Rangiahua .. .. .	54	36	10	4	2	..	2	..	..	..	..
Kokako .. .. .	75	61	5	3	3	1	1	..	1	1	..
Waibua .. .. .	27	13	3	..	5	3	3	..	..	..	..
Tangoio .. .. .	30	11	7	2	6	2	2	..	..	..	..
Te Haroto .. .. .	21	8	..	4	2	3	4	..	..	..	..
Waimarama .. .. .	29	9	..	7	6	1	2	1	3	3	1
Karioi .. .. .	35	25	4	1	..	3	2	..	..	..	..
Pipiriki .. .. .	27	14	9	..	2	2	..	..	..	..	..
Pamoana .. .. .	15	7	2	..	2	4	..	..	..	..	..
Okautete .. .. .	20	6	5	4	3	1	..	1	..	..	..
Mangamaunu .. .. .	18	4	2	5	3	..	2	..	2	3	..
Arowhenua .. .. .	49	16	5	8	3	2	10	4	1	..	1
Waikouaiti .. .. .	26	6	4	3	3	4	5	1	..	..	..
Totals for 1912 .. .. .	4,694	2,192	624	562	496	358	255	151	56	57	35
Totals for 1911 .. .. .	4,557	2,207	509	564	429	341	280	179	48	41	22
Difference .. .. .	+137	-15	+115	-2	+67	+17	-25	-26	+8	+16	+13



Table H 9.

## SUMMARY OF EXPENDITURE ON NATIVE SCHOOLS DURING 1912.

	£	s.	d.
Teachers' salaries .. .. .	25,656	4	11
Teachers' house allowances .. .. .	85	15	4
Teachers in isolated districts—special allowances .. .. .	136	11	1
Teachers' removal allowances .. .. .	814	3	6
Books and school requisites .. .. .	712	6	1
Fuel, and rewards for supplying fuel .. .. .	64	14	7
Conveyance of children .. .. .	217	8	9
Manual-instruction classes—Village schools, £301 14s. 11d.; Secondary schools, £125 .. .. .	426	14	11
Inspectors' salaries .. .. .	905	0	0
Inspectors' travelling-expenses .. .. .	318	4	3
Secondary-school fees .. .. .	2,394	10	6
Travelling-expenses of scholars to and from secondary schools .. .. .	95	19	1
Hospital Nursing Scholarships .. .. .	76	5	0
Apprenticeship charges .. .. .	126	10	2
New buildings, additions, &c... .. .	5,656	14	8
Maintenance of buildings, including repairs and small works .. .. .	2,085	1	6
Advertising .. .. .	16	19	10
Planting sites .. .. .	18	2	6
Sundries .. .. .	21	4	5
	39,829	11	1
Less recoveries .. .. .	23	3	7
Total net expenditure .. .. .	£39,805	7	6

NOTE.—Of this total, the sum of £2,080 was paid from national-endowment reserves revenue.

*Approximate Cost of Paper.*—Preparation, not given; printing (1,750 copies, including illustrations), £42 s10.

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