

1919.
NEW ZEALAND.

EDUCATION OF MAORI CHILDREN.

[In continuation of E.-3, 1918.]

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

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No. 1.

EXTRACT FROM THE FORTY-SECOND ANNUAL REPORT OF THE
MINISTER OF EDUCATION.

EDUCATION OF NATIVE CHILDREN.

Number of Schools.

THERE were 119 Native village schools, including two side schools, in operation at the end of the year 1918, the number being one more than for the previous year. During the year three new schools were opened, and one was reopened, while three were closed temporarily towards the end of the year. The establishment of three new Native schools is at present being considered. With the exception of two, all of the Native village schools are situated in the North Island. On account of the influenza epidemic all schools were closed during the last two months of the year.

In addition to the Native village schools, five primary mission schools for Maori children and ten boarding-schools affording more advanced education to Maoris were inspected by the Department's Inspectors. Throughout the Dominion there were also 509 public schools at which Maori children were in attendance, this number being sixty-five less than the corresponding number for the previous year. Thus the total number of schools under inspection where Maori children were receiving instruction was—

Native village schools	119
Native mission schools subject to inspection by the Education Department ..	5
Public schools at which Maori scholars were in attendance	509
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Total number of primary schools	633
Native boarding-schools affording secondary education to Maoris	10
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Total	643

The following table shows the number of Native village schools classified according to grade for the years 1917 and 1918 :—

	1917.	1918.
Grade I (average attendance 9–20)	16	18
„ II i (average attendance 21–25)	19	13
„ II ii (average attendance 26–35)	26	27
„ IIIA i (average attendance 36–50)	33	37
„ IIIA ii (average attendance 51–80)	15	16
„ IIIB (average attendance 81–120)	8	8
„ IVA (average attendance 121–160)	1	..
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	118	119

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of 1918 was—Boys, 2,651 ; girls, 2,413 : total, 5,064—109 less than for the previous year. Included in these numbers are 303 boys and 289 girls who are Europeans, leaving 4,472 Maori children. The withdrawal of some seventy Maori children from a Native school for enrolment in a private school, together with the temporary closing of three schools, probably accounts for the decrease in numbers as compared with the previous year. The following are some figures for the years 1917 and 1918 in connection with the attendance at Native village schools :—

	1917.	1918.
Number on rolls at end of year	5,173	5,064
Average weekly roll number	5,191	5,044
Average yearly attendance	4,507	4,338
Percentage of regularity of attendance	86·8	86·0

The figures show little variation from those of the previous year, the percentage of average attendance (86·0) being regarded as sufficiently good when compared with the figure (88·7) for public schools, and when the special conditions pertaining to Native schools are taken into account. Of the 119 schools, ninety-eight attained a regularity of attendance of 80 per cent. or over.

The number of pupils on the rolls of the Native mission schools at the end of 1918 was 175, and on the rolls of the Native boarding-schools 471. The total number of children on the roll, at the end of the year, of Native village, mission, and boarding schools visited and inspected by the Inspectors of this Department was therefore 5,710. The following are the figures for the years 1917 and 1918 in respect of the three classes of Native schools mentioned:—

	1917.	1918.
Combined rolls of Native schools	5,784	5,710
Combined average weekly roll number	5,806	5,694
Combined average yearly attendance	5,073	4,927
Percentage of regularity of attendance	87.4	86.5

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:—

NATIVE VILLAGE SCHOOLS.—NUMBER, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools at End of Year.	Mean of Average Weekly Roll.	Average Attendance: Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.			
					Teachers in Charge.		Assistant Teachers.	
					Male.	Female.	Male.	Female.
1881 ..	60	..	1,406	..	54	6	..	4
1886 ..	69	2,343	2,020	86.2	60	9	..	26
1891 ..	66	2,395	1,837	76.7	59	8	1	26
1896 ..	74	2,874	2,220	77.3	64	11	..	61
1902 ..	98	3,650	3,005	82.3	77	20	..	83
1907 ..	99	4,321	3,561	82.4	82	18	2	105
1912 ..	108	4,644	4,042	87.0	86	22	4	122
1915 ..	117	5,232	4,604	88.0	81	33	7	123
1916 ..	118	5,190	4,504	86.8	79	37	8	123
1917 ..	118	5,191	4,507	86.8	71	45	9	122
1918 ..	119	5,044	4,338	86.0	73	43	8	119

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

In addition to the Maori children in attendance at the schools specially instituted for Natives there were 4,854 Natives attending 509 public schools at the end of 1918, the number of pupils being 107 more than in 1917. The great proportion of these pupils are in the North Island, half of them being in the Auckland Education District. Details as to their age and classification are given in Table H5 of this report, from which it appears that the great majority of them are in the lower classes, the proportion reaching the higher standards being much smaller than in the case of Maoris attending Native schools.

The total number of children of Maori or of mixed race on the rolls of the 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 1918 was as follows:—

I. Primary schools—					
(a.) Government Native schools	..	..	..	..	4,472
(b.) Mission schools	..	..	..	..	175
(c.) Public schools	..	..	..	..	4,854
					<hr/> 9,501
II. Secondary schools	..	..	..	..	471
III. Special technical training	..	..	..	..	4
					<hr/>
Total	..	..	..	..	9,976

Classification of Pupils.

Tables H6, H6A, H6B, and H7 give full information as to the races and classification of pupils on the rolls of the Native schools. As will be seen, 85·2 per cent. were Maoris speaking Maori in their homes, 3·1 were Maoris speaking English in their homes, and 11·7 per cent. were Europeans.

In comparing Native schools with public schools in respect to the classification of pupils it appears that in Native schools a larger proportion of the pupils are in the lower classes, and also that the average age of the children in the various classes is higher than in public schools. The difference, however, is not greater than would result naturally from the more or less irregular and nomadic habits of the Natives, and if the comparison were made with small public schools in country districts only, the difference, if any, would be much less. Compared with the Maori children attending public schools the pupils of Native schools are younger in their classes and reach higher standards.

The following table shows in a summary form the classification of pupils in Native schools, the percentages of pupils in the various classes in public schools and in the case of Natives attending public schools being also shown for comparison :—

Classes.	Maoris attending Native Schools.	Europeans attending Native Schools.	Total attending Native Schools.	Percentage of Roll.		
				Native Schools.	Public Schools.	Natives attending Public Schools.
Preparatory	2,003	179	2,182	43·1	33·83	52·1
Standard I	624	76	700	13·8	12·89	16·5
" II	586	72	658	13·0	12·70	11·9
" III	548	70	618	12·2	12·37	9·4
" IV	334	76	410	8·1	11·05	5·8
" V	250	56	306	6·1	9·75	2·9
" VI	120	53	173	3·4	7·27	1·4
" VII	7	10	17	0·3	0·14	..

Efficiency of the Schools.

As was the case in the two preceding years, the inspection and examination of Native schools were carried out by the Inspector of Native Schools, and, in certain districts, by the Inspectors of Public Schools. The reports of the Inspectors go to show that the work and condition of the schools is highly satisfactory, the schools, in the opinion of Inspectors of Public Schools, being often superior to public schools of the same size. The report of the Inspector of Native Schools, which deals critically with the treatment of all subjects of the curriculum, shows clearly that in spite of the difficulty of having a new language to teach, Native-school teachers are not regarded as having carried out their task unless results of a high standard of merit in all subjects are obtained. By the inclusion of many Native schools in the schemes of the Education Board for the instruction of agriculture, woodwork, and cookery, the pupils receive efficient teaching in these subjects. An important feature in relation to Native schools is the possibility of their not only providing for the education of the Maori children, but also of being generally a helpful and uplifting influence in the community. This ideal is realized by many of the teachers, and their splendid work during the epidemic of 1918 is an outstanding example of the good they are in the habit of doing among the Natives.

From the point of view of efficiency the Native village schools were classified as follows by the Inspectors in the years 1917 and 1918 :—

	Number of Schools.	
	1917.	1918.
Very good to excellent	42	45
Satisfactory to good	66	61
Inferior to weak	10	10

The number of certificates of proficiency awarded was thirty-seven, and of competency (S6) twenty-four.

Natives attending Public Schools.

A larger number of Maori children attend public schools than attend Native schools, and, as is to be expected where no special attention is given to assisting the Native pupils in overcoming the language difficulty, as is done in Native schools, their progress is much less satisfactory. Their attendance at public schools is also reported as being very irregular—a fault not at all marked in the case of Natives attending their own schools. The result is that the Native children in public schools are greatly retarded and fail to achieve good results in any subject requiring a thorough knowledge of English. The desirability of their attending schools specially organized for them is thus clearly demonstrated.

Secondary Education and Free Places.

The Government has not instituted any schools especially for the secondary education of Maoris, but a number of such schools having been established and being maintained by the various denominational bodies, the Government subsidizes them by providing at them a number of free places for Maori children possessing the requisite qualifications. The value of the free places was recently raised from £20 to £30 per annum, and they are tenable for two years. The roll number of these schools (ten in number) at the end of 1918 was 471, of which number forty-five boys and fifty-eight girls held the free places referred to. The great majority of the scholars were ex-pupils of Native schools. The syllabus of work to be followed by free-place holders is prescribed by the Department, and is designed to secure such industrial training as is considered desirable in the case of Maoris: the boys learn agriculture and woodwork, and the girls take a domestic course. The Makarini and Buller Scholarships were founded out of private bequests, and are tenable by Maori scholars at Te Aute College. Owing to the epidemic the examinations for these scholarships could not be held in 1918, and the candidates affected will be given the opportunity of competing for them in 1919.

Senior free places are provided for boys in the form of industrial scholarships, which enable the holders to be apprenticed to suitable trades. These scholarships have not of late been eagerly sought after, the boys finding that they can secure higher wages in other ways. Senior free places for girls take the form of nursing-scholarships. At the end of 1918 three girls were in training as day pupils and one as a probationer, on the staff of two different hospitals.

Staffs and Salaries.

The staffs of Native village schools in December, 1918, included 73 male and 43 female head or sole teachers and 127 assistants. The average salary of male head or sole teachers was £212, of female head or sole teachers £164 5s. 7d., and of both combined £194 6s. 3d. These figures show an advance on the average salaries for the previous year, which were £206 0s. 5d., £159 3s. 9d., and £187 18s. 1d. respectively. The average salary of the 119 female assistants was £89 11s. 1d., and of the eight male assistants £81 17s. 6d. The total expenditure on Native-school teachers' salaries and allowances for the year ended 31st March, 1919, was £34,888, the corresponding figure for the previous year being £33,360. In common with other public servants Native-school teachers were paid a war bonus in addition to their usual salaries, the total amount paid on this account in 1918-19 being £2,397.

An amended scale of teachers' salaries adopted for the current year applies to Native-school teachers, so that their salaries will show a substantial increase at the end of the year.

Expenditure.

The total net expenditure on Native schools during the year ended the 31st March, 1919, was £48,500. The chief items of expenditure were teachers' salaries and allowances, £34,888; war bonus, £2,397; new buildings and additions, £2,646; maintenance of buildings, repairs, &c., £3,112; secondary education, £2,303; books and school requisites, £954; teachers' removal expenses, £791.

No. 2.

REPORT OF INSPECTOR OF NATIVE SCHOOLS.

SIR,—

10th May, 1919.

I have the honour to present herewith the following report upon Native schools for the year 1918:—

NEW SCHOOLS, ETC.

At the close of the year 1917 there were in operation 118 Native schools. During the year under review schools were opened at *Waiohau*, Galatea; *Huiarau* (Ruatahuna), Urewera country; and at *Werowero*, Lake Ohia, Mangonui district; while *Whangaruru*, Bay of Islands, which had been temporarily closed towards the end of 1917, was reopened at the beginning of the year. Three schools—*Taemuro*, Mangonui district; *Taharoa*, Kawhia; and *Pamoana*, Wanganui River—from which the teachers had either resigned or been transferred to other schools, were not in operation at the end of the year, the services of suitable teachers not being obtainable. There were thus 119 Native schools in operation when on account of the influenza epidemic in the last two months of the year all schools had to be closed down.

The schools at *Huiarau*, Urewera country, and at *Werowero*, Mangonui district, were opened in buildings erected by the Maoris upon sites which had been previously acquired for school purposes, while at *Waiohau*, Galatea, the school was opened in a building offered by the Maoris for temporary use. In connection with *Waiohau* arrangements have been made to acquire a site of 6 acres, upon which suitable school buildings will be eventually erected. All these new schools have made a very promising beginning, and are now supplying a want that has been long recognized.

The new buildings (school and residence) at *Moerangi*, Raglan district, were completed in the early part of the year. With regard to *Manutahi* and *Kaitaha* (*Whakawhitira*), in the East Coast district, the erection of the necessary school buildings had to be delayed on account of the prohibitive cost, while in the case of *Tihiomanono*, in the same district, difficulties which arose in connection with the acquisition of a site have caused delay.

During the latter part of the year applications for the establishment of schools at *Kareponia*, Awanui North; *Awarua*, Bay of Islands; and *Waima* Landing, Hokianga, were received by the Department, and in each case the preliminary investigations are to be made during the current year.

In consequence of the decision of the Department to take over the *Motatau* Public School and administer it as a Native school it was necessary that a residence should be built. The work has been put in hand, and is nearing completion.

ATTENDANCE, ETC.

1. Native Village Schools.

The number of pupils on the rolls of the village schools at the close of the year was—Maoris, 4,472; Europeans, 592: total, 5,064—a decrease of 109 on the roll number of the previous year. The withdrawal of upwards of seventy Maori children from the Whakarapa Native School for enrolment in the Convent School established within a few chains of the Native school, together with the temporary closing of one or two schools, accounts largely for the decrease referred to. The average weekly roll number for the year was 5,281, and the average attendance 4,551, the average percentage of regularity being 86.2, compared with 86.6 in the preceding year. Thirty schools showed an average attendance of 90 per cent. or over of the possible attendance, *Manaia* School once again heading the list of schools with a splendid record of 99 per cent. From Table H2, where information regarding the attendance of each school is given, it will be seen that 80 per cent. or over of the possible attendance was attained by ninety-eight schools. During the year there was a large amount of sickness, and the weather for the most part was not good, and there is no doubt that the attendance at many schools was thus considerably affected. Still, while it is pleasing to observe that several schools have improved their positions in the list, the poor showing made by a number of schools, even when allowance is made for the admitted difficulties in many cases, it is felt is not altogether satisfactory. Good attendance certificates were gained by 472 pupils in the village schools.

2. Mission Schools.

In addition to the village schools five mission schools were also visited. These are—*Putiki* Mission School, *Tokaanu* Convent School, *Matata* Convent School, and two schools on the Wanganui River—the convents at *Jerusalem* and *Ranana*. The roll number of these schools at the end of the year was 175, the average roll number was 171, and the average percentage of regularity was 90.2.

3. Secondary Schools.

The secondary schools visited are those which have been established by various denominational bodies in the Dominion. The combined roll number at the end of the year 1918 was 471, the average roll number was 479, and the average percentage of regularity was 90.7.

The following summary gives the particulars relating to the roll number and attendance of the three classes of schools in tabulated form :—

Schools.	Number.	Roll Number at the End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village	119	5,064	5,281	4,551	86·2
Native mission	5	175	171	154	90·2
Native secondary	10	471	479	435	90·7
Totals	134	5,710	5,931	5,140	86·6

CLASSIFICATION.

The standard classification of the pupils in Native primary schools as at the 31st December, 1918, is shown as follows :—

Classes.	Number on Roll.
Standard VII	17
„ VI	173
„ V	306
„ IV	410
„ III	618
„ II	658
„ I	700
Preparatory	2,182
Total	5,064

SCHOOL BUILDINGS AND GROUNDS.

In respect to tidiness, cleanliness, and attractiveness the condition of Native schools is very satisfactory indeed. Almost without exception the schools are remarkably clean, the elder children under the supervision of the teachers being responsible for this state of affairs. Desks defaced or stained with ink are rarely met with, and only in a few schools where the discipline is weak has scribbling on the walls of the buildings been noticed. In respect to the interior appearance there are many schools which could be made brighter and more attractive by a little effort on the part of the teachers, who apparently fail to recognize the importance of this aspect of environment. In a few schools it has been observed that there is a lack of supervision in connection with the outbuildings and offices.

With regard to the grounds, while general improvement is noticeable there are instances where the conditions are not a credit to the teachers concerned. The teachers of the schools referred to are either indolent or lacking in initiative, otherwise they would encourage their pupils to bring native shrubs or trees to plant in the school grounds on Arbor Day. In a few cases not a tree or shrub is to be seen, there is no school-garden, and even the teacher's own garden, if there is one, is a very poor affair. In cases where difficulty may be experienced in obtaining suitable trees the Department is ready to assist in providing ornamental trees, but such assistance is of little use where the teachers are as described. The grounds attached to a very large number of schools, on the other hand, are a credit to all concerned, and in spite of adverse conditions are often an object-lesson to the community. As was stated in a former report, “every teacher who has charge of a school ought to feel that he has contributed a mite at least towards the beautifying of the place which has been his home, and the fact that his successor will enjoy the fruits of his labour should not deter him from adding to his own comfort, as well as to the attractiveness of the school.”

Teachers are required by the regulations to effect such small repairs as are required to maintain the properties in good order and condition. This obligation is in some cases overlooked, and the Department is called upon to do work which could easily have been done in a few minutes by teachers of the right spirit.

ORGANIZATION.

Under this heading are included such matters as the general management of the school, including discipline, the methods of teaching, construction of time-tables, preparation of schemes of work.

The methods of teaching may be described as generally following approved lines, and in a very large number of schools they are applied with conspicuous success. In quite a considerable number of schools, however, a lack of thoroughness in the teaching is noticeable, and it is necessary to point out that more revision of back work is required, in order that lasting impressions may be made and more thoroughness obtained. The importance of a definite standard of work is not always realized, and hence arise idleness, carelessness, and poor endeavour. If a teacher has no clear standard of work it is impossible for the pupils to have one. Teachers should have clear ideas (1) as to how much work can be accomplished in a given time, (2) what degree of neatness can be justly expected, (3) what degree of accuracy is reasonable, and how that accuracy can be increased without sacrificing the reasonable standards of (1) and (2).

In the construction of the time-tables it is found that in the majority of the schools teachers display a sound knowledge of the principles that should be observed, but a good many instances are

met with where the arrangement is faulty, and the time at the disposal of the teacher is not allocated satisfactorily.

The preparation of the schemes of work is still unsatisfactory in quite a number of schools, where it is evident their purport and aim are not yet properly appreciated by the teachers concerned. In schools where assistants are employed it is the duty of the head teachers to see that assistants have each their own schemes of work, and that the schemes are methodically and honestly followed.

It is not yet sufficiently realized by all teachers that preparation of lessons even in the best-known subjects is essential to success in teaching, and it is evident that there are some who, through indolence or indifference, meet their pupils day after day without any preparation. In such cases the presentation must necessarily be poor, the lessons are wanting in freshness and originality, and there is little to awaken healthy interest.

In previous reports reference has been made to the lack of intimate acquaintance with the essentials of the syllabus, the interpretation of which, both in the spirit and the letter, is essential to the effectiveness of the teacher. The following remarks upon the study of the syllabus are very much to the point: "It is a matter of regret that so often reference has to be made to the lack of knowledge of the principles, directions, and suggestions of the syllabus, and to the failure to apply them. As a handbook for teachers—comprehensive, directive, suggestive, and scientifically sound both in pedagogics and psychology—our syllabus stands high. Teachers are fortunate in the possession of so excellent a guide, but want of familiarity with it is found on every hand. A thoughtful earnest study of it from cover to cover, a careful analysis, underscoring and sidelining of essentials—in a word, an intensive study of it—will not only make the teacher much more efficient, but will reveal what is meant by approaching his profession scientifically. While a teacher is not asked to teach literally syllabus *in* hand, he is a wise teacher who had it continually *at* hand."

The discipline in all but a few schools is very satisfactory indeed, but arrangements for the proper supervision of the playgrounds do not appear to be made in all schools.

It is again pleasing to observe the success of several teachers in qualifying for teachers' certificates; and in this connection it may be stated that the Department has always shown its willingness to assist teachers by defraying part of the cost of the fees they may have to pay for instruction.

In a large number of schools it is the practice to have an annual picnic, and at least one school concert during the year. The proceeds of the concert are expended in improvements, the purchase of books for the library, or other school material, or in some other suitable way. In these functions the parents take very great interest, and the children derive great pleasure. The practice referred to is an excellent one, and every school should have its annual picnic and at least one concert during the year.

In a few schools children who bring lunch are supplied with a cup of hot cocoa at their midday meal during the winter months, the cost being defrayed by the parents. The cost in the case of one school worked out at about a penny a week per child. This innovation on the part of the teachers is much appreciated by the pupils and their parents, and is one that might with advantage be adopted in a great many of our schools.

NEW SCALE OF SALARIES.

As provided for in the regulations made under the Appropriation Act, 1918, and the Education Act, 1914, a new scale of teachers' salaries was adopted from the beginning of the current year. The Education Act provides that the salary paid to a head teacher of a Native school shall not be less than that received by the teacher of a public school of the same grade, and consequently the head teachers of Native schools will participate in the benefits under the amended scale of salaries. Increases in the salaries of the assistants will also be provided for.

INSPECTION OF SCHOOLS.

The inspection and the examination of Native schools during the year were undertaken in conformity with the system followed during the previous year. The schools in Hawke's Bay, in the Bay of Plenty, and Hot Lakes district were visited and examined by the Public-school Inspectors, the remaining Native schools being taken by the Inspector of Native Schools. The reports of the Inspectors go to show that the work and condition of the schools generally is highly satisfactory. From the point of view of efficiency the village schools may be classified as follows: Very good to excellent, 45; satisfactory to good, 61; inferior to weak, 10. Three schools were opened in districts after the visits of inspection had taken place. During the year thirty-seven certificates of proficiency and twenty-four of competency were gained by pupils in the Sixth Standards of these schools.

GENERAL REMARKS.

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

English Subjects.—Reading: Generally speaking, this subject may be regarded as being satisfactorily taught, and a considerable amount of progress has been made in a number of schools where the results hitherto were not entirely satisfactory. Indistinctness of utterance is, however, too frequently met with, the result being that the pupils when they read cannot be readily understood without reference to the print by the listener. The course of reading for each of the standard classes comprises the *School Journal* and three continuous readers. The popularity of the *Journal* is the best tribute to its suitability for its purpose and its general value, and the children look forward eagerly to its appearing. Usually they become acquainted with the whole of the monthly issue before the new number appears, but in some instances the later pages scarcely get the same attention as the earlier. For the preparatory division of the schools the full set of McDougall's phonic primers and

readers are supplied, and it is considered that the pupils from this division will now be better equipped to undertake the reading material prescribed for Standard I. In regard to recitation, the results in many schools are disappointing, the pronunciation and enunciation being slovenly, the punctuation ignored, and no attempt made to secure expression. If teachers appreciated to the full the valuable aid afforded to the Maori child by the recitation of verses they would exercise the greatest vigilance in securing accuracy. The quantity and variety memorized are frequently insufficient, while the choice of pieces does not always indicate good judgment. Moreover, it is apparent in many schools that the pieces selected, instead of being learnt individually, are learnt by the class in unison. Such a device is merely mechanical drill, and destroys much of the value the recitation may have.

In *spelling* a very fair amount of success is achieved in the majority of schools. Many of the mistakes which occur in the pupils' work, not only in the dictation exercises but chiefly in the composition exercises, arise not so much from the inability of the children to spell more or less difficult words as from the imperfect appreciation of the smaller words and the distinctions between them. More attention should be given to the spelling of words which rightly come within their vocabulary, and less attention given to those words clearly beyond it, and to this end teachers should prepare lists of suitable words. Oral spelling to the exclusion of better methods still persists in a few schools, the teachers being unaware that by this method the ear only is requisitioned, whereas the eye and hand are the more effective instruments.

The excellent *writing* seen in many schools proves clearly that with method and close co-operation between teachers and pupils it is possible to get almost every pupil to write decently. In other schools, however, the writing is poor in quality, and it is evident that the teachers permit indifferent work and that the pupils' *best* is not always exacted. In competitions held in this subject in various parts of the country, pupils from Native schools have succeeded in carrying off the majority of the prizes.

Languages: Oral and Written Composition.—The teaching of our language to the Maori child constitutes a very difficult problem for the teacher of the Native school, and although it is recognized that work of higher quality is gradually being produced, it is still evident that the instruction in many instances leaves much to be desired. The quality of the work varies very considerably in the schools, and while it ranges from very satisfactory to good and even to excellent in a large number of schools, in a considerable number it can only be described as poor. The results both in oral and written composition are in direct proportion to the skill of the teacher, and consequently where the work is not satisfactory it is quite apparent that the teacher and his methods are at fault. It is felt, moreover, that there is a tendency among such teachers to regard the difficulties of the subject as insuperable to the Maori child, and the progress of their pupils, such as it is, as the limit of his attainment. The schemes of work drawn up in this subject form a good index of the methods of treatment, and where the schemes betray an absence of thoughtful preparation it seldom or never happens that the work of the pupils reaches a moderate standard.

For successful work in composition the oral practice is a *sine qua non*, and teachers who fail to realize that it is indispensable must not expect to meet with anything but disappointment and failure. Since the importance of oral composition is strongly emphasized in the teaching of English to pupils whose mother tongue is English, it surely must be recognized how doubly important it must be in the case of children who are confronted with the task of acquiring that language and the power of expressing themselves in it. In those schools where the written composition fails to reach a satisfactory level it is felt that there is really little or no attempt to teach the subject. The children are given a theme such as a letter or description, or reproduction of a story; and when they have used up a certain amount of paper and much time in their efforts to write, the teachers imagine that by the mere correction of the errors they are teaching composition. The fact that there must be well-directed constructive work on their part is either not appreciated or is ignored; and it is no wonder that the children thrown on their own resources with neither advice nor example to guide them produce only the crudest of work.

As letter-writing is an indispensable social necessity it is important that children should be taught to write a letter correctly; not only the variety of form, but the details of technique—the beginning, the salutation, the ending, and the incidental punctuation require much attention. Punctuation can be taught effectively (1) by examination and discussion of printed passages in the readers, (2) by carefully chosen passages set, without punctuation, on the blackboard.

Arithmetic.—Speaking generally it may be said that this subject is now receiving more intelligent treatment, and that teachers endeavour to make the instruction as realistic as possible. In the latter connection, however, the teaching of the preparatory classes shows to better advantage than that adopted in the standard classes, where some teachers appear loth to make provision for the practical treatment of the subject. Greater care and attention are now being devoted to the logical arrangement of the work of the pupils, while mental arithmetic, although not yet receiving the attention it deserves, shows improvement.

Geography and Nature-study.—In a large number of schools very satisfactory work is done in this subject, and the schemes of work indicate that it is intelligently treated. In other schools, again, there appears to be a falling-off in the quality of the work, there being very little observational work at all. It is frequently found that the pupils are unable to make a decent sketch of their own district with the features of which they are perfectly familiar. Teachers who find a difficulty with this subject are referred again for guidance and inspiration to the suggestive treatment contained in the appendix to the regulations.

Handwork, &c.—Various forms of handwork are taken in Native schools, and generally the work done is of a very satisfactory nature. The chief weakness in this connection in quite a number of schools lies in the want of proper recognition of the value of correlation of this subject with the other subjects of the school course.

In quite a large number of schools *sewing* is very successfully taught, and the girls are able to make their own garments as well as other useful articles. Such articles, however, do not always comply with the requirements prescribed for the various classes, and it is accordingly necessary for samplers to be presented in addition for the purpose of inspection. Although parents are encouraged to supply the material required in the making of garments, great difficulty, owing to the increase in the price of the materials, has been experienced in inducing them to do so.

In the schools where workshops have been established useful work in *woodwork* is being done, and the boys are taught to apply their knowledge to the construction of useful articles which are disposed of to the parents or the pupils at the cost price of the materials used. The workshops are to a large extent self-supporting, the working-expenses being usually covered by the sale of articles made during the year.

The number of schools where instruction in *cooking* is given is not so large as it might be, but in these schools the results are very successful, and there seems to be no good reason why instruction in this subject should not be included in the work of many other schools.

In connection with instruction in woodwork and cooking advantage is taken wherever possible to admit pupils from Native schools to classes in these subjects established at manual-training centres, and during the year pupils from Native schools in the vicinity of Te Kuiti, Rotorua, and Tauranga received instruction in these subjects at the manual-training centres established in these places.

While the treatment of *drawing* shows much improvement in many schools, such improvement has not become as general as the importance of the subject warrants. Brushwork and free-arm work on the blackboard is now taken successfully in a large number of schools. In not a few schools the work in drawing is poor and is characterized by a good deal of carelessness. It should be borne in mind that drawing is just as natural to a child as speaking or writing, and ought to be carefully treated. "The power of understanding and using a language is obviously necessary for those who are to know anything of what is going on in the world around them. In the same way a knowledge of drawing, or the power of perceiving and expressing the meaning of appearances tends to a fuller understanding of the varied forms and colours which surround us. In fact, drawing is really the reading and writing of form and colour, as it includes the correct seeing and truthful expression of their varied appearances."

In *elementary practical agriculture* very good work is done in quite a considerable number of schools, and the gardens receive a good deal of attention. Experimental work in connection with grasses in the school plots in some schools has attracted the attention of farmers and led to the introduction of new fodder plants into a district, with the knowledge also of the most suitable artificial manure required. Under the arrangement referred to in a previous report by which Native schools were included, where possible, in the scheme of agricultural instruction adopted by the Auckland Education Board for public schools, agricultural classes have been formed in a large number of Native schools where the teachers have shown evidence that they are capable of successful work in this direction. With a view to an extension of the scheme to other groups of schools classes for the instruction of teachers were held at Whangarei and Kaitia in the early part of the current year, and were attended by a large number of teachers from Native schools. It is expected that all teachers who have taken the course of instruction in this subject will give special attention to elementary practical agriculture in their schools. Misunderstanding appears to exist in the minds of some teachers regarding the procedure to be followed in the establishment of an agricultural class in their schools. Before such a class can be established it is necessary that, upon the advice of an agricultural instructor, an application should be made to the Supervisor of Manual and Technical Instruction, who will submit such application to the Department for approval or otherwise.

Singing.—In a large number of schools this subject is well taught, and it is a real pleasure to listen to and enjoy the singing of the pupils. In the schools referred to it is found that not only do the pupils sing well and enjoy the vocal exercise, but they understand the notation used and can sing at sight with comparative ease fairly difficult exercises. In quite a number of schools, however, it is clear that the singing is taught by ear, and this fact cannot be disguised by the mere device of using the sol-fa syllables as a prelude to the singing of the songs. It is surprising that teachers will put up with the drudgery that such a method entails, a method that is barren of results as far as musical knowledge is concerned. The selection of songs is generally satisfactory, but there seems no valid reason why the songs published in the *School Journal* should be omitted from the programme presented in a considerable number of schools. Voice-training exercises do not yet receive sufficient attention, and it would appear necessary to advise teachers that "Further Directions," section 16 of the regulations relating to Native schools, contain for their special benefit guidance in this important aspect of the subject.

Physical Instruction.—During the year a course of instruction in this subject was provided for the teachers of the far north. The class which was held at Kaitia was largely attended, and proved both enjoyable and profitable. In most of the schools where the new system has been introduced the work is carried on enthusiastically, and the children appear to be benefiting accordingly. It is satisfactory to note that organized games have been introduced into a large number of schools, and it is pleasing to observe the enthusiasm shown by the pupils in these games. In other schools teachers have apparently overlooked this important means of getting into closer touch with their pupils and thus of observing and studying their temperamental peculiarities. The new system of physical instruction has been introduced into a very large number of schools, but no opportunity appears yet to have presented itself for holding a class of instruction for the benefit of teachers in the East Coast district. In regard to medical inspection of children attending Native schools only a few schools have so far been included in the scheme.

SECONDARY EDUCATION.

Secondary education for Maori girls and boys is afforded at the following schools which various denominational bodies have established: Queen Victoria School for Maori Girls, Auckland; Turakina Maori Girls' School, Wanganui; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; Te Waipounamu Girls' School, Canterbury; St. Stephen's Boys' School, Auckland; Wae-rengaahika College, Gisborne; Te Aute College, Hawke's Bay; Hikurangi Boys' College, Carterton; Otaki College, Wellington. Free places at several of the foregoing institutions are granted to Maori pupils possessing the requisite qualifications. The number of pupils on the rolls of these schools at the end of the year was—Boys, 221; girls, 250; total, 471; and of this total 45 boys and 58 girls were the holders of free places.

The girls' colleges afford a training of a very useful character in domestic duties, and exert a very considerable influence in shaping the career of the girls. Cookery, dressmaking, and housewifery generally, including instruction in first aid and nursing, form important features of the curriculum. In the boys' schools prominence is given to woodwork and elementary practical agriculture.

Owing to the influenza epidemic the annual examinations of these schools had to be abandoned. Arrangements were made, however, whereby it was possible to appraise the work and attainments of the candidates for proficiency certificates.

SCHOLARSHIPS.

The regulations relating to Native schools provide for the granting of a limited number of free places each now of the value of £30 per annum and tenable at a number of the secondary schools referred to above, to such Maori scholars as are qualified. At the end of the year 1918 the number of free places current was 103.

Senior free places for boys take the form of industrial scholarships; no such scholarships were awarded during the year. For girls who are qualified and are anxious to take up nursing, nursing scholarships are awarded. At the end of the year there were three girls in training as day pupils and one girl as a probationer, on the staff of one or more hospitals. Two girls who had entered upon their term as probationers at the Auckland Hospital were eventually found unsuitable. At Napier Hospital two girls who had begun their elementary training as day pupils were compelled on account of ill health to give up their course.

Te Makarini and Buller Scholarships.—The examinations for these scholarships had to be postponed, unfortunately, in accordance with the instructions issued by the Health Department during the influenza epidemic. It was thought that arrangements could be made to hold them in the early part of the current year, but such a course was found impracticable, and accordingly no examination will be held until the usual time, when the candidates affected will be allowed to compete for the unawarded scholarships.

CONCLUDING REMARKS.

On account of the influenza scourge which swept from one end of the Dominion to the other towards the close of the year, Native schools in common with other schools were closed down as a precautionary measure against the disease. In the case of many Maori settlements the isolation created great difficulties in coping with the epidemic, and as a consequence the Maori people suffered severely. The schools in many places were utilized as hospitals, and the teachers assuming control worked in many instances night and day, without medical assistance, in nursing those who were stricken down. Magnificent work in organizing relief and attending to the sufferers was done by the teachers, who, with few exceptions, responded to the call of duty, and there is no doubt that by their knowledge of the conditions, their standing in the communities, and by their self-sacrificing efforts many lives were saved. The Maori people, on the other hand, carried out instructions and advice given as faithfully as circumstances permitted, and in some settlements where a system of quarantine was rigorously enforced they escaped the visitation.

While it is the experience of the Department that teachers of Native schools have always done valuable work during outbreaks of sickness in the settlements in which they are located, it is extremely gratifying to learn from the reports of medical men and others that their work during the recent epidemic was worthy of special commendation. The trying experiences of those dark days revealed on the part of the teachers a devotion and a spirit of self-sacrifice which bespeak a high conception of their duty towards the Maori people.

I have, &c.,

The Director of Education.

JNO. PORTEOUS,
Inspector of Native Schools.

APPENDIX.

Table H 1.
NATIVE SCHOOLS AND TEACHERS.

LIST OF NATIVE VILLAGE SCHOOLS AND THE NAMES, CLASSIFICATION, STATUS, AND EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1918.

In the column "Position in School," H M means Head Master; H F, Head Mistress; M, that there is a Master only; F, Mistress only; A M, Assistant Male Teacher; A F, Assistant Female Teacher. The names of teachers absent with the Expeditionary Forces are shown in E.-1, Appendix B.

Name of School.	County	Grade	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.	
							£	s. d.
Ahipara ..	Mongonui ..	III A ii	80	Williams, Joseph W. ..	..	H M	225	0 0
				Williams, Mary G. (Mrs.) ..	..	A F	105	0 0
				Williams, Catherine B. O ..	..	A F	55	0 0
				Hone, Mary ..	..	A F	35	0 0
Arowhenua ..	Geraldine ..	III A i	39	Bremner, Hannah A. A. ..	..	H F	250	0 0
				Bremner, Esther P. N. N. ..	..	A F	105	0 0
Hapua ..	Mongonui ..	III B	86	Vine, Henry G. ..	..	H M	280	0 0
				Vine, Winifred M. (Mrs.) ..	..	A F	121	10 0
				Vine, Effie L. ..	..	A F	105	0 0
				Norman, Nellie ..	..	A F	40	0 0
Hiruharama ..	Waiapu ..	III A i	44	Lee, John B. ..	..	H M	225	0 0
				Lee, Elizabeth E. (Mrs.) ..	..	A F	115	0 0
Horoera ..	East Cape ..	II i	23	Astall, Annie (Mrs.) ..	..	H F	126	0 0
				Astall, John R. ..	..	A M	40	0 0
Huiarau ..	Urewera ..	III A ii	52	Monfries, Abigail ..	..	H M	200	0 0
				Tweed, Sarah E. ..	..	A F	110	0 0
Kaikohe ..	Bay of Islands	III B	101	Grace, Charles W. ..	..	H M	250	0 0
				Grace, Intz (Mrs.) ..	..	A F	115	0 0
				Erimana, Mere Te R. ..	..	A F	40	0 0
Kakanui ..	Helensville ..	I	11	Geissler, Aimee M. ..	..	F	136	0 0
Karetu ..	Bay of Islands	II i	22	Johnson, Ida V. C. (Mrs.) ..	..	C	190	0 0
				Gratton, Bessie J. ..	..	A F	60	0 0
Karioi ..	Waimarino ..	II i	21	Clarke, Rosa ..	..	D	170	0 0
				Hepetema, Alice ..	..	A F	95	0 0
Kenana ..	Mongonui ..	I	16	Richardson, Marie J. (Mrs.) ..	..	F	110	0 0
Kirioko ..	Bay of Islands	III A i	47	Grahame, Bruce ..	..	H M	218	10 0
				Grahame, Mabel (Mrs.) ..	..	A F	105	0 0
Kokako ..	Wairoa ..	III A ii	54	Alford, Edward H. M. ..	..	H M	211	10 0
				Alford, Florance (Mrs.) ..	..	A F	105	0 0
Manaia ..	Coromandel ..	III A i	40	Greensmith, Edwin ..	..	H M	245	0 0
				Greensmith, Isabella C. (Mrs.) ..	..	A F	115	0 0
Mangamaunu ..	Kaikoura ..	I	14	Barnes, Ellen L. (Mrs.) ..	..	F	126	0 0
Mangamuka ..	Hokianga ..	III A i	45	Cameron, Duncan ..	..	D	240	0 0
				Cameron, Margaret (Mrs.) ..	..	A F	105	0 0
Mangatuna ..	Waiapu ..	III A i	43	Scammell, William H. ..	..	H M	207	0 0
				Scammell, Agnes E. (Mrs.) ..	..	A F	105	0 0
Maraeroa ..	Hokianga ..	III A i	46	Hulme, Maggie (Mrs.) ..	..	H F	211	10 0
				Hulme, Russell H. ..	..	A M	105	0 0
Matangirau ..	Whangaroa ..	III A i	41	Patience, Frederick ..	..	H M	207	0 0
				Patience, Evelyn G. (Mrs.) ..	..	A F	105	0 0
Mataora Bay ..	Ohinemuri ..	I	12	Hall, Annie E. ..	..	F	126	0 0
Matapihi ..	Tauranga ..	III A i	38	Clark, Catherine E. (Mrs.) ..	..	E	190	0 0
				Clark, Herbert E. ..	..	A M	60	0 0
Matata ..	Whangaroa ..	III A i	40	Dyer, M. E. (Mrs.) ..	..	H F	150	0 0
				Ramsay, Eileen ..	..	A F	75	0 0
Matihetihe ..	Hokianga ..	II ii	26	Minchin, Zara ..	..	D	150	0 0
				Matini, Ratareria ..	..	A F	70	0 0
Maungatapu ..	Tauranga ..	III A i	40	Roach, Patrick ..	..	C	250	0 0
				Roach, Ruby (Mrs.) ..	..	A F	105	0 0
Moerangi ..	Raglan ..	I	15	Rayner, Henry H. ..	..	H M	171	0 0
				Rayner, Flora (Mrs.) ..	..	A F	70	0 0
Motiti Island ..	Tauranga ..	I	17	Clench, Charles McD. ..	..	H M	171	0 0
				Clench, Mary I. (Mrs.) ..	..	A F	40	0 0
Motuti ..	Hokianga ..	II i	24	Leef, Kathleen ..	..	H F	153	0 0
				Matini, Roharima ..	..	A F	95	0 0
Nuhaka ..	Wairoa ..	III B	96	South, Moses ..	..	E	250	0 0
				South, Emma S. (Mrs.) ..	..	A F	115	0 0
				Guest, Frances L. ..	..	A F	85	0 0
				Arthur, Jessie S. ..	..	A F	70	0 0
Ohaeawai ..	Bay of Islands	III A i	48	Young, James ..	..	H M	230	0 0
				Young, Alice G. A. (Mrs.) ..	..	A F	105	0 0

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

Name of School.	County	Grade.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.
							£ s. d.
Ohautira ..	Raglan ..	II i	23	(Vacant.)			
Okautete ..	Masterton ..	I	13	Ward, Violet ..		F	126 0 0
Omaio ..	Opotiki ..	IIIA i	49	Coughlan, William N. ..		H M	207 0 0
				Coughlan, Isabella A. M. (Mrs.) ..		A F	105 0 0
Omanaia ..	Hokianga ..	IIIA i	44	Nisbet, Robert J. ..		H M	228 0 0
				Nisbet, Janet (Mrs.) ..		A F	105 0 0
Omarumutu ..	Opotiki ..	IIIA ii	67	Mackay, Gordon ..		H M	240 0 0
				Mackay, Jane (Mrs.) ..		A F	95 0 0
				Hamiara Rangikahuawe ..		A F	75 0 0
Oparure ..	Waitomo ..	IIIA i	41	Timbers, Arthur D. ..		H M	230 0 0
				Timbers, Joaquina Q. (Mrs.) ..		A F	105 0 0
Opoutere ..	Thames ..	II ii	31	Grindley, George ..		H M	180 10 0
				Grindley, Catherine (Mrs.) ..		A F	60 0 0
Orauta ..	Bay of Islands	IIIA i	41	Kelly, Felix ..		H M	250 0 0
				Parker, Eleanor E. ..		A F	126 0 0
Oromahoe ..	Bay of Islands	II ii	35	Holland, Dorice M. ..		H F	140 0 0
				Hoby, Erica ..		A F	75 0 0
Oruanui ..	East Taupo ..	I	18	Hutchinson, Walter H. ..		H M	171 0 0
				Clough, Doris E. ..		A F	85 0 0
Otangaroa ..	Whangaroa ..	I	19	Matthews, Emily ..		F	126 0 0
Otaua ..	Hokianga ..	IIIA i	50	Gubb, Lester F. ..		H M	218 10 0
				Guerin, Annie M. ..		A F	117 0 0
Owhataiti ..	Whakatane ..	II ii	32	Gibbons, Elizabeth M. ..		F	189 0 0
Paeroa ..	Tauranga ..	IIIA i	43	Baker, Frances E. E. ..		H F	250 0 0
				Baker, Henrietta A. ..		A F	115 0 0
Pamapurua ..	Mongonui ..	II ii	29	Crene, Percival ..		H M	171 0 0
				Crene, Edith (Mrs.) ..		A F	70 0 0
Pamoana ..	Waimarino ..			(Vacant.)			
Papamoa ..	Tauranga ..	II ii	35	Lundon, Clara J. ..		H F	207 0 0
				Hennessey, Ellen M. ..		A F	126 0 0
Paparore ..	Mongonui ..	IIIA i	47	Richards, Hilda E. I. ..		H F	207 0 0
				Richards, Vereia I. M. ..		A F	105 0 0
Parapara ..	Mongonui ..	II ii	35	Church, Lilian ..		H F	153 0 0
				Blair, Susan ..		A F	75 0 0
Parawera ..	West Taupo ..	IIIA i	45	Herlihy, Patrick ..		H M	250 0 0
				Herlihy, Eileen ..		A F	105 0 0
Parikino ..	Wanganui ..	II ii	28	Walker, Henry McN. ..		H M	230 0 0
				Walker, Ethel C. (Mrs.) ..		A F	105 0 0
Pawarenga ..	Hokianga ..	II ii	32	Foley, Hugh M. ..		H M	230 0 0
				Foley, Anstice J. (Mrs.) ..		A F	105 0 0
Pipiriki ..	Wanganui ..	IIIA i	38	Kinross, Ethel M. ..		H F	140 0 0
				Keremeneta Rangirangi ..		A F	95 0 0
Poroporo ..	Whakatane ..	IIIA ii	60	Ryde, Henry J. ..		H M	230 0 0
				Ryde, Emma G. (Mrs.) ..		A F	105 0 0
Poroti ..	Auckland ..	II i	22	Thompson, Richard H. ..		H M	228 0 0
				Thompson, Elizabeth D. F. ..		A F	105 0 0
Pukehina ..	Rotorua ..	II ii	34	Burgoyne, Annette ..		H F	153 0 0
				Burgoyne, Constance ..		A F	60 0 0
Pukepoto ..	Mongonui ..	IIIA ii	57	Clark, Olive J. M. (Mrs.) ..		H F	220 0 0
				Clark, William M. ..		A M	105 0 0
				Davies, Jane ..		A F	25 0 0
Rakaunui ..	Kawhia ..	I	11	Thompson, Alfreda H. (Mrs.) ..		F	117 0 0
Ranana ..	Rotorua ..	IIIA i	38	Marcroft, Louisa F. (Mrs.) ..		H F	220 0 0
				Marcroft, Henry D. ..		A M	105 0 0
Rangiahua ..	Wairoa ..	I	19	Thomas, Herbert S. ..		M	171 0 0
Rangiawhia ..	Mongonui ..	II i	23	Taua, Wiremu H. ..		H M	171 0 0
				Taua, Ramari ..		A F	110 0 0
Rangitahi ..	Whakatane ..	IIIA i	43	Jamison, Mary ..		H F	190 0 0
				Mauriohocho, Sarah ..		A F	110 0 0
Rangitukia ..	Waiapu ..	IIIB	83	Gracie, Thomas ..		H M	180 0 0
				Gracie, Mary L. S. ..		A F	85 0 0
				Korimete, Janie ..		A F	40 0 0
				Tuhaka, Hareti ..		A F	25 0 0
Rangiwaewa (side school), (see under Te Kōtuku-tuku).							
Raukokore ..	Opotiki ..	IIIA i	42	Saunders, William S. ..		H M	225 0 0
				Walker, Annie ..		A F	126 0 0
Reporua ..	Waiapu ..	II ii	29	Milner, Keriana ..		F	126 0 0
Ruatoki ..	Whakatane ..	IIIB	103	Mahoney, Cornelius ..		H M	290 0 0
				Mahoney, Harriet I. (Mrs.) ..		A F	145 0 0
				Mahoney, Flora M. L. ..		A F	95 0 0
				Ratema, Rangitiarua ..		A F	75 0 0
Taemaro ..	Mongonui ..			(Vacant.)			
Taharoa ..	Kawhia ..			(Vacant.)			
Takahiwai ..	Whangarei ..	II ii	29	Woodley, Frederick T. ..		H M	153 0 0
				Woodley, Georgina (Mrs.) ..		A F	40 0 0

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

Name of School.	County.	Grade.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.
							£ s. d.
Tangoio ..	Wairoa ..	II i	25	Arthur, Cyril L. ..	..	H M	144 0 0
Tanoa ..	Otamatea ..	II i	25	Arthur, Ethel (Mrs.) ..	..	A F	40 0 0
Tautoro ..	Bay of Islands	II ii	35	Woodhead, Ambler ..	..	H M	190 0 0
Te Ahuahu ..	Bay of Islands	II ii	30	Paora, Elizabeth ..	..	A F	95 0 0
Te Araroa ..	Waiapu ..	III B	120	England, Walter ..	..	H M	235 0 0
				England, Eva E. (Mrs.) ..	..	A F	105 0 0
				Bush, Lyonel J. S. ..	..	H M	144 0 0
				Bush, Margaret R. (Mrs.) ..	..	A F	50 0 0
				Whitehead, Arnold A. ..	..	H M	260 0 0
				Whitehead, Rachel E. (Mrs.) ..	..	A F	115 0 0
				McLachlan, Linda ..	..	A F	110 0 0
Te Haroto ..	Wairoa ..	II i	24	Puha, Henri Te Ao ..	..	A F	40 0 0
				Harper, Leslie M. (Mrs.) ..	..	H F	126 0 0
Te Horo ..	Whangarei ..	II ii	35	Harper, Charles A. E. ..	..	A M	40 0 0
				Wall, Harry ..	..	H M	135 0 0
Te Kaha ..	Opotiki ..	III A ii	63	Wall, Fanny S. M. ..	..	A F	50 0 0
				Cato, Anson H. ..	..	H M	198 0 0
				Cato, Netty F. L. (Mrs.) ..	..	A F	105 0 0
Te Kao ..	Mongonui ..	III A ii	69	Pahewa, Lucy ..	..	A F	35 0 0
				Watt, Archibald H. ..	..	H M	198 0 0
				Watt, Bertha F. (Mrs.) ..	..	A F	105 0 0
Te Kotukutuku and Rangiwaea (side school)	Tauranga ..	III A i	45	Smith, Ani ..	..	A F	25 0 0
Te Mahia ..	Wairoa ..	II ii	32	Dale, Francis A. ..	..	H M	230 0 0
				Dale, Florence E. ..	..	A F	105 0 0
Te Matai ..	Tauranga ..	III A i	41	Callaway, Elizabeth ..	..	A F	126 0 0
				Handcock, Georgina ..	..	H F	230 0 0
Te Pupuke ..	Whangaroa ..	III A i	39	Handcock, Martha A. ..	..	A F	105 0 0
				Godwin, Horace P. E. ..	..	H M	220 10 0
Te Rawhiti ..	Bay of Islands	II ii	31	Blathwayt, Ellen E. C. ..	..	A F	126 0 0
				Cumber, Kenneth M. H. ..	..	H M	200 0 0
Te Reinga ..	Cook ..	III A i	40	Hakaraia, Victoria ..	..	A F	110 0 0
				Barnett, Sarah H. (Mrs.) (Acting)	..	H F	171 0 0
Te Teko ..	Whakatane ..	III A ii	56	Kirkland, Jessie E. E. ..	..	A F	105 0 0
				Wright, Percy ..	..	H M	198 0 0
				Wright, Rebecca (Mrs.) ..	..	A F	95 0 0
				Broderick, Henry W. ..	..	H M	237 10 0
				Broderick, Jessie S. (Mrs.) ..	..	A F	95 0 0
				Jordan, Mary ..	..	A F	70 0 0
Te Waotu ..	West Taupo ..	III A i	40	Proctor, Florence M. (Mrs.) ..	..	H F	220 0 0
Te Whaiti ..	Whakatane ..	I	20	Proctor, William ..	..	A M	105 0 0
Tikitiki ..	Waiapu ..	III B	88	Gorrie, Annie (Mrs.) ..	..	F	110 0 0
				Sinclair, Donald W. E. ..	..	H M	225 0 0
				Sinclair, Martha (Mrs.) ..	..	A F	105 0 0
				Walker, Elizabeth (Mrs.) ..	..	A F	90 0 0
				Rangi, Maraea I. ..	..	A F	70 0 0
Tokaanu ..	East Taupo ..	II ii	35	Hayman, Frederick J. ..	..	H M	220 0 0
				Wykes, Elva Hinemoa (Mrs.) ..	..	A F	126 0 0
Tokomaru Bay ..	Waiapu ..	III A ii	66	McIntyre, John ..	..	H M	210 0 0
				Robertson, Margaret ..	..	A F	126 0 0
				Haerewa, Areta ..	..	A F	75 0 0
Torero ..	Opotiki ..	III A ii	51	Drake, Armine G. ..	..	H M	225 0 0
				Drake, Rosalind K. (Mrs.) ..	..	A F	105 0 0
Tuhara ..	Wairoa ..	III A i	39	Guest, Joseph J. ..	..	H M	230 0 0
				Guest, Lilian R. (Mrs.) ..	..	A F	105 0 0
Tuparoa ..	Waiapu ..	III A ii	56	White, Hamilton H. ..	..	H M	225 0 0
				White, Isabel (Mrs.) ..	..	A F	115 0 0
				Te Kura, Rangi ..	..	A F	60 0 0
Waihua ..	Wairoa ..	I	20	Benjamin, Julia ..	..	F	126 0 0
Wai-iti ..	Rotorua ..	III A i	36	Munro, John B. ..	..	H M	250 0 0
				Munro, Florence M. (Mrs.) ..	..	A F	105 0 0
Waikare ..	Bay of Islands	III A i	39	Sullivan, A. J. ..	..	H M	230 0 0
				Sullivan, Martha A. A. (Mrs.) ..	..	A F	105 0 0
Waikeri ..	Hokianga ..	II i	25	Topia, Ellena ..	..	H F	144 0 0
				Topia, Henri H. ..	..	A F	50 0 0
Waima ..	Hokianga ..	III A i	50	McKenzie, Kenneth ..	..	H M	230 0 0
				Nisbet, Mary M. ..	..	A F	117 0 0
				Bridge, Emma L. ..	..	A F	70 0 0
Waimahana (side school); (see under Waiotapu).							
Waimamaku ..	Hokianga ..	II ii	34	Hodson, Susan ..	..	H F	171 0 0
				Newton, Lucy B. ..	..	A F	85 0 0
Wainarama ..	Hawke's Bay	II ii	30	Kernahan, Richard I. ..	..	H M	171 0 0
				Kernahan, Frances A. A. ..	..	A F	25 0 0
Waiohau ..	Rangitaiki ..	II ii	30	Webber, Elsie E. ..	..	H F	160 0 0
				Johnstone, Grace L. ..	..	A F	75 0 0
Waiomatatini ..	Waiapu ..	III A ii	58	Owen, Sarah A. (Mrs.) ..	..	H F	210 0 0
				Owen, Henry ..	..	A M	95 0 0
				(Vacant.)	..		

Table H1—continued.

LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

Name of School.	County.	Grade.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.
							£ s. d.
Waiomio ..	Bay of Islands	II ii	32	Lloyd, Kate B. ..	..	H F	218 10 0
Waiorongomai ..	Waiapu ..	I	20	Irwin, Beatrice M. ..	..	A F	144 0 0
Waiotapu and Waimahana (side school) ..	Whakatane ..	II ii	28	Kaua, Matekino H. ..	..	F	153 0 0
				Zimmerman, Johannes E. ..	..	H M	230 0 0
				Blathwayt, Mary V. W... ..	..	A F	110 0 0
Waioweka ..	Opotiki ..	IIIA i	38	Watkin, Arthur A. ..	..	H M	220 0 0
				Watkin, Mary A. (Mrs.) ..	..	A F	105 0 0
Waitahanui ..	East Taupo ..	IIIA i	36	West, William E. ..	..	H M	210 0 0
				West, Annie M. W. (Mrs.) ..	..	A F	95 0 0
Waitapu ..	Hokianga ..	II ii	26	Lisle, Frank ..	..	H M	171 0 0
				Lisle, Marion T. D. (Mrs.) ..	..	A F	25 0 0
Werowero ..	Mongonui ..	II i	23	Taua, Jane ..	..	F	110 0 0
Whakaki ..	Wairoa ..	IIIA i	47	Jack, James ..	..	H M	220 0 0
				Mackay, Emily M. ..	..	A F	126 0 0
Whakarapa ..	Hokianga ..	IIIA ii	74	Johnston, George ..	..	H M	250 0 0
				Johnston, Mary E. (Mrs.) ..	..	A F	105 0 0
Whakarara ..	Whangaroa ..	II i	21	Smith, Gordon ..	..	H M	153 0 0
				Smith, Mary A. ..	..	A F	25 0 0
Wkakarewarewa	Rotorua ..	IIIB	109	Banks, Joseph ..	..	H M	211 10 0
				Banks, Anna (Mrs.) ..	..	A F	105 0 0
				Callaway, Christina ..	..	A F	90 0 0
				Irwin, Ellenor Ann ..	..	A F	75 0 0
Whakawhitira ..	Waiapu ..	II ii	32	Hill, Joanna ..	..	F	135 0 0
Whangaparaoa ..	Opotiki ..	I	17	Savage, Hilda ..	..	F	126 0 0
Whangape ..	Hokianga ..	IIIA i	47	Smith, Leonard H. ..	..	H M	198 0 0
				Smith, Pnøbe M. (Mrs.) ..	..	A F	105 0 0
Whangara ..	Cook ..	II ii	27	Frazer, William ..	..	H M	171 0 0
				Reid, Adelaide ..	..	A F	25 0 0
Whangaruru ..	Bay of Islands	IIIA i	38	Anderson, William ..	..	H M	180 0 0
				Anderson, Mabel (Mrs.) ..	..	A F	85 0 0
Wharekahika ..	Waiapu ..	IIIA ii	55	Tawhiri, Riwai H. ..	..	H M	200 0 0
				Patterson, Alice (Mrs.) ..	..	A F	85 0 0
Whareponga ..	Waiapu ..	II ii	28	McFarlane, Charles T. ..	..	H M	171 0 0
				Gillespie, Mary D. (Mrs.) ..	..	A F	85 0 0
Whirinaki ..	Hokianga ..	IIIA ii	58	Rogers, Herbert ..	..	H M	250 0 0
				Rogers, Ethel E. ..	..	A F	105 0 0
				Dargaville, Martha ..	..	A F	75 0 0
				Total ..	..	..	33,752 0 0

Table H2.

LIST OF THE NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1918.

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

Schools	School Roll.			Mean of Average Attendance of Four Quarters, 1918.	Regularity of Attendance : Percentage of Weekly Roll Number.
	Number belonging at End of Year 1917.	Number belonging at End of Year 1918.	Average Weekly Number. (Mean of the Four Quarters.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Manaia ..	37	41	39.78	39.38	99.0
Te Kao ..	53	63	56.73	55.71	98.2
Rangiawhia ..	22	23	23.00	22.33	97.1
Pukepoto ..	57	57	56.68	54.81	96.7
Whakarewarewa ..	118	115	111.85	107.85	96.4
Matapihi ..	32	45	36.08	34.60	95.9
Wai-iti ..	40	39	36.87	35.10	95.2
Omarumutu ..	66	63	67.93	64.42	94.8
Waihua ..	18	22	16.51	15.63	94.7
Taemaro (3) ..	26	..	34.00	32.10	94.4
Te Waotu ..	43	45	41.00	38.50	93.9
Waiomio ..	35	33	33.82	31.72	93.8
Mataora Bay ..	13	11	11.46	10.71	93.5
Raukokore ..	45	45	44.10	41.24	93.5
Waiomatatini ..	63	50	58.66	54.70	93.3
Omaio ..	53	46	50.51	47.09	93.2
Pawarenga ..	25	33	32.25	30.07	93.2
Whangape ..	49	46	47.30	43.85	92.7
Whakaki ..	49	48	48.85	45.14	92.4
Whirinaki ..	69	59	61.16	56.49	92.4
Te Reinga ..	33	42	41.77	38.23	91.5
Waimarama ..	25	31	31.14	28.49	91.5
Karetu ..	25	23	23.35	21.25	91.4
Parawera ..	51	45	48.07	43.92	91.4
Oparure ..	42	46	43.45	39.60	91.1
Whangaparaoa ..	12	18	17.60	16.01	91.0
Wharekahika ..	49	59	57.96	52.74	91.0
Takahiwai ..	23	30	29.46	26.72	90.7
Te Teko ..	60	59	60.67	55.00	90.7
Whareponga ..	33	30	30.10	27.30	90.7
Te Araroa ..	137	126	127.40	115.48	90.6
Te Rawhiti ..	32	33	32.98	29.81	90.4
Ohautira ..	24	24	24.45	22.05	90.2
Poroporo ..	69	65	63.90	57.52	90.0
Taharoa (3) ..	23	..	23.20	20.87	90.0
Motiti Island ..	22	18	17.89	16.09	89.9
Otaua ..	51	54	53.54	47.74	89.2
Omanaia ..	53	45	47.46	42.30	89.1
Opoutere ..	32	33	33.48	29.83	89.1
Tikitiki ..	97	85	89.78	79.95	89.1
Okautete ..	15	14	13.85	12.33	89.0
Tuhara ..	46	47	42.25	37.59	89.0
Waiohau (1) ..	..	34	33.70	30.00	89.0
Te Mahia ..	40	34	34.79	30.92	88.9
Matata ..	44	45	43.40	38.55	88.8
Matangirau ..	48	44	43.52	38.50	88.5
Reporua ..	36	28	29.91	26.48	88.5
Torere ..	54	54	54.97	48.66	88.5
Waikare ..	43	35	39.57	34.97	88.4
Arowhenua ..	48	41	42.00	37.07	88.3
Tautoro ..	34	34	36.93	32.62	88.3
Whangaruru (2) ..	..	39	41.70	36.80	88.3
Kirioke ..	49	51	51.77	45.57	88.0
Te Kaha ..	72	68	68.72	60.50	88.0
Te Kotukutuku and Rangiwaea (side school) ..	48	44	46.90	41.26	88.0
Parapara ..	38	29	35.42	31.12	87.9
Matihetihe ..	26	29	28.87	25.32	87.7
Kakanui ..	17	11	11.60	10.16	87.6
Nuhaka ..	106	112	108.80	95.18	87.5
Oromahoe ..	31	31	36.02	31.50	87.5
Horoera ..	33	22	24.28	21.21	87.4
Huiarau (1) ..	..	61	60.00	52.40	87.3
Rangitahi ..	48	46	48.11	41.93	87.2
Ahipara ..	105	92	87.57	76.27	87.1
Rangitukia ..	99	94	93.48	81.43	87.1
Whakawhitira ..	31	39	35.10	30.41	86.6
Pamoana (3) ..	16	..	20.70	17.90	86.5
Kokako ..	54	56	58.18	50.24	86.4
Whangara ..	31	28	29.77	25.60	86.0
Pukehina ..	36	42	37.80	32.35	85.6
Te Haroto ..	26	26	25.74	21.97	85.4
Maraeroa ..	44	47	48.99	41.80	85.3
Paeroa ..	53	47	48.01	40.88	85.2
Pamapurua ..	22	31	32.95	28.03	85.1
Hapua ..	107	92	98.00	83.15	84.9
Pipiriki ..	37	47	43.36	36.66	84.6
Rakaunui ..	10	10	11.67	9.87	84.6
Tangoio ..	24	29	25.89	21.90	84.6

(1) Opened during the year.

(2) Reopened beginning of year.

(3) Closed at end of year.

Table H2—continued.

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

Schools.	School Roll.			Mean of Average Attendance of Four Quarters, 1918.	Regularity of Attendance: Percentage of Weekly Roll Number.
	Number belonging at End of Year 1917.	Number belonging at End of Year 1918.	Average Weekly Number. (Mean of the Four Quarters.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Ohacawai	47	59	54.25	45.70	84.2
Te Horo	37	35	38.51	32.38	84.1
Te Ahuahu	37	32	33.75	28.19	83.5
Kaikohe	109	109	111.76	93.24	83.4
Te Whaiti	15	26	21.00	17.50	83.3
Waitahanui	37	33	38.67	32.19	83.2
Waikeri	29	33	28.19	23.42	83.1
Motuti	33	25	26.43	21.90	82.9
Kenana	16	13	15.79	13.08	82.8
Owhataiti	39	40	38.25	31.66	82.8
Maungatapu	55	46	46.35	38.32	82.7
Waimahana	24	18	20.77	17.09	82.3
Karioi	22	22	22.37	18.37	82.1
Otataroa	23	21	21.15	17.30	81.8
Tokomaru Bay	64	83	79.75	64.91	81.4
Waioweka	43	43	44.08	35.89	81.4
Papamoa	43	43	41.44	33.66	81.2
Ranana	36	47	44.90	36.45	81.2
Moerangi	34	18	17.18	14.84	80.6
Waima	67	62	61.01	48.82	80.0
Ruatoki	119	118	125.65	99.72	79.4
Waimamaku	36	37	41.12	32.50	79.0
Tanoa	30	28	29.86	23.38	78.3
Mangamuka	53	53	54.02	42.15	78.0
Waiorongomai	22	23	23.03	17.97	78.0
Whakarapa	80	8	66.62	51.92	77.9
Pupuke	49	42	43.37	33.76	77.8
Poroti	22	32	28.65	22.13	77.2
Rangiahua	42	22	24.02	18.54	77.2
Waitapu	25	26	30.01	23.15	77.1
Hiruharama	52	55	55.00	42.00	76.4
Mangamaunu	16	19	16.95	12.92	76.2
Orauta	51	42	46.42	35.35	76.2
Tuparoa	75	59	67.54	51.27	75.8
Mangatuna	54	51	54.25	40.85	75.3
Parikino	29	31	33.62	25.12	74.7
Paparore	57	59	62.11	45.67	73.5
Te Matai	53	45	51.54	37.40	72.6
Tokaanu	43	32	42.34	30.65	72.4
Whakarara	27	28	27.66	19.20	69.4
Waiotapu	21	14	19.99	12.93	64.7
Oruanui	30	26	28.53	17.27	60.5
Werowero (1) .. .. .	..	23	23.00	23.00	100.0
Totals for 1918 .. .. .	..	5,064	5,281.38*	4,551.20*	86.2*
Totals for 1917	5,173	..	5,264.33	4,558.67	86.6
Mission Schools subject to inspection by Education Department:—					
Putiki Mission	22	16	17.42	16.80	96.4
Ranana Convent .. .. .	..	17	16.56	15.55	93.9
Matata Convent	59	72	68.47	63.35	92.5
Tokaanu Convent	43	44	42.65	38.08	89.3
Jerusalem Convent .. .. .	..	26	26.00	20.62	79.3
Totals for 1918 .. .. .	..	175	171.10	154.40	90.2
Totals for 1917	124	..	124.11	112.28	90.5
Boarding-schools affording secondary education:—					
St. Stephen's (boys), Auckland	68	64	60.40	58.90	97.5
Waerengaahika College (boys)	36	33	32.57	31.65	97.2
St. Joseph's Convent (girls), Napier	53	56	49.07	47.03	95.8
Queen Victoria (girls), Auckland	53	58	57.84	55.05	95.2
Hikurangi College (boys)	20	28	26.65	25.15	94.4
Turakina (girls)	30	27	29.86	26.76	89.6
Te Waipounamu (girls)	12	9	10.52	9.32	88.6
Hukarere (girls)	90	89	91.55	80.05	87.4
Te Aute (boys)	77	75	83.37	70.95	85.1
Otaki College (boys and girls)	48	32	37.15	29.76	80.1
Auckland Grammar School (boys)	1	..	..	..	..
Sacred Heart College, Auckland	1	..	..	..	..
Totals for 1918 .. .. .	..	471	478.98	434.62	90.7
Totals for 1917	489	..	490.58	453.79	93.5

(1) Open for two days only.

* The totals do not agree with the figures relating to roll number and attendance given in the report to the Minister, for the reason that the former represent the average attendance and average roll number for the mean of the four quarters of each Native school taken separately, and the latter the mean of the combined quarterly totals of all schools.

Table H3.

(a.) NUMBER OF MAORI PUPILS ATTENDING SECONDARY SCHOOLS AT THE END OF 1918.

Schools.	Government Pupils.	Private Pupils.	Totals.
Otaki College, Wellington .. .. .	..	32	32
St. Stephen's (boys), Auckland	31	33	64
Te Aute (boys), Hawke's Bay ¹	14	61	75
Waerengaahika (boys), Gisborne .. .. .	..	33	33
Hikurangi College (boys), Clarendon, Carterton .. .. .	..	28	28
Hukarere (girls), Napier	24	65	89
St. Joseph's (girls), Napier ²	9	47	56
Queen Victoria (girls), Auckland	24	34	58
Turakina (girls), Wanganui .. .. .	..	27	27
Te Waipounamu (girls), Canterbury	1	8	9
Totals	103	368	471

(b.) MAORI PUPILS, FORMERLY ATTENDING NATIVE BOARDING-SCHOOLS, HOLDING HOSPITAL NURSING SCHOLARSHIPS AT THE END OF 1918.

Number.	Nature of Scholarship.	Boarding-school.	Hospital.
1	Probationer	Queen Victoria	Auckland.
1	Day pupil .. .. .	.. .. .	..
1	"	St. Joseph's	Napier.
1	"	Hukarere	"

Table H4.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1918.

Education District.	Number of Schools at which Maoris attend.	Number of Maori Pupils.			Number examined in S6.	S6 Certificates granted.			
						Proficiency Certificates.		Competency Certificates.	
		Boys.	Girls.	Totals.		Number.	Per-centage.	Number.	Per-centage.
Auckland	234	1,385	1,111	2,496	21	14	66.66	2	9.52
Taranaki	43	184	133	317	2	1	50.00	..	..
Wanganui	63	212	164	376	..	..	..	..	..
Hawke's Bay	59	419	384	803	3	2	66.66	1	33.33
Wellington	51	236	232	468	12	9	75.00	3	25.00
Nelson	4	5	6	11	..	..	..	..	..
Canterbury	37	96	119	215	2	..	..	..	..
Otago	4	30	32	62	4	4	100.00	..	..
Southland	14	55	51	106	8	5	62.50	1	12.50
Totals for 1918	509	2,622	2,232	4,854	52	35	67.31	7	13.46
Totals for 1917	574	2,552	2,195	4,747	45	16	35.55	12	26.66
Difference	-65	70	37	107	7	19	31.76	-5	-13.20

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

Table H 5.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1918.

Years.	Class P.		S. I.		S. II.		S. III.		S. IV.		S. V.		S. VI.		S. VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6	130	97	..	..	..	..	..	..	..	..	..	..	..	..	..	..	130	97
6 " 7..	238	217	..	1	..	..	..	..	..	..	..	..	..	..	..	..	238	218
7 " 8..	335	274	11	7	1	1	..	..	..	..	..	..	..	..	..	..	347	282
8 " 9..	275	257	66	58	13	14	..	2	..	..	..	..	..	..	..	..	354	331
9 " 10..	185	145	107	72	58	33	5	10	..	..	..	..	..	..	..	..	355	260
10 " 11..	119	101	107	84	79	75	32	36	10	12	1	2	..	..	..	..	348	310
11 " 12..	40	53	76	72	74	60	70	46	30	22	3	4	..	..	..	..	293	257
12 " 13..	23	19	52	31	49	58	63	71	54	37	18	21	3	4	1	..	263	241
13 " 14..	6	7	23	13	25	14	44	34	27	37	33	23	8	9	..	..	166	137
14 " 15..	3	3	8	4	13	9	17	16	25	15	18	12	8	15	..	..	92	74
15 " 16..	1	1	4	1	2	2	4	1	6	6	2	3	11	4	..	..	30	18
16 years and over	..	1	..	..	..	..	1	..	..	1	..	..	5	2	..	3	6	7
Totals, 1918 ..	1,355	1,175	454	343	314	266	236	216	152	130	75	65	35	34	1	3	2,622	2,232
Totals, 1917 ..	1,386	1,159	391	343	300	279	233	208	144	120	67	59	30	25	1	2	2,552	2,195
Difference ..	-31	16	63	..	14	-13	3	8	8	10	8	6	5	9	..	1	70	37

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

Table H 6.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1918.

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

Schools.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Ahipara	6	11	17	35	31	66	2	7	9	43	49	92
Arowhenua .. .	20	20	40	..	..	..	..	1	1	20	21	41
Hapua .. .. .	..	..	..	44	46	90	1	1	2	45	47	92
Hiruharama .. .	..	..	..	24	31	55	..	..	..	24	31	55
Horoera .. .. .	..	..	..	15	7	22	..	..	..	15	7	22
Huiarau .. .. .	..	..	..	31	30	61	..	..	..	31	30	61
Kaikohe	3	..	3	45	42	87	9	10	19	57	52	109
Kakanui .. .. .	..	..	..	4	7	11	..	..	..	4	7	11
Karetu .. .. .	..	..	..	7	13	20	2	1	3	9	14	23
Karioi .. .. .	..	..	..	7	7	14	6	2	8	13	9	22
Kenana .. .. .	..	..	..	9	4	13	..	..	..	9	4	13
Kirioko	1	..	1	23	23	46	..	4	4	24	27	51
Kokako .. .. .	..	..	..	28	25	53	2	1	3	30	26	56
Manaia .. .. .	..	..	..	18	20	38	1	2	3	19	22	41
Mangamaunu .. .	5	7	12	..	..	..	4	3	7	9	10	19
Mangamuka .. .	..	..	..	24	24	48	4	1	5	28	25	53
Mangatuna .. .	2	2	4	16	25	41	5	1	6	23	28	51
Maraeroa	1	2	3	23	18	41	1	2	3	25	22	47
Matangirau .. .	..	..	..	20	17	37	5	2	7	25	19	44
Mataora Bay .. .	..	..	..	8	3	11	..	..	..	8	3	11
Matapihi .. .. .	..	..	..	19	26	45	..	..	..	19	26	45
Matata .. .. .	..	..	..	16	6	22	13	10	23	29	16	45
Matihetihe .. .	..	..	..	11	17	28	1	..	1	12	17	29
Maungatapu .. .	..	..	..	25	14	39	4	3	7	29	17	46
Moerangi .. .. .	..	..	..	4	10	14	2	2	4	6	12	18
Motiti Island .. .	..	..	..	6	8	14	3	1	4	9	9	18
Motuti	3	4	7	9	9	18	..	..	..	12	13	25
Nuhaka .. .. .	..	..	..	51	50	101	7	4	11	58	54	112
Ohaewai	2	4	6	24	18	42	10	1	11	36	23	59
Ohautira .. .. .	..	..	..	14	9	23	..	1	1	14	10	24
Okautete .. .. .	..	..	..	5	4	9	3	2	5	8	6	14
Omaio .. .. .	..	..	..	30	10	40	2	4	6	32	14	46
Omanaia .. .. .	..	..	..	17	20	37	5	3	8	22	23	45
Omarumutu .. .	..	..	..	33	24	57	6	..	6	39	24	63
Oparure .. .. .	..	..	..	7	10	17	12	17	29	19	27	46
Opoutere	2	3	5	13	8	21	4	3	7	19	14	33
Orauta .. .. .	..	..	..	20	12	32	3	7	10	23	19	42
Oromahoe .. .. .	..	..	..	11	14	25	4	2	6	15	16	31
Oruanui	3	4	7	9	10	19	..	..	..	12	14	26
Otangaroa	2	2	4	8	8	16	..	1	1	10	11	21
Otaua .. .. .	..	..	..	29	10	39	8	7	15	37	17	54
Owhataiti .. .. .	..	..	..	20	16	36	..	4	4	20	20	40

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1918
—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.
Paeroa	16	15	31	9	7	16	25	22	47
Pamapuria	21	10	31	..	..	..	21	10	31
Papamoa	21	17	38	2	3	5	23	20	43
Paparoro	28	15	43	8	8	16	36	23	59
Parapara	12	16	28	..	1	1	12	17	29
Parawera	22	21	43	2	..	2	24	21	45
Parikino	13	13	26	..	5	5	13	18	31
Pawarenga	16	16	32	..	1	1	16	17	33
Pipiriki	19	23	42	3	2	5	22	25	47
Poroporo	34	29	63	1	1	2	35	30	65
Poroti	12	4	16	10	6	16	22	10	32
Pukehina	16	11	27	8	7	15	24	18	42
Pukepoto	16	25	41	9	7	16	25	32	57
Pupuke	22	18	40	..	2	2	22	20	42
Rakaunui	8	2	10	..	..	..	8	2	10
Ranana	25	22	47	..	..	..	25	22	47
Rangiahua	10	9	19	2	1	3	12	10	22
Rangiahua	2	2	10	11	21	..	..	..	10	13	23
Rangitahi	24	19	43	1	2	3	25	21	46
Rangitukia	50	44	94	..	..	..	50	44	94
Rangiwaea (side school)	5	6	11	..	..	..	5	6	11
Raukokote	12	20	32	5	8	13	17	28	45
Reporua	14	14	28	..	..	..	14	14	28
Ruatoki	67	50	117	1	..	1	68	50	118
Takahiwai	16	13	29	..	1	1	16	14	30
Tangoio	9	7	16	5	8	13	14	15	29
Tanoa	11	16	27	1	..	1	12	16	28
Tautoro	17	12	29	2	3	5	19	15	34
Te Ahuahu	12	20	32	..	..	..	12	20	32
Te Araroa	5	7	12	59	37	96	10	8	18	74	52	126
Te Haroto	1	1	2	12	10	22	1	1	2	14	12	26
Te Horo	23	11	34	1	..	1	24	11	35
Te Kaha	38	30	68	..	..	..	38	30	68
Te Kao	33	30	63	..	..	..	33	30	63
Te Kotukutuku	14	17	31	1	1	2	15	18	33
Te Mahia	12	20	32	2	..	2	14	20	34
Te Matai	19	25	44	..	1	1	19	26	45
Te Rawhiti	14	18	32	1	..	1	15	18	33
Te Reinga	19	23	42	..	..	..	19	23	42
Te Teko	26	27	53	6	..	6	32	27	59
Te Waotu	8	14	22	12	11	23	20	25	45
Te Whaiti	13	13	26	..	..	..	13	13	26
Tikitiki	37	46	83	1	1	2	38	47	85
Tokaanu	18	11	29	2	1	3	20	12	32
Tokomaru Bay	43	40	83	..	..	..	43	40	83
Torere	23	29	52	1	1	2	24	30	54
Tuhara	20	20	40	2	5	7	22	25	47
Tuparoa	31	16	47	9	3	12	40	19	59
Waihua	7	9	16	2	4	6	9	13	22
Wai-iti	25	13	38	1	..	1	26	13	39
Waikare	22	13	35	..	..	..	22	13	35
Waikeri	19	14	33	..	..	..	19	14	33
Waima	37	24	61	..	1	1	37	25	62
Waimahana	9	9	18	..	..	..	9	9	18
Waimamaku	2	2	4	17	16	33	..	..	..	19	18	37
Waimarama	11	8	19	6	6	12	17	14	31
Waiohau	19	15	34	..	..	..	19	15	34
Waiomatatini	1	3	4	23	22	45	1	..	1	25	25	50
Waiomio	17	16	33	..	..	..	17	16	33
Waiorongomai	7	14	21	1	1	2	8	15	23
Waitapu	5	1	6	3	5	8	8	6	14
Waioweka	2	4	6	10	8	18	9	10	19	21	22	43
Waitahanui	17	14	31	..	2	2	17	16	33
Waitapu	6	6	12	7	5	12	2	..	2	15	11	26
Werowero	11	12	23	..	..	..	11	12	23
Whakaki	23	23	46	1	1	2	24	24	48
Whakarapa	3	5	8	3	5	8
Whakarara	12	15	27	..	1	1	12	16	28
Whakarewarewa	54	30	84	10	21	31	64	51	115
Whakawhitira	18	21	39	..	..	..	18	21	39
Whangaparaoa	4	10	14	1	3	4	5	13	18
Whangape	1	..	1	23	20	43	1	1	2	25	21	46
Whangara	11	8	19	9	..	9	20	8	28
Whangaruru	1	2	3	21	12	33	2	1	3	24	15	39
Wharekahika	3	..	3	28	27	55	..	1	1	31	28	59
Whareponga	13	14	27	..	3	3	13	17	30
Whirinaki	24	24	48	4	7	11	28	31	59
Totals	72	86	158	2,276	2,038	4,314	303	289	592	2,651	2,413	5,064

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

Race.	1918.			
	Boys.	Girls.	Total.	Percentage.
Maoris speaking Maori in the home	2,276	2,038	4,314	85.2
Maoris speaking English in the home	72	86	158	3.1
Europeans	303	289	592	11.7
Totals	2,651	2,413	5,064	100.0

Table H 6A.

CLASSIFICATION AS REGARDS AGES AND RACE OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE END OF THE YEAR 1918.

Ages.	Race.												Totals.		
	Maoris.									Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.			Total Maoris.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
5 and under 6	3	8	11	136	110	246	139	118	257	21	16	37	160	134	294
6 „ 7	6	10	16	211	168	379	217	178	395	28	23	51	245	201	446
7 „ 8	10	22	32	244	211	455	254	233	487	25	36	61	279	269	548
8 „ 9	9	4	13	273	268	541	282	272	554	43	43	86	325	315	640
9 „ 10	10	12	22	296	245	541	306	257	563	34	24	58	340	281	621
10 „ 11	5	6	11	302	273	575	307	279	586	38	41	79	345	320	665
11 „ 12	6	7	13	280	218	498	286	225	511	39	31	70	325	256	581
12 „ 13	8	7	15	229	215	444	237	222	459	35	33	68	272	255	527
13 „ 14	9	6	15	187	180	367	196	186	382	22	21	43	218	207	425
14 „ 15	5	2	7	91	95	186	96	97	193	15	14	29	111	111	222
15 years and over	1	2	3	27	55	82	28	57	85	3	7	10	31	64	95
Totals ..	72	86	158	2,276	2,038	4,314	2,348	2,124	4,472	303	289	592	2,651	2,413	5,064

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 6B.

CLASSIFICATION AS REGARDS STANDARDS AND RACE OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE END OF THE YEAR 1918.

Standards.	Race.												Totals.				
	Maoris.									Europeans.							
	Speaking English in the Home.			Speaking Maori in the Home.			Total Maoris.										
	Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total	Boys.	Girls.	Total	Per-centage.	
Preparatory classes	25	40	65	1,039	899	1,938	1,064	939	2,003	98	81	179	1,162	1,020	2,182	43.1	
Standard I ..	11	8	19	333	272	605	344	280	624	37	39	76	381	319	700	13.8	
„ II ..	12	10	22	288	276	564	300	286	586	42	30	72	342	316	658	13.0	
„ III ..	10	10	20	272	256	528	282	266	548	33	37	70	315	303	618	12.2	
„ IV ..	5	10	15	163	156	319	168	166	334	37	39	76	205	205	410	8.1	
„ V ..	4	4	8	131	111	242	135	115	250	28	28	56	163	143	306	6.1	
„ VI ..	4	4	8	46	66	112	50	70	120	23	30	53	73	100	173	3.4	
„ VII ..	1	..	1	4	2	6	5	2	7	5	5	10	10	7	17	0.3	
Totals ..	72	86	158	2,276	2,038	4,314	2,348	2,124	4,472	303	289	592	2,651	2,413	5,064	100.0	

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

Table H 7.
CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE END OF THE YEAR 1918.

[illegible]

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

Table H 8.
SUMMARY OF EXPENDITURE ON NATIVE SCHOOLS DURING THE YEAR ENDED 31st MARCH, 1919.

Teachers' salaries and house allowances	...	...	34,741	£
War bonus to teachers	...	...	2,397	
Teachers in isolated districts—special allowances	...	...	147	
Teachers' removal allowances	...	...	791	
Training of teachers	...	...	9	
Books and school requisites	...	...	954	
Conveyance and board of children	...	...	425	
Manual-instruction classes: Payment of instructors, material, &c.	...	...	272	
Inspector's salary	...	...	525	
Inspector's travelling-expenses	...	...	161	
Higher education: Scholarships, travelling-expenses, &c.				2,303
New buildings, additions, &c.				2,646
Maintenance of buildings, including repairs and small works				3,112
Sundries: Advertising, planting sites, sanitation, &c.				19
Less recoveries				48,502
Total net expenditure				£48,500*

* Inclusive of £2,000 from national-endowment reserves revenue.