

From the point of view of efficiency the schools were classified as follows: Very good to excellent, 45; satisfactory to good, 60; fair, 13; inferior to weak, 9.

The pupils of S6 (308 in number) were examined for the award of certificates of proficiency and competency, ninety-three of the former and forty-one of the latter class of certificate being awarded. The figures represent an improvement on the results of the previous year.

#### *Community Interest.*

In the isolated districts in which they are situated Native schools naturally form an important centre of public interest, and Native-school teachers are called upon to do a great deal for the community besides teaching their pupils the subjects of the school curriculum. The health, cleanliness, and comfort of the children demand the teacher's special attention, and the co-operation and intelligent interest of the parents must be obtained before any improvement can be effected in the clothing, feeding, and home conditions generally of the children. The results of the very commendable efforts of teachers in this direction are seen in the improved standard of living gradually adopted in the various communities. Teachers are entrusted with supplies of medicines, &c., for distribution among the Natives as occasion arises, and in discharging this duty they fulfil a great social obligation. School concerts and entertainments are also organized by many teachers, and these are always a source of interest and pleasure to the parents, and help greatly in improving and brightening the social life of the district. The spirit of social service thus apparent in the work of most Native-school teachers continues to be a source of gratification and is deemed worthy of special commendation.

#### *Natives attending Public Schools.*

As stated above, there are as many Maori children in attendance at ordinary public schools as at Native village schools, but it is generally observed that they do not make as good progress in the public schools as in the schools instituted to meet their especial needs. It is also reported that in districts where there are no Native schools little effort is made to ensure the attendance of Maori children at the public school, and that they appear to be more or less neglected. The difficulty of giving them the necessary special language training when they attend public schools results in their being handicapped in the work of all the classes, with the consequence that only a small proportion of them ever reach the higher standards and that they display a general lack of interest in the school—a marked contrast to the attitude of pupils of Native schools. Their skill in handwork and in subjects where the language difficulty is not met is frequently commented upon.

#### *Staffs of Native Village Schools.*

The staffs of Native village schools in December, 1922, included seventy-six male and forty-six female head or sole teachers and 148 assistants, of whom ten were males, making a total of 270 teachers—seven more than in the previous year. An improvement is noticed each year in the proportion of certificated teachers seeking appointments in Native schools, and a general increased efficiency in the staff is noted. The following figures indicate the average salaries paid in 1922 to Native-school teachers:—

	Males.	Females.
	£	£
Head teachers .. .. .	296	274
Sole teachers .. .. .	183	192
Assistants .. .. .	122	126

In the majority of Native schools husband and wife both teach, drawing separate salaries and, in addition, house allowance if no residence is provided. It must be admitted, therefore, that whatever hardships may be involved in the work the remuneration is not altogether inadequate. The total expenditure on salaries and allowances for the year ended 31st March, 1923, was £55,052.