

1908.
NEW ZEALAND.

EDUCATION : NATIVE SCHOOLS.

[In continuation of E.—2, 1907.]

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

No. 1.

EXTRACT FROM THE THIRTY-FIRST ANNUAL REPORT OF THE MINISTER OF EDUCATION.

THE number of Maori village schools in operation at the end of 1907 was ninety-nine, as against one hundred at the end of 1906. Four new schools were opened during the year—viz., Rawhitiroa, near Raglan; Waikare, Bay of Islands; Reporua, on the East Coast; and Motuti, in the Hokianga district. During the year the schools at Turanganui (Wellington District), Waimana and Kokako (in Urewera country), Whangape (in Hokianga district), and Waikawa (in Marlborough) were closed, while Wairau School was transferred to the Marlborough Education Board. The new schools reported last year as being in hand—viz., Tuhara, Mataora Bay, and Wharekawa—have been completed. Suitable buildings are to be erected shortly at Waikare and Reporua, while arrangements are in hand to provide for Matihetihe, Rakaunui, and Motiti Island.

The number of children on the roll of the schools at the end of December, 1907, was 4,183, as against 4,174 of the previous year. Epidemics of sickness have interfered with the regularity of the attendance, while most of the children in the Tuhoe schools have been withdrawn. The average attendance shows, therefore, a decrease, being 3,561, as against 3,607 in 1906, there being also a difference of 2·8 per cent. in the percentage of regularity. Several schools attained very high percentages of attendance, one, indeed, reaching practically 100 per cent. The past ten years show a very noteworthy increase in the number of children in Maori schools. At the end of 1897 there were 2,864 children attending seventy-seven schools. Since then there has been an increase of 1,319, or 46 per cent., while there are over twenty more schools. This points to the increasing desire for education amongst the Maori race.

In addition to the Native village schools, there are six Native mission schools at which primary instruction is given to Maori children, while secondary education is provided for by six boarding-schools under the control of the various Church authorities. One hundred and forty-nine Maori boys and 125 girls were on the rolls of these schools at the end of the year. The Department's officers inspect and examine yearly both the mission schools and the boarding-schools, the latter of which afford, through a free place or scholarship system, the present means of giving secondary education to children of Native schools. One hundred scholarships were being held at the end of 1907, of which forty were held by boys and the remainder by girls. Maori boys attending public schools may also, under regulations, be granted scholarships of this kind, and two were being held at the end of the year. Further, six Maori boys from Native schools and one from a public school were holding industrial scholarships and working as apprentices at various trades.

Six Maori girls are receiving training at various hospitals, with a view to their working as nurses among their own people; three of these are probationers on the hospital staff, and the others are day-pupils attending the hospitals as pupils from one or other of the boarding-schools. Three University scholarships are being held at present, one in Law, one in Arts, and one in Medicine.

The number of workshops in the village schools is now twelve, two having been closed; two more will be opened shortly. There has been an increase also in the number of schools at which instruction in domestic duties is given, and elementary practical agriculture now forms a subject of instruction in Native schools, at many of which school gardens have been established.

The Native-schools code has been revised, the syllabus of instruction being amended so as to approximate to that of the public schools. It is expected that the compilation of the code in its complete form will be published shortly.

The total expenditure during the year, including £97 ls. 8d. paid from Native school reserves and £800 from the Tauranga Educational Reserves Fund, was £31,783 8s. 7d. Deducting recoveries, £291 4s. 3d., the result is a net expenditure of £31,492 4s. 4d., as against £29,681 in 1906. Included in this amount is £3,340 for new buildings and additions and £2,627 for secondary education, including boarding-school fees for holders of scholarships from village schools, University scholarships, and apprenticeships. The new scale of staffs and salaries has caused an increase of £3,653 in the expenditure on this account. Part of this increase is, however, to be accounted for by the fact that in cases where through the operation of the new scale a reduction in salary would have been effected the salary was kept up, for one year, to the former rate.

The staffs of the village schools included eighty-one masters, nineteen mistresses in charge, 107 assistants, and three sewing-teachers.

Of the 4,183 children attending Native schools at the end of 1907, 78·8 were Maori or nearly Maori, 7·9 were half-castes speaking Maori in their homes, 3·4 were half-castes or nearly so speaking English in their homes, and 9·9 per cent. were Europeans.

At the end of the year there were in the preparatory classes 1,711 children; in Standard I, 561; Standard II, 581; Standard III, 530; Standard IV, 422; Standard V, 254; and Standards VI–VII, 124. Of the Maori children in the highest standards, one gained a certificate of proficiency and six certificates of competency during the year. There were 418 European children in Native schools, of whom 292 were in various standard classes, fifty being in Standards VI and VII. Six certificates of proficiency and five of competency were gained by European children in these classes during the year.

Of the 3,988 children of Maori or mixed race attending public schools, 60·7 per cent. were of Maori race, 5·9 per cent. were of mixed race living as Maoris, and 33·4 per cent. were of mixed race living as Europeans.

Seventeen certificates of competency and thirty of proficiency were obtained during the year.

Early in the present year the Minister visited the Native schools in the East Coast, Bay of Plenty, and Taupo districts, and also some of the South Island schools, and was well satisfied with their efficiency and general management, and very favourably impressed with the appearance of the children.

No. 2.

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

Sir,—

Wellington, 31st March, 1908.

In accordance with instructions, I have the honour herewith to place before you my report on the general condition of the Native schools and the work done by them during the year 1907. At the end of the year 1906 there were 100 village schools in operation. During the year 1907 four new schools were opened and five were closed, making a total of ninety-nine schools working at the end of 1907.

NEW SCHOOLS, ETC., 1907.

Four new schools were opened during the year—viz., *Rawhitiroa*, near Raglan; *Motuti*, in Hokianga district; *Waikare*, Bay of Islands; and *Reporua*, on the East Coast. At the three last-named places no proper buildings have yet been erected, but the schools are being conducted in temporary premises. In connection with *Reporua*, mention should be made of the fact that the Maoris contributed material help to the Department. They offered the best site available, provided a temporary schoolroom, arranged to accommodate the teacher, carried all the school furniture and material a considerable distance free of any charge, and paid into the Public Account the sum of £200 as a contribution towards the cost of the buildings.

With regard to the most promising cases mentioned in last year's report, the following statement shows the position:—

Wharekawa.—The buildings have been completed and the school is to be opened early this year.

Mataora Bay.—Here also the buildings have been completed and the school will be opened shortly.

Te Awaroa, Kawhia.—Inquiries here have shown that a school is badly needed at *Rakaunui*, where most of the children living in the district near the Awaroa River can attend. It is proposed to remove to *Rakaunui* the buildings now standing idle at *Raorao*.

Taemaro and *Waimahana*.—Further investigations have led the Department to decide upon the establishment of a school at *Taemaro*. A school will therefore be opened in temporary buildings as soon as arrangements can be made and a suitable teacher obtained.

Waihapa.—It seems that many of the children at *Waihapa* belong to one or other of the above-named settlements, and the establishment of a school at *Taemaro* may probably be found to serve them.

Motiti Island, Bay of Plenty.—The probable cost of erection of buildings has caused the Department to hasten very slowly with this case. A visit is to be made by the Inspector at an early date.

Matapihi and *Whareroa*, Tauranga.—The Auckland Board of Education has arranged a ferry service for the children, many of whom now attend Tauranga Public School.

Tahuna, near *Waiuku*, Manukau.—A school is to be opened here shortly in buildings provided for the purpose by the Maoris.

Kohanga, Waikato River.—A visit paid in the hope of getting the Maoris to agree to give a convenient site for a school proved futile. No more can be done at present by the Department in this matter.

Aohanga, Wellington.—A visit recently paid to this place seems to show that the Department would not be justified in establishing a Native school there, owing to the fact that there are very few children available: ten were present at the Inspector's visit.

Te Reinga, Wairoa, Hawke's Bay.—The Department has not had a reply to its communications, but there is *prima facie* evidence of a good case here.

Taharoa, Kawhia district, appears to be a good case. The Department has not, however, received the communications that were promised regarding the proposed site.

Te Mahia, Hawke's Bay.—A building has been erected by the Mormon missionaries, who are conducting a school. There is no need, therefore, for the Department to take action.

Ngongotaha, Rotorua.—A mission school is conducted here, and the Department has been asked to take it over. This has been done, and a teacher has been appointed to the charge of the school.

Of the older applications, *Waiharakeke* and *Makaka* do not appear to be of any moment; the latter place was visited with practically no results. *Tiroa* and *Taheke* are already supplied by the Auckland Board of Education.

The children of *Tikapa* who formerly attended *Rangitukia* Native School and are now attending Port Awanui Public School do not require a separate school. Further inquiries are to be made at an early date into the application for schools at *Rangitahi* and *Waiohau*, in the Galatea district.

No progress has been made in the case of *Aropaoa*, *Kawa* (Great Barrier), *Port Albert*, *Kakanui*, *Te Huruhi*, *Pukehou*, *Rahotu*, *Maraetai*, *Tauwhare*, *Waitoki*, *Hauturu*, and *Mangamuka Valley*. Indeed, it seems, from the information at the Department's disposal, that there are not as many children as are necessary by the regulations for the establishment of Native schools. *Kakanui* is to be visited in July. *Kawa*, it seems, can muster only fourteen children.

The most recent applications are *Ngamatea*, near Raetihi; *Kahotea*, near Otorohanga; and *Waitangi*. In the case of the last-named, the Department has no information to enable it to identify the locality. Applications have also been received for the establishment of separate schools, one on either side of Whangape Harbour. This matter is being attended to.

MAORI VILLAGE SCHOOLS AT WORK DURING THE YEAR 1907 OR SOME PORTION OF IT, AND EXAMINED OR INSPECTED, OR BOTH.

Group I.—The Far North (*Parengarenga*, *Mangonui*, and *Whangaroa*).

The following are the schools in this district—viz., *Hapua*, *Te Kao*, *Paparore*, (*Waipapakauri*), *Ahipara*, *Pukepoto*, *Pamapurua*, *Rangiawhia*, *Parapara*, *Kenana*, *Te Pupuke*, *Touwai*, *Whakarara*.

These schools are situated for the most part in the gumfields district of the north, *Hapua* and *Te Kao* being among the most isolated positions in the service. The schools here afford the principal examples of civilisation to the Maoris, who in several instances look to the teacher for guidance in everything. It is of the highest importance, therefore, that the teacher shall by his work and attention to duty command their respect. The schools are on the whole doing very satisfactory work. In most of them the children are well-behaved and are attached to their teachers, while the parents value the schools very highly. Generally speaking, it is apparent that no efforts are spared to inculcate cleanliness in the habits and persons of the children, who take a pride in this important part of the work. Indeed, at one school, in their desire to keep the school clean they had scrubbed the outside as well as the inside of the buildings. Another feature of most of these schools is the excellent spirit of work which pervades them, the order and tone being all that one could wish. The schools at *Parapara* and *Te Pupuke* are remarkable for the new life and vigour which they exhibit and for the appreciation of the new teachers shown by the children and parents. In at least two schools, however, the children appeared at the time of the examination to be quite indifferent to their work, and their manners left much to be desired.

Group II.—Hokianga District.

The Hokianga schools are *Whangape*, *Matihetihe*, *Whakarapa* and *Lower Waihou*, *Motuti*, *Waimamaku*, *Whirinaki*, *Omanaiia*, *Waima*, *Otaua*, *Motukaraka*, *Maraeroa*, and *Mangamuka*.

Mr. T. L. Miller, of Rawene, who for many years has acted as local visitor to these schools, has this year again shown his readiness to assist the Department.

A new school appears this year in this group, a small aided school of about twenty children being opened at *Motuti*. The movement for the establishment of a European school at Whangape and the withdrawal of most of the children in its support led to the transfer of the teacher and the closing of the school.

The most interesting school here is *Matihetihe*, which, in charge of two Maori girls, has reached a state of efficiency not excelled by any other school.

At most of these schools the attendance has been very good, *Waima* and *Whirinaki* being comparatively large schools. In one or two I have had to complain of the untidy state of the children, and the results of the examination in some were unsatisfactory.

Group III.—Bay of Islands, Whangarei, and Kaipara.

The schools in this group are *Kaikohe*, *Tautoro*, *Ohaeawai*, *Te Ahuahu*, *Oromahoe*, *Karetu*, *Waikare*, *Whangaruru*, *Te Rauwhiti*, *Poroti*, *Takahiwai*, and *Otamatea*.

The attendance at *Kaikohe* has reached 130, which is probably the highest ever reached in a Native school. The attendance at the new school opened at *Tautoro* last year has increased to such an extent that an additional room has been made necessary. Indeed, the attendance at nearly all these schools has shown a steady increase, though the average was affected somewhat by sickness during the year.

A new school appears in this list: *Waikare* School, which was transferred by the Auckland Board of Education, was opened in September quarter. It appears to be a very promising school, and suitable buildings are to be erected shortly.

Additions, &c., have been also put in hand at *Whangaruru*, a somewhat isolated school, which is doing capital work. It is interesting to note that *Karetu* School, which was opened in 1886, has been continuously in charge of the present teacher since it was established.

Group IV.—Thames, Hot Lakes, Waikato, and King Country.

These schools are *Manaia* (Coromandel), *Te Kerepehi*, *Rakaumanga*, *Parawera*, *Te Kopua*, *Mangaorongo*, *Oparure*, *Hauaroa* (*Taumarunui*), *Te Waotu*, *Ranana*, *Wai-iti*, and *Whakarewarewa*.

This group contains some of the most efficient schools in the service. The attendance at *Rakaumanga*, which has been very much interfered with by Maori meetings, is most discouraging, while that at *Mangaorongo* is also very poor indeed. At all the other schools, however, the children attend well. In some of the schools a tendency to the too hasty promotion of preparatory children was noticeable, and in one or two the infant department was decidedly weak. The state of the schools as regards cleanliness was quite satisfactory, nor can much exception be taken to the personal appearance of the children.

The examination results were very good indeed: in three of the schools—*Te Kopua*, *Wai-iti*, and *Whakarewarewa*—they were excellent.

Group V.—Tuhoe and Urewera District.

The schools in this district are *Te Teko*, *Ruatoki*, *Waimana*, and *Te Whaiti*.

In this district the Maoris have been led away by the doctrines of the prophet Rua, who has declared that he will undertake the education of the Maori children in his own way. The result has been that the schools were denuded of children. *Waimana* School, formerly a flourishing school of sixty or so, was left practically empty, while *Ruatoki*, which once boasted of more than a hundred, was reduced to twenty-nine. *Kokako* School, situated in the eastern part of the Urewera district, near Waikaremoana, which was reopened last year as an aided school, existed only for a short time, all the children, some forty in number, being withdrawn under the order of the prophet. *Te Teko* was threatened for a time with a like fate, and, indeed, many of the children were withdrawn by their parents, who left their homes to escape a threatened tidal wave. The people came back, however, when they saw that the disaster did not overtake them on the appointed day. *Te Teko* and *Te Whaiti* also suffered during the year from an epidemic of sickness, that at the former being serious. The results of the examinations were very fair.

As regards cleanliness of person, it seems that the Urewera children have not yet overcome their antipathy to cold water. They are very prone to copying, and find it difficult apparently to sit still in school. The experience of the Department with regard to Tuhoe schools has not been very encouraging, and it seems futile to expect that under the present conditions new schools should be established in this district.

It has been decided that *Waimana* school-buildings, which were claimed to have become Rua's, shall be offered to the Auckland Board of Education for removal. They will serve for public-school purposes.

Group VI.—Western Bay of Plenty.

There are seven schools in this group—viz., *Te Kotukutuku*, *Paeroa*, *Papamoa*, *Te Matai*, *Matata*, *Otamauru*, and *Poroporo*.

The steady progress made by these schools is very gratifying indeed. In most of them the attendance has been very satisfactory, that of *Otamauru* being excellent and forming probably a record for the Dominion. *Te Kotukutuku*, which some years ago was in a very languishing condition, is now a vigorous and important school, the examination results being excellent. In one or two of these schools the discipline is not so efficient as one could wish. The children, however, are on the whole very clean in their persons and habits. Owing to increased attendance *Te Matai* School had to be enlarged during the year.

Group VII.—Eastern Bay of Plenty.

The schools in this group are *Waioweka*, *Omarumutu*, *Torere*, *Omaio*, *Te Kaha*, and *Raukokore*.

The influence of the prophet Rua has made itself felt at *Waioweka*, from which the Maori children with the exception of a few that belong to another tribe have been withdrawn. The school is now attended by a majority of European children, and its transfer to the Auckland Board of Education is contemplated.

At *Omarumutu* the indisposition of the teacher led to a considerable fall in the interest shown by the parents in their school, and there was a serious drop in the attendance. A new teacher has been placed in charge, and the school has in a very short time recovered its position.

The next three schools—*Torere*, *Omaio*, and *Te Kaha*—are in capital condition, and their management reflects credit on the teachers. The children attend regularly; they are clean and tidy in their persons and habits and are making great progress in their work, while the people show keen interest and loyally support the schools.

At *Raukokore* the state of the children as regards cleanliness leaves much to be desired. I felt compelled to take extreme action in one case. It is very much to be regretted that the people here cannot see the harm caused to their children as well as to themselves by the new faith, which still claims a few adherents.

A workshop has been established at *Omaio*, and one is also proposed for *Raukokore*.

Group VIII.—East Coast, Gisborne.

The East Coast schools are *Wharekahika, Te Araroa, Rangitukia, Tikitiki, Waioamatini, Reporua, Tuparoa, Hiruharama, Whareponga, Tokomaru Bay, Whangara, Nuhaka, and Tuhara.*

Reporua School was opened in September quarter, and has fully justified its existence, the attendance being good and the interest of the parents well maintained. Its establishment has to some extent relieved the pressure at *Tuparoa*.

The new buildings for *Tuhara* School, which has meanwhile been conducted at considerable disadvantage in temporary buildings, will be available early this year.

These schools were inspected in June, and were found to be in good working order.

The attendance has been on the whole very good indeed, and the accommodation is in nearly all of them fully taxed. The people continue to show their interest in, and their appreciation of the schools. The order and discipline were, with one exception, all that could be desired, and the schools as a whole were kept clean and tidy. Good methods of instruction are in use, and the results of the examinations were very good indeed, those at *Whangara* again being excellent.

I was very much disappointed on finding that in spite of repeated advice and illustration the instruction of the lower classes in one school was proceeding on lines that are quite out of date. It is not surprising to find in such circumstances that, the whole fabric of the preparatory instruction being without substance, the progress of the standard classes is seriously affected.

At some of the schools European children are attending, and inquiries I made personally from their parents show that they are well satisfied with the instruction given and with the management of the schools.

I regret to have to record the loss from the schools on the East Coast of Mr. H. C. Sigley, of Tokomaru Bay, whose death occurred early in this year.

Group IX.—Hawke's Bay, Taupo, Wanganui, Taranaki, and Wairarapa.

The schools in these districts are *Tangoio, Te Haroto, Oruanui, Waitahanui, Tokaanu, Karioi, Pipiriki, Pamoana, Puniho, Waimarama, and Okautete (Kaiwhata).*

The small aided school at *Turanganui*, Wairarapa, was closed during the year owing to there not being enough children to warrant its being maintained.

The fact that the European children now form a preponderating majority of those in attendance at *Puniho* has led the Department to transfer the school to the jurisdiction of the Taranaki Education Board.

Most of these schools are characterized by good tone, and are well supported by the parents. In one school exception could be taken to the appearance of the children as regards cleanliness, but in the others it was very satisfactory. There is still to be found a considerable weakness in the teaching of the first steps in arithmetic in the infant classes, and the system of teaching reading is yet open to improvement.

The schools at *Te Haroto, Oruanui, Waitahanui, and Tokaanu* are doing well, the last-named being in many respects a model school.

Oruanui affords an excellent example of the civilising agency of a Native school. It has wrought a change in the lives not only of the children but also of the people, who have built houses after European fashion in close proximity to the school. The night-school attended by the adults is still successfully conducted here.

Karioi and *Pipiriki* have shown increased vigour during the year and are in good working order, the relations between the teachers and people being of a cordial nature.

The small school at *Okautete* (formerly called *Kaiwhata*) has also proved very successful.

Waimarama School, which was built in 1906 after a long delay, has suffered considerably through the troubles arising from the division of the lands, and the attendance is not large, many of the people having removed elsewhere.

Group X.—South Island Schools.

The Native schools in the South Island are *Waikawa, Wairau, Mangamaunu, Kaiapoi, Rapaki, Little River, Arouhenua, Waikouaiti, The Neck, and Ruapuke.*

During the year *Wairau* and *Waikawa* Schools have ceased to exist as Native schools, the former being transferred to the control of the Marlborough Education Board and the latter being closed in the meantime. It seems unlikely that the latter will be carried on, owing to the small number of children available. The Maoris of the schools in the North Canterbury District are practically European in habits of life and thought, and it seems that there is no real reason for the separate existence of Native schools there. The Department has therefore decided that the Native schools at *Kaiapoi, Rapaki, and Little River* shall be transferred at an early date to the North Canterbury Board of Education. The time is not far distant when the other schools in the South Island must follow the same course. These schools were inspected during the year, and with one exception were all found to be in good working order.

The results of the examinations in these schools varied considerably: in two, they were very poor indeed; in the others, they might be regarded as satisfactory.

MISSION SCHOOLS.

The following are the Native mission schools which were inspected and examined at the request of their controlling authorities: *Maori Mission School, Otaki; The Mission School, Putiki, Wanganui; Matata Convent School, Bay of Plenty; Waerenga-a-hika Mission School, Gisborne; Tokaanu Roman Catholic Mission School, Tokaanu; and Te Hauke Mission School, Hawke's Bay.*

The instruction given in these schools is similar in all respects to that given in the ordinary Native school, with, of course, the addition of religious teaching which is determined by the

controlling authorities of each school. Two of them—*Waerenga-a-hika* and *Otaki*—are endowed schools managed by trustees appointed by the Anglican Church. There is no local advisory or supervising body connected with them, and the whole of the responsibility is thrown upon the teachers. I think that this is a very unwise arrangement. Some attempt should be made to secure the active interest of the parents, which is a most essential factor in making a Native school a success. Periodical visits of inspection should also be made by a visiting committee, and reports on these visits should be laid before the authorities of the school.

The results of the examinations at the schools were very fair. *Tokaanu School* has made very steady progress, and I was very well satisfied with the very creditable results obtained by *Otaki School*. Very good work was done also at *Matata Convent School*. *Te Hauke Mission School* has very few children attending it, and the irregularity of the attendance points to a lack of interest in the school on the part of the people.

The discipline in one or two of these schools was rather weak. The methods of teaching, however, show steady improvement, and, indeed, I have found that the teachers of these schools are always ready to accept advice as to methods of teaching.

BOARDING-SCHOOLS.

Higher education is afforded to Maori boys and girls in six institutions—viz., *Te Aute College*, Hawke's Bay; *St. Stephen's Native Boys' School*, Parnell, Auckland; *Hukarere Protestant Girls' School*, Napier; *St. Joseph's Roman Catholic Girls' School*, Napier; *Queen Victoria School for Maori Girls*, Auckland; and *Turakina Maori Girls' School*, Wanganui.

All these schools were both inspected and examined during the year, with the exception of *Turakina*, which was examined only.

The inspection showed that the schools were being conducted satisfactorily, the discipline being in all of them very good, the pupils well cared for, and the instruction efficient in character. Special inquiries made in the schools I inspected showed that an ample supply of food of good quality is provided. One sometimes hears complaints made by Maori parents who for the first time are sending their children to a boarding-school, that the boy or girl does not get enough food. It must be remembered that Maori children are accustomed to two meals a day, and at each sitting they eat as much as they can get. It follows naturally that, when they receive an ordinary ration at school, they do not feel so satisfied as they used to do after a meal at home. They therefore conclude that they are not getting enough food. Their healthy appearance after a few months and the "condition" that many of them put on give sufficient denial to any statement to the effect that they are underfed. Indeed, I am afraid that they find it rather hard to fall in with the Maori custom when they return home.

The schools have been particularly free from sickness, and, indeed, at *Hukarere School*, prior to the epidemic of influenza towards the end of the year, there has been no occasion to call in medical aid for two years.

The following are the principal features contained in the examination report on each school:—

St. Stephen's Boys' School, Auckland.—Examined Thursday, Friday, and Saturday, 28th, 29th, and 30th November, 1907. In the higher standards, in which the syllabus of work is that of the public-schools course, the numbers of boys were as follows: Standard VII, 1; Standard VI, 10; Standard V, 31. In the lower classes the work, though nominally that of the Native-schools Code, 1897, is really on the lines of the new Code for Native schools. The numbers of boys in these classes were: Standard IV, 3; Standard III, 4; Standard I, 3; and Class P., 6. The work of Classes P. to Standard IV was extremely satisfactory. The boys set their work out with neatness, and it was characterized also by methodical arrangement. The instruction given to the preparatory class appeared to be of a very thorough description. In the higher standards (Standard V—Standard VII) the reading was very good, and the comprehension of the subject-matter was very pleasing. The writing was on the whole very good, some of it being excellent. Spelling and dictation was, on the other hand, very weak, and showed the need of some extra attention to the teaching of this subject. The English composition was very fair; it was marred by want of punctuation in several cases, leading to what is known as "breathless narration." In the highest class the arithmetic was fair; in Standard V it lacked the careful and methodical arrangement which characterized the work of the lower standards, and was inaccurate in consequence. In Geography, Standards III and IV were very good, Standard V was fair, and Standard VI good. Some very good drawing of freehand copies and of simple plans, some of them to scale, was shown in the lowest classes. In the upper classes the drawings connected with the woodwork were very well done. Agriculture has been taught in a practical manner, and various experiments have been carried out in connection with the instruction given. The boys seemed to have an intelligent grasp of the principles, and the results of their labour appeared to be very gratifying. The school continues to afford the boys excellent opportunities for acquiring a practical knowledge of woodwork and carpentry, and a valuable amount of work has been done during the year. The singing was very enjoyable; the boys sang part-songs in first-class style, and underwent a sight-reading test in a very creditable manner. Some company drill and physical exercises were taken by the headmaster, and under Professor Potter the boys did various calisthenic and gymnastic exercises in a manner which reflects a great deal of credit on their instructor. One or two of the pupils were particularly good at their exercises, and this instruction appears to afford the boys much pleasure as well as to assist considerably in improving their physique. Mrs. Wilson has rendered valuable help during the year in looking after the health of the boys and attending to their ailments. The very useful instruction of the elder boys in rendering assistance in dressing wounds, &c., is, we are glad to see, still continued. Of the manners of the boys and their fine sturdy appearance we can speak only in terms of the highest praise. Four certificates of proficiency and

six of competency were gained in Standard VI class, and sixteen certificates of competency in Standard V.

Te Aute College.—Examined on the 5th and 6th December. Five classes (Classes II, III, IV, V, VI) were examined, the highest class of the school being absent attending the Matriculation Examination. The syllabus of work presented in these classes approximates to that prescribed for Standards IV, V, and VI in public schools, exceeding the latter in arithmetic, but falling somewhat short of the requirements in other subjects. Mathematics is introduced in Class IV, and Latin and mathematics form the secondary subjects in Classes V and VI.

In the first two classes reading, spelling, and writing were very good, the comprehension of the subject-matter of the reading lesson being satisfactory. Composition was only moderately good, while in Class III the arithmetic was rather poor. In history the pupils showed a very good knowledge of the work specified in the programme. Geography is taken only in the first three classes of the school, and, this being so, the syllabus of work, which is confined to New Zealand, part of Europe, and one colony in Australia, seemed, in our opinion, to be very meagre. Nor was the quality of the work very good.

As regards mathematics, in Class IV the algebra was very well done indeed; the geometry, on the other hand, was disappointing. The pupils showed a fair knowledge of the ordinary propositions, but with the practical geometry—a very valuable part of the work—they seemed to have little acquaintance. Similar remarks may be made in connection with the geometry of Class V: in many instances there was confusion of geometrical ideas. The results in algebra in this class were, considering the somewhat difficult nature of the paper, satisfactory. In the highest class the mathematics was on the whole good. In Latin (Class V) the work was rather poor; the questions dealing with the formal grammar were fairly well done, but the translation was not at all good, sentences being written without much regard to the rules of syntax. In Class 4 the work in physiology was fair; in the higher classes it was very good indeed.

The school possesses a very fine cadet company, whose high standard of efficiency reflects much credit on the officer in charge. The various evolutions were carried out in a businesslike way, the manual exercise was particularly well done, and the marching was exceptionally good.

We wish also to express our appreciation of the high quality of the singing. The part-songs and choruses were rendered in excellent style and with a fair volume of tone, and in first-rate tune and time.

The sphere of usefulness of the institution has been largely increased during the year by the establishment of a workshop. Although this has been erected only a few months a capital beginning has been made. The instruction is given on proper lines, and the plans drawn in connection with the work are excellent. Further, the boys find much pleasure in the work, and take keen interest in it, which augurs well for the future.

Of the manners of the boys and of their general bearing we can speak in the highest terms.

Hukarere Maori Girls' School, Napier.—Examined on the 2nd and 3rd December. The following is a list of the classes presented: Standard VI, 14; Standard V, 20; Standard IV, 9; Standard III, 9; Standard II, 6; Standard I, 1; Class P., 1. Seven certificates of proficiency and six of competency were gained in Standard VI, and sixteen certificates of competency in Standard V, while the result of the examination in the classes below Standard V was very satisfactory.

In English subjects generally, great progress has been made during the year. Moreover, written work was done with much care and neatness, the writing being capital, and the improvement shown in this respect very gratifying indeed. In arithmetic the work was fair, Standard V being somewhat weak in comparison with the other classes. In geography and drawing the work was also very good. A varied programme in physical drill was submitted, comprising club-drill, wand-drill, and marching exercises. These have a very beneficial influence on the physique of the girls; they were done in excellent style. In singing some very difficult part-songs were rendered in a delightful manner, making this part of the examination an exceptional pleasure. The girls also sang with comparative ease a sight-reading test. During the year the senior girls have attended lectures given in connection with the Napier Division of the St. John's Ambulance Association, and in the examination held at the end of the year succeeded in holding their own with European members of the class, taking high places in respect to results. The girls receive instruction in laundry-work and in cooking, the latter both in the school as part of the ordinary domestic duties and in the Napier Manual Training Classes. Various specimens of their work were exhibited, and they appeared to be quite satisfactory. In sewing and needlework a very comprehensive course is followed, ranging from plain sewing and dressmaking to fancy needlework of all kinds. The quality of the work was of a very high standard indeed. Most of the elder girls make their own dresses—a custom of which we highly approve, and which we hope will be extended as much as possible. Of the manners of the girls and of their habits of neatness and orderliness and general deportment we can speak only in terms of the highest praise. Further, we are of opinion that in producing these results, and in affording at the same time a thoroughly practical training in all branches of domestic duties, the school is doing excellent work, and should prove a considerable factor in advancing the Maori race.

St. Joseph's Convent Maori Girls' School, Napier.—Examined on the 3rd and 4th December, 1907. The following are the numbers presented in the various standard classes: Standard VII, 1; Standard VI, 6; Standard V, 8; Standard IV, 4; Standard III, 3; Standard II, 7; Standard I, 5; Class P., 2. One certificate of proficiency in Standard VII, one in Standard VI, and five certificates of competency in Standard VI and eight in Standard V were gained, while all the children presented in the other classes passed their examination. The work of the lower standards follows the lines of that of the Native School Syllabus, exceeding it in some degree. The instruction in these classes is very thorough in character, and the results of the examination were excellent.

In the upper classes the English subjects are remarkably good. The reading is a feature of the school work, while the writing throughout is excellent. Arithmetic in Standard VI was not quite so good as formerly. Of the other subjects, geography was very good indeed. The drawing, comprising freehand from copies and from natural forms, was uniformly neat and careful. Drill comprises free exercises, including breathing exercises and club-drill, all of which were well done. The elder girls sang part-songs and rounds in capital style, while the younger ones gave some simpler songs and rounds in a very pleasing manner. The sewing programme is directed towards giving the girls a thorough training in needlework, and this object we think is well secured. The girls make their own dresses, and make them well. A careful training is also given in other forms of domestic instruction, and the girls are well fitted at the completion of their term in the school to perform household duties of all kinds, and to be of much help to their people not only by the actual work they can do, but also by the example they are able to set. In this respect, and also in respect of the high standard of efficiency attained in the school, we think that the authorities are deserving of every praise.

Queen Victoria Maori Girls' School, Auckland.—Examined on the 27th and 28th November, 1907. The numbers presented in the various standard classes of the school were as follows: Standard VI, 20; Standard V, 8; Standard IV, 1; Standard III, 6; Class P., 1. As the result of the examination thirteen certificates of proficiency and four of competency were gained in Standard VI, and six certificates of competency were gained in Standard V. All the children presented in the other standard classes passed their examination. A marked advance on the work of the previous year was shown in the English subjects, the reading and spelling being especially good. We are of opinion, however, that more extensive reading would prove beneficial to English subjects generally, especially to the composition. The upper division of Standard VI did the arithmetic very creditably indeed; the lower division doing only fairly well. Standard V was not so good in this subject, but the lower classes were satisfactory. In physiology, the laws of health, and first-aid work, the girls showed that they had a very intelligent grasp of the principles, and the exhibition of various methods of bandaging and their explanation of the processes were very interesting. This work should prove of very great value to them after they have left school. In drawing, for the most part, the work was good, and the books were neat and well kept. The singing was very enjoyable, songs in two or three parts being sung in good time and style. The geography was not so extensive in scope nor so thorough in character as might be expected. On the other hand, history, which might easily be reduced in extent so as not to form a special subject, but one taken incidentally as part of morals and civics, was fairly well known. With regard to the work in agriculture, we think that, in view of the many other branches of practical training which demand the attention of the teachers and pupils, this might well be left to the girls in the form of recreative amusement—that is, we think it should be sufficient that they are encouraged to keep a garden, useful as well as ornamental. Sewing and dressmaking, which form an important part of the practical training given, are well done. We think that girls who have passed Standard IV in a Native school, for whose ability in sewing we are in a position to vouch, should not be required to continue work on “samplers,” but should devote the whole of the sewing time to cutting-out and dressmaking. The reduction thus effected in history, agriculture, and needlework should give some relief to the head teacher, who, in our opinion, attempts a programme of work that is too ambitious in character. Further, with regard to the various classes which we find at the school, we are strongly of opinion that, unless it is absolutely unavoidable, no standard below the third should find a place in this school, whose true function we believe to be that of a continuation school, and not an ordinary Native school. We were pleased with the manners and general behaviour of the girls, and also with the development, both mental and physical, which has taken place in them during their sojourn at the school. In the latter connection we have to express a high opinion of the training the girls receive at the hands of Professor Potter.

Turakina Maori Girls' School, Wanganui.—Examined 25th November, 1907. The numbers of girls presented in the various standards were as follows: Ex Standard VII, 2; Standard VII, 3; Standard VI, 3; Standard V, 5; Standard IV, 4; Standard III, 3; Standard I, 1. With two exceptions—one in Standard VI and one in Standard I—all the girls passed their examination. One certificate of proficiency in Standard VII and eight of competency—two in Standard VII, two in Standard VI, and four in Standard V—were issued. These results are very satisfactory. The teaching combines instruction according to the requirements of the Department's regulations, with the training of the girls in those branches of women's work which are so necessary in the case of Maori women. The principal subject of the literary course, English, is so far advanced that the girls write the language very clearly and speak it clearly, their pronunciation being very correct, and the modulation of voice, which is characteristic of Maori children, creating a very pleasing effect. In one or two branches, notably arithmetic and spelling, the results are not so strong; but in the most important branch of the school work—viz., the general training of the girls afforded by the institution—there cannot be the least doubt that the school is doing capital work. From our personal knowledge of several of the girls, and the conditions of their life prior to their coming to the school, we are in a position to testify to the good influence of the school in the moulding of their character and fitting them for their sphere in life. In regard to the tidiness and cleanliness of the building, we find everywhere that proper attention is given to securing a high degree of efficiency. The garden reflects much credit upon the girls by whom it is maintained. The singing is very enjoyable: the voices are clear and tuneful, and the enunciation is first-class. In physical drill useful breathing exercises and dumb-bell drill are performed, in addition to which the girls are afforded regular exercise by means of suitable games. We are glad to note that the arrangement by which the girls are treated in all ways as members of the teacher's family is still in vogue at the school. This we consider as a very sensible method of imparting European ideas of family life. Further, the parents of the girls are saved a good deal of expense for clothing, as the girls are taught to make their own dresses, and, while they look neat and tidy, they are not overdressed.

TE MAKARINI SCHOLARSHIPS.

One of the earliest friends of Maori education was the late Sir Donald McLean, some time Native Minister. He was known to the Maoris as Te Makarini, and the Te Makarini Scholarships are provided by his son, R. D. D. McLean, Esq., in accordance with the views and wishes of his father and in remembrance of him. There are three scholarships—one senior and two junior. For the senior scholarship candidates must be Maori boys under the age of sixteen; for the junior under fifteen. The scholarships are of the value of £35 per annum, and are tenable for two years at Te Aute College.

The examinations were held on the 9th and 10th December, 1907, at the following centres: viz., *Wai-iti*, *Waima*, *Waikouaiti*, *Reporua*, *Rangitukia*, *Pipiriki*, and *Tauranga* Native Schools, and at *Te Aute College*. There were sixteen candidates for the junior scholarship and three for the senior.

The percentage of marks obtained by the candidates in the senior scholarship examination is this year below the standard of former years, so much so, indeed, that it seems to me that a minimum percentage should be required from candidates in order to qualify for a scholarship. The candidates for the junior scholarship were somewhat better, and the percentage obtained by the best candidates compares favourably with that obtained last year. The senior scholarship was awarded to Gussie Hadfield, of Te Aute College (44.1 per cent.), and the junior scholarships to Taare Korimete, of Rangitukia Native School (61.2 per cent.), and Herewini Katete, Waima Native School (58.8 per cent.). As a third scholarship became vacant it was awarded to Peri Te Mete, of Paeroa Native School, who had obtained 58.1 per cent.

The work in English was not very good. In the translation from Maori into English many candidates failed to write good English, while in the translation from English into Maori pakeha-Maori words were frequently met with in place of pure Maori. One candidate from the South Island failed completely in English, as he was unable to do the Maori translation. Mr. R. D. D. McLean, to whom the candidates' written answers were submitted, expressed himself as being pleased with the quality of the work. From my knowledge of the case, I feel that the papers did not do our schools justice in point of neatness of arrangement and display of knowledge. I hope that teachers will regard the Makarini Scholarships as an honour to obtain which their best pupils can strive, and that the work of the candidates will be in every sense worthy of the schools.

At a meeting of the trustees held in Napier in February, 1908, the proposed new regulations for these scholarships were submitted for approval. The effect of the alterations suggested is to bring the subjects of examination into line with the syllabus of work in Native schools. The old form of examination in English will be discarded, and in its stead candidates will be set questions in English composition as prescribed for the Fourth and Fifth Standards in the Native schools. A separate paper will be set in Maori, the questions being based upon the language used in those parts of the Maori translation of the Bible that in the opinion of competent judges afford the best specimens of classical Maori.

It is hoped, too, that in a year or so the standard in English and arithmetic may be raised so that Maori boys who have won Makarini Scholarships may pass by easy gradation to the Civil Service Junior Examination, and thus qualify for admission to the public service. Should this be achieved, I feel that the object of the scholarships will be more worthily maintained.

GENERAL.

In the following paragraphs information is given in a general manner on the various subjects of the school course, and remarks follow on various topics connected with Native schools.

Reading.—The schools are now beginning to show the effect of the better foundation laid in the preparatory classes, and the children in the lower classes are reading books of a much higher grade. Faulty pronunciation is still found in a few schools where the alphabetic method has formed the groundwork, and the bad habits are so deeply rooted that it is a very difficult matter indeed to eradicate them. It is astonishing under these circumstances to find that a few teachers still cling to an old method now practically obsolete, and accept the newer method with a very bad grace. Whatever method of teaching reading or any other subject the teacher may adopt, he will find that, unless he is whole-hearted in his use of it, progress is very slow; he cannot serve two masters. It is a striking testimony to the success of the method recommended that in the two schools where the teachers are of the Maori race—*Matihetihe* and *Rangiawhia*—no other method has ever been employed, and the results are of a high degree of excellence.

Two books are read in nearly all classes, the *School Journal*, which supplies the place of a second reader, being looked forward to with much interest by the pupils. The fact that they are allowed to take the *Journal* home proves a further advantage and aids their reading generally.

Some advance has been made in the direction of securing expressive reading, but it must be borne in mind that expression can come naturally only with comprehension, and further improvement in the former can be achieved only by first securing the latter.

I think that in many schools teachers are satisfied if the children are able to *say* the words of the lesson fluently. This, of course, does not constitute reading, the essence of which is intelligent comprehension. The absence of such comprehension leads to the mechanical tone that strikes one so forcibly in the schools referred to. This result is probably brought about by the desire of the teacher to cover a larger amount of ground; in short, the aim is at *quantity* instead of *quality*. No reading lesson should be considered finally dealt with until the children have mastered not the *words*, but the *ideas* contained in it. When this has been achieved the children will in the revision work and in answering questions on the subject-matter make use of the language of the lessons as part of their own vocabulary, and the result will be intelligent reading and additional strength in English.

These remarks apply not only to the reading of the standard classes, but to that of the preparatories also. In the latter case teachers when taking the reading from the blackboard, as most of them I am pleased to say now do, should endeavour to avoid the word-by-word style that is commonly found, and should, before the close of the lesson, at least endeavour to have it read naturally—that is, with expression. I believe this plan would gradually introduce a feature which is at present not very conspicuous in the majority of the schools. It is important also that teachers should insist upon frequent pauses, which mark good reading. One commonly hears children quite ignoring the ordinary punctuation marks, showing clearly that their reading is accompanied with little or no thought of what they are reading about.

Careful attention to expression during the recitation of poetry, which is now taken in many schools, should also have a beneficial effect on the reading. Not many teachers avail themselves of silent reading as a means of affording pupils wider practice and of developing self-effort, self-reliance, and a love for reading. It is interesting to note, however, that the demand for library books is increasing yearly, and it is refreshing to find that in some cases the pupils are known to turn into Maori for the old people in the kainga the stories they read in their library books.

Spelling.—In this subject there is continued improvement, which is again most marked in the lower standards. Oral spelling is not now taken, and the old difficulties of “*p*” and “*b*,” which were considered to be insurmountable in the case of Maori children, have been overcome by the teaching of sounds and blackboard lessons in word-building given to the lower classes.

The difference in quality between the work of the lower classes and that of the higher is very marked. To overcome this, word-building sheets are being supplied, which should afford ample material for giving practice in word-building and spelling. It should be borne in mind, however, that spelling is largely a matter of the eye, and observation should be used as well as repetition.

Frequently one finds that the written composition is marred by bad spelling, and errors in spelling are not uncommon in transcription.

I feel that there is much to be done yet to secure the actual teaching of spelling throughout the school, but at the same time recognise that teachers have very little time at their disposal. In connection with the dictation, teachers generally are prone to two mistakes—first, the children do not receive any preparation beforehand in the piece they are to write; and, second, the phrases are repeated so frequently when the dictation is being given out that the children become confused. If they have had an opportunity to prepare the piece beforehand and they understand its meaning, there is no need for the teacher to repeat phrases; once should be enough.

Writing.—I consider the writing to be one of the weakest subjects in the schools. The slate-work, especially in the lowest classes, is very good, but the written work, both in the copybooks and the exercise-books, is very much in need of improvement. For the past two or three years blank copybooks have been in use in the schools. They were introduced with the object of securing more teaching in writing lessons. With very few exceptions, schools do not appear to have benefited; and, indeed, where the teacher himself does not write a good hand it is just possible that his inferior copies produce defective writing. I think it advisable, therefore, to restore the headline copybooks in those schools where the teachers find that the present arrangements do not conduce to good writing. In some schools the absence of any “writing drill” is very evident. The children hold their pens in any fashion, and sit in very awkward positions. In one school the position of the children was such as to render decent writing impossible.

The children of the lowest classes had better write their first copies in books with lead pencils, which are cleaner and easier of manipulation. Teachers should also be careful to analyse the letters into their elements; it is a mistake for children to have to write as their first lessons the letters as they occur in the alphabet.

It should be remembered also that the writing in the copy and exercise books cannot improve if the teacher allows slovenly and careless writing in other subjects of the school-work. The transcription, for instance, is often marred by careless mistakes, for which there seems to be no excuse whatever. During the writing lesson every line of writing should, if possible, be examined before the next is attempted. Where this is not possible, at least the errors should be marked and demonstrated.

In those schools where the writing is carefully taught one can see to what a high degree of excellence Maori children may attain in this subject.

English.—The work of the lower classes in English seems, generally speaking, to be more satisfactorily treated than that in the higher classes. In the former one finds still that teachers are not particular enough in insisting on the use by the children of complete sentences, and in immediately correcting and illustrating errors as soon as they are spoken. Hence there are some schools in which the pronouns are confused and the endings of the plural forms omitted, but they are not numerous. On the other hand, the quality of the written composition in the standard classes leaves much to be desired. Sentences are made without predicates; punctuation is neglected almost entirely, resulting in “breathless narration”; tenses are confused. I feel that much better work must be produced before one can say that the English in the upper classes is quite satisfactory. Of course, there are among the schools several notable exceptions, the most striking being the school at *Matihetihe*, a school in charge of a young Maori lady, and *Whakarewarewa*, where excellent work is done in this subject. The suggestion was made in last year’s report that teachers should keep for the information of the Inspector a list of the subjects in which lessons in composition have been given during the year. I have also recommended to teachers in the infant classes that they should keep note of the various words and ideas that have been taught to the children, and the teachers should endeavour to have a reasonable number of new words acquired in sentence-form every week.

But generally it seems quite evident that there is a neglect of blackboard lessons in composition—that, in short, there is not the amount of teaching in English language given in the standard classes that the importance of the subject demands.

Further, the opportunity of correlating the reading and English lessons is frequently omitted. If the pupils were regularly questioned on the subject-matter of their reading lessons they would acquire some of the language of the lessons. What matter if they should appear to know the reading-book by heart, provided that they can read other books, and that they fully understand what they are saying? I believe that this would prove a very great help to them in the acquisition of an English vocabulary, besides offering the variety in subjects which is necessary to the successful teaching of composition.

I think, too, that the attempt should be made more frequently to get from the children, orally, a connected narrative, the end of the sentences being marked by the falling cadence of the voice.

Punctuation can be taught best during the blackboard lessons in composition; but the teacher must not expect to get proper punctuation in the composition unless he has due regard to the punctuation in the reading and transcription lessons, which afford further means of teaching it.

Arithmetic.—In this subject I think that a considerable improvement is noticeable. The preparatory classes in most schools are well taught, and the children can perform the four operations with the numbers up to 20 very well indeed. The work has been taken orally, even in Standard I. The practice of giving children in these classes long sums in addition before they understand the composition of even the first ten numbers cannot be too strongly condemned. I have been frequently told that children can do addition sums or say the multiplication table, and yet find that they are unable to answer orally very simple questions in arithmetic, and even—only in a very few schools—make surreptitious use of their fingers.

It is pleasing to note the alertness of the children in many schools during an oral lesson in arithmetic, and to receive their prompt answers almost anticipating the questions. The practice this kind of work affords in English is also very useful, and has contributed largely to raising the standard in oral English in these classes. The effect is also apparent in the case of the higher classes, where the pupils show more ability to deal with problems than they did formerly.

Geography.—In the examination in this subject the Inspector was guided not so much by what the Native Schools Code of 1897 laid down, but by the teacher's statement of the geography taught. It was found in very many schools that the teachers had already adopted the new scheme of work, and had made good progress in it. One finds, however, that there are still schools in which the points of the compass are determined by the right or left hand, and the geography in these schools, as might be expected, was of very poor quality. The scheme of geography or nature study set forth in the proposed new syllabus, while it may be somewhat pretentious and may require modification, indicates the lines on which the teaching of geography should proceed.

Sewing.—The Department has, I think, every reason to be well satisfied with the efficient instruction in sewing given in the schools. The records of successes of all the schools at the late Exhibition have not been completely ascertained, but from those we have it is evident that the work was considered by the judges to be of very high merit. At several of the schools the pupils were awarded medals, *Whangape* School obtaining no less than six, including two gold medals won in competition against all comers.

In some of the largest schools the girls are taught the use of the sewing-machine, and lessons are given in plain dressmaking and in the cutting-out and making of garments suitable for children. At *Te Kerepehi* Native School the adult women have received instruction in dressmaking with very good results. The practical application of the knowledge of the various stitches to simple articles of dress has become almost general in the schools, and it is no uncommon sight to see children attending school dressed in clothes of their own making. It is not intended in the future that boys shall be expected to take sewing, though, of course, there is no objection to their doing so if they wish.

Extra Subjects—Singing, Drawing, Drill.—Of these subjects, drawing continues to be weak, and this is not due so much to the inability of the Maori child to draw as to the want of systematic teaching. In the new syllabus drawing will be introduced in the lowest classes in connection with handwork, and a graduated scheme arranged. From what is presented at examination one cannot conclude that there has been regular teaching, nor is the work characterized by the neatness which should accompany it. I was very much struck with the well-designed system used at *Karioi* School, where the infant-classes were doing capital work, and with the excellent drawing from nature done at *Te Kerepehi*.

Drill. The drill consists for the most part of physical exercises, though in two schools there are cadet companies which take military drill. At many schools children are assembled for drill ten minutes or even half an hour before 10 o'clock, and, though I hardly like to recommend that this should be made general, I have no doubt whatever of its being a very great boon to the children. In a few schools the lack of precision and the need of prompting lead one to conclude that drill is not taken regularly, and occasionally a teacher upon being transferred to another school wonders to what extent this important subject has been treated by his predecessor. As an aid to bodily health, as a means of stimulating the circulation and making the children warm on cold mornings, as well as an aid to order and discipline, drill cannot be valued too highly, and the teacher who neglects it will find that he must needs make up the deficiency in other ways, so that he saves no time by his neglect. While on the subject of drill I should like to remark that in a few schools where, as is to be expected, the drill is very poor, the children troop in and out of school without any semblance of order. They should be trained to regard the stroke of the bell as the signal that play is to cease and school-work to begin. They should form into line without any delay, and, upon the word, march into school in an orderly manner. A similar method should be followed upon their dismissal. Of course, these remarks apply, I am glad to say, to very few schools indeed. It is a real pleasure to watch the precise and vigorous movements exhibited in the drill at the schools where the subject is treated as it deserves.

Singing: This subject continues to be well taught, and in many schools is a very enjoyable feature of the work. In schools where the children have been asked to sing at sight songs written for the purpose on the blackboard very good results have been achieved. Indeed, the ability to read tonic sol-fa notation and to sing at sight from it is not lost after the children have left school. At the request of the people, I spent an evening recently assisting at a choir practice. I was astonished at the skill shown by the young men and women in reading at sight, as well as delighted with the harmony of their voices. Those teachers who neglect to give their pupils a thorough training in sol-fa notation make a great mistake by doing so. No material advantage beyond the mere acquisition of a new tune is afforded to the children who are taught their songs by ear. They certainly acquire no facility in reading music, and a request to sing even an easy song at sight would prove their undoing. Further, the teacher has always to start from "scratch," as it were. For the future we have decided that no singing will be regarded as deserving of full marks unless the children have been taught the songs from either the sol-fa or the old notation, and are relatively proficient in either method.

Handwork.—This includes various elementary manual occupations—*e.g.*, paper folding and mounting, modelling in cardboard and in plasticine, and woodwork. During the year elementary practical agriculture has been added to the list, and there is already quite a number of school gardens to be found among the schools. I have referred elsewhere to the practical training given in connection with the teaching of sewing. This work is of a very useful kind, and is much appreciated by the girls and their parents. The number of schools at which instruction is given in domestic duties—plain cooking and laundry-work—shows a further increase this year, and a very useful kind of education is being given at an exceedingly small cost. During the year a workshop has been established at *Omaio*, the Maoris rendering material assistance. Others are in contemplation at *Ruakokore* and *Waitahanui*, though the prospects of success in the former case seem to me doubtful. These workshops are on the whole keenly appreciated by the people. The articles made during the year may be purchased at cost price by the pupils or their parents, and there is usually a good demand. At *Pukepoto* School, where the workshop is a great success, it was amusing to see how eager the parents were to secure the useful articles which their boys had made. Indeed, in this school, as in several others, the demand exceeds the supply. It is thus evident that the Department is doing all that it can reasonably be expected to do in the direction of giving practical training to Maori children: technical instruction in the proper sense of the term is to a large extent impracticable in the case of village schools. It must be borne in mind also that teachers in Native schools are placed at considerable disadvantage in regard to facilities for acquiring knowledge of the methods and principles of manual and technical instruction. Except in the case of two or three schools in the South Island, our teachers are quite unable to attend teachers' classes of instruction held in the various centres, and hence are thrown entirely on their own resources. Under these circumstances one cannot help feeling that the amount of instruction in the more important branches of practical training is very creditable indeed, and compares very favourably with what is done in any education district with an equal number of schools. In view of the fact that it is deemed advisable to pay even greater attention to this side of Native-school work, I think the Department should consider the question of appointing an officer to take charge of it, and especially to organize and direct the course of practical agriculture arranged for the schools.

HIGHER EDUCATION.

No secondary schools specially for Maori children have been established by the Government, nor, indeed, does there seem any necessity for such a step. The Department secures secondary education for Maoris by offering free places or scholarships tenable at various institutions controlled by religious bodies—*viz.*, Te Aute College, Hawke's Bay; St. Stephen's Boys' School, Auckland; Queen Victoria School for Girls, Auckland; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; and Turakina Girls' School, Wanganui. The regulations in connection with these scholarships have been recently revised, and a syllabus of instruction has been arranged for Government scholars attending these schools. The effect of this is to give recognition to the practice that has been gradually evolved of following the lines of the public-schools syllabus, adapting it to the special needs of Maori boys and girls, and requiring in addition definite instruction in one or more branches of manual training. This plan has been in vogue for some years in all the above-named schools, with the exception of Te Aute College. The establishment of a workshop and the reduction of the amount of time devoted to teaching Latin are notable changes in the curriculum of this institution, whose value will, I feel sure, be enhanced thereby. At some of the secondary schools we find preparatory classes composed of children that have not passed Standard I in any school. Of course, in those schools which are established as trust schools for the education of the Maori children of the district it seems difficult, or perhaps impossible, to refuse such children. Nor can admission be reasonably refused to children coming from places where there is no school, and whose parents may be willing to pay for them. But there is a danger of these schools being used as merely class schools by parents, who seek admission for their children to one of these institutions though within easy reach of either a public school or a Native school. As far as is possible these schools should be continuation schools, and the authorities should not have the teachers' time occupied with one or two preparatory children, who can get similar but more thorough instruction in the ordinary village school.

Many complaints have been made by parents on account of the excessive demands made by the school authorities in respect to clothing, outfit, &c., and during the inspection visits some inquiries were made into the matter. The results of these inquiries show that the extravagance arises in the main from the boys and girls themselves. But I cannot help thinking that their tendencies in this direction should be forcibly checked by the school authorities, and that nothing but a simple

style of dress of the most serviceable material should be allowed. During one of my inspection journeys a request came from a boy to his friends for a six-guinea tailor-made suit and some linen collars not less than 2½ in. in width. I have seen a girl engaged in cutting flax dressed in a blue silk blouse which she had got while at school. On the day of the examination of one school a cream voile dress which had been made to order by a dressmaker arrived for a girl whose parents live in a gumfields district. This kind of thing is happily not common to all the schools, but I am afraid that unless stern measures are taken to prevent it the "cult" will spread. Indeed, I hardly recognised in an overdressed young fop I met recently at a Maori gathering an ex-pupil of a school where dungaree trousers and bare feet were once *de rigueur*.

The question is frequently raised as to the ultimate good of giving higher education to Maoris when in so many instances apparently no use is made of such education by those who have received it. It is, of course, no defence to say that one meets with not a few cases where the same may be said of Europeans, and it is possible that in the case of the Maoris the number of instances is not so great as people are inclined to think, while there appears to be more excuse for them than for the pakeha. As often as it is possible to do so the Department admits as junior assistants in Native schools girls who have completed their course in a higher school, and I have formed a very high opinion of them as teachers. Indeed, with proper direction and encouragement from the head teacher they do exceedingly good work, following very faithfully the advice given them for improving their methods of teaching. It may be possible in the future to make use of these girls as teachers in small aided schools in places where the number of children does not warrant the erection of large buildings. Boys from the higher schools are gradually finding their way into various trades, some being already in mechanical or clerical divisions of the Government service. I frequently receive applications for employment, some of them quite pathetic in character, from girls and boys who have passed through the schools, and in most of the cases within my knowledge I can say that the "return to the mat," as it is sometimes unfeelingly termed, is the result not of deliberate choice but of the want of opportunity.

EUROPEAN CHILDREN IN NATIVE SCHOOLS.

During the year 418 children of European parents were attending Native schools. Their standard classification was—Standards VI and VII, 50; Standard V, 39; Standard IV, 55; Standard III, 52; Standard II, 60; Standard I, 36; Class P., 126. With the exception of two or three cases in which the objections appear to be rooted in purely racial prejudice, the parents of the children found nothing to object to, and several of them bear willing testimony to the efficient conduct of the schools both as to discipline and to the instruction given. The impression has been assiduously circulated in one district that the Native schools' standard of education ends with Standard IV, that the schools themselves are dirty, sanitary conveniences being conspicuous by their absence, and that there is danger of European children contracting contagious disease from the Maori children. The first two statements are so contrary to well-known truth that they are not worth further notice. In regard to the last, if this were so one would naturally expect to find a fatal record in the families of the teachers themselves, for their children constantly associate with the Maori children. I have never heard of any European children contracting disease in a Native school or "catching" anything other than what they commonly catch in all schools.

A cry was raised during the year that the Maori children attending the Rotorua Public School were suffering from disease which proved contagious to the European children, and separation of the races was asked for on this account. Investigation showed, however, that the same disease was prevalent in the European schools hundreds of miles away where there were no Maori children, and that in the Native school two miles distant every one of the sixty-seven Maori children in attendance was thoroughly clean.

Boys and girls of European parentage who have received their education in a Native school can be found occupying various positions all over the colony, some of them, indeed, having attained to distinction, and most of them have kindly regard towards the schools.

Arrangements have been made in the revised Code for the representation of Europeans on the School Committees either by election, or, failing that, by appointment at the hands of the Minister.

In Native schools where the number of European children is in the preponderating majority the Department makes no hesitation in transferring the school to the Board of Education. Two schools having attained this state are to be handed over this year—*Puniho* in Taranaki, and *Waioweka* near Opotiki.

MAORI CHILDREN IN BOARD SCHOOLS.

From returns supplied by the various Education Boards it appears that 3,988 Maori children were attending Board schools during 1907, but there is no information as to their standard classification. The regulations respecting scholarships or free places offered to such children have been slightly modified, the qualification necessary for such candidates for free places being now the certificate of proficiency in Standard VI. Seventeen certificates of competency and thirty of proficiency were gained during the year.

SCHOLARSHIPS.

In addition to the free places available at the various boarding-schools, the Department makes provision also for industrial, nursing, and University scholarships.

During 1907 there were seven Maori boys holding industrial scholarships apprenticed to various trades, the Department making a contribution during the first three years of their apprenticeship to assist them in obtaining board and providing clothing. Three of the boys are learning to be blacksmiths, two to be carpenters, one to be a saddler, and one an engineer. The results of

my inquiries as to their progress and diligence have been very reassuring. The regulations are, however, being amended so that in future the industrial scholarships will be open to those who have obtained a certificate of proficiency and have had at least a year's training in some branch of manual instruction.

The scheme for the training of Maori girls as nurses has also been to some extent modified during the year. By the new arrangement the Department is to continue its present system of selecting candidates from amongst the girls who have attended a Native boarding-school. Such candidates the Department will maintain for a year, entering them as day pupils at the local hospitals for the purpose of further testing their capacity, reliability, and suitability for the profession. This system should produce four candidates each year—two in Napier and two in Auckland. The day pupils who have satisfactorily concluded the year's trial are to be taken over by the Hospitals Department and placed in regular training in hospitals. For such of these probationers as do not qualify for the full course for a certificated nurse, an adequate training for work among the Maori people will be afforded by a course of two years in a hospital, and to any that complete such a course the Hospitals Department will give such special certificate as will enable them to practise nursing among their own people. If possible the probationers are to be induced to take in addition a year's training in a maternity home. Thus, during the first year there will be four probationers in hospitals, during the second year eight, and if they go on to a third year there may be twelve. Finally, the young women so trained and certificated will pass into the hands of the Health Department, which undertakes either to employ them or to establish them among the Maori people under such patronage and, if necessary, with such assistance as will secure their recognition as authorised agents of the Department.

The Department provides six scholarships for Maori youths who have passed with credit the entrance examination to the University. Three of these are reserved for those who wish to study medicine and the others for students taking the course in arts, science, or law. At present only one scholarship is being held, a Maori youth studying medicine at Otago University. I feel that the results achieved within the last two or three years have been disappointing. Indeed, the experience of the Department in regard to one or two of those who have recently held scholarships has been such as should lead to a reconsideration of the present arrangements.

SCHOOL ATTENDANCE.

The attendance at the schools during 1907 was in several places seriously affected by epidemics of sickness. In the Urewera country the teachings of the Maori prophet led to the closing of *Waimānā* and *Kokako* Schools. *Ruatoki* was reduced to very small numbers, and *Waioweka* lost practically all its Maori children. In spite of these losses, the roll-number at the end of the year shows that the strength of the schools in this respect is still well maintained. At the end of 1897 there were 2,864 children attending seventy-eight schools; at the end of 1907 the roll-number in ninety-nine schools was 4,183, the average percentage of regularity of attendance having increased from 77½ per cent. in 1897 to 82·41 per cent. in 1907. I think this bears testimony to the advance made in Native-school education generally as well as to the increased desire for education amongst the Maoris.

In eighteen schools the average attendance during the year was over 90 per cent., and in at least one-half it reached over 80 per cent. Sixty-eight first-class certificates of good attendance and sixty-seven second-class were issued during the year 1907, as compared with thirty-seven and forty-six for the year 1906.

For the purposes of sections 141 to 150 of the Education Act a Native school is, in terms of The Education Act Amendment Act, 1907," now deemed to be a public school. The effect of this is that where necessary the attendance of European children in Native schools may be made compulsory. New regulations dealing with compulsory attendance in Native schools are now in preparation.

CONFERENCE OF TEACHERS.

During the midsummer vacation advantage was taken of the presence of teachers in Auckland to hold a meeting for the purpose of discussing the new syllabus which it is proposed to introduce into Native schools. The meeting was attended by a large number of teachers, and its success exceeded my anticipations. The proposed syllabus was freely discussed, and comparatively little alteration appeared to be necessary to make it meet with the favour of all present. I hope to be able shortly to have the necessary amendments made so that the new Code for Native Schools may be compiled and issued without much delay.

In addition to the syllabus, matters affecting Native schools generally were discussed—amongst others that of the *Native School Teachers' Circular*, which it was proposed should be revived as a *Native School Teachers' Gazette* to be edited in the Department. This would, I think, prove a very useful means of imparting information to teachers and giving them advice and assistance generally.

The teachers attended the conference, which occupied three days, entirely at their own expense, and throughout the meeting showed a spirit of enthusiasm that speaks well for the service and should be a source of gratification to the Department.

CONCLUSION.

During the year adverse criticisms of the Native-schools system have been made in one or two quarters. They appear to consist mainly of misconceptions arising from want of first-hand acquaintance with the actual facts. In a paper read before the Auckland Institute it was alleged that the Native-schools system contributed to the passing of the Maori race. The fact is that

during the past ten years the number of children attending Native schools has increased by about 46 per cent., and there are schools having on the roll eighty, ninety, and even 130 Maori children, whereas in former years a school of forty was considered to be a large school.

Records kept by teachers living in populous Maori districts go to show that, as far as their experience goes, the number of births exceeds that of deaths. The constant attendance at many of the schools is further evidence on the point. Medical inspection and examination of the children in Native schools by the Native medical officers would afford the means not only of ascertaining the facts as to the mortality amongst the Maori children, but also of enabling teachers to take such precautions as might be found necessary to prevent the spread of sickness.

Early in 1908 the Hon. the Minister of Education paid a visit of inspection to the schools on the East Coast, Bay of Plenty, part of the Hot Lakes District, and part of the South Island. He expressed himself as being well satisfied with the condition in which he found the schools as well as with the instruction he saw being given in them. His visit will, I am sure, be much appreciated by the teachers, and will go far to encourage them in their work and in their endeavours to maintain the good opinion the Minister has formed.

I have again to acknowledge the valuable services rendered during the year by my colleague Mr. J. Porteous, M.A., Assistant Inspector. Through his help a large amount of inspection work was rendered possible, and valuable assistance in methods of teaching was given to the teachers.

W. W. BIRD.

VERIFIED

APPENDIX.

Table No. 1.

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 1907; and the Names, Status, and Emoluments of the Teachers as in December, 1907.

** 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; S, Sewing-mistress.

County.	Schools.	Expenditure during 1907.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
Mangonui	Hapua ..	£ s. d. 213 5 0	£ s. d. 76 3 4	£ s. d. ..	£ s. d. 289 8 4	Law, H. ..	D 2	H M	£ s. d. 165 0 0	
	Te Kao ..	229 8 8	7 9 6	..	236 18 2	Law, Mrs. N. M. Ablett, C. W.	Lic.	H M	55 0 0	
	Paparore ..	210 8 3	11 3 4	7 10 6	229 2 1	Ablett, Mrs. E. E. Foley, Miss S. F. V.	Lic.	A F	55 0 0	
	Ahipara ..	231 15 10	1 13 11	..	233 9 9	Beresford, Miss M.	Lic.	H F	144 0 0	Including £30 lodging-allowance.
	Pukepoto ..	215 16 7	33 12 4	..	249 8 11	Crène, P. Crène, Mrs. E.	Lic.	H M	60 0 0	
	Pamapuria ..	201 6 9	4 4 0	..	205 10 9	Mathews, F. H. S. Mathews, Miss M. E.	Lic.	A F	55 0 0	With house allowance at £26 per annum.
	Rangiawhia ..	197 16 3	5 6 7	11 10 0	214 12 10	Mathews, E. W. D. Tava, W. H.	Lic.	H M	30 0 0	With allowance for horse-keep at £10 per annum.
	Parapara ..	153 16 10	15 16 6	..	169 13 4	David, Miss S. Rayner, H. H.	Lic.	A F	160 0 0	Including £30 lodging-allowance.
	Kenana ..	153 16 7	3 4 2	..	157 0 9	Rayner, Mrs. F.	Lic.	A F	143 0 0	
	Peria ..	226 13 5	6 15 6	..	233 8 11	Paul, F. E. E. White, H. H.	Lic.	H M	130 0 0	
Whangaroa	Te Pupuke ..	314 5 8	45 1 3	..	359 6 11	White, Mrs. I. Lawton, H. W.	Lic.	A F	20 0 0	
	Touwai ..	193 3 4	0 12 0	..	193 15 4	Robertson, Miss M. Housley, B. C.	Lic.	H M	178 0 0	Including £30 lodging-allowance.
	Whakarara ..	220 0 0	7 4 0	5 18 3	233 2 3	King, Miss K. A. Duthie, Miss E.	Lic.	A F	165 0 0	Including £30 lodging-allowance.
Hokianga	Whangape ..	406 10 0	63 17 1	..	470 7 1	Duthie, Miss B. G. South, M.	E2	H M	70 0 0	With allowance for conveyance of goods at £10 per annum.
	Matihetihe ..	173 0 2	1 9 2	..	174 9 4	South, Mrs. E. Barton, Miss F.	Lic.	A F	55 0 0	Including £30 lodging-allowance.
	Waimamaku (Whakarapa) ..	142 10 5 209 12 4	31 12 9 9 19 4	10 0 0	239 11 8	Paul, Miss H. Busby, Miss J.	Lic.	A F	274 0 0	Including £30 lodging-allowance.
	(Lower Waihou (side school))	85 0 0	..	4 10 0	89 10 0	Broughton, J. H. Irvine, Mrs. L. M.	Lic.	M	65 0 0	Including £30 lodging-allowance.
						Irvine, Miss D. S. Irvine, Miss M. S.	Lic.	H F	130 0 0	

Table No. 1—continued.
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1907—continued.

County.	Schools.	Expenditure during 1907.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.		Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.						
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.		
West Taupo	Parawera ..	263 10 0	4 19 6	1 14 5	270 3 11	Herlihy, P. ..	D1	H M	196 0 0		
Waitomo	Te Kopua ..	110 0 0	6 7 5	..	116 7 5	Herlihy, Mrs. M. Wylie, Miss L.	.. Lic.	A F F	55 0 0 110 0 0		With allowance for conveyance of goods at £3 per annum.
West Taupo	Mangorongo ..	153 16 4	4 1 6	..	157 17 10	Lyall, J. H.	..	H M	130 0 0		
Waitomo	Oparure ..	150 14 3	33 13 3	..	184 7 6	Lyall, Mrs. F. Rea, A. H.	..	A F	20 0 0		
West Taupo	Hauarua ..	306 5 4	27 9 0	414 4 3	747 18 7	Rea, Mrs. A. E. McIntyre, J.	.. E1	A F H M	20 0 0 195 0 0		
						McIntyre, Miss K. Claridge, Miss J.	..	A F	65 0 0		
	Te Waotū ..	180 8 0	8 2 6	..	188 10 6	Burns, A.	Lic.	H M	144 0 0		
	Whakarewarewa ..	356 17 5	7 4 5	..	364 1 10	Burns, Mrs. J.	..	A F	90 0 0		
	Ranana ..	206 14 7	41 3 9	..	247 18 4	Burgoyne, H. W.	Lic.	H M	247 0 0		
	Wai-iti ..	191 6 8	25 9 11	..	216 16 7	Burgoyne, Miss C. Brown, C. C. M.	.. Lic.	A F H M	65 0 0 160 0 0		
						Brown, Mrs. C. M. Cummins, H. C.	..	A F	40 0 0		With allowance for conveyance of goods at £10 per annum.
Whakatane	Waioapu ..	8 6 8	1 12 7	..	9 19 3	Cummins, Mrs. N.	..	A F	40 0 0		
	Te Whaiti ..	180 0 8	26 19 10	..	207 0 6	Judkins, Mrs. A.	E1	H F	144 0 0		School closed. With allowance for conveyance of goods at £20 per annum.
East Taupo	Waikabau ..	265 0 0	33 4 5	156 2 5	454 6 10	Judkins, L. Woodhead, A.	..	A M H M	30 0 0 180 0 0		With allowance for conveyance of goods at £15 per annum.
						Woodhead, Miss C. Woodhead, Mrs. K.	..	A F	60 0 0		
	Tekeanu ..	179 7 8	59 5 1	..	238 12 9	Wykes, F. R.	Lic.	H M	25 0 0 144 0 0		With allowance for conveyance of goods at £15 per annum.
	Oruanui ..	277 19 1	22 6 8	148 3 8	448 9 5	Wykes, Mrs. B. Hayman, F. J.	..	A F H M	30 0 0 180 0 0		With allowance for conveyance of goods at £15 per annum.
						Hayman, Miss N.	..	A F	60 0 0		
Tauranga	Te Kotukutuku ..	207 15 11	14 16 10	..	222 12 9	Hayman, Mrs. M. A. Williams, J. W.	..	A F H M	25 0 0 160 0 0		With allowance for conveyance of goods at £10 per annum.
	Paeroa ..	254 9 0	2 9 9	..	256 18 9	Williams, Mrs. M. G.	Lic.	A F	40 0 0		
	Papamoa ..	237 13 5	13 10 8	..	251 4 1	Baker, Miss F. E. E. Baker, Miss H. A.	D1	H F	187 0 0 55 0 0		
						Lundon, Miss C. J.	Lic.	A F	160 0 0		
						Williams, Miss E. M.	..	A F	70 0 0		Including £30 lodging-allowance.

Table No. 1—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1907—continued.

County.	Schools.	Expenditure during 1907.				Teachers of Village Schools at the End of the Year.	Classification of Teachers.	Position in the School.	Rate of Salary at the End of Year.		Remarks.
		Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.				£	s. d.	
Waiau—contd.	Tokomaru Bay	332 13 9	10 3 11	..	342 17 8	Sigley, H. C.	D1	H M	207	0 0	Including £30 lodging-allowance.
	..	..	..	..	..	Robertson, Miss C.	..	A F	90	0 0	
Cook	Whangara	214 19 8	4 7 3	..	219 6 11	Mulligan, Miss M.	..	A F	25	0 0	
	..	..	..	..	..	Frazer, W. ..	Lic.	H M	189	0 0	
Wairoa	Kokako	30 0 0	..	..	30 0 0	Shaw, Miss N.	..	A F	30	0 0	School closed.
	Nuhaka	476 12 1	6 11 0	31 16 3	514 19 4	McGavin, J.	Lic.	..	..	..	The teachers work conjointly.
Hawke's Bay	..	..	..	..	..	McGavin, Mrs. J.	..	..	364	0 0	
	..	..	..	..	..	McGavin, Miss W. E.	E1	A F	35	0 0	
Waimarina	Tuhara	215 7 0	81 3 11	377 12 2	674 3 1	Jamieson, Miss M.	..	A F	55	0 0	Including £30 lodging-allowance.
	..	..	..	..	..	Brown, C. H.	Lic.	H M	160	0 0	With house allowance at £20 per annum.
Taranaki	Tangoio	184 6 2	5 2 3	..	189 8 5	Brown, Mrs. C. J.	E2	A F	40	0 0	
	Te Haroto	206 5 4	..	..	206 5 4	McFarlane, C. T.	Lic.	H M	130	0 0	Including £30 lodging-allowance.
Marlborough	Waimarama	209 0 2	7 9 8	..	216 9 10	Gillespie, Mrs. M. D.	..	A F	50	0 0	
	..	..	..	..	..	Alford, E. H. M.	..	H M	160	0 0	
Wairarapa	Karioi	145 2 6	51 2 8	..	196 5 2	Alford, Mrs. F.	..	A F	40	0 0	Including £30 lodging-allowance.
	Pipiriki	212 17 0	18 8 8	..	231 5 8	Blathwayt, Miss E.	Lic.	H M	144	0 0	
Masterton	Pamoana	131 10 0	16 11 11	..	148 1 11	Miller, D. W.	..	A F	60	0 0	
	Puniho	182 8 8	0 2 6	0 5 3	182 16 5	Miller, Mrs. E.	E3	H M	130	0 0	
Marlborough	Okaitete	115 18 3	2 0 10	8 12 6	136 11 7	Smith, H. P.	D3	H M	20	0 0	
	..	..	..	..	..	Smith, Mrs. A. E.	..	A F	160	0 0	
Kaikoura	Turanganui	50 0 0	..	10 0 0	60 0 0	Horneman, Mrs. A.	E3	A F	40	0 0	
	Waikawa	100 0 0	6 8 8	..	106 8 8	Clemance, P. H.	D2	H M	110	0 0	
Ashley	Wairau	75 16 8	5 3 3	..	80 19 11	Clemance, Miss G.	..	A F	146	0 0	
	..	..	..	..	..	Thurtle, H. L.	..	H M	30	0 0	
Selwyn	Mangamaunu	154 13 9	6 3 0	..	160 16 9	Thurtle, Mrs. G.	..	S	110	0 0	School closed.
	..	..	..	..	..	Greensill, Mrs. L.	..	..	5	0 0	
Akaroa	Kaipoi	230 1 4	5 10 6	..	235 11 10	Comerford, W. H.	E1	H M	100	0 0	School handed over to the Marlborough Education Board on the 31st July, 1907.
	..	..	..	..	..	Nordstrom, Mrs. A.	..	..	..	..
Geraldine	Rapaki	153 11 10	4 11 0	0 7 6	158 10 4	Cosgrove, D.	D1	H M	180	0 0	
	..	..	..	..	..	Cosgrove, Miss K.	..	A F	165	0 0	
Geraldine	Little River	161 14 4	74 10 10	..	236 5 2	Lyon, C. A.	Lic.	H M	55	0 0	
	..	..	..	..	..	Tikao, Miss M.	..	A F	130	0 0	
Geraldine	..	..	..	..	..	Munro, J. B.	..	H M	20	0 0	
	..	..	..	..	..	Munro, Mrs. F. M.	..	A F	144	0 0	
Geraldine	..	..	..	..	..	Reeves, W. H.	Lic.	H M	30	0 0	With house allowance at £26 per annum.
	..	..	..	..	..	Reeves, Mrs. W.	..	A F	160	0 0	

Waikouaiti	Waikouaiti	216	3	4	6	14	3	15	4	10	238	2	5	Blathwayt, H. A. W.	Lic.	H M	168	0	0
Stewart Island	Ruapuke	100	0	0	6	0	9	..	..	..	106	0	9	Blathwayt, Miss M.	..	A F	40	0	0
Boarding-schools—	The Neck	100	0	0	8	1	0	..	..	..	108	1	0	Horan, T. ..	..	M	100	0	0
Queen Victoria, Auckland		..	..	..	400	0	0	..	..	..	400	0	0	Miller, W. M.	..	M	100	0	0
St. Stephen's, Auckland		..	..	..	754	1	0	..	..	..	754	1	0						
Turakina, Wanganui		..	..	..	175	0	0	..	..	..	175	0	0						
Te Aute, Hawke's Bay		..	..	..	250	0	0	..	..	..	250	0	0						
Hukare, Hawke's Bay		..	..	..	382	0	0	..	..	..	382	0	0						
St. Joseph's, Hawke's Bay		..	..	..	229	15	0	..	..	..	229	15	0						
Inspection		717	10	0	535	18	7	..	..	..	1,253	8	7						
Manual-instruction classes		161	13	4	271	1	3	..	..	..	432	14	7						
Other miscellaneous expenditure not chargeable to particular schools (school-books and material, scholarships, &c.)		..	..	..	1,053	16	10	7	15	0	1,061	12	10						
Totals		22,126	0	11	6,100	11	11	3,556	15	9	31,783	8	7*	..	..	..	20,869	10	0

* Including £97 1s. 8d. paid from Native reserves funds, and £800 from the Tauranga Educational Endowment Reserves Fund. Deducting recoveries, £291 4s. 3d., the result is a net expenditure of £31,492 4s. 4d.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1907.

	£	s.	d.
Teachers' salaries	21,173	3	2
Teachers' house allowances	73	14	5
Teachers' allowances for conveyance of goods, &c.	142	10	7
Teachers' removal allowances	673	4	9
Books and school requisites	666	12	1
Warming school-rooms (fuel, &c.)	71	3	6
Ferrying school-children	96	7	9
Technical-instruction classes	426	19	11
Inspectors' salaries	717	10	0
Travelling-expenses of Inspectors	534	14	2
Boarding-school fees	2,195	16	0
Travelling-expenses of scholars to and from boarding-schools	108	11	8
University scholarships	179	12	2
Nursing scholarships	86	16	3
Apprenticeship charges	57	0	0
Maintenance of buildings, repairs, and small works	799	18	4
New buildings, additions, furniture, &c.	3,340	0	9
Advertising for teachers	35	14	8
Sundries (including sewing material, &c.)	112	14	2
Total	£31,492	4	4

NOTE.—Of the above total, £97 1s. 8d. was paid from Native reserves funds, and £800 from the Tauranga Educational Endowment Reserves Fund.

Table No. 3.

CLASSIFICATION as regards AGES and RACE of CHILDREN belonging to NATIVE SCHOOLS at the end of December Quarter, 1907.

*. * M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European; E, European.

Ages.		Race.												Totals.			Percentages.	
		Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.							
					Speaking English.			Speaking Maori.										
		B.	G.	Total.	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.		
5 and under	6..	149	112	261	3	6	9	8	16	24	13	21	34	173	155	328	..	
6	"	7..	154	166	320	7	7	14	10	18	28	19	19	38	190	210	400	..
7	"	8..	208	164	372	9	7	16	26	18	44	23	26	49	266	215	481	..
8	"	9..	207	175	382	8	3	11	25	12	37	29	16	45	269	206	475	..
9	"	10..	224	172	396	15	5	20	17	14	31	23	24	47	279	215	494	..
10	"	11..	204	175	379	7	8	15	18	27	45	27	18	45	256	228	484	..
11	"	12..	218	159	377	8	10	18	24	15	39	27	24	51	277	208	485	..
12	"	13..	172	141	313	4	9	13	24	11	35	28	20	48	228	181	409	..
13	"	14..	140	115	255	12	4	16	11	15	26	12	17	29	175	151	326	..
14	"	15..	65	60	125	5	1	6	5	10	15	11	8	19	86	79	165	..
15 years and over		67	45	112	3	2	5	3	4	7	8	4	12	81	55	136	..	
Totals ..		1,808	1,484	3,292	81	62	143	171	160	331	220	197	417	2,280	1,903	4,183	..	

SUMMARY of TABLE No. 3.

Age.			Boys.	Girls.	Total.	Percentage, 1907.	Percentage for 1906.
From five to ten years .. .. .	..	..	1,177	1,001	2,178	52.1	53.2
" ten to fifteen years .. .. .	..	..	1,022	847	1,869	44.7	42.5
" fifteen upwards .. .. .	..	..	81	55	136	3.2	4.3
Totals .. .. .	..	..	2,280	1,903	4,183	100.0	100.0

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1907.

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

Schools.	School-roll.					Mean of Average Attendance of Four Quarters, 1907.	Yearly Average, adjusted by Regulations, Native Schools Code.	Grade of School for 1907.	Regularity of Attendance: Percentage of Weekly Roll-number.
	Number belonging at Beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Average Weekly Number.				
Torere	44	9	14	39	38	39	39	4	99.97
Otamauru	28	4	7	25	29	29	29	3	99.30
Rangiawhia	26	6	6	26	26	26	26	3	98.13
Reporua ⁽⁸⁾	33	0	33	32	32	32	3	97.75
Te Kao	42	6	10	38	40	39	39	4	97.5
Manaiia ⁽¹⁾	52	16	36	35	34	34	4	97.1
Takahiwai	39	6	10	35	39	37	37	4	94.87
Omaio	43	20	7	56	54	51	51	6	94.44
Karetu	21	1	8	14	15	14	14	0	93.3
Kaikohe	125	19	18	126	127	118	118	9	92.91
Whangaruru ⁽²⁾	52	15	37	39	36	36	4	92.30
The Neck	13	..	1	12	12	11	11	0	91.66
Oparure	35	11	15	31	35	32	32	3	91.43
Kenana	25	8	10	23	23	21	21	2	91.30
Parawera	56	8	6	58	57	52	52	6	91.23
Matata	33	20	18	35	33	30	30	3	90.90
Okautete	20	4	3	21	21	19	19	1	90.47
Paeroa	54	22	21	55	52	47	47	5	90.38
Tautoro	51	17	6	62	59	53	53	6	89.83
Wai-iti	37	14	10	41	38	34	34	4	89.47
Whakarara	47	11	10	48	46	41	41	5	89.13
Whirinaki	66	35	18	83	80	71	71	7	88.75
Whakarewarewa	73	24	29	68	71	63	63	7	88.73
Ranokore	47	9	17	39	44	39	41	5	88.63
Waikare ⁽⁸⁾	49	..	49	42	37	37	4	88.09
Poroti	30	14	5	39	40	35	35	4	87.50
Whangara	36	6	13	29	32	28	28	3	87.50
Whareponga	40	10	10	40	40	35	35	4	87.50
Tuparoa	82	28	34	76	87	76	76	8	87.36
Parapara	25	20	5	40	39	34	34	4	87.18
Waima	73	20	23	70	75	65	65	7	86.66
Te Pupuke	52	14	18	48	52	45	45	5	86.54
Matihetihe	25	10	8	27	29	25	25	2	86.20
Arowhenua	34	9	10	33	35	30	30	3	85.71
Peria	43	17	11	49	48	41	41	5	85.42
Nuhaka	95	20	38	77	88	75	78	8	85.23
Waitahanui	65	20	17	68	67	57	57	6	85.08
Otamatea	30	20	18	32	33	28	28	3	84.84
Waikouaiti	40	13	9	44	39	33	33	4	84.61
Te Araroa	45	19	9	55	52	44	44	5	84.61
Motuti ⁽⁸⁾	23	4	19	19	16	16	1	84.21
Kaiapoi	42	18	19	41	44	37	37	4	84.09
Te Ahuahu	24	10	10	24	25	21	21	2	84.00
Wharekahika	21	8	7	22	25	21	21	2	84.00
Pukepoto	34	7	13	28	31	26	26	3	83.87
Hapua	41	16	12	45	43	36	36	4	83.72
Mangamuka	63	8	15	56	55	46	46	5	83.63
Otaua	22	20	12	30	30	25	25	2	83.33
Rawhitiroa ⁽⁷⁾	30	5	25	24	20	24	2	83.33
Ruapuke	11	3	2	12	12	10	10	0	83.33
Rangitukia	71	16	24	65	54	56	56	6	83.07
Mangaorongo	27	8	16	19	23	19	19	1	82.61
Te Rawhiti	24	10	12	22	23	19	19	1	82.60
Tikitiki	59	15	13	61	63	52	52	6	82.54
Mangamaunu	31	8	5	34	34	28	28	3	82.35
Ahipara	55	20	15	60	62	51	51	6	82.25
Tangoio	25	15	14	26	28	23	23	2	82.14
Motukaraka	23	6	1	28	27	22	22	2	81.48
Maraeroa	42	9	13	38	43	35	35	4	81.39
Hiruharama	65	21	25	61	64	52	52	6	81.25
Touwai	34	17	23	28	31	25	27	3	80.64
Te Kotukutuku	41	23	18	46	41	33	33	4	80.49
Hauaroa	85	58	46	97	92	74	74	7	80.43
Te Kaha	46	12	8	50	51	41	41	5	80.39
Tokomaru Bay	66	47	37	76	81	65	65	7	80.25
Ranana	38	39	28	49	40	32	32	3	80.00
Oromohoe	29	13	18	34	35	28	28	3	80.00
Omarumutu	60	16	25	51	49	39	48	5	79.59
Waiomatatini	30	8	14	24	29	23	23	2	79.81
Omanaia	37	24	17	44	43	34	34	4	79.06
Poroporo	65	18	24	59	62	49	51	6	79.03
Te Kerepehi	30	15	17	28	27	21	21	2	77.77
Little River	37	17	17	37	36	28	28	3	77.77
Te Whaiti	31	20	32	19	27	21	28	3	77.77
Te Waotu	39	7	15	31	35	27	30	3	77.14
Waioweka	57	22	39	40	48	37	37	4	77.08
Te Teko	66	18	25	59	61	47	51	6	77.04

Table No. 4—continued.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, &c.—continued.

Schools.					School-roll.					Mean of Average Attendance of Four Quarters, 1906.	Yearly Average, adjusted by Regulations, Native Schools Code.	Grade of School for 1907.	Regularity of Attendance: Percentage of Weekly Roll-number.
					Number belonging at Beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Average Weekly Number.				
Te Haroto .. .. .	..	..	..	..	39	12	16	35	39	30	30	3	76.92
Papamoa .. .. .	..	..	..	..	43	18	15	46	47	36	36	4	76.60
Waimamaku .. .. .	..	..	..	..	28	8	17	19	21	16	16	1	76.19
Puniho .. .. .	..	..	..	..	41	8	7	42	42	32	32	3	76.19
Rapaki .. .. .	..	..	..	..	25	14	12	27	25	19	19	1	76.00
Oruanui .. .. .	..	..	..	..	62	15	24	53	62	47	51	6	75.81
Tuharo .. .. .	..	..	..	..	44	28	28	44	49	37	37	4	75.51
Paparori .. .. .	..	..	..	..	32	22	20	34	38	28	28	3	73.68
Obaeawai .. .. .	..	..	..	..	34	10	9	35	38	28	28	3	73.68
Pamoana .. .. .	..	..	..	..	23	13	13	23	26	19	19	1	73.08
Pipiriki .. .. .	..	..	..	..	56	22	21	57	57	41	41	5	71.93
Te Kopua .. .. .	..	..	..	..	19	9	8	20	21	15	17	1	71.42
Whakarapa .. .. .	..	..	..	..	37	28	24	41	43	32	51	6	74.42
Lower Waihou (side) .. .. .	..	..	..	..	27	15	11	31	28	19	32	3	67.86
Tokaanu .. .. .	..	..	..	..	38	32	19	51	46	32	32	3	69.56
Kariori .. .. .	..	..	..	..	28	25	23	30	32	22	24	2	68.75
Waimarama .. .. .	..	..	..	..	32	12	19	25	28	19	22	2	67.85
Whangape ⁽⁶⁾	88	45	71	62	83	56	64	7	67.47
Te Matai .. .. .	..	..	..	..	65	31	33	63	72	47	50	5	65.28
Ruatoki .. .. .	..	..	..	..	96	15	68	43	62	40	60	6	64.51
Rakaumanga .. .. .	..	..	..	..	48	15	15	48	49	31	34	4	63.27
Pamapurua .. .. .	..	..	..	..	42	5	16	31	32	20	25	2	62.50
Waimana ⁽⁴⁾	51	31	82	..	..	..	..	..	..
Waikawa ⁽⁶⁾	18	14	14	18	21	..	..	..	..
Wairau ⁽⁵⁾	17	7	24	..	..	..	..	..	..
Turanganui ⁽⁸⁾	10	0	10	..	..	..	..	..	..
Waiotapu ⁽²⁾	10	..	10	..	..	..	..	..	..
Totals for 1907 .. .. .	..	..	..	..	4,174	1,779	1,772	4,183	4,321	3,561	..	..	82.41
Totals for 1906 .. .. .	..	..	..	..	3,808	1,837	1,471	4,174	4,235	3,607	..	..	85.20

(1) Not open end 1906. (2) Closed end 1906. (3) Closed end March quarter, 1907. (4) Closed September quarter.
(5) Transferred to Marlborough Board, September quarter. (6) Closed December quarter. (7) Opened June quarter.
(8) Opened September quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1907.

*. M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European; E, European.

Schools.	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.			Totals.		
				Speaking English.			Speaking Maori.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Hapua ..	19	22	41	..	..	..	1	2	3	1	..	1	21	24	45
Te Kao ..	25	13	38	..	..	..	..	..	..	..	..	..	25	13	38
Paparore ..	12	9	21	3	1	4	..	..	..	3	6	9	18	16	34
Ahipara ..	24	27	51	..	..	..	2	1	3	4	2	6	30	30	60
Pukepoto ..	13	11	24	..	..	..	..	..	..	3	1	4	16	12	28
Pamapurua ..	15	16	31	..	..	..	..	..	..	..	..	..	15	16	31
Rangiawhia ..	12	14	26	..	..	..	..	..	..	..	..	..	12	14	26
Parapara ..	19	9	28	1	..	1	..	..	..	4	7	11	24	16	40
Peria ..	13	11	24	5	5	10	1	..	1	6	8	14	25	24	49
Kenana ..	12	7	19	..	..	..	..	..	..	2	2	4	14	9	23
Te Pupuke ..	25	23	48	..	..	..	..	..	..	..	..	..	25	23	48
Whakarara ..	25	23	48	..	..	..	..	..	..	..	..	..	25	23	48
Touwai ..	16	10	26	..	..	..	..	1	1	1	..	1	17	11	28
Whangape ..	31	22	53	..	..	..	..	1	1	6	2	8	37	25	62
Matihetihe ..	16	9	25	2	..	2	..	..	..	..	..	..	18	9	27
Whakarapa ..	17	18	35	..	..	..	4	..	4	2	..	2	23	18	41
Lower Waihou ..	15	16	31	..	..	..	..	..	..	..	..	..	15	16	31
Motuti ..	10	6	16	..	..	..	..	3	3	..	..	..	10	9	19
Motukaraka ..	7	11	18	..	..	..	6	4	10	..	..	..	13	15	28
Mangamuka ..	25	28	53	..	..	..	..	..	..	2	1	3	27	29	56
Maraeroa ..	..	..	..	..	1	1	21	16	37	..	..	..	21	17	38
Waimamaku ..	10	6	16	..	..	..	..	..	..	1	2	3	11	8	19
Whirinaki ..	49	31	80	..	..	..	..	..	..	1	2	3	50	33	83
Omanaia ..	20	18	38	..	1	1	..	..	..	2	3	5	22	22	44
Waima ..	34	35	69	..	..	..	..	..	..	1	..	1	35	35	70
Otaua ..	19	7	26	..	..	..	..	..	..	4	..	4	23	7	30

Table No. 5—continued.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1907.—continued.

Schools.	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.			Totals.		
				Speaking English.			Speaking Maori.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Kaikohe ..	70	49	119	2	3	5	1	1	2	..	..	..	73	53	126
Tautoero ..	31	24	55	..	..	..	3	4	7	..	..	..	34	28	62
Ohaeawai ..	12	15	27	4	1	5	2	1	3	..	..	..	18	17	35
Te Ahuahu ..	10	9	19	..	..	..	1	3	4	..	1	1	11	13	24
Oromahoe ..	11	8	19	..	..	..	1	1	2	7	6	13	19	15	34
Karetu ..	5	1	6	..	..	..	3	4	7	1	..	1	9	5	14
Waikare ..	30	19	49	..	..	..	..	..	..	..	..	..	30	19	49
Te Rawhiti ..	6	14	20	..	..	..	..	1	1	1	..	1	7	15	22
Whangaruru ..	4	4	8	..	..	..	18	11	29	..	..	..	22	15	37
Takahiwai ..	24	10	34	..	..	..	1	..	1	..	..	..	25	10	35
Poroti ..	10	7	17	2	..	2	3	5	8	6	6	12	21	18	39
Otamatea ..	16	13	29	..	..	..	2	1	3	..	..	..	18	14	32
Rakaumanga ..	28	16	44	..	..	..	1	2	3	..	1	1	29	19	48
Rawhitiroa ..	10	13	23	..	..	..	1	1	2	..	..	..	11	14	25
Parawera ..	23	20	43	..	..	..	..	..	..	9	6	15	32	26	58
Mangaorongo ..	9	10	19	..	..	..	..	..	..	..	..	..	9	10	19
Te Kopua ..	10	5	15	..	..	..	2	2	4	..	1	1	12	8	20
Oparure ..	6	6	12	..	..	..	7	11	18	..	1	1	13	18	31
Hauaroa ..	23	15	38	3	..	3	6	5	11	21	24	45	53	44	97
Te Waotu ..	11	8	19	3	6	9	..	1	1	2	..	2	16	15	31
Whakarewarewa ..	32	30	62	..	..	..	1	1	2	3	1	4	36	32	68
Ranana ..	22	24	46	..	..	..	2	1	3	..	..	..	24	25	49
Wai-iti ..	19	16	35	..	..	..	2	2	4	1	1	2	22	19	41
Te Whaiti ..	10	6	16	..	..	..	..	3	3	..	..	..	10	9	19
Waitahanui ..	31	32	63	..	..	..	..	..	..	4	1	5	35	33	68
Tokaanu ..	22	13	35	4	..	4	..	1	1	3	8	11	29	22	51
Oruanui ..	16	18	34	..	..	..	6	11	17	1	1	2	23	30	53
Manala ..	19	15	34	..	..	..	..	..	..	1	1	2	20	16	36
Te Kerepehi ..	14	7	21	..	..	..	..	..	..	3	4	7	17	11	28
Te Kotukutuku ..	30	15	45	..	..	..	..	..	..	..	1	1	30	16	46
Paeroa ..	15	22	37	..	..	..	5	3	8	6	4	10	26	29	55
Papamoa ..	19	17	36	..	..	..	3	..	3	4	3	7	26	20	46
Te Matai ..	35	22	57	..	..	..	..	3	3	1	2	3	36	27	63
Motiti Island ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Matata ..	10	11	21	1	3	4	..	..	..	4	6	10	15	20	35
Te Teko ..	21	31	52	..	..	..	3	1	4	2	1	3	26	33	59
Otamauru ..	10	12	22	..	..	..	..	..	..	2	1	3	12	13	25
Poroporo ..	27	24	51	..	..	..	2	2	4	2	2	4	31	28	59
Ruatoki ..	22	16	38	..	..	..	2	..	2	..	3	3	24	19	43
Waioweka ..	6	6	12	3	2	5	2	..	2	14	7	21	25	15	40
Omarumutu ..	19	30	49	..	..	..	..	..	..	1	1	2	20	31	51
Torere ..	20	16	36	..	1	1	..	1	1	1	..	1	21	18	39
Omaio ..	24	30	54	..	..	..	..	1	1	1	1	1	25	31	56
Te Kaha ..	23	22	45	1	..	1	2	..	2	1	1	2	27	23	50
Raukokore ..	14	14	28	..	..	..	6	..	6	2	3	5	22	17	39
Wharekahika ..	10	11	21	..	..	..	1	..	1	..	..	..	11	11	22
Te Araroa ..	26	22	48	..	..	..	..	..	..	3	4	7	29	26	55
Rangitukia ..	30	25	55	2	..	2	3	3	6	1	1	2	36	29	65
Tikitiki ..	34	21	55	..	..	..	3	3	6	..	..	..	37	24	61
Waiomatatini ..	10	3	13	1	3	4	2	2	4	1	2	3	14	10	24
Reporua ..	12	11	23	6	4	10	..	..	..	..	..	..	18	15	33
Tuparoa ..	35	22	57	..	..	..	7	5	12	3	4	7	45	31	76
Hiruharama ..	22	28	50	..	..	..	3	5	8	2	1	3	27	34	61
Whareponga ..	21	18	39	..	..	..	..	1	1	..	..	..	21	19	40
Tokomaru Bay ..	39	29	68	..	..	..	1	3	4	2	2	4	42	34	76
Whangara ..	14	10	24	..	..	..	..	..	..	1	4	5	15	14	29
Nuhaka ..	45	24	69	..	..	..	5	0	5	2	1	3	52	25	77
Tuhara..	21	12	33	..	..	..	1	1	2	5	4	9	27	17	44
Tangoio ..	14	10	24	..	..	..	..	..	..	1	1	2	15	11	26
Te Haroto ..	17	14	31	2	..	2	..	..	..	3	2	5	19	16	35
Waimarama ..	17	3	20	..	..	..	..	..	..	3	2	5	20	5	25
Okautete ..	6	8	14	..	..	..	..	1	1	4	2	6	10	11	21
Karioi ..	14	8	22	1	3	4	1	1	2	1	1	2	17	13	30
Pipiriki ..	24	12	36	2	1	3	1	1	2	7	9	16	34	23	57
Pamoana ..	11	9	20	..	..	..	..	..	..	3	..	3	14	9	23
Puniho ..	7	2	9	3	2	5	..	..	..	15	13	28	25	17	42
Waikawa ..	..	..	..	..	..	..	7	11	18	..	..	..	7	11	18
Mangamaunu ..	11	11	22	3	4	7	..	..	..	3	2	5	17	17	34
Kaiapoi ..	12	6	18	12	7	19	..	..	..	4	..	4	28	13	41
Rapaki ..	7	8	15	..	..	..	4	3	7	3	2	5	14	13	27
Little River ..	8	19	27	..	..	..	4	6	10	..	..	..	12	25	37
Arowhenua ..	18	9	27	..	..	..	4	2	6	..	..	..	22	11	33
Waikouaiti ..	8	11	19	3	6	9	1	..	1	9	6	15	21	23	44
Ruapuke ..	..	..	..	8	4	12	..	..	..	..	..	..	8	4	12
The Neck ..	3	1	4	4	4	8	..	..	..	..	..	..	7	5	12
Totals for 1907	1,808	1,484	3,292	81	62	143	171	160	331	220	197	417	2,280	1,903	4,183
Totals for 1906	1,848	1,504	3,352	94	82	176	132	132	264	201	181	382	2,275	1,899	4,174
Difference ..	-40	-20	-60	-13	-20	-33	39	28	67	19	16	35	5	4	9

SUMMARY of Table No. 5.

Race.	1907.			
	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	1,808	1,484	3,292	78·8
Half-caste, and between half-caste and European, speaking Maori	171	160	331	7·9
Half-caste, and between half-caste and European, speaking English	81	62	143	3·4
Europeans	220	197	417	9·9
Totals	2,280	1,903	4,183	100·00

Table No. 6.
RESULTS of INSPECTION, 1907.

[In this table the schools are arranged according to the marks obtained. See last column.]

Schools.	Condition of Records and the other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Teacher.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly through inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Total Marks—Maximum 50.
Pukepoto	10·0	10·0	10·0	10·0	9·6	49·6
Rangitukia	10·0	10·0	10·0	9·5	10·0	49·5
Kaikōhe	10·0	10·0	9·8	10·0	9·3	49·1
Matihetihe	9·8	10·0	10·0	10·0	9·0	48·8
Tōkanga	10·0	10·0	10·0	10·0	8·7	48·7
Whakarewarewa	9·5	10·0	10·0	10·0	9·0	48·5
Whirinaki	10·0	10·0	10·0	10·0	8·5	48·5
Peria	9·8	9·5	10·0	10·0	9·0	48·3
Waima	10·0	9·3	10·0	10·0	9·0	48·3
Ranana	10·0	9·9	9·5	10·0	8·8	48·2
Rangiawhia	9·7	9·5	10·0	10·0	9·0	48·2
Te Kao	9·8	9·4	10·0	10·0	9·0	48·2
Paparore	9·6	10·0	10·0	10·0	8·3	47·9
Wai-iti	9·8	9·5	9·5	10·0	9·0	47·8
Te Kaha	8·5	9·8	9·8	10·0	9·6	47·7
Manaiā	10·0	10·0	10·0	10·0	7·6	47·6
Te Pupuke	9·5	9·8	9·5	10·0	8·5	47·3
Tikitiki	10·0	9·8	10·0	9·5	8·0	47·3
Mangamuka	10·0	9·5	9·5	9·0	9·0	47·0
Nuhaka	9·5	9·4	9·8	9·5	8·7	46·9
Oruanui	8·4	10·0	10·0	9·0	9·5	46·9
Poroporo	10·0	9·5	9·0	9·5	8·7	46·7
Parawera	9·3	9·3	10·0	10·0	8·0	46·6
Torere	8·5	9·0	9·8	10·0	9·3	46·6
Whangara	10·0	9·0	10·0	9·0	8·5	46·5
Whareponga	8·5	9·0	10·0	9·0	10·0	46·5
Waioweka	10·0	9·8	8·8	9·0	8·7	46·3
Tautoro	9·6	9·3	9·3	9·0	9·0	46·2
Omaio	10·0	9·8	9·8	9·0	7·5	46·1
Tuparoa	9·8	8·5	9·0	10·0	8·7	46·0
Te Kotukutuku	9·4	9·3	9·3	9·0	8·3	45·3
Whangape	10·0	9·0	9·5	9·0	7·5	45·0
Te Araroa	9·5	8·3	8·8	9·0	9·2	44·8
Te Kopua	8·6	8·9	9·8	9·0	8·5	44·8
Parapara	9·4	8·5	10·0	9·0	7·7	44·6
Okautete	9·6	9·4	10·0	8·5	6·7	44·2
Otamatea	8·3	9·5	10·0	9·0	7·2	44·0
Takahiwai	9·8	8·9	9·3	8·5	7·3	43·8
Pamoana	9·0	9·3	9·8	7·5	8·0	43·6
Waikouaiti	8·5	8·5	8·6	9·0	9·0	43·6
Te Teko	9·5	9·3	8·5	9·0	7·1	43·4
Matata	9·3	8·0	8·8	8·5	8·7	43·3
Pipiriki	10·0	9·3	9·3	8·0	6·7	43·3
Rakaumanga	10·0	8·0	8·0	8·5	8·5	43·0
Karioi	8·8	9·0	9·1	8·5	7·5	42·9
Maraeroa	9·2	9·0	8·9	7·5	8·3	42·9
Kenana	9·3	8·9	9·0	8·0	7·5	42·7
Te Kerepehi	9·8	8·0	9·4	8·5	7·0	42·7
Whakarara	9·2	9·4	9·3	7·5	7·2	42·6

Table No. 6—continued.
RESULTS OF INSPECTION, 1907—continued.

Schools.					Condition of Records and the other School Docu- ments, except the Time- table.	Organization of School, and Condition of Build- ings, Furniture, and Ap- pliances, so far as this depends on the teacher.	Discipline, including Order, Time, and Punctu- ality.	Methods, judged partly through inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Total Marks— Maximum 50.
Karetu ..	..	..	..	..	8.6	9.3	9.3	8.0	7.3	42.5
Paeroa ..	..	..	..	..	9.0	8.8	8.1	9.0	8.0	42.4
The Neck ..	..	..	..	..	9.6	8.9	9.1	8.0	6.8	42.4
Touwai ..	..	..	..	..	10.0	9.5	8.6	7.5	6.7	42.3
Waimarama ..	..	..	..	..	10.0	9.0	9.5	7.5	6.8	42.3
Te Whaiti ..	..	..	..	..	9.4	8.8	10.0	8.0	6.0	42.2
Waiomatatini ..	..	..	..	..	9.5	9.5	9.5	8.0	5.6	42.1
Te Rawhiti ..	..	..	..	..	8.8	9.3	8.8	8.0	7.0	41.9
Waitahanui ..	..	..	..	..	8.3	8.9	8.5	8.5	7.7	41.9
Rapaki ..	..	..	..	..	9.9	8.2	8.6	7.5	7.3	41.5
Hauaroa ..	..	..	..	..	8.6	9.0	8.0	7.7	8.0	41.3
Poroti ..	..	..	..	..	9.2	9.6	9.5	6.5	6.0	40.8
Oromahoe ..	..	..	..	..	9.3	8.3	8.3	7.5	6.7	40.1
Hiruharama ..	..	..	..	..	7.3	7.8	7.5	9.0	8.0	39.6
Otamauru ..	..	..	..	..	9.0	8.0	8.8	8.0	6.0	39.3
Otaua ..	..	..	..	..	9.2	7.8	8.0	8.0	6.3	39.3
Raukokore ..	..	..	..	..	9.4	8.5	8.5	7.5	5.3	39.2
Te Haroto ..	..	..	..	..	8.0	8.0	8.8	8.0	6.3	39.1
Mangamaunu ..	..	..	..	..	9.0	8.3	8.1	7.0	6.7	39.1
Wharekahika ..	..	..	..	..	9.3	8.3	7.3	8.0	6.0	38.9
Ruatoki ..	..	..	..	..	8.8	8.5	7.3	8.0	6.2	38.8
Oparure ..	..	..	..	..	8.0	8.9	8.7	6.5	6.5	38.6
Waimamaku ..	..	..	..	..	7.4	8.8	8.0	7.0	7.2	38.4
Puniho ..	..	..	..	..	9.4	8.3	7.8	7.0	5.5	38.0
Arowhenua ..	..	..	..	..	8.6	8.3	6.8	7.0	7.0	37.7
Papamoa ..	..	..	..	..	8.3	8.0	7.3	7.0	7.0	37.6
Te Waotu ..	..	..	..	..	9.3	8.4	8.6	6.0	5.3	37.6
Hapua ..	..	..	..	..	8.7	8.5	5.5	8.0	6.7	37.4
Omanaia ..	..	..	..	..	9.4	7.0	7.3	7.0	6.7	37.4
Ahipara ..	..	..	..	..	9.4	7.9	7.4	6.0	6.2	36.9
Omarumutu ..	..	..	..	..	7.0	7.0	8.3	8.0	6.5	36.8
Tangoio ..	..	..	..	..	8.5	7.8	8.0	7.5	4.7	36.5
Little River ..	..	..	..	..	7.5	8.0	7.0	7.0	5.5	35.0
Ohacawai ..	..	..	..	..	9.2	7.8	7.0	7.0	3.7	34.7
Whangaruru ..	..	..	..	..	7.8	6.5	7.8	7.0	5.0	34.1
Te Matai ..	..	..	..	..	7.0	7.5	6.3	7.0	5.7	33.5
Pamapurua ..	..	..	..	..	9.3	8.1	5.7	5.0	5.0	33.1
Mangaorongo ..	..	..	..	..	8.2	7.3	6.1	6.0	5.0	32.6
Tokomaru Bay ..	..	..	..	..	4.0	5.8	6.5	7.0	9.0	32.3
Whakarapa ..	..	..	..	..	7.6	7.5	4.6	5.0	7.2	31.9
Motukaraka ..	..	..	..	..	7.8	7.3	6.0	5.0	5.7	31.8
Te Ahuahu ..	..	..	..	..	7.6	6.3	6.8	6.0	4.7	31.4
Waikawa ..	..	..	..	..	7.0	7.5	6.5	5.0	5.3	31.3
Lower Waihou ..	..	..	..	..	7.5	7.7	5.0	5.0	6.0	31.2
Ruapuke ..	..	..	..	..	7.0	5.1	6.6	7.0	4.7	30.4
Kaiapoi ..	..	..	..	..	1.3	5.7	3.7	6.0	9.7	26.4

Table No. 7.

RESULTS of EXAMINATION, 1907.

[In this table the schools are arranged in order of the percentage obtained.]

Schools.	Number on the Roll.	Passes of Pupils examined.							Examination Percentage.	Certificates of Competency issued.	Certificates of Proficiency issued.
		VII.	VI.	V.	IV.	III.	II.	I.			
Te Kopua	21	..	..	..	2	3	4	6	100.0	..	..
The Neck	13	..	..	..	1	..	5	1	100.0	..	..
Whangara	27	..	..	7	6	4	..	4	100.0	..	..
Matihetihe	26	..	..	..	2	5	1	..	99.72	..	..
Wai-iti	37	..	..	..	3	6	9	5	97.4	..	..
Te Kerepehi	20	..	..	..	2	3	5	3	97.24	..	..
Rangiawhia	25	..	..	1	4	2	3	2	96.66	..	..
Torere	43	..	1	1	7	4	5	2	94.99	..	..
Parawera	57	..	1	7	6	13	4	7	94.0	..	1
Waima	64	..	..	..	4	4	10	6	91.64	..	..
Waioweka	36	..	1	..	6	5	5	2	89.12	..	..
Pukepoto	28	1	1	1	2	5	3	1	88.6	..	..
Parapara	39	..	..	2	3	6	4	7	86.72	..	..
Kaikohē	122	2	1	3	4	10	15	20	84.0	3	1
Paeroa	48	..	1	..	8	8	5	2	83.8	..	..
Otamauru	28	..	1	1	2	3	7	3	83.63	..	..
Whareponga	37	..	..	..	1	4	4	6	83.6	..	..
Ruatoki	40	..	..	..	1	..	8	4	83.02	..	..
Te Kotukutuku	35	..	..	..	2	6	6	6	83.0	..	..
Paparore	25	..	..	2	1	1	4	6	82.5	..	..
Tokomaru Bay	78	..	..	..	3	5	10	8	82.0	..	..
Peria	42	..	..	4	7	3	6	4	81.52	..	..
Mangamaunu	32	..	..	..	4	4	6	2	80.9	..	..
Rapaki	24	..	1	1	4	2	..	6	80.7	1	..
Waitahanui	62	..	1	..	..	..	12	14	78.0	..	1
Ranana	32	..	..	1	4	1	..	6	75.8	1	..
Omaio	54	..	..	..	3	6	3	6	75.65	..	..
Ruapuke	12	..	..	..	3	1	3	2	75.4	..	..
Whakarara	41	..	..	..	3	3	9	6	73.66	..	..
Tuparoa	78	4	..	5	5	10	9	4	73.61	..	..
Otamatea	34	..	..	..	..	2	7	3	73.5	..	..
Pipiriki	57	..	..	4	2	7	2	8	73.1	..	..
Oparure	35	..	..	..	..	..	5	11	73.09	..	..
Manaia	36	..	..	1	2	..	5	2	72.9	..	..
Takahiwai	39	..	..	1	3	8	2	3	72.7	..	..
Otaua	22	..	..	1	2	2	..	3	72.6	..	..
Matata	26	..	..	2	1	1	3	4	71.3	..	..
Te Kao	38	..	1	1	1	5	5	5	70.93	..	..
Oromahoe	31	..	..	1	1	2	3	6	70.67	..	..
Waimarama	31	..	..	..	..	..	1	10	70.34	..	..
Papamoa	46	..	..	..	1	2	4	8	70.0	..	..
Arowhenua	38	..	1	..	1	..	2	8	69.1	1	..
Kaiapoi	36	..	..	..	3	3	3	..	68.91	..	..
Te Teko	57	..	1	..	3	1	9	2	68.79	..	..
Te Kaha	43	..	1	..	2	2	2	4	68.75	1	..
Whakarewarewa	72	..	..	11	8	4	6	4	68.4	..	..
Te Pūpūke	47	..	..	..	1	2	2	6	68.38	..	..
Te Haroto	37	..	..	..	2	3	4	4	68.15	..	..
Tokaanu	43	..	..	4	3	..	5	3	66.66	..	..
Puniho	40	..	2	2	..	4	3	..	66.52	..	2
Te Rawhiti	22	..	..	..	..	1	6	..	66.0	..	..
Oruanui	61	..	..	..	1	1	8	2	65.88	..	..
Te Matai	60	..	1	..	3	4	11	9	65.51	1	..
Waikouaiti	38	..	1	1	4	2	1	1	65.2	..	..
Waimamaku	20	..	..	..	2	..	2	3	64.41	..	..
Rangitukia	61	1	..	4	..	2	3	4	64.08	..	..
Karetu	16	..	..	..	1	3	4	2	64.0	..	..
Mangamuka	58	..	..	1	1	4	9	10	63.0	..	..
Okautete	21	..	..	..	..	..	..	7	62.5	..	..
Maraeroa	38	..	..	3	..	5	2	1	61.67	..	..
Tautoro	50	..	..	..	..	..	..	7	61.58	..	..
Kenana	23	..	..	..	..	1	2	3	60.88	..	..
Te Araroa	48	..	1	1	2	3	3	4	59.96	1	..
Hauaroa	80	1	1	2	9	12	9	1	59.54	..	1
Touwai	30	..	1	1	..	1	..	7	57.14	..	..
Tangoio	26	..	..	..	1	..	3	3	56.6	..	..
Waiomatatini	29	2	..	..	3	2	..	1	55.4	..	..
Poroporo	59	..	1	1	2	4	5	4	55.1	1	..
Tikitiki	63	..	2	..	2	5	4	1	54.39	..	..
Raukokore	46	..	1	..	2	2	3	3	54.13	1	..
Te Ahuahu	21	..	..	1	1	..	2	..	52.6	..	..
Ahipara	62	..	..	1	2	5	4	2	52.54	..	..
Motukaraka	22	..	..	..	..	3	2	..	51.2	..	..
Pamoana	25	..	1	1	1	2	1	1	51.11	1	..
Little River	32	..	..	..	2	3	4	1	50.55	..	..
Karioi	37	..	..	..	..	1	7	..	49.71	..	..
Poroti	39	..	..	..	..	2	3	5	49.32	..	..
Hiruharama	59	..	2	1	2	1	3	4	47.28	..	2
Whirinaki	78	..	..	3	1	2	3	2	46.91	..	..
Wharekahika	28	..	..	..	..	..	2	1	44.5	..	..
Te Whaiti	31	..	..	..	..	..	..	7	42.9	..	..
Waikawa	15	..	..	..	..	..	..	..	42.8	..	..

Table No. 7—continued.
RESULTS of EXAMINATION, 1907—continued.

Schools.	Number on the Roll.	Passes of Pupils examined.							Examination Percentage.	Certificates of Competency issued.	Certificates of Proficiency issued.
		VII.	VI.	V.	IV.	III.	II.	I.			
Mangaorongo	20	..	..	..	..	..	..	5	41.59	..	..
Omarumutu	48	..	..	..	1	1	4	..	38.09	..	..
Ohaeawai	32	..	..	..	..	..	2	3	36.64	..	..
Whakarapa	36	..	..	..	1	3	..	..	36.09	..	..
Omanaia	32	..	..	..	1	2	..	1	35.73	..	..
Rakaumanga	48	..	..	..	2	2	3	2	35.62	..	..
Te Waotu	38	..	..	2	2	1	1	..	34.9	..	..
Nuhaka	88	..	..	1	9	8	10	5	34.0	..	..
Whangaruru	30	..	..	..	1	4	1	..	31.5	..	..
Whangape	64	..	..	..	1	1	3	2	29.33	..	..
Lower Waihou	23	..	..	..	..	..	..	2	24.61	..	..
Hapua	43	..	..	..	..	..	..	..	21.07	..	..
Pamapurua	29	..	..	..	..	..	..	..	19.88	..	..
Total for 1907	3813	11	27	89	198	268	360	357	..	12	8
Total for 1906	3948	11	42	75	267	368	426	474	..	24	29
Difference	-135	..	-15	14	-69	-100	-66	-117	..	-12	-21

Table No. 8.

CLASSIFICATION as regards STANDARDS and RACE of PUPILS on the SCHOOL ROLLS at the End of December, 1907.

Standards.	Race.												Totals.		
	Of Maori Race. M and M Q.			Of Mixed Race. H and E Q.						Europeans.					
				Speaking English.			Speaking Maori.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Preparatory class	746	641	1,387	23	17	40	79	79	158	65	61	126	913	798	1,711
Standard I ..	261	217	478	9	6	15	17	15	32	18	18	36	305	256	561
Standard II ..	260	196	456	12	6	18	18	29	47	24	35	59	314	266	580
Standard III ..	234	182	416	14	14	28	25	10	35	31	21	52	304	227	531
Standard IV ..	162	153	315	13	7	20	19	13	32	36	19	55	230	192	422
Standard V ..	106	78	184	6	8	14	6	11	17	19	20	39	137	117	254
Standard VI ..	39	17	56	4	4	8	7	3	10	27	23	50	77	47	124
Standard VII ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Totals ..	1,808	1,484	3,292	81	62	143	171	160	331	220	197	417	2,280	1,903	4,183

NOTE.—M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European. For the purposes of this classification the language spoken in the home is taken.

SUMMARY of TABLE showing STANDARD CLASSIFICATION.

Standards.	Boys.	Girls.	Totals 1907.	Totals 1906.
Preparatory classes	913	798	1,711	1,618
Class for Standard I	305	256	561	568
" II	314	266	580	646
" III	304	227	531	545
" IV	230	192	422	452
" V	137	117	254	241
" VI	77	47	124	104
" VII	..	..	..	..
Totals	2,280	1,903	4,183	4,174

Table No. 10.

STANDARDS PASSED by EUROPEAN CHILDREN attending NATIVE SCHOOLS examined during the YEAR 1907.

Education Districts.	Standards Passed.							Certificates of Competency.	Certificates of Proficiency.
	I.	II.	III.	IV.	V.	VI.	VII.		
Auckland	24	42	34	41	28	23		3	3
Taranaki	2	3	7	3	3	3		..	2
Wanganui	3	4	4	1	0	2		..	..
Wellington	0	1	0	1	0	0		..	..
Hawke's Bay	6	9	3	4	5	17		1	2
North Canterbury	0	0	3	3	1	1		..	..
Otago	1	1	1	2	2	4		..	..
Totals	36	60	52	55	39	50		4	7

Table No. 11.

CHILDREN of MAORI and MIXED RACES attending PUBLIC SCHOOLS, December, 1907.

Education Districts.	Of Maori Race.			Of Mixed Race living as Maoris.			Of Mixed Race living as Europeans.			Total.			Number of Schools attended.	Certificates granted.	
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		Competency.	Proficiency.
Auckland	767	546	1,313	40	37	77	386	368	754	1,193	951	2,144	238	4	17
Taranaki	27	19	46	2	..	2	16	13	29	45	32	77	14	..	..
Wanganui	184	112	296	7	7	14	27	33	60	218	152	370	45	1	2
Wellington	113	105	218	21	16	37	42	44	86	176	165	341	39	5	1
Hawke's Bay	266	166	432	26	19	45	96	67	163	388	252	640	46	5	10
Marlborough	11	11	22	11	6	17	10	8	18	32	25	57	10	..	..
Nelson	18	16	34	2	1	3	2	..	2	22	17	39	8	..	..
Grey .. ..	..	..	..	..	..	..	..	1	1	..	1	1	1	..	..
Westland	4	4	8	..	..	..	5	4	9	9	8	17	2	..	..
North Canterbury	10	6	16	2	3	5	15	12	27	27	21	48	17	..	..
South Canterbury	8	9	17	..	..	..	1	2	3	9	11	20	4	..	..
Otago	12	8	20	5	2	7	26	27	53	43	37	80	13	..	..
Southland .. ..	..	..	..	15	12	27	74	53	127	89	65	154	25	2	..
Totals for 1907	1,420	1,002	2,422	131	103	234	700	632	1,332	2,251	1,737	3,988	462	17	30
Totals for 1906	1,467	1,027	2,494	112	99	211	657	590	1,247	2,236	1,716	3,952	448	16	13
Difference	-47	-25	-72	19	4	23	43	42	85	15	21	36	14	1	17

Table No. 12.

(a.) NUMBER of MAORI PUPILS receiving Higher Education, &c., at the End of 1907.

School.	Government Pupils.		Private Pupils.	Totals.
	Scholarship-holders formerly attending Native Schools.	Temporary.		
Boarding-schools—				
St. Stephen's (boys), Parnell, Auckland	30	..	30*	60
Te Aute (boys), Hawke's Bay	10	..	55†	65
Hukarere (girls), Napier	18	2	42	62
St. Joseph's (girls), Napier	4	9	23	36
Queen Victoria (girls), Auckland	19	..	18	37
Turakina (girls), Wanganui	3	5	13	21
Totals	84	16	181	281

* Including 1 European.

† Including 6 Europeans.

Table No. 12 *continued.*

(b.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Scholarships High Schools or Colleges at the End of 1907.

Number.		Primary School.	High School or College at which Scholarship is held.
M.	F.		
1	...	Kaihu	Te Aute.
1	...	Woodhill	Auckland Grammar School.

(c.) NUMBER of MAORI STUDENTS, formerly attending Native Schools and Colleges, holding University Scholarships at the End of 1907.

Number.	University Course.	University at which Scholarship is held.
1	Law	Auckland University College.
1	Arts	Canterbury College.
1	Medicine	Otago University.

(d.) NUMBER of MAORI PUPILS, formerly attending Native Schools, holding Industrial Scholarships at the End of 1907.

Number.	Native School.	Trade to which Scholars are apprenticed.	District.
1	Hapua	Blacksmith	Auckland.
1	Whirinaki	Builder	"
1	Tikitiki	"	"
2	Rangitukia	Blacksmith	East Coast, Gisborne.
1	"	Saddler	Auckland.

(e.) NUMBER of MAORI PUPILS, formerly attending Primary Schools, holding Industrial Scholarships at the End of 1907.

Number.	Primary School.	Trade to which Scholars are apprenticed.	District.
1	Hukerenui South ...	Government Railway Workshops	Auckland.

(f.) NUMBER of MAORI PUPILS, formerly attending Native Boarding-schools, holding Hospital Nursing Scholarships at the End of 1907.

Number.	Kind of Scholarship.	Boarding-school.	District Hospital.
1	Day-pupil	St. Joseph's	Napier Hospital.
1	Day-pupil	Hukarere	Napier Hospital.
1	Day-pupil	Queen Victoria	Auckland Hospital.
1	Probationer ... ..	...	Rawene, Hokianga Hospital.
1	Probationer ... ..	...	Napier Hospital.
1	Probationer ... ..	...	Wellington Hospital.

Approximate Cost of Printing.—Preparation, not given; printing (1,900 copies), £80 13s. 6d.

By Authority: JOHN MACKAY, Government Printer, Wellington.—1908

Price 1s.]

Hokianga Schools.



GROUP OF GIRLS OMANAIA



MATIHETIHĒ



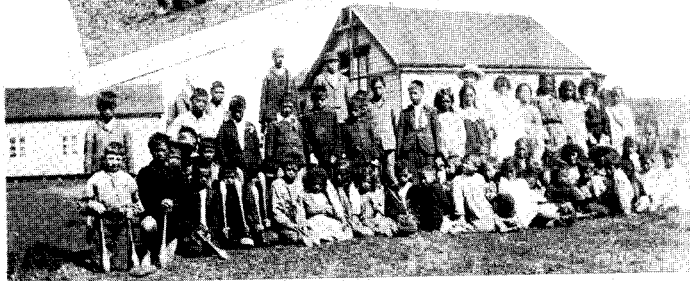
WHIRINAKI CHILDREN



MOTUTI TEMPORARY BUILDINGS



WAIMA



MANGAMUKA

Bay of Islands Schools



CHILDREN AT OHALAWAI



WHANGARURU. SHOWING CHILDREN



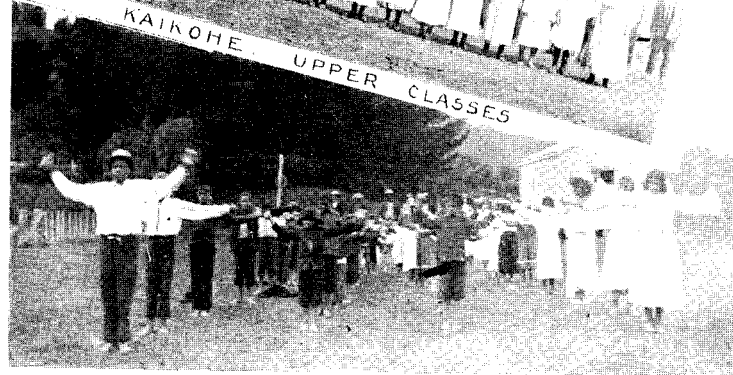
WHANGARURU



KARETU



KAIKOHE. UPPER CLASSES

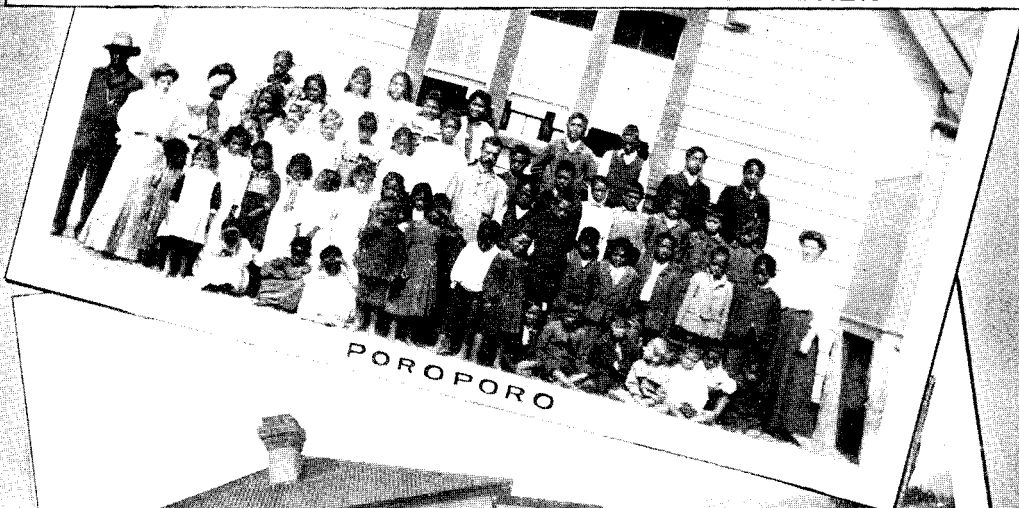


WAIKARE. SCHOOL CHILDREN

Bay of Plenty Schools



SOME OF THE TE KAHU SCHOOL CHILDREN.



POROPORO



RAUKOKORE



OMAIO

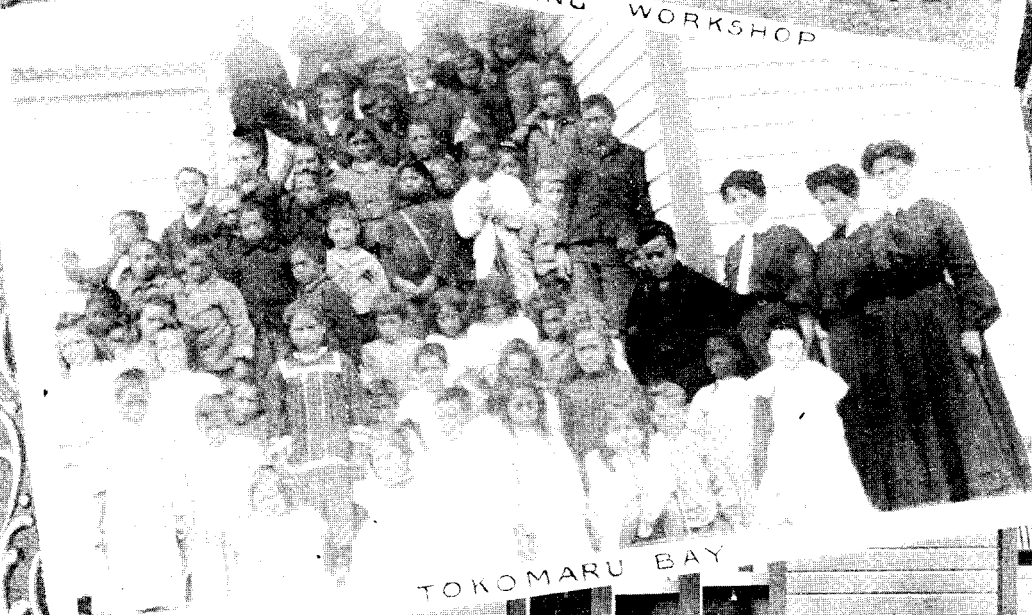
East Coast Schools



WHAREPONGA, CHILDREN AND PEOPLE



RANGITUKIA, SHOWING WORKSHOP

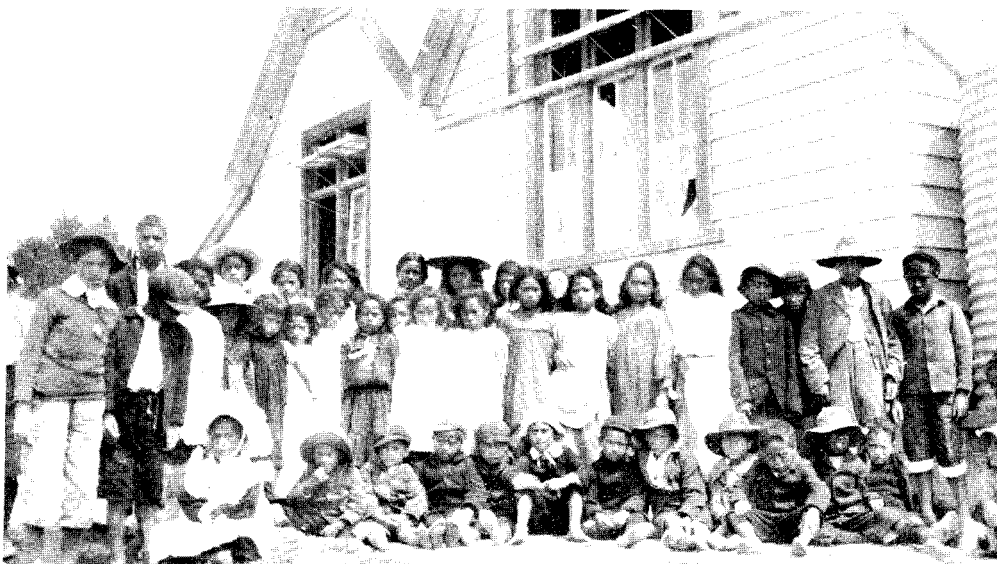


TOKOMARU BAY

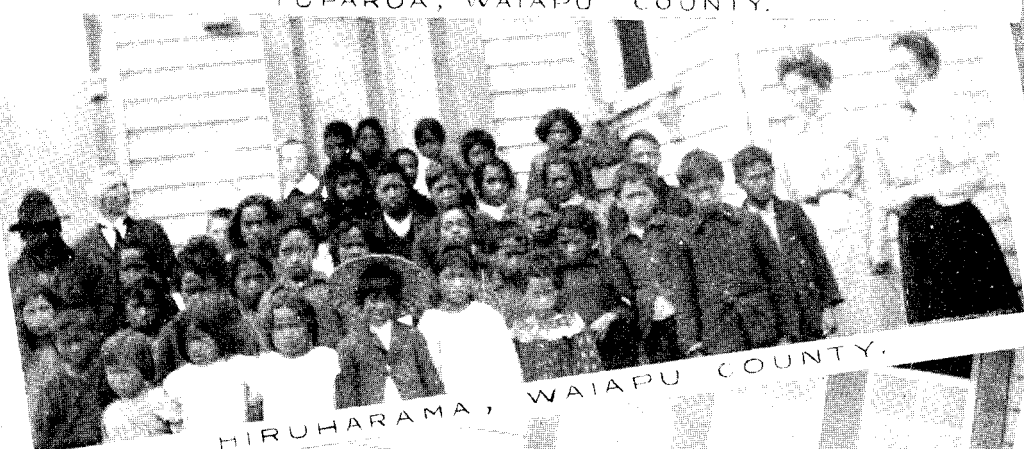


NUHAKA

Native Schools



TUPAROA, WAIAPU COUNTY.



HIRUHARAMA, WAIAPU COUNTY.



WHANGARA, COOK COUNTY.



TUHARA WAIROA, HAWKE'S BAY.

Wairoa N. B.



Wanganui School.



Karioi Native School Committee,
1908.



Karioi Infant Class Work



MEETING OF NATIVE SCHOOL TEACHERS AUCKLAND JAN 1908.



HIGHER EDUCATION - GIRLS OF HUKARERE SCHOOL.

