1910.

NEW ZEALAND.

EDUCATION:

NATIVE SCHOOLS.

[In continuation of E.-3, 1909.]

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

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No. 1.

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

THE number of Maori village schools in operation at the end of the year 1909 was ninety-four. During the year three new schools were opened—viz., Whangape, Pawarenga, and Waitapu—all in the Hokianga district; and two schools—Hauaroa or Taumarunui, in the King-country, and Ruapuke Island, Foveaux Strait—were transferred to the control of the Education Boards in their respective districts. The school at Ngongotaha, Rotorua, and the side school at Lower Waihou, Hokianga, were closed during the year; while the schools at Pamoana, Wanganui River, and Te Kopua, King-country, were closed temporarily for want of teachers.

On the rolls of the ninety-four schools at the 31st December, 1909, there were 4,121 children, as against 4,217 at the end of 1908. The average attendance for the year was 3,680, the percentage of regularity being 85·4, an increase of 1 per cent. on that of the previous year. The average weekly roll number shows a slight falling-off, being 4,308, as against 4,479, a result due largely to the transfer of the schools above referred to. The number of pupils on the rolls of the six Native mission schools was 231, and on those of the secondary Native schools 360. At the end of the year, therefore, the total roll number of all the Native schools inspected by officers of the Department was 4,712, the average weekly roll being 4,898, and the gross average attendance being 4,213.

The number of institutions that offer secondary education to Maori boys or girls has been increased this year, and now amounts to nine, at eight of which the Government provides a number of free places tenable for two years by children who have qualified under the regulations. The number of free places

held at the end of the year 1909 was 124. In addition to the provision under the Senior Scholarship Regulations for apprenticing Maori boys to various trades, arrangements have been made in the regulations issued during the year by which boys, as the holders of agricultural scholarships, may receive a practical training in general farming. The scheme for the training of Maori girls as nurses has now matured, and the two girls who were the first to qualify as registered nurses are now following their profession amongst their people.

The new regulations relating to Native schools, which were compiled and issued to teachers during the year, are now in operation. The syllabus of work therein will be found to follow closely that prescribed for the public schools of the Dominion, a fact which bears testimony to the advance made by the Native schools in recent years.

The total expenditure on Native schools during the year, including £29 10s. 6d. paid from Native reserves funds, was £32,917 16s. Deducting recoveries, £137 17s., the net expenditure amounts to £32,779 19s., as against £33,234 19s. 1d. in 1908. Included in this is the sum of £3,509 9s. 2d. expended on new buildings and additions, £2,704 12s. 3d. on secondary education, including boarding-school fees for holders of scholarships from village schools, industrial scholarships, and nursing scholarships.

The staffs of the village schools included seventy-six masters, eighteen mistresses in charge, 104 assistants, and five sewing-teachers. The total amount paid in salaries for 1909 was £22,177 14s. 9d., the average salary of the head teachers being £169 12s. 4d.

At the end of the year the standard classification of the children in the village schools was as follows :—

Class P	1,902
Standard I	493
Standard II	444
Standard III	448
Standard IV	455
Standard V	229
Standard VI	121
Standard VII	29

Nineteen certificates of proficiency and thirty-eight of competency were gained by children in the village schools during the year. There were 391 European children in attendance at Native schools, 355 of whom were in December, 1909, in the Preparatory classes and lower standards, and thirty-six in Standards VI and VII. Four certificates of proficiency and ten of competency were gained by European children during the year.

Of the 4,121 children on the rolls of the schools in December, 1909, 86·7 per cent. were Maoris speaking Maori in their homes, 3·8 per cent. were Maoris speaking English, and 9·5 per cent. were Europeans. In connection with this classification and with the tables that accompany this report, it is to be noted that the term "Maori" as now defined applies only to children who are by birth full Maori, three-quarter Maori, or half-caste, and excludes children who are three-quarter European.

In various public schools in the Dominion there were at the end of 1909 4,434 children of Maori or mixed race. Tables 11 and 11A show the classification of these children according to districts, ages, and standards respectively. Twenty-one certificates of proficiency and four of competency were gained by Maori children in public schools.

So far as can be ascertained from the statistics obtainable the number of children of Maori or mixed race (omitting Maoris attending public secondary schools and Maoris at schools not under Government inspection, of whom no separate return is made) is as follows :—

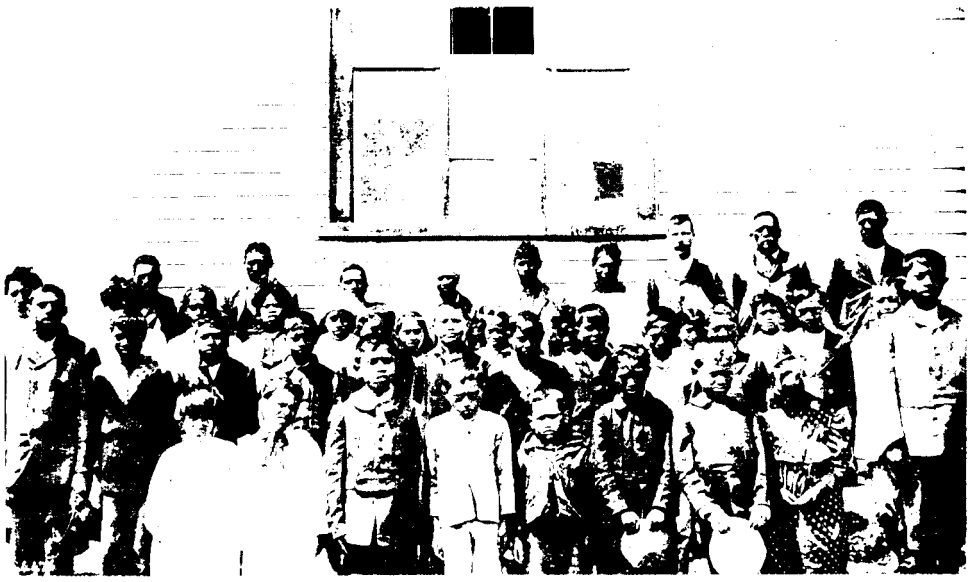
—	Actual Number.		Number per 10,000 of Maori Population at Census of 1906 (47,731).	
I. Primary schools—				
(a.) Government Native schools	4,121		863·4	
(b.) Mission schools	231		48·4	
(c.) Public schools	4,434		928·9	
		8,786		1,840·7
II. Secondary schools		360		75·4
Special technical training		13		2·7
Totals		9,159		1,918·8

No. 2.

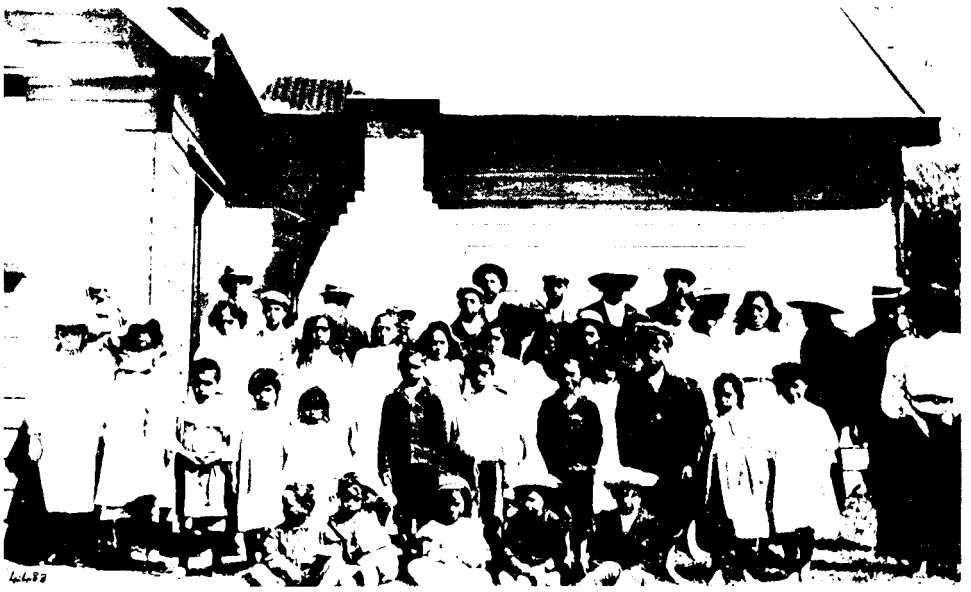
The Inspectors of Native Schools to the Inspector-General of Schools.

Sir,— Wellington, 22nd April, 1910.

In accordance with instructions, we have the honour to place before you our report on the general condition of the Native schools and the work done by them during the year 1909.



Te Kao Native School. Committee and Children.



Waitapu Native School (reopened 1909).

Waima Native School.

New Schools, etc., 1909.

At the end of 1908 there were ninety-seven village schools in active operation. During the year 1909 three new schools were opened, four were closed, and two were transferred to Education Boards, so that there were ninety-four schools working at the end of 1909.

The new schools opened during the year were *Whangape*, on the north side of Whangape Harbour; *Pawarenga*, on the south side of Whangape Harbour; and Waitapu, near the mouth of Hokianga Harbour.

The schools at *Ngongotaha*, Rotorua; *Lower Waihou* (side school), Hokianga; *Pamoana*, Wanganui River; and *Te Kopua*, King-country, were closed; the two last named, however, being closed temporarily only. The schools at *Hauaroa* (Taumarunui), King-country, and *Ruapuke Island*, in Foveaux Strait, were transferred to the Auckland and Southland Education Boards respectively.

There is a good prospect of establishing schools at the following places, viz.: *Rakaunui* and *Taharoa* (Kawhia); *Te Huruhi*, Waiheke Island; *Orauta*, near Kawakawa, Bay of Islands; *Waiomio*, also near Kawakawa, Bay of Islands; *Rangitahi*, Galatea, Hot Lakes District, and *Pakiri*, near Frasertown, Hawke's Bay. The matter of acquiring the site is now in hand in all these cases.

As the result of investigations made, no action is to be taken in the case of *Waihapa* and *Taupo*, near Whangaroa, and of *Te Tii-Mangonui*, Bay of Islands. Further inquiries are to be made at the earliest convenient opportunity into the following proposals, viz.: *Horoera*, East Cape; *Whakaki*, Hawke's Bay; *Pukehina*, Maketu, Bay of Plenty; *Oruawharo*, Port Albert, Kaipara; *Maungatapu*, Tauranga, Bay of Plenty; and *Mangatuna*, East Coast. Less promising cases appear to be *Mangatangi*, Waikato; *Okere*, Rotorua; *Pakowhai*, Gisborne; and *Hanga*, Waikato.

We have again to call attention to the delay that is under present conditions unavoidably caused in the acquisition of school-sites. We have no doubt that the prospects of new schools are seriously impaired, and the enthusiasm of the people damped by the delay.

General Remarks.

Reading.—The reading in our schools continues to show steady improvement, and may be regarded as generally satisfactory. The weak element is the want of comprehension of the language and the subject-matter. It is true that in most schools the children know the meaning of individual words, but they fail to realise the mental pictures which the reading of an interesting story should create in their minds: they are merely saying words.

Another drawback, and one quite as serious perhaps as the former, is that we seem to make very little progress in inculcating a love for reading. Apart from the ordinary School Reader and the *School Journal*, Maori children, as a rule, have nothing to read, and read nothing. It is true that in many of the schools the teachers have endeavoured to stimulate the love for reading by establishing school libraries; but the Maori pupils, with few exceptions, do not seem generally to be very eager to read the books thus supplied. We feel sure that this is a very great drawback indeed, and shall be glad if teachers will give this matter their earnest attention. If the teacher were to read to the children at stated intervals simple stories of an interesting character, much good would ensue. Indeed, in the infant classes the telling or reading of nursery stories and fairy tales should be regarded as an essential part of the work in English. Any device on the part of teachers that will create, along with the ability to read, the desire to read will be gladly accepted.

The infant classes, as a whole, are making good progress on sound lines. Their pronunciation is generally very good, though in not a few schools we find that the children do not speak out as loudly as they should. The method of teaching reading has greatly improved during the past few years, and the use of the look-and-say and phonic methods in combination is now general. The amount of reading covered by the primer classes in some of the schools is not, however, reasonably sufficient in proportion to the time during which the pupils have been at school. Reference to some of the class lists submitted to us during recent visits of inspection shows that pupils who have been from three to six months at school have made practically no advance in reading during that time, and, in the case of a few schools, comparison of the class lists of one year with those of the previous year shows that pupils whose names appear on both lists, and who, therefore, have completed a full year at school, have not got beyond the simplest look-and-say words—which, we venture to say, could be thoroughly taught in a month. This is a matter which we think requires serious attention. We have generally laid it down that before promotion is made to P. 3, both primers should be read, and before a child enters Standard I he should have read both Infant Readers. The whole of this preparatory work can be done by the best of the children under good teaching in two years: at the most, it should not take more than three.

We note a decided improvement in the recitation, and find also that the children are taking much interest in it; the pupils in the lowest classes are especially fond of it, and do not regard their examination as being complete without it. Indeed, in one school they came back after being dismissed to demand that the Inspector should hear their recitation. The parents, too, have frequently expressed to us their appreciation of their children's learning poetry, and they derive much pleasure from it. Apart from the pleasure that the recitation of poetry thus affords, it has already been shown to play a very useful part in connection with English, and it therefore deserves greater attention as a subject of the school course than it has hitherto received.

Spelling.—There is little to find fault with in the work of the lower classes. As is only to be expected, children who have been taught consistently from word-building and sounds write words from dictation with very few mistakes. We do not find in these classes the confusion between "pig" and "big," "road" and "load," &c., that was formerly so common, though we find, in the case of pupils admitted from schools where the obsolete alphabetic method is still in vogue, that the simplest words are misspelt. With regard to the dictation in the higher classes, we think that teachers might well

devote some attention to the teaching of punctuation, which, inasmuch as it demands an intelligent comprehension of the subject-matter, forms an important factor in the teaching of English. As regards the spelling itself, we consider that steady improvement continues to be made.

Writing.—In comparatively few schools can the writing be regarded as excellent, and it seldom attains to a higher degree of efficiency than is indicated by the mark "satisfactory." The children in the Preparatory classes still write much better, relatively speaking, than those of the upper classes, where the teaching is probably less careful, and the work is not so thoroughly supervised. It is not sufficient that the teacher should merely give out copybooks and instruct the children to go on writing while he takes another class, leaving the writing to teach itself. The copybooks are intended to be used only during the time that the writing is being actually taught. Moreover, as we have remarked in former reports, the benefits of the teaching are often undone by allowing children to write carelessly when doing other written work. The pupils should be expected to write with care, and to follow the style that is set in the copybooks from which they are taught. Further, we should like to see more attention paid to the position in which the children sit to do their writing. We have again and again had instances brought before our notice where the way in which the pupil sits to write has precluded all hope of expecting good writing from him.

English.—In this subject the improvement is less pronounced, and we feel that even yet the extreme importance of the subject is not fully appreciated by many of our teachers. We do not find that the subject is neglected, but we are inclined to think that there are not enough definite lessons given, and that consequently there is insufficient practice in both oral and written composition. We hope that in drawing up their schemes of work teachers will give the fullest consideration to the claims of English. Already we note a marked improvement in the work of the children in schools where teachers have done so, and we find that the extra practice in writing English required by the new syllabus has had a marked effect.

In the highest standards written compositions are generally too short, a defect which can be readily overcome by teachers setting essays on similar subjects, aiding the children at first by skeleton schemes embracing all the topics to be included in the essay. Further attention should be given to instruction in the correct methods of commencing and terminating various forms of letters. At least one letter should be written quickly, as an exercise in either composition or transcription. The exercise-books supplied will serve for this purpose.

The value of correlating the reading and recitation with the English composition should be apparent to all teachers, and it is gratifying to find that even in the lowest classes in some of the schools the children are thus acquiring the power to draw upon their reading-lessons and poetry for ideas from which to express their thoughts.

Arithmetic.—In the majority of our schools we find that the Preparatory classes are well taught. Indeed, in several cases, a very high degree of proficiency has been attained, and the pupils are able to work oral examples correctly with surprising rapidity. In the schools where less satisfactory results are obtained it seems that teachers do not fully comprehend the principles involved in the teaching of *number*, which they confuse with signs or *figures*. There is too much anxiety to get the children to use figures and to work sums before they are made familiar with the fundamental ideas and elementary processes. In a few schools the rate of progress in the lower infant classes is surprisingly slow, and causes us to doubt whether the teaching has been as vigorous and constant as it should be. It is not too much to expect that a child shall in a year be made familiar with the composition of the first ten or twelve numbers, yet we have found several instances where barely half this amount of work has been covered. In the higher classes the work is fairly satisfactory, the weakest standard being generally Standard V. In these classes the arithmetic suffers from the same cause as the English subjects—*i.e.*, there is not enough oral work. In all cases new rules should be taught from easy oral examples capable of mental solution, and not from the mere statement of rule by the teacher. The arrangement of the work leaves much to be desired, and marks have frequently to be deducted for want of system or method. The holding of periodical examinations as required by the regulations, and the additional practice in setting out the work involved therein, should go far to make some improvement in this respect. It is necessary to discourage teachers from using examination test-cards in place of the ordinary class-books in arithmetic. These test-cards are intended only for examination purposes, and the arithmetic of the standard cannot be taught by using them exclusively.

There is still evident in many schools the need for making the children appreciate the reality of the facts which they learn in the various tables. The use of actual weights and measures is a *sine qua non* of successful teaching in this particular part of the arithmetic, and, as we have before pointed out, it is not a difficult matter for the teacher to provide simple apparatus for the purpose. Children in the upper classes have been known to estimate the weight of a large school-book as 1 oz. or 1 stone, and to judge the height of the school-table as many feet. Some practice in estimating the weight or length of various objects, followed by verification on the part of the children themselves, would soon result in at least a reasoned estimation being given in place of a mere guess.

Geography and Nature-study.—Teachers are gradually adopting the new methods in this subject, and fair progress is being made in it. In several of the schools we found that records of the observations taken during the year had been kept, and the note-books contained much interesting information which had been obtained by the pupils themselves. It seems to us that Maori children are not such keen observers of nature as European children are, and even if they know the facts, they simply take them for granted, without troubling to seek the reason. Indeed, we have met instances in which the explanation of natural phenomena is regarded by the older people as mere invention of the white man. To them the earth is still flat, being bounded by cliffs over which the sun drops every evening. It was not until the adults had actually witnessed the metamorphosis of a butterfly shown in the nature-lessons taken in a Hokianga school that they were prepared to accept the teacher's statement as being correct. It is more than likely that the children imbibe old-fashioned ideas from their elders, and

Tautoro Native School. The New Pupils.

Otaewai Native School. Combined Residence and School office 1873.

there is on that account the greater need for observation work carefully directed by the teacher. Clear and correct mental images can be built up only as the result of clear and correct observation, and the value of nature-study lies not only in getting the children to understand why the thing is so, but in getting them to desire to know more about the thing.

We find in a few schools that there is little or no observation work, and children still determine the points of the compass by their right or left hand, only to be perplexed beyond recovery when they are placed in an unaccustomed position. It would be a good plan if teachers were to take the children outside much oftener than they do at present, and to have them make notes of the observations taken. With regard to the political geography, the programmes submitted are in some cases too comprehensive to admit of careful teaching, frequently containing no matter of value or interest, while in other schools they are very meagre indeed.

Handwork.—(*a.*) Sewing: There has been an increase in the amount of practical work done in the schools during the year, and we regard this subject as being generally well treated. In many schools we find that the elder girls are being taught to make useful garments; in the best schools sewing-machines have been supplied with good results. Classes for the adult women are still maintained in three or four schools, and prove of much benefit.

(*b.*) Drawing: The work in drawing in most schools may be described as fair, although in a few schools it reaches a high standard. Teachers have not yet given full attention to the syllabus of work defined in the regulations for Standards IV, V, VI. The opportunity of correlating the drawing with the nature-study is not taken very frequently, and drawing from flat copies instead of from natural objects is still too prominent. In the former, even though the pupils' attempts at reproduction be crude, there is a distinct gain in the cultivation of the observational powers, and in the arousing of interest; in the latter, the work is mere imitation, calling for very little mental effort.

(*c.*) Elementary Manual Training: Elementary manual training still continues to receive a good deal of attention. For the lowest classes paper-folding, we think, is most suitable, as it can be made to assist both the English and the drawing. There are few teachers, comparatively speaking, who avail themselves of the opportunity thus offered for making the handwork and the drawing of mutual advantage. Frequently, too, we fear that in the desire to make a large display for inspection, the training of the pupils in habits of careful observation and exactitude, and in neatness of manipulation, is lost sight of. It is not necessary that teachers should take up a great number of forms of handwork, nor is it desirable that they should do so. The intention of the syllabus is that manual training in some form or another shall find a place in the curriculum of every Native school, not that all forms of handwork must be taken. The various forms of handwork are specified in order that the children may be given a change after they have been engaged with one particular branch for a considerable time.

(*d.*) Woodwork: Fourteen workshops have been in active operation during the year, and they continue to afford useful instruction to the pupils as well as material benefit to the people. The boys were taught to make various useful articles—such as tables, cupboards, dressers, bedsteads, boxes, stools, gates, &c. Houses for both Europeans and Maoris have also been built. Boys who have had some preliminary training in the school workshop show that they have acquired an undoubted advantage thereby, and make the best of our apprentices.

(*e.*) Elementary Practical Agriculture: This subject is not yet receiving so much attention as it deserves, and, except in the case of a very few schools, makes but slow progress. It is very desirable that every school should have not merely a flower-plot but also a garden where experimental and observational work can be done, and it is most important that observations made by the pupils shall be carefully recorded by them in note-books kept for the purpose. No doubt many teachers are loth to venture into this branch of the work, owing to their feeling comparatively ignorant of the subject. The only course open in such cases is for them to learn from their failures; knowledge derived in this way will be much deeper than if gained from text-books.

In places where the teachers have made a success of agriculture the school garden has undoubtedly offered a splendid object-lesson to the parents of the district, who have been forced to admit that their own methods of cultivation of various crops are capable of being vastly improved.

We shall be glad to see a much wider appreciation of this subject, and trust that teachers will do the best they can, making an honest effort to deal with a subject the importance of which cannot be overestimated.

(*f.*) Domestic Duties: Instruction in domestic duties, including lessons in plain cookery, practical needlework, and, as far as possible, housewifery, continues to be given in several of the schools, with very satisfactory results.

Drill and Physical Instruction.—The handbook of physical exercises supplied by the Department has not yet come into general use, though, of course, in every school physical instruction is given. We see no objection to each teacher's exercising his own choice in the matter, provided that a suitable set of exercises is adopted. But if physical instruction is to be of the slightest value it must be given regularly, and must be pursued with vigour. We feel bound to state that in a few schools the exercises are done in so perfunctory a manner as to be almost barren of results. Further, it is not unreasonable to expect that after a year's practice the elder pupils, at least, should be able to perform the exercises without having to be instructed by the teacher, or led by a fugelman on the day of inspection. A high degree of excellence is attained in this subject in several schools, where the drill is performed with with great precision and energy.

Singing.—In some of our schools the singing is excellent, and in a very large number of them it is very creditable indeed, while in the remaining few it is of inferior quality. In the last case, the inferior results are due to inferior teaching. In many quarters ability to sing is regarded as a natural gift peculiar to Maoris, and it is hence inferred that good singing is heard in all schools where there are Maoris. Our experience does not lead us to this conclusion; we have heard vile singing in Maori schools, and in no Maori school where the singing is not well taught have we heard good singing. Further, we find

generally that wherever the teacher uses an organ or other instrument to "help" the singing poor results are obtained, due, no doubt, to the fact that correct methods of teaching singing have been neglected. An intelligent grasp of the sol-fa notation and the teaching of songs from well-graded books, such as those now supplied, have done much to improve the quality of the singing in our schools, and these means can never be replaced by the use of any instrument. As a result of this training, most of the pupils who pass out of our schools are tolerably well acquainted with the sol-fa notation, being able to sing at sight with commendable precision, and choirs composed of these ex-pupils can sing part-songs, hymns, glees, and anthems with surprising skill and charming expression.

New Syllabus.

The compilation of the regulations relating to Native schools was completed during the year 1909, and the new regulations have for some time been in the hands of teachers. The schools are now examined and inspected according to these revised regulations, though we have found that so far the teachers have not generally availed themselves of the right to classify their pupils, but have preferred to leave the matter to the Inspector. It must be remembered that the examination of the pupils by the teachers themselves involves a considerable amount of work, but we have no doubt that the holding of periodical examinations will be of much service to the schools generally by showing the teachers and pupils where their weaknesses lie.

In the schools where the examinations have been duly carried out, we find a tendency on the part of the teachers to assign higher marks than we ourselves should give. It is not uncommon to find, for instance, full marks awarded for reading—a subject in which, from the nature of the case, excellence is not frequently attained in Native schools. Unless this tendency is carefully watched, teachers will find that the standard of proficiency on which their promotions have been made is too low, and this will have a serious effect when the pupils reach the higher classes. We strongly advise teachers, therefore, to exercise the greatest care in allotting marks for efficiency, especially in English subjects and arithmetic.

Generally speaking, it is very desirable that both teachers and assistants should make themselves thoroughly familiar with the regulations as soon as possible, and every member of the staff should have a copy available in the school. We not uncommonly find not only assistants but also head teachers who are not aware of the provisions of the regulations under which they work, with regard not only to the syllabus, but also to the general conditions. Hence it arises that the instructions and suggestions as to methods are frequently ignored.

The drawing-up of schemes of work is a matter that must receive much greater attention. We find that some teachers are not clear as to what is required; others present schemes much too extensive in character; while others think the best way is to leave it to the Inspector. The drawing-up of a scheme of work for a quarter involves a careful review by the teacher of the work prescribed by the syllabus, and so gives occasion for a greater amount of consideration of what is required and how it shall be taught. Moreover, it brings the head teacher of a school more directly into touch with the assistants, whose work not infrequently receives too little attention and direction from him. Above all, it tends to make teachers think about their work before they proceed to teach it, and anything that will foster the preparation of the work beforehand will certainly have a far-reaching effect on the teaching generally. For we are convinced that many of our teachers fall into the error of thinking that a successful lesson may be given on the spur of the moment, without preparation. Those teachers who achieve most success, and whose schools consequently rank highest in point of efficiency, we know to be the most assidious in arranging their work and preparing their lessons beforehand.

In dealing with this matter, it seems desirable that we should make some reference to those schools where Maori girls are acting as assistants. We find that, as a rule, the Maori girl, like many of her European *compères*, lacks initiative and originality. If, therefore, she is placed in charge of a division, and is expected without further ado to blossom forth as a capable teacher, she is almost certain to prove a failure. And more than that, she has become disheartened before she has failed. The girls who are appointed to our schools after they have completed their course at one of the secondary schools have many accomplishments which should make them useful additions to the staff. For instance, they are quite capable of taking a large part in the singing, sewing, and physical instruction—a fact which we found is frequently overlooked by the head teacher. With regard to the actual teaching, of course, they require to be shown how to proceed, and where this has been done we are certain that the head teachers, almost without exception, have found that the Maori girl makes a satisfactory junior assistant. Speaking from our own observation, we have no hesitation in saying that some of the most competent assistants in the service are Maori girls, the whole of whose knowledge of teaching has been derived from instructions given them either by their head teachers or by ourselves.

Mission Schools.

There are six mission schools engaged in the education of Maori children, which are inspected and examined by officers of the Department. These are the Maori Mission School, Otaki; the Mission School, Putiki, Wanganui; Matata Convent School, Bay of Plenty; Tokaanu Convent School, Tokaanu; Ngongotaha Mission School, Rotorua; and Te Hauke Mission School, Hawke's Bay.

The total number of children on the rolls of these schools at the end of the year 1909 was 231, the average attendance being 187.

The standard of efficiency reached by these schools has been well maintained, and they all compare very favourably with the ordinary Native school in this respect. The attendance in most of them is below the average, which, in view of the work done by the teachers, not only in the school but also among the people, is much to be regretted. The reorganization of the Maori Mission School at Otaki,

Ahipara Native School. Teachers and Pupils.

Pukepoto. Gathering at Annual Visit.

Pukepoto School Committee.

and the opening there of the very fine new buildings, has led to an increase in the number of children, many of whom, however, are in the Preparatory classes. This school would, in our opinion, have a far greater influence as a secondary school at which Maori youths who had passed a certain standard at one or other of the public or Native schools in the district should have facilities afforded them for receiving instruction in practical agriculture. As a matter of fact, the district had no need for another primary school.

Boarding-schools.

There are now nine schools providing secondary education for Maori boys and girls. These are: Te Aute College, Hawke's Bay; St. Stephen's Boys' School, Parnell, Auckland; Queen Victoria Girls' School, Auckland; Hukarere Protestant Girls' School, Napier; St. Joseph's Roman Catholic Girls' School, Napier; Turakina Maori Girls' School, Wanganui; Te Waipounamu College, near Christchurch; Waerenga-a-hika College, Gisborne; and Hikurangi College, Clareville, Wairarapa. Provision is also made for the admission of a limited number of Maori boys to St. Patrick's College, Wellington.

The number of pupils in attendance at the nine first-mentioned institutions at the end of the year 1909 was: Boys, 169; girls, 191: total, 360. The total yearly average attendance was 346, of whom fifty-one boys and seventy-three girls were holding free places.

These schools continue to make steady progress, and year by year we note increased efficiency. In the case of the boys, each school is gradually adopting a uniform dress, a step which has so far proved very successful, and which has undoubtedly been instrumental in increasing the *esprit de corps*. Industrial training, probably the most important feature of the school curriculum, is receiving due attention. The boys at St. Stephen's rendered material assistance in rebuilding part of the school during the year. Boys who have passed through this school, and who have found employment at various trades, are doing well, and it is due to the headmaster to recognise here his personal efforts in finding positions for them. The instruction in woodwork given at Te Aute College is proving also to be a great success, and is, indeed, quite the feature of the school-work.

The Waerenga-a-hika and Hikurangi Colleges have made a good beginning. In the curriculum of each industrial training bulks very largely, comprising instruction in woodwork, practical agriculture, bee-keeping, dairying, and ambulance-work, in addition to the ordinary English subjects and arithmetic. Each school affords capital opportunities for giving the boys such training, and, though the work yet requires some organization, we consider that the syllabus is based on sound principles.

The secondary schools for girls continue to do capital work. In all of them every branch of domestic instruction receives much attention, and from our own observations we are able to state that the training afforded forms a considerable factor in the efforts being made to uplift the race. In all the girls' schools instruction is given in health and hygiene. In some cases the senior pupils attend classes in ambulance-work and nursing, and several girls from the Hukarere School gained certificates in the examination held under the auspices of the St. John's Ambulance Association in Napier last year. More than this, girls who have attended these classes have, on their return home, been able to demonstrate in practical ways their acquaintance with the principles of first aid and nursing, and have been complimented by medical men whom they have assisted in cases of accident.

It is to be regretted that there are not more frequent opportunities for employment for these girls, until such time as they settle down in homes of their own. Beyond the rare opportunities that occur for employment as teachers, or, rarer still, as nurses, the Maori girl has few prospects before her.

Scholarships, etc.

The number of scholarships or free places open to Maori children was 144, of which 119 were held during the year by scholars from Native schools, and five by Maori scholars from various public schools. Six industrial scholarships or apprenticeships were held by Maori youths, who are making good progress at various trades, and the new arrangements are working exceedingly well. In addition to these apprenticeships, agricultural scholarships have been provided for. These are available for suitably qualified Maori boys who desire to learn some branch of farming approved of by the Department. They are tenable for two or for three years, either in the service of a farmer or at a farm under the control of the Agricultural Department, as may be arranged.

Nursing Scholarships.—Under this scheme seven Maori girls were attached to various hospitals during the year, four being day-pupils, and three probationers, all of whom appear to be making very satisfactory progress. The difficulty of finding for those who have completed the day-pupil course positions as probationers on the staff of suitable hospitals has not yet been altogether overcome, and in spite of the valued co-operation of the Hospitals Department the day-pupils have frequently to wait some time in consequence. Of those nurses who have qualified under the scheme we hear excellent reports. The Maoris in the districts where they have been from time to time placed speak of them in the highest terms of praise, and have stated their opinion that the arrangement is one of the greatest boons the Government has yet granted to the Maori race.

(At the present time—May, 1910—both nurses are stationed at Hiruharama, Wanganui River, where a severe epidemic of typhoid fever has broken out, and we have learnt that they are rendering valuable service to the people there.)

Te Makarini Scholarships.—The examination for the Te Makarini Scholarships was held on the 6th and 7th December. There were eight candidates from various Native village schools for the junior scholarship, and twelve candidates from St. Stephen's School, Auckland, and Te Aute College for the senior. The work of the junior candidates was, on the whole, very fair. Of the English subjects, the composition was not of high merit; the reading appears to have been good, though the comprehension was weak. The dictation and writing, the former of which was somewhat difficult, cannot be regarded as very satisfactory. The arithmetic was much better than that of former years,

while the Maori was very creditably done. The work of the senior candidates showed an advance on that of last year. With regard to the English subjects, the written essays in the composition were not of high merit. The results in biblical knowledge, &c., were in many cases disappointing, while the arithmetic was, on the whole, poorly done. The paper in the Maori language was somewhat difficult in character, but the results were fairly good. A tendency on the part of candidates to write "pidgin" Maori is occasionally to be noticed, and marks are lost in consequence. Neatness of work and arrangement and careful writing are not achieved by all the candidates.

The senior scholarship was awarded to Taare Korimete, of Te Aute College, who gained 608 marks, or 61 per cent of the total, and the junior to John Williams, of Papamoa Native School, Tauranga, who obtained 670 marks, or 67 per cent. of the total.

It has been decided by the trustees that, for the future, the age-limit in the case of the candidates for the junior scholarship shall be fourteen years instead of fifteen, and that in the case of the senior scholarship the examination shall be based upon the requirements of Standard VI instead of Standard V, as hitherto provided by the regulations.

Attendance.

The number of pupils on the rolls of the Native village schools at the end of the year 1909 was 4,121; at the mission schools there were 231, and at the secondary schools there were 360; making in all a total of 4,712, as against 4,735 in the previous year. The average weekly roll number was 4,898, and the average attendance for the year was 4,213, the percentage of regularity being 86.

When the circumstances under which Maori children attend school are taken into account the attendance is very good indeed. In Manaia Native school, near Coromandel, the average roll number of which is 36, eighteen first-class and five second-class certificates were gained, the average percentage of regularity reached by the school being 98·8. One hundred and twenty-nine children qualified for certificates of attendance of the first class and 150 for certificates of the second class.

Conclusion.

Looking back on the year's work, we feel that the Department has every reason to feel gratified with the continued efforts and devotion to duty of the teachers in its service. From our own experience and knowledge of the facts we can say that most of our schools are well able to hold their own in point of efficiency with the public schools similarly situated. More than this, the Native school affords in many places the only means of placing before the Maori people a pattern of European civilization—the teacher being the only friend to whom the people can look for advice—and, though it is only rarely that this aspect of Native-school work receives any recognition, the influence thus exercised has always played a very important part in uplifting the Maori race, and is still continuing to do so.

William W. Bird, M.A.,
John Porteous, M.A.,
Inspectors of Native Schools.

Karetu Native School. Teacher and Pupils.

Returning Homeward.

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 1909; and the Names, Status, and Emoluments of the Teachers as in December, 1909.

*** 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 1909. Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.	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.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	
Mangonui ..	Hapua	250 0 0	20 9 1	..	270 9 1	Law, H.	D 2	H M	185 0 0	
						Law, Miss N. M. ..	..	A F	65 0 0	
	Te Kao	210 0 0	32 19 5	..	242 19 5	Rogers, H. .. :	Lic.	H M	165 0 0	
						Rogers, Mrs. E. E. ..	D 3	A F	45 0 0	
	Paparore	184 0 0	3 13 4	..	187 13 4	Foley, Miss S. F. V...	..	H F	149 0 0	
						Richards, Miss H. E. J.	..	A F	35 0 0	
	Ahipara	431 10 11	15 14 11	142 8 1	589 13 11	Williams, J. W. ..	..	H M	220 0 0	
						Williams, Mrs. M. G.	..	A F	80 0 0	
						Kereama, Miss Matire	..	A F	65 0 0	Including £30, lodging-allowance.
						Matthews, Miss E. ..	..	A F	50 0 0	
	Pukepoto..	275 5 0	2 5 9	..	277 10 9	Matthews, F. H. S. ..	..	H M	185 0 0	With house allowance at £25 per annum.
						Busby, Miss J. ..	..	A F	65 0 0	
	Pamapuria	160 0 0	11 9 8	..	171 9 8	Crène, P.	..	H M	135 0 0	
						Crène, Mrs. E. ..	..	A F	25 0 0	
	Rangiawhia	214 0 0	1 14 0	..	215 14 0	Taua, W. H. ..	..	H M	149 0 0	
						David, Miss S. ..	..	A F	65 0 0	Including £30, lodging-allowance.
	Parapara	210 0 0	2 17 0	..	212 17 0	Rayner, H. H. ..	..	H M	165 0 0	
						Rayner, Mrs. F. ..	..	A F	45 0 0	
	Kenana	160 0 0	9 11 0	..	169 11 0	Paul, F. E. ..	..	H M	135 0 0	
						Paul, Mrs. S. F. M. ..	..	A F	25 0 0	
	Peria	244 11 8	27 8 0	..	271 19 8	White, H. H. ..	..	H M	185 0 0	
						White, Mrs. I. ..	..	A F	65 0 0	
	Taemaro	280 0 0	20 2 0	24 9 6	324 11 6	Burns, R. N. ..	..	H M	185 0 0	
						Marchant, Miss S. R.	..	A F	95 0 0	Including £30, lodging-allowance.
Whangaroa ..	Te Pupuke	220 0 0	73 12 4	..	293 12 4	McIntyre, J. ..	E 1	H M	180 0 0	
						McIntyre, Miss K. ..	..	A F	60 0 0	
	Touwai	208 11 8	..	..	208 11 8	Housley, B. C. ..	..	H M	149 0 0	
								A F	..	Vacant during December.
	Whakarara	246 5 0	1 12 4	..	247 17 4	Duthie, Miss E. E. ..	..	H F	185 0 0	
						Duthie, Miss R. ..	..	A F	60 0 0	
Hokianga ..	Whangape	200 0 0	26 6 5	1,082 9 2	1,308 15 7	Lisle, F.	..	H M	180 0 0	
						Lisle, Mrs. M. F. D.	..	A F	60 0 0	
	Pawarenga	44 10 4	19 16 6	504 16 6	569 3 4	McKerchar, Mrs. E...	..	H F	180 0 0	
						McKerchar, J. ..	..	A M	60 0 0	
	Matihetihe	225 0 0	3 15 10	555 0 11	783 16 9	Paul, Miss H. ..	..	H F	155 0 0	
						Paul, Miss M. J. ..	..	A F	70 0 0	Including £30, lodging-allowance.
	Waimamaku	120 6 5	115 1 8	..	235 8 1	Cummins, H. C. ..	..	M	120 0 0	
	Waitapu	98 0 0	216 14 4	..	314 14 4	Judkins, Mrs. A. ..	E 1	H F	150 0 0	Opened 1st June, 1909.
						Judkins, L... ..	..	A M	35 0 0	

Table No. 1—*continued.*

EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1909—*continued.*

County.	Schools.	Expenditure during 1909. Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.	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.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	
Hokianga—*contd.*	Whakarapa	249 3 4	242 15 0	..	491 18 4	Irvine, Mrs. L. M. ..	..	H F	185 0 0	
						Irvine, Miss M. S. ..	..	A F	65 0 0	
	Motuti	125 0 0	2 16 0	57 7 8	185 3 8	Hubbard, C. C. ..	E 2	M	125 0 0	
	Motukaraka	..	0 12 0	..	0 12 0	..	..	..	..	Closed.
	Mangamuka	254 3 4	5 0 0	..	259 3 4	Wilding, C. B. ..	..	H M	185 0 0	
						Rainbow, Mrs. M. E.	..	A F	90 0 0	Including £30, lodging-allowance.
	Maraeroa	210 0 0	1 18 0	..	211 18 0	Hulme, Mrs. M. ..	..	H F	165 0 0	
						Hulme, R. H. ..	..	A M	45 0 0	
	Whirinaki	325 0 0	4 6 10	..	329 6 10	Hamilton, H. A. ..	E 1	H M	215 0 0	
						Hamilton, Miss H. ..	..	A F	75 0 0	
						Hamilton, Mrs. H. ..	..	A F	35 0 0	
	Omanaia	250 0 0	21 11 4	..	271 11 4	Nisbet, R. J. ..	..	H M	185 0 0	
						Nisbet, Mrs. J. ..	..	A F	65 0 0	
	Waima	370 16 8	4 19 0	381 16 2	757 11 10	Coughlan, W. N. ..	..	H M	215 0 0	
						Coughlan, Mrs. I. I. M.	..	A F	75 0 0	
						Millar, Miss R. ..	..	A F	50 0 0	Including £30, lodging-allowance.
						Green, Miss E. ..	..	A F	50 0 0	Including £30, lodging-allowance.
	Otaua	225 0 0	3 5 3	..	228 5 3	Gordon-Jones, Miss J.	..	H F	155 0 0	
						Leef, Miss K. ..	..	A F	70 0 0	Including £30, lodging-allowance.
Bay of Islands ..	Kaikohe	437 6 5	4 3 0	..	441 9 5	Grace, C. W. ..	..	H M	230 0 0	
						Grace, Mrs. I. ..	..	A F	80 0 0	
								A.F.	..	Vacant during December.
						Beresford, Miss M. ..	..	A F	65 0 0	Including £30, lodging-allowance.
	Tautoro	315 0 0	..	..	315 0 0	Kelly, F.	D 2	H M	185 0 0	
						Kelly, Mrs. W. ..	..	A F	65 0 0	
	Ohaeawai	195 0 0	4 0 6	..	199 0 6	Woods, G. E. ..	..	H M	155 0 0	
						Weaver, Miss S. ..	..	A F	40 0 0	
	Te Ahuahu	160 0 0	0 13 6	..	160 13 6	Pringle, W. J. J. ..	..	H M	135 0 0	
						Pringle, Mrs. A. ..	..	A F	25 0 0	
	Oromahoe	250 0 0	11 15 1	..	261 15 1	Adkins, J.	C 4	H M	185 0 0	
						Adkins, Mrs. E. ..	..	A F	65 0 0	
	Karetu	80 0 4	24 5 3	..	104 5 7	Tawhiri, Riwai H. ..	D 5	M	105 0 0	
	Waikare	270 16 8	3 10 1	..	274 6 9	Hamilton, H. R. W. ..	E 3	H M	185 0 0	
						Hamilton, Miss I. H.	..	A F	65 0 0	
	Te Rawhiti	140 12 6	5 19 8	..	146 12 2	Welsh, A. E. ..	E 3	M	135 0 0	
						Welsh, Mrs. C. E. A. ..	..	S	5 10 0	
	Whangaruru	227 16 1	25 11 5	..	253 7 6	Mackay, G.	..	H M	165 0 0	
						Mackay, Mrs. J. ..	..	A F	35 0 0	
Whangarei ..	Poroti	210 0 0	8 14 9	..	218 14 9	Thompson, R. H. ..	..	H M	165 0 0	
						Thompson, Miss E. D. H.	..	A F	45 0 0	
	Takahiwai	202 10 0	22 0 10	..	224 10 10	Miller, D. W. ..	..	H M	180 0 0	
						Miller, Mrs. E. ..	E 3	A F	60 0 0	

Otamatea	Otamatea	195 0 0	13 14 6	..	208 14 6	Lyon, C. A.	..	H M	155 0 0	
						Lyon, Mrs. L. C.	..	A F	40 0 0	
	Kakanui	155 0 0	7 11 6	28 9 3	191 0 9	Lloyd, Miss K. B.	..	F	155 0 0	With £20, house allowance.
	Waiuku	305 0 0	20 10 6	..	325 10 6	McGavin, J.	..	H M	185 0 0	With £25, house allowance.
						Church, Miss L.	..	A F	95 0 0	Including £30, lodging-allowance.
	Te Huruhi	..	..	8 6 0	8 6 0	..	..	..	..	
Coromandel	Manaia	210 0 0	1 8 6	..	211 8 6	Greensmith, E.	D 2	H M	165 0 0	
						Greensmith, Mrs. I. C.	..	A F	45 0 0	
Thames	Te Kerepehi	131 1 0	43 1 10	..	174 2 10	Vine, H. G.	..	M	120 0 0	
						Vine, Mrs. W. M.	..	S	5 0 0	
	Wharekawa	195 0 0	1 10 6	6 7 0	202 17 6	Lyall, J. H.	..	H M	155 0 0	
						Lyall, Mrs. F. L. G.	..	A F	40 0 0	
Ohinemuri	Mataora Bay	146 13 4	0 16 6	23 0 0	170 9 10	Handcock, Miss G.	..	H F	135 0 0	
						Handcock, Miss M. A.	..	A F	20 0 0	
Raglan	Rawhitiroa	160 0 0	6 8 10	..	166 8 10	Dale, F. A.	..	H M	135 0 0	
						Dale, Mrs. M. L.	E 3	A F	25 0 0	
West Taupo	Parawera	280 0 0	5 18 0	..	285 18 0	Herlihy, P.	D 1	H M	185 0 0	
						Herlihy, Mrs. M.	..	A F	65 0 0	
						Herlihy, Miss E.	..	A F	30 0 0	
Waitomo	Te Kopua	55 10 10	24 11 6	..	80 2 4	..	..	..	..	Vacant December.
	Rakaunui	..	..	2 1 9	2 1 9	..	..	..	..	Not yet opened.
West Taupo	Oparure	184 0 0	2 1 7	..	186 1 7	Read, A. H.	..	H M	149 0 0	
						Read, Mrs. A. E.	D 3	A F	35 0 0	
	Hauaroa	25 0 0	0 16 6	..	25 16 6	..	..	..	..	School handed over to the Auckland Education Board on the 31st January, 1909.
	Te Waotu	195 0 0	9 6 6	..	204 6 6	Burns, A.	..	H M	155 0 0	
						Burns, Mrs. J.	..	A F	40 0 0	
	Ngongotaha	151 11 3	1 0 10	7 0 0	159 12 1	..	..	..	..	Closed 30th September, 1909.
Rotorua	Whakarewarewa	299 3 4	6 5 3	..	305 8 7	Burgoyne, H. W.	..	H M	200 0 0	
						Burgoyne, Miss A.	..	A F	70 0 0	
						Burgoyne, Miss C.	..	A F	35 0 0	
	Ranana	250 0 0	4 1 9	..	254 1 9	Brown, C. C.	..	H M	185 0 0	
						Brown, Mrs. C. M.	..	A F	65 0 0	
	Wai-iti	250 0 0	17 11 7	79 18 2	347 9 9	Munro, J. B.	..	H M	185 0 0	
						Munro, Mrs. F. M.	..	A F	65 0 0	
Whakatane	Te Whaiti	122 11 8	53 7 3	..	175 18 11	Zimmerman, J. E.	..	M	105 0 0	
						Zimmerman, Mrs. E. E	..	S	4 0 0	
East Taupo	Waitahanui	254 3 4	21 9 4	..	275 12 8	Woodhead, A.	D 3	H M	185 0 0	
						Woodhead, Miss C.	..	A F	65 0 0	
	Tokaanu	250 0 0	23 15 6	16 10 0	290 5 6	Wykes, F. R.	..	H M	185 0 0	
						Wykes, Mrs. B.	..	A F	65 0 0	
	Oruanui	252 1 8	19 8 0	..	271 9 8	Hayman, F. J.	E 2	H M	185 0 0	
						Hayman, Miss N.	..	A F	65 0 0	
Tauranga	Te Kotukutuku	202 5 2	20 19 0	66 10 0	289 14 2	Whelan, E. J.	..	H M	150 0 0	
						Whelan, Mrs. S.	..	A F	35 0 0	
	Paeroa	250 0 0	3 4 0	..	253 4 0	Baker, Miss F. E. E.	D 1	H F	185 0 0	
						Baker, Miss H. A.	..	A F	65 0 0	
	Papamoa	280 0 0	27 15 6	..	307 15 6	Lundon, Miss C. J.	..	H F	185 0 0	
						Hennessy, Miss E. M.	..	A F	95 0 0	Including £30, lodging-allowance.
	Te Matai	244 11 8	25 16 2	8 0 0	278 7 10	Godwin, H. P. E.	..	H M	180 0 0	
						Blathwayt, Miss E. E. C	..	A F	90 0 0	Including £30, lodging-allowance.
	Motiti Island	210 0 0	25 13 2	14 0 10	249 14 0	Smith, H. P.	C 3	H M	165 0 0	
						Smith, Mrs. A. E.	..	A F	45 0 0	
Whakatane	Matata	195 0 0	18 1 3	..	213 1 3	Wylie, Miss L.	..	H F	155 0 0	
						Wylie, Miss M.	..	A F	40 0 0	

Table No. 1—*continued.*

Expenditure, &c., on Native Schools for Year 1909—*continued.*

County.	Schools.	Expenditure during 1909. Salaries and House Allowances.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.	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.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				£ s. d.	
Whakatane—*contd.*	Te Teko	295 16 8	28 8 4	..	324 5 0	Sinclair, D. W. E. ..	..	H M	185 0 0	
						Sinclair, Mrs. M. ..	..	A F	65 0 0	
						Raureti, Miss I. ..	..	A F	50 0 0	Including £30, lodging-allowance.
	Otamauru	151 17 2	1 7 6	..	153 4 8	Millar, W. McK. ..	..	M	149 0 0	
						Millar, Mrs. J. M. ..	..	S	5 0 0	
	Poroporo	312 1 8	2 5 7	..	314 7 3	Harrison, H. ..	D 1	H M	200 0 0	
						Harrison, Mrs. E. A.	..	A F	60 0 0	
						Savage, Miss H. ..	..	A F	50 0 0	Including £30, lodging-allowance.
	Ruatoki	274 0 7	25 5 3	..	299 5 10	Lee, J. B.	..	H M	185 0 0	
						Lee, Mrs. E. E. ..	..	A F	65 0 0	
						Ratema, Miss Mere ..	..	A F	50 0 0	Including £30, lodging-allowance.
Opotiki	Waioweka	224 12 6	10 19 0	..	235 11 6	Levert, Miss M. L. ..	..	H F	170 0 0	
						Levert, Miss L. C. ..	..	A F	45 0 0	
	Omarumutu	341 13 4	7 9 6	0 9 0	349 11 10	Ablett, C. W. ..	..	H M	200 0 0	
						Woodford, Miss I. C.	..	A F	100 0 0	Including £30, lodging-allowance.
						Dormer, Miss H. I. A.	..	A F	50 0 0	Including £30, lodging-allowance.
	Torere	250 0 0	5 12 6	..	255 12 6	Drake, A. G. ..	..	H M	185 0 0	
						Drake, Mrs. R. K. ..	..	A F	65 0 0	
	Omaio	280 0 0	1 17 9	..	281 17 9	Muir, A.	..	H M	185 0 0	
						Muir, Mrs. E. J. ..	D 3	A F	65 0 0	
						Erueti, Miss M. ..	..	A F	30 0 0	
	Te Kaha	250 0 0	31 17 0	..	281 17 0	Robinson, C. W. ..	..	H M	185 0 0	
						Robinson, Mrs. M. L.	..	A F	65 0 0	
	Raukokore	280 0 0	1 3 8	..	281 3 8	Saunders, W. S. ..	..	H M	185 0 0	
						McLachlan, Miss A. ..	..	A F	95 0 0	Including £30, lodging-allowance.
Waiapu	Wharekahika	178 19 2	25 9 0	..	204 8 2	Douglas, R. A. ..	..	H M	135 0 0	
						Emanuel, Miss A. ..	..	A F	50 0 0	Including £30, lodging-allowance.
	Te Araroa	250 0 0	21 10 9	..	271 10 9	Downey, M. ..	..	H M	185 0 0	
						Downey, Mrs. J. ..	..	A F	65 0 0	
	Rangitukia	295 2 11	24 16 10	..	319 19 9	Hope, J.	..	H M	200 0 0	
						Hope, Mrs. A. ..	E 2	A F	70 0 0	
						Tamihere, Miss Roka	..	A F	50 0 0	Including £30, lodging-allowance.
	Tikitiki	280 0 0	38 2 1	..	318 2 1	Geissler, H. W. ..	..	H M	185 0 0	
						Geissler, Mrs. I. P. ..	..	A F	65 0 0	
						Geissler, Miss A. M. ..	..	A F	30 0 0	
	Waiomatatini	240 0 0	79 14 8	..	319 14 8	Lumsden, Miss A. ..	Lic.	H F	165 0 0	
						Gibbons, Miss E. M. L.	..	A F	75 0 0	Including £30, lodging-allowance.
	Reporua	187 10 0	7 8 6	510 5 10	705 4 4	Moss, Mrs. M. E. ..	E 3	H F	155 0 0	
								A F	..	Vacant.
	Tuparoa	359 16 2	146 13 0	..	506 9 2	Broderick, H. W. ..	..	H M	215 0 0	
						Broderick, Mrs. J. S.	E 1	A F	75 0 0	
						Kawa, Miss M. K. ..	..	A F	65 0 0	Including £30, lodging-allowance.

	Hiruharama	275 0 0	82 14 1	..	357 14 1	Mahoney, C.	C 1	H M	185 0 0	
						Mahoney, Mrs. H. J.	E 4	A F	65 0 0	
						Mahoney, Miss C. D.	..	A F	25 0 0	
	Whareponga	273 0 0	17 11 0	..	290 11 0	Baigent, Miss F. B.	..	H F	185 0 0	
						Robertson, Miss M.	..	A F	90 0 0	Including £30, lodging-allowance.
	Tokomaru Bay	361 5 0	2 13 11	..	363 18 11	Coventry, H.	D 2	H M	200 0 0	
						Robertson, Miss C.	..	A F	100 0 0	Including £30, lodging-allowance.
						Robertson, Miss A.	..	A F	50 0 0	Including £30, lodging-allowance.
Cook	Whangara	210 0 0	1 16 10	..	211 16 10	Frazer, W.	..	H M	165 0 0	
						Shaw, Miss H. B.	..	A F	45 0 0	
Wairoa	Nuhaka	359 11 8	10 14 7	..	370 6 3	South, M.	E 2	H M	215 0 0	
						South, Mrs. E. S.	..	A F	75 0 0	
						Jamieson, Miss M.	..	A F	65 0 0	Including £30, lodging-allowance.
	Tuhara	305 0 0	12 14 0	17 19 8	335 13 8	Brown, C. H.	..	H M	185 0 0	
						Brown, Mrs. C. J.	E 2	A F	65 0 0	
						Aranui, Miss N.	..	A F	60 0 0	Including £30, lodging-allowance.
	Tangoio	225 0 0	6 0 9	..	231 0 9	McFarlane, C. T.	..	H M	155 0 0	
						Gillespie, Mrs. M. D.	..	A F	70 0 0	Including £30, lodging-allowance.
Hawke's Bay	Te Haroto	210 0 0	1 18 7	..	211 18 7	Alford, E. H. M.	..	H M	165 0 0	
						Alford, Mrs. F.	..	A F	45 0 0	
	Waimarama	163 19 2	13 18 1	..	177 17 3	Horneman, Mrs. A	E 3	F	125 0 0	
Waimarino	Karioi	194 2 9	35 5 5	..	229 8 2	Lamont, J.	..	H M	150 0 0	
						Lamont, Mrs. M. M. T.	..	A F	35 0 0	
	Pipiriki	250 0 0	2 5 11	..	252 5 11	Clemance, P. H.	D 2	H M	185 0 0	
						Clemance, Miss G.	..	A F	65 0 0	
	Pamoana	93 15 0	1 5 5	..	95 0 5	..	..	..	..	Vacant.
Masterton	Okautete	129 0 0	6 7 8	..	135 7 8	Thirtle, H. L.	..	M	125 0 0	
						Thirtle, Mrs. G.	..	S	5 0 0	
Kaikoura	Mangamaunu	184 0 0	15 15 9	..	199 15 9	Comerford, W. H.	E 1	H M	149 0 0	
						Nordstrom, Mrs. A.	..	A F	35 0 0	
Geraldine	Arowhenua	231 10 0	4 15 8	..	236 5 8	Reeves, W. H.	..	H M	165 0 0	With £20, house allowance.
						Reeves, Mrs. W.	..	A F	45 0 0	
Waikouaiti	Waikouaiti	210 0 0	11 15 10	..	221 15 10	Blathwayt, H. A. W.	..	H M	165 0 0	
						Blathwayt, Miss M. de V. W.	..	A F	45 0 0	
Southland	Ruapuke	82 10 0	4 14 0	..	87 4 0	..	..	..	..	School handed over to the Southland Education Board on the 30th September, 1909.
Cook Islands	Alofi (Niue Islands)	187 10 0	..	..	187 10 0	Malcolm, George H.	..	M	250 0 0	
Boarding-schools—										
Queen Victoria, Auckland		..	400 0 0	..	400 0 0					
St. Stephen's, Auckland		..	782 16 0	..	782 16 0					
Turakina, Wanganui		..	180 0 0	..	180 0 0					
Te Aute, Hawke's Bay		..	190 0 0	..	190 0 0					
Hukarere, Hawke's Bay		..	470 0 0	..	470 0 0					
St. Joseph's, Hawke's Bay		..	322 5 0	..	322 5 0					
Waerenga-a-hika		..	50 0 0	..	50 0 0					
Inspection		800 0 0	470 14 7	..	1,270 14 7					
Manual-instruction classes		263 6 8	112 18 10	..	376 5 6					
Other miscellaneous expenditure not chargeable to particular schools (school-books and material, scholarships, &c.)		..	910 12 3	0 9 0	911 1 3					
Totals		23,389 0 0	5,991 1 6	3,537 14 6	32,917 16 0*	..	..	..	22,068 10 0	

Including £29 10s. 6d. paid from Native reserves funds. Deducting recoveries, £137 17s., the net expenditure is £32,779 19s.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1909.

	£	s.	d.
Teachers' salaries	22,177	14	9
Teachers' house allowances	77	11	8
Teachers' allowances for conveyance of goods, &c.	134	18	1
Teachers' removal allowances	258	8	7
Books and school requisites	608	16	5
Fuel, and rewards for supplying fuel	89	17	3
Ferrying and conveyance of children	65	5	3
Technical-instruction classes	364	4	3
Inspectors' salaries	800	0	0
Inspectors' travelling-expenses	470	9	7
Boarding-school fees	2,404	16	0
Travelling-expenses of scholars to and from boarding-schools	177	11	8
Hospital Nursing Scholarships	94	9	7
Apprenticeship charges	27	15	0
New buildings, additions, &c.	3,509	9	2
Maintenance of buildings, repairs, and small works	1,442	7	2
Sundries	76	4	7
Total	£32,779	19	0

NOTE.—Of the above total, the sum of £29 10s. 6d. was paid from Native reserves funds.

Table No. 3.

CLASSIFICATION as regards AGES and RACE of CHILDREN belonging to NATIVE VILLAGE SCHOOLS at the end of December Quarter, 1909.

Ages.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.								
	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.	B.	G.	Total.
5 and under 6	4	4	8	135	118	253	16	15	31	155	137	292
6 „ 7	4	9	13	182	157	339	32	16	48	218	182	400
7 „ 8	6	5	11	215	150	365	17	29	46	238	184	422
8 „ 9	9	5	14	233	223	456	17	22	39	259	250	509
9 „ 10	3	12	15	234	189	423	24	30	54	261	231	492
10 „ 11	15	9	24	215	190	405	19	12	31	249	211	460
11 „ 12	10	7	17	218	160	378	22	27	49	250	194	444
12 „ 13	8	8	16	204	151	355	25	17	42	237	176	413
13 „ 14	10	8	18	140	115	255	20	10	30	170	133	303
14 „ 15	9	4	13	121	80	201	10	6	16	140	90	230
15 years and over	1	6	7	76	68	144	4	1	5	81	75	156
Totals	79	77	156	1,973	1,601	3,574	206	185	391	2,258	1,863	4,121

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

SUMMARY OF TABLE NO. 3.

Age.	Boys.	Girls.	Total.	Percentage, 1909.	Percentage, 1908.
From five to ten years	1,131	984	2,115	51·3	51·4
„ ten to fifteen years	1,046	804	1,850	44·9	44·7
„ fifteen upwards	81	75	156	3·8	3·9
Totals	2,258	1,863	4,121	100·0	100·0

Table No. 4.

List of the Native Village Schools, with the Attendance of the Pupils for the Year 1909.

[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, 1909.	Yearly Average, adjusted by Regulations, Native Schools Code.	Grade of School for 1910.	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.				
Manaia	35	14	11	38	36	35	36	IVA	98·8
Otamauru	15	5	3	17	18	18	18	IIA	97·7
Taemaro	41	11	4	48	49	48	48	IVA	97·0
Rangiawhia	20	6	4	22	23	22	22	IIB	96·5
Mataora	14	10	3	21	20	20	20	IIA	95·1
Matihetihe	23	6	5	24	25	24	24	IIB	94·2
Reporua..	28	8	9	27	27	26	26	III	94·0
Torere	41	5	2	44	44	41	41	IVA	93·9
Kakanui	32	10	12	30	32	30	30	III	93·6
Oparure	24	15	10	29	28	27	26	III	93·3
Omarumutu	67	9	15	61	65	61	61	IVB	93·1
Waimamaku(1)	24	12	7	29	29	27	27	III	92·6
Rawhitiroa	23	10	5	28	24	22	22	IIB	92·4
Wharekawa	27	10	6	31	34	31	31	III	92·2
Te Kaha	42	17	14	45	48	44	44	IVA	91·5
Karetu	16	9	2	23	21	19	19	IIA	91·5
Takahiwai	30	15	9	36	34	31	31	III	91·3
Whirinaki	84	14	16	82	84	77	77	IVB	91·2
Omaio	46	15	21	40	50	46	46	IVA	91·0
Tangoio	30	12	4	38	36	32	32	III	91·0
Touwai	24	18	9	33	30	27	27	III	90·7
Paeroa	43	23	18	48	48	43	43	IVA	90·3
Whangara	32	6	5	33	34	31	31	III	90·3
Raukokore	39	15	7	47	47	43	43	IVA	90·1
Okautete	17	9	5	21	21	19	19	IIA	90·0
Parawera	48	18	8	58	59	53	53	IVB	90·0
Whakarara	47	10	10	47	49	45	45	IVA	89·9
Matata	31	11	8	34	30	27	27	III	89·9
Waitapu(2)	..	33	8	25	28	25	25	III	89·8
Waiomatatini	40	14	8	46	45	40	40	IVA	89·6
Tuparoa	64	18	21	61	67	60	60	IVB	89·3
Whangape(10)	..	68	10	58	57	50	51	IVB	88·8
Arowhenua	32	13	7	38	39	34	34	III	88·8
Te Haroto	27	12	4	35	35	31	31	III	87·9
Hiruharama	53	21	14	60	61	54	54	IVB	87·8
Waima	91	19	11	99	99	87	87	V	87·8
Kenana	22	8	4	26	26	23	23	IIB	87·2
Poroti	30	13	7	36	35	30	30	III	87·0
Motuti	16	14	9	21	21	18	18	IIA	86·9
Te Rawhiti	21	4	2	23	24	21	22	IIB	86·7
Pamapuria	21	17	3	35	36	32	32	III	86·6
Poroporo	62	28	25	65	69	60	60	IVB	86·5
Kaikohe	100	17	11	106	111	96	96	V	86·4
Whareponga	39	15	10	44	45	39	39	IVA	86·4
Wai-iti	40	23	14	49	54	46	46	IVA	86·2
Waikare	44	15	8	51	45	39	39	IVA	86·1
Whakarewarewa	65	27	26	66	69	59	59	IVB	85·9
Ahipara	85	41	22	104	104	90	90	V	85·9
Tautoro	51	21	18	54	54	46	46	IVA	85·8
Waikouaiti	26	14	6	34	30	26	26	III	85·7
Whangaruru	33	14	9	38	39	33	33	III	85·5
Ranana	41	20	20	41	45	38	38	IVA	85·5
Parapara	27	3	8	22	25	22	22	III	85·4
Omanaia	50	5	22	33	43	37	37	IVA	85·0
Nuhaka	78	28	19	87	84	71	71	IVB	84·9
Waiuku	39	13	12	40	42	36	36	IVA	84·8
Motiti Island	37	11	10	38	40	34	34	III	84·8
Tuhara	64	19	26	57	62	53	53	IVB	84·6
Ruatoki	58	42	15	85	75	64	64	IVB	84·4
Pukepoto	42	11	10	43	46	39	39	IVA	84·2
Tikitiki	59	10	11	58	60	49	49	IVA	83·9
Maraeroa	30	14	8	36	35	29	29	III	83·8
Waitahanui	41	14	11	44	44	37	41	IVA	83·4
Te Ahuahu	21	18	10	29	31	26	26	III	83·0
Te Teko	66	19	25	60	67	56	57	IVB	82·8
Waioweka	35	14	15	34	34	29	29	III	82·8
Rangitukia	81	19	21	79	80	66	66	IVB	82·6
Pawarenga(3)	..	50	..	50	48	39	39	IVA	82·1
Mangamuka	50	5	11	44	48	39	39	IVA	81·9
Te Kao	31	11	9	33	35	30	30	III	81·6
Te Araroa	55	25	11	69	69	57	57	IVB	81·5
Te Whaiti	15	21	12	24	24	20	20	IIA	81·1
Hapua	45	8	7	46	52	43	43	IVA	81·1
Te Kerepehi	19	18	9	28	25	20	20	IIA	80·9

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, 1909.	Yearly Average, adjusted by Regulations, Native Schools Code.	Grade of School for 1910.	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.				
Waimarama	28	7	8	27	30	24	24	IIB	80·9
Mangamaunu	31	13	12	32	32	26	26	III	80·7
Peria	38	24	10	52	53	43	43	IVA	80·4
Karioi	20	32	20	32	32	26	29	III	80·4
Wharekahika	21	14	12	23	22	18	18	IIA	80·2
Te Matai	42	34	20	56	54	43	43	IVA	80·1
Tokomaru	78	24	18	84	85	68	68	IVB	79·9
Otamatea	32	15	12	35	34	27	27	III	78·0
Papamoa	44	20	12	52	53	41	41	IVA	77·6
Te Kotukutuku	33	22	14	41	42	32	32	III	77·4
Oruanui	43	14	9	48	51	40	40	IVA	77·4
Te Pupuke(1)	41	18	10	49	50	39	39	IVA	77·0
Oromahoe	44	4	5	43	44	34	34	III	76·9
Tokaanu	38	32	29	41	50	38	38	IVA	75·8
Paparore	27	18	13	32	34	26	26	III	75·5
Otaua	42	12	10	44	43	33	33	III	74·9
Te Waotu	31	8	16	23	30	22	22	III	74·4
Ohaeawai	34	6	9	31	34	25	25	III	74·2
Whakarapa	30	31	20	41	50	36	36	IVA	72·2
Pipiriki	39	25	17	47	43	30	34	IVA	69·8
Ngongotaha(4)	29	9	38	..	37	25	..	..	..
Ruapuke(5)	12	2	14	..	14	11	..	..	..
Pamoana(6)	21	5	26	..	19	15	..	..	..
Te Kopua(7)	17	3	20	..	20	16	..	..	..
Hauaroa(8)	..	..	..	..	..	..	..	..	..
Lower Waihou(9)	..	..	..	..	..	..	..	..	..
Totals for 1909	3,704	1,582	1,165	4,121	4,308	3,680	..	..	85·4
Totals for 1908	3,700	1,893	1,376	4,217	4,479	3,781	..	..	84·4
2. Mission Schools subject to inspection by the Education Department—									
Putiki	26	12	4	34	31	25	..	..	82·3
Te Hauke	30	7	3	34	34	21	..	..	64·2
Ngongotaha	..	31	1	30	29	23	..	..	79·4
Matata Convent	36	12	12	36	37	35	..	..	93·8
Tokaanu Convent	49	12	12	49	47	43	..	..	91·5
Otaki Mission College	51	5	8	48	51	40	..	..	71·4
Totals for 1909	192	79	40	231	229	187	..	..	81·7
Totals for 1908	..	..	..	215	209	179	..	..	85·6
3. Boarding-schools affording secondary education—									
St. Stephen's Boys'	34	34	5	63	63	62	..	..	98·5
Queen Victoria Girls'	32	16	10	38	37	35	..	..	95·1
Hukarere Girls'	44	25	8	61	59	55	..	..	94·0
St. Joseph's Convent Girls'	26	34	6	54	51	50	..	..	97·4
Turakina Girls'	18	19	6	31	30	28	..	..	93·0
Te Waipounamu College Girls'	6	4	3	7	8	7	..	..	94·7
Te Aute College	54	28	17	65	70	67	..	..	96·3
Waerenga-a-hika College	15	10	7	18	21	20	..	..	95·7
Clareville College	5	25	7	23	22	22	..	..	98·8
Totals for 1909	234	195	69	360	361	346	..	..	95·9
Totals for 1908	283	120	100	303	298	289	..	..	96·9
Grand totals for 1909	4,130	1,856	1,274	4,712	4,898	4,213	..	..	86·0
Grand totals for 1908	..	..	..	4,735	4,986	4,249	..	..	85·2

(1) Reopened first quarter, 1909. (2) Opened second quarter, 1909. (3) Opened fourth quarter, 1909. (4) Closed second quarter, 1909. (5) Transferred to Southland Education Board at end of third quarter, 1909. (6) Closed temporarily, September, 1909. (7) Closed temporarily, June, 1909. (8) Transferred to Auckland Education Board first quarter, 1909. (9) Closed first quarter, 1909. (10) Opened first quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1909.

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

Schools.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Hapua	..	..	..	23	22	45	1	..	1	24	22	46
Te Kao	..	..	..	19	14	33	..	..	..	19	14	33
Paparore	..	..	..	12	11	23	3	6	9	15	17	32
Ahipara	..	..	..	50	45	95	3	6	9	53	51	104
Pukepoto	5	3	8	12	13	25	4	6	10	21	22	43
Pamapuria	..	..	..	15	18	33	2	..	2	17	18	35
Rangiawhia	1	2	3	6	13	19	..	..	..	7	15	22
Parapara	1	..	1	11	5	16	1	4	5	13	9	22
Kenana	..	..	..	15	8	23	1	2	3	16	10	26
Peria	3	2	5	17	11	28	11	8	19	31	21	52
Taemaro	..	..	..	24	24	48	..	..	..	24	24	48
Te Pupuke	..	..	..	22	23	45	2	2	4	24	25	49
Touwai	..	..	..	18	14	32	1	..	1	19	14	33
Whakarara	..	..	..	25	22	47	..	..	..	25	22	47
Whangape	..	..	..	27	17	44	7	7	14	34	24	58
Pawarenga	..	..	..	22	26	48	1	1	2	23	27	50
Matihetihe	2	..	2	11	11	22	..	..	..	13	11	24
Waitapu	4	1	5	10	10	20	..	..	..	14	11	25
Waimamaku ..	..	..	..	18	7	25	2	2	4	20	9	29
Whakarapa	..	..	..	21	18	39	1	1	2	22	19	41
Motuti	..	..	..	12	5	17	1	3	4	13	8	21
Mangamuka	..	..	..	24	20	44	..	..	..	24	20	44
Maraeroa	..	1	1	20	15	35	..	..	..	20	16	36
Whirinaki	..	..	..	48	33	81	1	..	1	49	33	82
Omanaia	..	..	..	13	10	23	6	4	10	19	14	33
Waima	..	..	..	52	47	99	..	..	..	52	47	99
Otaua	..	..	..	28	13	41	3	..	3	31	13	44
Kaikohe	2	3	5	63	38	101	..	..	..	65	41	106
Tautoro	..	..	..	29	25	54	..	..	..	29	25	54
Ohaeawai	4	2	6	12	13	25	..	..	..	16	15	31
Te Ahuahu	..	..	..	10	12	22	3	4	7	13	16	29
Oromahoe	..	..	..	19	11	30	8	5	13	27	16	43
Karetu	..	..	..	12	9	21	2	..	2	14	9	23
Waikare	1	3	4	28	17	45	..	2	2	29	22	51
Te Rawhiti	..	..	..	9	13	22	1	..	1	10	13	23
Whangaruru ..	..	..	..	23	14	37	1	..	1	24	14	38
Poroti	3	..	3	9	8	17	5	11	16	17	19	36
Takahiwai	..	..	..	22	10	32	2	2	4	24	12	36
Otamatea	..	..	..	11	16	27	2	6	8	13	22	35
Kakanui	..	..	..	10	17	27	2	1	3	12	18	30
Waiuku	4	3	7	16	14	30	2	1	3	22	18	40
Manaia	..	..	..	20	15	35	1	2	3	21	17	38
Te Kerepehi	3	3	6	11	6	17	2	3	5	16	12	28
Wharekawa	..	..	..	18	13	31	..	..	..	18	13	31
Mataora	..	..	..	14	7	21	..	..	..	14	7	21
Rawhitiroa	..	..	..	15	13	28	..	..	..	15	13	28
Parawera	..	..	..	25	18	43	9	6	15	34	24	58
Oparure	..	..	..	9	16	25	4	..	4	13	16	29
Te Waotu	3	3	6	9	6	15	2	..	2	14	9	23
Whakarewarewa ..	..	..	..	26	35	61	5	..	5	31	35	66
Ranana	..	..	..	21	20	41	..	..	..	21	20	41
Wai-iti	..	..	..	26	23	49	..	..	..	26	23	49
Te Whaiti	..	..	..	13	11	24	..	..	..	13	11	24
Waitahanui	..	..	..	18	23	41	2	1	3	20	24	44
Tokaanu	..	..	..	19	17	36	2	3	5	21	20	41
Oruanui	..	..	..	22	22	44	3	1	4	25	23	48
Te Kotukutuku ..	..	..	..	21	20	41	..	..	..	21	20	41
Paeroa	..	..	..	14	24	38	7	3	10	21	27	48
Papamoa	..	..	..	20	25	45	5	2	7	25	27	52
Te Matai	..	..	..	36	14	50	3	3	6	39	17	56
Motiti Island ..	..	..	..	21	17	38	..	..	..	21	17	38
Matata	3	4	7	8	11	19	1	7	8	12	22	34
Te Teko	..	..	..	23	33	56	2	2	4	25	35	60
Otamauru	..	..	..	7	10	17	..	..	..	7	10	17
Poroporo	..	..	..	32	26	58	3	4	7	35	30	65
Ruatoki	..	..	..	49	34	83	..	2	2	49	36	85
Waioweka	2	..	2	5	6	11	10	11	21	17	17	34
Omarumutu	15	15	30	15	15	30	..	1	1	30	31	61
Torere	..	..	..	18	22	40	4	..	4	22	22	44
Omaio	..	..	..	22	17	39	1	..	1	23	17	40
Te Kaha	..	..	..	20	24	44	1	..	1	21	24	45
Raukokore	4	1	5	23	13	36	2	4	6	29	18	47
Wharekahika ..	..	..	..	10	13	23	..	..	..	10	13	23
Te Araroa	1	1	2	32	27	59	3	5	8	36	33	69
Rangitukia	..	..	..	44	26	70	6	3	9	50	29	79
Tikitiki	..	..	..	34	21	55	2	1	3	36	22	58
Waiomatatini ..	..	..	..	26	20	46	..	..	..	26	20	46
Reporua	..	..	..	15	11	26	1	..	1	16	11	27

Table No. 5—*continued.*

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1909.—*cont.*

Schools.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Tuparoa	..	..	..	32	27	59	..	2	2	32	29	61
Hiruharama	..	..	..	32	27	59	1	..	1	33	27	60
Whareponga	..	..	..	21	22	43	1	..	1	22	22	44
Tokomaru Bay ..	..	..	..	48	31	79	3	2	5	51	33	84
Whangara	..	..	..	23	7	30	3	..	3	26	7	33
Nuhaka	..	..	..	55	31	86	1	..	1	56	31	87
Tuhara	..	..	..	30	20	50	3	4	7	33	24	57
Tangoio	..	..	..	20	13	33	4	1	5	24	14	38
Te Haroto	..	..	..	17	15	32	1	2	3	18	17	35
Waimarama	..	..	..	21	1	22	3	2	5	24	3	27
Karioi	2	3	5	15	8	23	1	3	4	18	14	32
Pipiriki	..	2	2	14	8	22	12	11	23	26	21	47
Okautete	..	..	..	10	9	19	1	1	2	11	10	21
Mangamaunu ..	10	13	23	..	..	..	5	4	9	15	17	32
Arowhenua	..	..	..	23	15	38	..	..	..	23	15	38
Waikouaiti	6	12	18	3	1	4	7	5	12	16	18	34
Totals for 1909 ..	79	77	156	1,973	1,601	3,574	206	185	391	2,258	1,863	4,121
Totals for 1908 ..	49	31	80	2,066	1,661	3,727	217	193	410	2,332	1,885	4,217
Difference ..	30	46	76	-93	-60	-153	-11	-8	-19	-74	-22	-96

SUMMARY of Table No. 5.

Race.	1909.				
	Boys.	Girls.	Total.	Percentage, 1909.	Percentage, 1908.
Maoris speaking Maori in the home	1,973	1,601	3,574	86·7	88·4
Maoris speaking English in the home	79	77	156	3·8	1·9
Europeans	206	185	391	9·5	9·7
Totals	2,258	1,863	4,121	100·0	100·0

Table No. 6.

RESULTS of INSPECTION, 1909.

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

Schools.	Condition of Records and other School Documents, except the Time-table.	Discipline, including Order, Tone, Cleanliness, Manners, and General Behaviour.	Condition of Property, &c.: Buildings and Offices, Appliances and Furniture, Garden and Grounds, Gates and Fences.	Organization and Methods of Teaching, Schemes of Work, Suitability of Time-tables.	Total Marks—Maximum 40.
Ahipara	10·0	10·0	10·0	10·0	40·0
Rangitukia	10·0	10·0	10·0	10·0	40·0
Pukepoto	10·0	10·0	10·0	10·0	40·0
Waikouaiti	10·0	10·0	10·0	10·0	40·0
Paeroa	10·0	10·0	10·0	10·0	40·0
Rangiawhia	10·0	10·0	10·0	10·0	40·0
Whakarewarewa	9·8	10·0	10·0	10·0	39·8
Tautoro	9·8	10·0	10·0	10·0	39·8
Waima	10·0	10·0	9·8	10·0	39·8
Waioweka	9·8	10·0	10·0	10·0	39·8
Hiruharama	9·8	10·0	10·0	10·0	39·8
Ranana	10·0	9·8	10·0	10·0	39·8
Parawera	10·0	10·0	9·5	10·0	39·5
Peria	10·0	10·0	9·5	10·0	39·5
Manaia	10·0	10·0	9·5	10·0	39·5
Tokaanu	10·0	10·0	10·0	9·5	39·5
Whareponga	10·0	9·8	9·5	10·0	39·3
Te Kaha	9·8	9·5	10·0	10·0	39·3
Rawhitiroa	9·8	10·0	9·5	10·0	39·3
Oruanui	10·0	10·0	10·0	9·0	39·0
Motiti Island	10·0	10·0	10·0	9·0	39·0
Te Kao	10·0	10·0	10·0	9·0	39·0
Okautete..	10·0	9·8	10·0	9·0	38·8
Kaikohe	9·8	10·0	10·0	9·0	38·8

Table No. 6—*continued.*

RESULTS of INSPECTION, 1909—*continued.*

Schools.	Condition of Records and other School Documents, except the Time-table.	Discipline, including Order, Tone, Cleanliness, Manners, and General Behaviour.	Condition of Property, &c., Buildings and Offices, Appliances and Furniture, Garden and Grounds, Gates and Fences.	Organization and Methods of Teaching, Schemes of Work, Suitability of Time-tables.	Total Marks—Maximum 40.
Omaio ..	10·0	9·8	9·8	9·0	38·6
Taemaro	10·0	10·0	10·0	8·5	38·5
Parapara..	9·5	10·0	10·0	9·0	38·5
Tuhara ..	10·0	10·0	9·5	9·0	38·5
Whangara	10·0	9·5	10·0	9·0	38·5
Whangaruru	10·0	10·0	8·8	9·5	38·3
Maraeroa	10·0	9·8	9·5	9·0	38·3
Whirinaki	10·0	9·3	10·0	9·0	38·3
Tikitiki ..	10·0	9·5	9·8	9·0	38·3
Waiuku ..	9·3	10·0	9·0	10·0	38·3
Omarumutu	10·0	9·3	9·0	10·0	38·3
Paparore	9·5	10·0	9·5	9·0	38·0
Pamoana(1)	8·9	10·0	10·0	9·0	37·9
Takahiwai	9·8	10·0	9·0	9·0	37·8
Wai-iti ..	9·0	9·5	10·0	9·0	37·5
Te Pupuke	9·8	9·5	9·7	8·5	37·5
Te Haroto	9·0	10·0	10·0	8·5	37·5
Waimamaku	10·0	9·5	8·0	10·0	37·5
Wharekawa	10·0	10·0	10·0	7·5	37·5
Whakarara	9·8	9·2	10·0	8·5	37·5
Torere ..	8·6	9·8	9·5	9·5	37·4
Waiomatatini	9·5	10·0	8·8	9·0	37·3
Oparure ..	9·5	9·8	10·0	8·0	37·3
Reporua ..	9·8	9·5	9·3	8·5	37·1
Touwai ..	10·0	9·0	9·5	8·0	36·5
Matihetihe	7·5	10·0	10·0	9·0	36·5
Poroti ..	9·3	9·8	9·5	7·5	36·1
Matata ..	10·0	8·8	8·5	8·5	35·8
Karioi ..	9·3	10·0	7·9	8·5	35·7
Te Kopua(1)	8·9	9·8	9·0	8·0	35·7
Mataora Bay	9·3	9·3	9·3	7·5	35·4
Otamatea	9·3	8·3	9·5	8·0	35·1
Te Teko	9·5	8·5	9·0	8·0	35·0
Waikare ..	9·0	8·5	10·0	7·5	35·0
Pamapuria	9·0	9·3	9·0	7·5	34·8
Raukokore	8·8	8·5	8·8	8·5	34·6
Waitahanui	9·0	8·8	8·8	8·0	34·6
Waimarama	9·0	8·0	9·3	8·0	34·3
Te Rawhiti	8·8	9·0	9·0	7·5	34·3
Oromahoe	9·8	7·5	8·9	8·0	34·2
Karetu ..	8·8	8·5	9·3	7·5	34·1
Ruatoki ..	8·8	8·3	7·9	9·0	34·0
Te Whaiti	8·3	8·3	9·3	8·0	33·9
Poroporo..	9·8	7·8	8·5	7·8	33·9
Te Kerepehi	9·0	8·4	9·5	7·0	33·9
Te Kotukutuku	9·3	7·8	8·5	8·0	33·6
Arowhenua	8.0	8·5	8·7	8·0	33·2
Tangoio ..	8·8	8·3	9·8	6·0	32·9
Kenana ..	9·0	8·5	8·5	6·0	32·0
Omanaia	6·8	8·2	8·5	8·0	31·5
Papamoa	7·8	6·9	9·3	7·5	31·5
Kakanui	7·5	8·0	8·0	8·0	31·5
Tuparoa ..	7·8	7·8	7·8	8·0	31·4
Nuhaka ..	8·5	8·1	7·0	7·5	31·1
Otaua ..	8·5	7·3	7·3	8·0	31·1
Mangamaunu	8·0	8·5	8·5	5·8	30·8
Mangamuka	8·8	6·3	8·5	7·0	30·6
Otamauru	8·0	7·3	7·0	8·0	30·3
Motuti ..	8·3	8·0	7·0	6·5	29·8
Tokomaru Bay	7·5	7·8	7·0	7·5	29·8
Te Araroa	6·3	8·0	8·8	6·5	29·6
Te Matai..	6·3	7·3	8·3	7·0	28·9
Pipiriki ..	8·9	3·0	9·0	7·5	28·4
Wharekahika	7·5	6·5	7·3	6·8	28·1
Te Waotu	8·1	7·6	7·3	5·0	28·0
Ohaeawai	8·8	5·3	7·8	6·0	27·9
Hapua ..	8·5	5·3	8·8	5·0	27·6
Te Ahuahu	6·5	6·8	6·8	7·5	27·6
Ruapuke(2)	7·3	6·9	6·5	5·5	26·2
Whakarapa	5·0	6·5	4·5	4·0	20·0
Whangape(3)	..	..	..	..	..
Pawarenga(3)	..	..	..	..	..
Waitapu(3)	..	..	..	..	..
Hauaroa(2)	..	..	..	..	..
Ngongotaha(4)	..	..	..	..	..

(1) Closed temporarily. (2) Transferred to Board. (3) Not inspected. (4) Closed second quarter.

Table No. 7.

STANDARD CLASSIFICATION, 31st December, 1909.

Schools.	Number on the Roll.	Classification of Pupils.								Certificates of Competency issued.	Certificates of Proficiency issued.
		P.	I.	II.	III.	IV.	V.	VI.	VII.		
Hapua	46	30	3	7	4	1	1	..	..	..	..
Te Kao	33	13	3	8	5	3	1	..	..	..	..
Paparore	32	14	4	5	3	4	2	..	..	..	1
Ahipara	104	53	11	9	9	11	3	2	6	3	3
Pukepoto	43	21	4	..	4	6	4	..	4	4	..
Pamapuria	35	14	7	3	4	4	3	..	..	..	..
Rangiawhia	22	3	1	3	5	2	2	6	..	..	..
Parapara	22	4	1	2	3	5	4	..	3	2	1
Kenana	26	10	3	1	6	5	1	..	..	..	..
Peria	52	18	2	5	8	8	3	5	3	2	4
Taemaro	48	32	13	1	1	1	..	..	..	..	..
Te Pupuke	49	22	5	6	10	4	1	1	..	..	..
Touwai	33	11	9	4	..	7	..	2	..	2	..
Whakarara	47	8	8	9	11	5	6	..	..	..	..
Whangape	58	36	4	8	4	4	1	1	..	..	..
Pawarenga	50	36	10	4	..	..	..	..	..	..	..
Matihetihe	24	11	4	5	..	1	3	..	..	..	..
Waitapu	25	9	11	5	..	..	..	..	..	..	..
Waimamaku	29	7	8	2	3	3	6	..	..	..	..
Whakarapa	41	17	5	9	8	2	..	..	..	..	..
Motuti	21	10	..	10	..	..	1	..	..	..	..
Mangamuka	44	22	13	7	2	..	..	..	..	..	..
Maraeroa	36	21	..	6	2	3	2	2	..	1	..
Whirinaki	82	37	9	11	7	15	3	..	..	..	..
Omanaia	33	18	..	7	4	..	2	1	1	1	..
Waima	99	62	11	5	11	8	1	1	..	..	..
Otaua	44	28	4	4	1	5	..	2	..	..	..
Kaikohe	106	38	12	18	12	14	9	3	..	4	1
Tautoro	54	37	7	6	..	4	..	..	..	..	..
Ohaeawai	31	18	2	3	7	1	..	..	..	..	..
Te Ahuahu	29	18	..	5	4	1	1	..	..	..	..
Oromahoe	43	21	4	4	5	6	2	1	..	..	..
Karetu	23	10	1	7	2	3	..	..	..	..	..
Waikare	51	40	..	10	..	1	..	..	..	..	..
Te Rawhiti	23	9	2	6	1	3	1	1	..	..	..
Whangaruru	38	25	3	2	3	..	4	1	..	..	..
Poroti	36	21	..	7	1	2	3	2	..	..	..
Takahiwai	36	19	2	2	5	2	5	1	..	..	..
Otamatea	35	20	6	3	2	3	1	..	..	..	..
Kakanui	30	23	5	..	..	1	..	1	..	1	..
Waiuku	40	27	4	3	4	2	..	..	..	..	..
Manaia	38	23	..	3	3	5	4	..	..	..	..
Te Kerepehi	28	16	..	..	5	5	1	1	..	..	..
Wharekawa	31	20	9	2	..	..	..	..	..	..	..
Mataora	21	10	3	7	..	..	1	..	..	..	..
Rawhitiroa	28	18	10	..	..	..	..	..	..	..	..
Parawera	58	31	..	1	2	10	7	6	1	..	1
Oparure	29	14	..	3	5	7	..	..	..	..	..
Te Waotu	23	7	4	7	5	..	..	..	..	..	..
Whakarewarewa	66	28	12	3	..	11	3	4	5	4	1
Ranana	41	8	9	13	2	8	..	1	..	1	..
Wai-iti	49	16	9	2	4	8	8	2	..	..	..
Te Whaiti	24	16	2	3	..	3	..	..	..	..	..
Waitahanui	44	12	4	6	10	9	3	..	..	..	..
Tokaanu	41	19	7	7	1	4	3	..	..	1	..
Oruanui	48	30	..	3	7	2	3	2	1	1	..
Te Kotukutuku	41	16	9	6	3	2	4	1	..	..	..
Paeroa	48	16	6	8	6	7	2	3	..	1	..
Papamoa	52	15	6	8	11	6	4	1	1	1	..
Te Matai	56	30	8	4	6	5	2	1	..	1	..
Motiti Island	38	19	1	7	6	3	..	2	..	..	..
Matata	34	15	3	3	6	3	2	2	..	1	1
Te Teko	60	24	3	6	7	9	9	1	1	2	..
Otamauru	17	4	..	..	5	3	5	..	..	..	..
Poroporo	65	32	9	3	8	9	4	..	..	..	..
Ruatoki	85	41	15	2	8	16	3	..	..	..	..
Waioweka	34	16	3	4	3	2	5	1	..	3	..
Omarumutu	61	31	10	1	7	10	1	1	..	..	..
Torere	44	14	8	2	4	5	4	7	..	..	..
Omaio	40	18	2	4	9	6	1	..	..	..	..
Te Kaha	45	19	8	1	6	6	1	3	1	1	..
Raukokore	47	16	6	6	11	6	1	1	..	..	..
Wharekahika	23	12	..	5	2	3	1	..	..	..	..
Te Araroa	69	30	6	12	11	4	4	2	..	..	..
Rangitukia	79	32	12	6	8	11	5	4	1	..	..
Tikitiki	58	20	10	9	4	4	8	3	..	..	..
Waiomatatini	46	19	10	..	9	2	5	1	..	..	..
Reporua	27	11	5	1	4	2	4	..	..	..	..
Tuparoa	61	29	7	2	9	9	2	3	..	..	..
Hiruharama	60	21	7	9	8	12	3	..	..	..	..
Whareponga	44	10	3	6	10	8	5	2	..	..	..
Tokomaru Bay	84	34	9	8	13	13	2	5	..	..	..

Table No. 7—*continued.*

STANDARD CLASSIFICATION, 31st December, 1909—*continued.*

Schools.	Number on the Roll.	Classification of Pupils.								Certificates of Competency issued.	Certificates of Proficiency issued.
		P.	I.	II.	III.	IV.	V.	VI.	VII.		
Whangara	33	6	8	..	..	6	1	12	..	1	5
Nuhaka	87	39	11	4	9	11	7	6	..	..	..
Tuhara	57	33	13	..	7	3	..	..	1	..	1
Tangoio	38	20	..	7	3	6	2	..	..	..	..
Te Haroto	35	10	3	3	6	8	5	..	..	..	..
Waimarama	27	11	5	..	3	6	..	2	..	..	..
Karioi	32	16	3	2	2	7	2	..	..	..	..
Pipiriki	47	20	7	5	10	2	2	1	..	..	..
Okautete	21	7	..	5	4	3	2	..	..	..	..
Mangamaunu	32	14	..	5	..	7	5	1	..	..	..
Arowhenua	38	14	3	6	8	4	2	1	..	..	..
Waikouaiti	34	7	4	2	7	4	5	5	..	..	..
Total for 1909	4121	1902	493	444	448	455	229	121	29	38	19
Total for 1908	4217	1939	465	524	536	376	246	120	11	24	6
Difference	−96	−37	28	−80	−88	79	−17	1	18	14	13

Table No. 8.

CLASSIFICATION as regards STANDARDS and RACE of PUPILS on the SCHOOL ROLLS at the End of December, 1909.

Standards.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Preparatory Class	17	20	37	942	784	1,726	67	72	139	1,026	876	1,902
Standard I	9	6	15	240	203	443	20	15	35	269	224	493
Standard II	9	9	18	221	168	389	19	18	37	249	195	444
Standard III	13	16	29	200	167	367	27	25	52	240	208	448
Standard IV	18	14	32	201	169	370	29	24	53	248	207	455
Standard V	8	6	14	102	74	176	21	18	39	131	98	229
Standard VI	2	5	7	55	33	88	17	9	26	74	47	121
Standard VII	3	1	4	12	3	15	6	4	10	21	8	29
Totals	79	77	156	1,973	1,601	3,574	206	185	391	2,258	1,863	4,121

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

SUMMARY of TABLE showing STANDARD CLASSIFICATION.

Standards.	Boys.	Girls.	Totals, 1909.	Totals, 1908.
Preparatory classes	1,026	876	1,902	1,939
Class for Standard I	269	224	493	465
" II	249	195	444	524
" III	240	208	448	536
" IV	248	207	455	376
" V	131	98	229	246
" VI	74	47	121	120
" VII	21	8	29	11
Totals	2,258	1,863	4,121	4,217

Table No. 9.

CLASSIFICATION as regards AGES and STANDARDS of PUPILS at End of December, 1909.

Ages.	Class P.				Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.				Standards VI and VII.				Race Totals.				Totals.		
	Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.		Girls.		Boys.	Girls.	Total.
	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.			
5 and under 6 years ..	15	139	15	122	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	16	139	15	122	155	137	292
6 " 7 " ..	29	185	16	165	3	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.	..	..	..	..	32	186	26	166	218	182	400
7 " 8 " ..	12	204	23	140	4	14	6	11	1	2	..	3	..	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	17	221	29	155	238	184	422
8 " 9 " ..	5	181	7	169	5	39	5	35	6	18	7	21	1	3	3	3	..	1	..	..	..	..	..	..	..	..	..	..	17	242	22	228	259	250	509
9 " 10 " ..	5	121	7	95	5	65	4	51	6	40	6	32	8	10	8	20	..	1	4	3	..	..	1	..	..	..	..	..	24	237	30	201	261	231	492
10 " 11 " ..	1	57	1	59	1	55	..	44	3	51	2	40	6	50	5	41	7	15	2	15	1	2	1	..	..	..	1	..	19	230	12	199	249	211	460
11 " 12 " ..	..	34	3	24	1	41	..	26	3	47	2	30	8	58	3	32	4	35	12	40	6	13	5	9	..	..	2	6	22	228	27	167	250	194	444
12 " 13 " ..	..	24	..	17	..	16	..	15	..	38	..	24	3	41	4	38	9	66	4	45	5	18	5	14	8	9	4	6	25	212	17	159	237	176	413
13 " 14 " ..	..	9	..	6	..	6	..	13	..	11	1	16	1	29	2	29	5	53	2	29	6	28	4	18	8	14	1	12	20	150	10	123	170	133	303
14 " 15 " ..	..	4	..	1	..	6	..	6	..	15	..	7	..	11	..	11	2	32	..	25	3	34	2	23	5	28	4	11	10	130	6	84	140	90	230
15 years and over ..	..	1	..	6	..	6	..	7	..	8	..	4	..	10	..	8	2	16	..	26	..	15	..	16	2	21	1	7	4	77	1	74	81	75	156
TOTAL	67	959	72	804	20	249	15	209	19	230	18	177	27	213	25	183	29	219	24	183	21	110	18	80	23	72	13	42	206	2,052	185	1,678	2,258	1,863	4,121
	1,026		876		269		224		249		195		240		208		248		207		131		98		95		55		2,258		1,863				
	1,902				493				444				448				455				229				150				4,121						

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

Table No. 10.

CLASSIFICATION of EUROPEAN CHILDREN attending NATIVE SCHOOLS at the end of YEAR 1909.

Education Districts.	Standard Classes.								Total.	Certificates of Competency.	Certificates of Proficiency.
	P.	I.	II.	III.	IV.	V.	VI.	VII.			
Auckland	105	21	30	35	37	33	18	8	287	10	3
Wanganui	9	6	1	7	1	2	1	..	27	..	..
Wellington	..	..	1	1	..	..	..	..	2	..	..
Hawke's Bay ..	17	6	4	8	11	2	4	2	54	..	1
North Canterbury ..	4	..	1	..	2	1	1	..	9	..	..
Otago	4	2	..	1	2	1	2	..	12	..	..
Totals, 1909 ..	139	35	37	52	53	39	26	10	391	10	4
Totals, 1908 ..	139	47	51	53	44	42	34		410	7	2

Table No. 11.

MAORI CHILDREN attending PUBLIC SCHOOLS, December, 1909.

Education Districts.	Maoris.			Certificates granted.	
	Boys.	Girls.	Total.	Competency.	Proficiency.
Auckland	1,294	1,042	2,336	2	8
Taranaki	99	77	176	...	...
Wanganui	250	186	436	...	...
Wellington	174	154	328	...	4
Hawke's Bay	346	258	604	1	6
Marlborough	45	43	88	...	1
Nelson	19	12	31	...	...
Grey	...	...	...	...	...
Westland	9	13	22	...	...
North Canterbury	81	74	155	...	1
South Canterbury	9	9	18	...	...
Otago	56	41	97	1	1
Southland	79	64	143	...	...
Totals for 1909	2,461	1,973	4,434	4	21
Totals for 1908	2,479	1,950	4,429	15	26
Differences	−18	23	5	−11	−5

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

Table No. 11A.

CLASSIFICATION of MAORI CHILDREN attending PUBLIC SCHOOLS, December, 1909.

By Ages.				By Standard Classes.				
Years.	Boys.	Girls.	Total.	Classes.	Boys.	Girls.	Total.	Average Age
								Yrs. mos.
5 and under 6 ...	169	170	339	Class P.	1,316	1,136	2,452	8 1
6 " 7 ...	238	222	460	" S. 1	345	274	619	10 3
7 " 8 ...	299	250	549	" S. 2	272	214	486	11 3
8 " 9 ...	318	265	583	" S. 3	231	163	394	11 10
9 " 10 ...	298	231	529	" S. 4	153	99	252	12 10
10 " 11 ...	289	246	535	" S. 5	90	57	147	13 6
11 " 12 ...	270	206	476	" S. 6	47	27	74	13 10
12 " 13 ...	236	174	410	" S. 7	7	3	10	14 10
13 " 14 ...	196	122	318					
14 " 15 ...	106	59	165					
15 years and over ...	42	28	70					
Totals ...	2,461	1,973	4,434		2,461	1,973	4,434	12 1

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

Table No. 12.

(*a*.) Number of Maori Pupils receiving Higher Education at the End of 1909.

Schools.	Government Pupils.			Private Pupils.	Totals.
	Formerly attending Native Schools.	Formerly attending Public Schools.	Temporary.		
Boarding-schools—					
St. Stephen's (boys), Auckland	30	...	...	33*	63
Te Aute (boys), Hawke's Bay	13	2	...	50†	65
Waerenga-a-hika (boys), Gisborne ...	3	...	2	13	18
Clareville (boys), Carterton	...	...	...	23	23
Hukarere (girls), Napier	15	1	10	35	61
St. Joseph's (girls), Napier	15	...	4	35	54
Queen Victoria (girls), Auckland ...	18	...	...	20	38
Turakina (girls), Wanganui)	5	1	4	21	31
Te Waipounamu (girls), Canterbury ...	...	...	...	7	7
	99	4	20	237	360
High School—					
St. Patrick's College (boys), Wellington ...	...	1	...	...	1
Totals	99	5	20	237	361

* Including 1 European. † Including 3 Europeans.

(*b*.) Maori Pupils holding Industrial Scholarships at the End of 1909.

Number.	School.	Trade to which Scholars are apprenticed.	District.
1	Hapua Native School ...	Blacksmith	Auckland.
1	" ...	Saddler	"
1	Whirinaki Native School ...	Builder	"
1	Rangitukia Native School ...	Saddler	"
1	Hukerenui Public School ...	Government Railway Workshops	"
1	Tokorangi Public School ...	Builder	Wanganui.

(*c*.) Maori Pupils, formerly attending Native Boarding-schools, holding Hospital Nursing Scholarships at the End of 1909.

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

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