

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

Classes.				Maoris attending Native Schools.	Europeans attending Native Schools.	Total attending Native Schools.	Percentage of Roll.		
							Native Schools.	Public Schools.	Natives attending Public Schools.
Preparatory	..	..	..	2,109	202	2,311	44.4	35.05	55.4
Standard I	..	..	..	599	81	680	13.0	12.50	14.8
„ II	..	..	..	573	68	641	12.3	12.45	11.2
„ III	..	..	..	497	80	577	11.3	12.39	8.4
„ IV	..	..	..	374	69	443	8.5	11.24	5.2
„ V	..	..	..	242	85	327	6.3	9.70	3.2
„ VI	..	..	..	131	49	180	3.5	6.53	1.6
„ VII	..	..	..	25	14	39	0.7	0.14	0.2
Totals	..	..	..	4,550	648	5,198	100.00	100.00	100.0

Efficiency of the Schools.

The inspection of the schools was again carried out by the Inspector of Native Schools with the assistance of Public-school Inspectors who visited the schools of certain districts. This system has been in operation for four years, but in view of a certain amount of disorganization which was taking place it was decided to revert to the previous practice of having all Native schools inspected by special Native School Inspectors, and an additional Native School Inspector was appointed who took up his duties at the commencement of the current year. The experiment served the useful purpose of affording Public-school Inspectors an opportunity of observing the much better progress made by Maori scholars in their own schools than in European schools.

According to the reports of the Public-school Inspectors the efficiency of the Native schools compares favourably with that of public schools, one Inspector remarking that the enthusiasm of the Native child for its studies was apparently greater than that manifested by the European child. The report of the Inspector of Native Schools, which deals critically with all the subjects of the curriculum, goes to show that a high standard of efficiency is expected and is in most cases reached. He remarks that, taken as a whole, the methods of teaching followed are very satisfactory indeed, and that the great bulk of the teachers, appreciating the responsibilities imposed upon them, endeavour to mould the character of the pupils placed under their charge and to lay the foundations of good citizenship.

The schools were classified by the Inspectors as follows :—

	Number of Schools.	
	1918.	1919.
Very good to excellent	45	45
Satisfactory to good	61	64
Inferior to weak	10	10

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

Natives attending Public Schools.

As stated above, there are more Native children attending European schools than Native village schools, with unfortunately much inferior results in the former case. So convinced have Public-school Inspectors become of the advantage to the Maori pupil of attending a school specially instituted to meet his needs that, in the interests of the Native, they are advocating the establishment of separate schools where practicable. The Maori pupils attending public schools make commendable progress as far as S4, although their age is almost invariably in advance