

1911.
NEW ZEALAND.

EDUCATION :
NATIVE SCHOOLS.

(In continuation of E.-3, 1910.)

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

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No. 1.

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

NUMBER OF SCHOOLS.

At the end of the year 1909 there were ninety-four Native village schools in operation. During the year 1910 three new schools were opened—viz., Rakaunui, Kawhia; Port Waikato, near the mouth of the Waikato River; and Waimiha, King-country; and the schools at Pamoana, Wanganui River; and Te Kopua, Maniapoto country, were reopened. At the 31st December, 1910, there were, in addition to public schools giving instruction to Maori children, 114 schools in operation in New Zealand for the primary purpose of giving instruction to the Maori—

Native village schools ..	99
Mission schools subject to inspection by the Education Department ..	6
Boarding-schools affording secondary education to Maoris ..	9
Total ..	114

1—E. 3.

EDUCATION: NATIVE SCHOOLS. [In continuation of E.-3, 1910.]

APPENDIX TO THE JOURNALS OF
THE HOUSE OF
REPRESENTATIVES, 1911
SESSION I, E-03

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ATTENDANCE.

The average daily attendance, in actual numbers and as a percentage of the average weekly roll-number, for each quarter of the years 1909 and 1910 was as follows:—

	Actual Attendance.		Per Cent. of Roll.	
	1909.	1910.	1909.	1910.
First quarter	3,664	3,659	85.0	85.5
Second quarter	3,647	3,720	85.1	86.7
Third quarter	3,519	3,686	85.1	85.5
Fourth quarter	3,566	3,669	86.0	84.7

The following are some of the figures in regard to the attendance at Native village schools for the year 1910, the corresponding figures for 1909 being inserted for purposes of comparison:—

	1909.	1910.
Number on rolls at end of year	4,121	4,280
Average weekly roll-number	4,308	4,325
Average yearly attendance	3,680	3,714

If to the Native village schools are added the Native mission schools and Native secondary schools, the following are the figures for 1909 and 1910 respectively:—

	1909.	1910.
Number on rolls of Native village schools at end of year ..	4,121	4,280
.. mission schools at end of year ..	231	221
.. secondary schools at end of year ..	360	378

Combined rolls of Native schools	4,712	4,879
Combined average weekly roll-number	4,898	4,923
Combined average yearly attendance	4,213	4,259
Percentage of regularity of attendance	86.0	86.5

Table H shows the mean average roll-number for every fifth year, from 1881 to 1896, and for each of the last eleven years. The year 1881 is practically the first year of operation of the Native schools under this Department. The table gives also the total average attendance for each year, the average attendance as a percentage of the roll, and the number of teachers employed in the Native schools.

TABLE H.—SCHOOLS, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools at End of Year.	Mean of Average Weekly Roll.	Average Attendance:— Whole Year.	Average Attendance:— Percentage of Weekly Roll.	Number of Teachers.				Sewing Matrones.
					Teachers in Charge.		Assistant Teachers.		
					Male.	Female.	Male.	Female.	
1881	60	..	1,406	..	54	6	..	4	48
1886	69	2,343	2,020	86.2	60	9	..	26	30
1891	66	2,395	1,857	76.7	59†	8†	1	26	37
1896	74	2,874	2,220	77.3	64†	11†	..	61	16
1900	84*	3,256	2,560	78.8	67†	16†	..	70	8
1901	89*	3,257	2,592	79.6	70†	18†	..	69	15
1902	98*	3,650	3,005	82.3	77†	20†	..	83	11
1903	97*	3,805	3,012	79.2	76†	20†	..	79	13
1904	95*	3,794	3,083	81.3	73†	21†	..	85	11
1905	95	4,097	3,428	83.7	74†	22†	..	87	15
1906	98	4,235	3,607	85.2	78†	21†	2	94	11
1907	99	4,321	3,561	82.4	82†	18†	2	101	3
1908	95	4,479	3,781	84.4	76	19	2	104	5
1909	94	4,308	3,680	85.4	76	18	3	101	5
1910	99	4,325	3,714	85.9	78	21	3	106	4

* Includes two subsidized schools. † Includes two teachers jointly in charge of one school. ‡ The mean of average weekly roll and the average attendance are the totals of each school for the year, the roll and attendance of each school being reckoned to the nearest whole number (see table H2).

Table H1, in the appendix, gives in detail the staffs and salaries of the various schools in order of their grades. Table H2 supplies detailed information in regard to the roll-number, average attendance, and grading of the schools.

As will be seen from the above table, the percentage of regularity of attendance was higher last year than it has been for at least ten years, a result which must be considered highly satisfactory when it is remembered that all the Native schools are situated in rural districts having, in most cases, a sparse and widely scattered population. In many of the village schools, notably Te Kao in the far North, the attendance is remarkably good, the regularity in fully one-third of them reaching over 90 per cent.

There were 381 Maori boys and girls receiving higher education, 378 of whom were attending the various secondary Native schools, while the remaining 3 boys were pupils of other secondary schools. Of these, 54 boys and 83 girls were holders of free places provided by the Government.

Detailed information in respect to Maori pupils receiving higher education will be found in Tables H2 and H3 of the appendix.



The number of European children attending Native schools (set out in Table H4 of the appendix) shows a slight increase.

Number attending at end of 1909	391
Number attending at end of 1910	427
In the preparatory and lower standards (up to Standard V)	386
In the higher standards (Standards VI and VII)	41
Number of certificates issued.—	
Competency	5
Proficiency	7

As regards Maoris attending public schools, the following particulars are set out in Tables H5 and H5A.

Number attending at end of 1909	4,434
Number attending at end of 1910	4,462
In the preparatory and lower standards (up to Standard V)	4,409
In the higher standards (Standards VI and VII)	53
Number of certificates issued.—	
Competency	1
Proficiency	18

Tables H6, H6A, and H6B give full information as regards the race of the 4,280 children on the rolls of the Native schools in December, 1910. As will be seen, 87.6 per cent. were Maoris speaking Maori in their homes, 2.4 were Maoris speaking English, and 10 per cent. were Europeans.

The total number of children of Maori or of mixed race on the rolls of primary Native schools, public schools, Native mission schools, and secondary Native schools, together with such pupils as were receiving special technical training at the end of the year 1910, is shown in the schedule below. The numbers do not include Maori children attending public secondary schools or Maoris at schools not under Government inspection: of these no separate return is made.

	Actual Number.	Number per 10,000 of Maori Population at Census of 1906 (47,731).
I. Primary schools—		
(a.) Government Native schools	4,280	896.6
(b.) Mission schools	221	46.3
(c.) Public schools	4,462	934.8
	8,963	1,877.7
II. Secondary schools	378	79.1
III. Special technical training	14	2.9
Totals	9,355	1,959.7

CLASSIFICATION OF PUPILS.

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

	Numb. r.	Per Cent. of the Roll.
Class P	2,018	47.1
Standard I	534	12.5
Standard II	460	10.8
Standard III	416	9.7
Standard IV	373	8.7
Standard V	299	7.0
Standard VI	148	3.4
Standard VII	32	0.8

Detailed information in regard to the above table will be found in Table H7 of the appendix. See also Tables H6B and H8.

RESULTS OF INSPECTION.

Table H9 of the appendix gives full information as to the results of the annual inspection.

STAFFS AND SALARIES.

As shown in Table H, the staffs of the village schools included 78 masters, 21 mistresses in charge, 109 assistants, and 4 sewing teachers. The total amount paid in salary during the year was £23,184, the average salary of the head teachers being £171—males £175, and females £156. The average salary of assistants was £60.



Three schools are in charge of teachers who are themselves members of the Maori race, and the Inspectors speak very highly of their efficiency. Several Maori girls who have completed their course in the secondary schools are employed as junior assistants, and are on the whole doing satisfactory work.

Comparison of the amount paid in salaries during the past year with that paid during the year 1906 will show an increase of £5,700. Part of this increase is due of course to the large increase in the attendance, but the greater portion of it is due to the effect of the revised scale of salaries introduced in 1907.

EXPENDITURE.

The total expenditure on Native schools during the year 1910 was £33,387 ls. 11d. Included in this amount is the sum of £4,305 paid from revenues from national endowments. New buildings and additions involved an expenditure of £2,844; maintenance and repairs, £1,269. Table H10 is a classified summary of expenditure.

No. 2.

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

Sir,— Wellington, 31st March, 1911.
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 1910.

At the end of the year 1909 there were ninety-four schools in operation. During the year three new schools were opened—viz., *Rakauwani* (in the Kawhia district), *Port Wakato* (near the mouth of the Waikato River), and *Waiouika* (in the King-country); and two were reopened—viz., *Pamoaia* (Wanganui River), and *Te Kopua* (King-country). This makes a total of ninety-nine schools open at the end of the year 1910.

With regard to proposals for new schools, building operations are in hand at *Orauta* (near Kawakawa), *Te Ruahi* (Waiheke Island); and the erection of schools at *Taharoa* (Kawhia district), *Rangitahi* (near Galatea), *Harora* (East Cape), *Pakiri* (near Frazertown), is in contemplation. The establishment of schools at *Waiomio* (Bay of Islands), *Mangatuna* (East Coast), and *Wakahi* (Hawke's Bay) has also been decided upon, and arrangements for the formal acquisition of the land for the school-sites are now in hand.

No action is to be taken at present in the case of *Pukehina* and *Oruwharo*; the claims of *Okeri* (Rotorua), *Mauungatapu* (Tauranga), and *Te Iringa* (Bay of Islands), will, however, receive further attention. With regard to *Toheke* (Hokianga), the Department was of opinion that the children might attend the nearest Board school.

Other applications which require investigation are *Puketui* (near Thames), *Moerangi* (near Raedun), *Maianika* (Tuhoe country), *Waihue* (near Houhora), *Wairahi* (near Whangnaki), and *Tarehaua* (near Gisborne).

In connection with some of these applications we have to state that the number of children available is somewhat less than that required by the regulations for the establishment of a fully equipped school. Thus in a Maori settlement with, say, only seventeen children a Native school cannot be established under present conditions. From the nature of the case aided or household schools with European teachers are not practicable, and Maori teachers are not available. The expense is too great to warrant the Department's erecting a school and residence for so small a number of children; and until some inexpensive building can be designed we are afraid that this consideration will always prevent a small settlement from having a school.

GENERAL REMARKS.

With regard to the various subjects of the school course we offer the following remarks:—

Reading.—In the infant classes the reading continues to show steady improvement, and there is no reason to be dissatisfied with the attainments of the pupils in this subject except in a very few schools, in the case of which it is difficult for us to believe that constant teaching with systematic effort has been given.

As a rule, the reading in the upper classes is relatively not so good. Generally we find want of expression, and complete disinclination to speak naturally so that the reading may be distinctly heard. Thus we get the impression that the pupils do not always understand what they read. We do not think it necessary or even desirable that each sentence shall be torn to pieces and every word analytically examined, but we are strongly of opinion that the work cannot be regarded as satisfactory unless the child can picture mentally the ideas contained in the passage read; and the teacher can secure this, only by first getting the children to express orally their mental views.

We fully realize the difficulties under which teachers are placed in dealing with Maori children, whose reading is confined almost entirely to what they read in school, and is not, as in the case of European children, supplemented to a considerable extent by reading at home.

Teachers will do well, therefore, to adopt whatever means they can find to encourage wide reading. The libraries which have been established in many schools contribute materially to remedy the defect, but steps should be taken to ascertain whether the books are actually read, and whether also the ideas in them have been assimilated. For the junior classes we should be glad to see illustrated story-books containing simple tales for infants supplied to such schools as in our judgment merit special consideration for excellence in reading.



One way by which wider reading can be secured is by the employment of "silent reading." Teachers in charge of several standard classes often find it a matter of some considerable difficulty to arrange their time-table in such a manner that all the classes are kept continuously employed. In most cases they resort to written work of one kind or other, which suffers from want of proper supervision, and is apt on that account to be of an unsatisfactory character. The time available in this way might well be set apart for independent reading, silent reading, or private study, which when properly directed will be of the highest value, especially when supported by home reading. The teacher must take precautions to prevent waste of time by the less serious pupils, and must not let the less intelligent children struggle vainly with difficulties which they may encounter. The first steps in the formation of the habit of silent reading will consist in the silent preparation by the class of their reading-lesson; and this we recommend should be adopted by all teachers.

The method of teaching reading in use in Native schools is that which is regarded by the highest educational authorities as being the most natural and scientific. The Conference on the Teaching of English in London Elementary Schools (England), which sat between 1906 and 1908, expressed the opinion after a careful examination of the methods in use in the City of London schools that "the phonic method is probably the most scientific of all systems devised to make the art of reading easy. It lays a sure foundation for spelling, insures clear enunciation, excites the child's interest, and gratifies its love of power, of discovery, and self-expression. It appeals to hand, eye, ear, and the whole vocal mechanism at a period in the child's life when the organs are growing rapidly and are increasingly responsive to training. Correct articulation and good pronunciation are more readily attained by this method than by any other, and these form the surest foundation upon which the eye and hand can build." We are convinced from the facility with which the children learn to read, from the correctness of pronunciation, and from the clearness of enunciation and articulation which are attained by its use, that the above method is eminently suitable for teaching our pupils to read.

Strange to say, we find in several schools where European children are in attendance a decided objection on the part of their parents to this method of instruction, in favour of the alphabetic method by which they themselves were taught years ago, and which, according to the authorities above referred to, is happily falling into disuse, and has only its historical interest to save it from oblivion. The fact that the child can read with fluency and correct pronunciation is quite ignored because, though he has been at school for so many months, "he has not been taught to say the A B C." In several instances we have known of cases where the parents have set themselves to remedy what they consider to be the defect in the teacher's instruction, with the result that the unfortunate child is hopelessly confused and the teacher's efforts greatly impeded. In the case of children admitted to Native schools from other schools in the Dominion we frequently find a similar difficulty owing to the divergence of methods, and it takes some time and not a little patience on the part of the teacher to overcome the consequent defects in the child's reading, to say nothing of the prejudice of his parents.

Recitation.—Recitation is still a comparatively new subject, and does not, as a rule, show to much advantage. This, we consider, to be due to the fact that most of the poetry in the reading-books has no fascination for the children. A selection of pieces suitable for Maoris is very difficult to obtain. Dramatic situations such as occur in "Lochinvar," "The Wreck of the Hesperus," and similar poems appeal strongly to the senior pupils, who appreciate them keenly and recite them well, while the old-time nursery-rhymes and the simplest stories provide suitable material for the juniors. Only pieces that the children can realize and put into action should be chosen, so that the power of picturing what has never been seen, but only described, should be cultivated. It is almost out of the question to expect the pupils in Maori primary schools to realize the beauties of much of the best of our English poetry, which can be treated successfully only at a higher stage of progress, as in the secondary schools, in several of which passages from Shakespeare, for instance, are recited in an admirable manner.

We find on the part of the parents an increasing appreciation of their children's ability to recite poetry, a fact which suggests that the aid of the parents might be enlisted to encourage the children to read aloud at home, in order to supplement the comparatively small amount of oral practice that is possible in the class at school. This has been done in some of the settlements, and it has afforded capital practice to the children, while at the same time it has been a source of much gratification to the parents.

Spelling.—On the whole there is little ground for complaint with regard to the spelling. In the infant classes it is generally well done, and now that the children throughout the schools have had some initial training in sounds and word-building we find that as far as the spelling of words in their own vocabulary is concerned the pupils of the higher classes show a greater degree of proficiency than formerly. We are sure that teachers will find that, if the children are taught to read scientifically, and the arrangement of the readers, especially those in the infant and lower classes, is carefully attended to, the difficulties in spelling will be greatly reduced.

Writing.—It is true that most Maoris who have passed through the schools in their young days write very well indeed, but we look in vain in many schools for any testimony which would enable us to share in the opinion commonly held that Maori children are naturally good writers. In many of the schools the writing is nothing short of bad, nor has the reintroduction of headline copybooks done much to improve it. The explanation seems to be that there is not enough definite teaching of writing—the pupils are allowed to write at random, with little or no attention to the copy, and in many schools they sit in any position they may choose. Correct posture at handwriting-lessons is of the highest importance, and teachers should from the earliest stages take steps to train the pupils to sit properly—i.e., upright, and square to the desk—and to hold the pen properly.



English.—The work in this subject has made some advance during the year, and, though we are far from satisfied with the results in the majority of the schools, we are glad to note that in comparison with the attainments of some few years ago a considerable increase in efficiency is manifest. The infant classes have made much progress, and on the whole do really creditable work, both oral and written.

We should strongly advise teachers, however, to give full consideration to the need for training and encouraging the children to talk *individually*, to find subjects of interest upon which they can talk, and to ask questions both of the teacher and of the other pupils in the class.

No exercise in written English should be attempted in the lower divisions until the subject-matter has been fully treated orally. Even in the reproduction of stories—a common form of exercise in English composition, but not, as some teachers appear to think, the only form—oral composition or a discussion of the subject by the children should be the first step, the written exercise not being required until the following day. In this way even the children of the lower standard classes should be able to express orally a story that they have heard, or describe orally an incident that they have witnessed, and at a later stage they should begin to reproduce these exercises in written composition; for, for them, there is practically no difference between oral and written composition as far as style, simplicity, and directness are concerned.

The following plan, based on the suggestions made in the report above referred to, may be found helpful in connection with the teaching of composition. First, as regards the early lessons, which, as we have before recommended, should be upon the subject-matter of the reading-book: Let a series of questions relating to the story be prepared on the blackboard and placed before the class. The children are called upon at the teacher's discretion to answer one or more of these questions in their sequence. At the beginning the answers may be written down briefly on another blackboard, and made headings for the written exercise. The second stage consists in the intermediate step between the reproductive and the inventive type of exercise. As a concrete illustration we may take the story of Barbara Frietchie. One child may assume the part of the old lady herself, writing to a friend; another may impersonate a soldier who saw the incident; another, Stonewall Jackson; and so on. The original poem becomes in this way the basis for quite a considerable group of variant exercises, and yet remains a standard by which may be judged the pupils' accuracy and intelligence and their powers of expression. The final stage, that of original composition, should begin with that which is clearly and even frequently within the child's experience. It should take the forms of (a) simple letters to friends, (b) narratives of domestic or school events, or stories couched in an autobiographical form (the history of a doll, a plant which has been grown at school, a pet animal, and the like), (c) stories about pictures.

These exercises should advance in difficulty as the child progresses, but they should be consistently set on such subjects as lie within the pupil's grasp. There is ample range in choice if they look no further than the subjects growing out of school or of home life. Abstract subjects and even proverbs and familiar sayings should be introduced with caution, and these subjects should be treated only through concrete instances.

We notice, however, a distinct break in the quality of the work after the stimulus of the constant oral teaching of the lower standards has ceased to be applied in the upper classes, and this is, in our opinion, the cause of most, if not all, of the weakness so often apparent in the latter classes. Teachers complain that they find it hard to get a good list of suitable topics, and that the pupils cannot write more than a few sentences even when suitable topics are found. It should not be too difficult for a teacher to select at the most forty topics for a year's work; the children themselves will be able to suggest many, and their selections will probably be found very suitable. Inability on the part of the pupil to write more than a few lines is due mostly to the fact that he is not sufficiently acquainted with the subject—in other words, he has not been taught.

The following remarks, addressed to teachers in public schools in England, may be made here: "It should be remembered that it is as easy for a child to write on one subject as on another, provided his interest in and his knowledge of it are equal. The advance made should be in the mode of presenting the subject rather than in the subject itself. The structure of the sentences, their relation to each other, may become more highly organized, the use of illustration and comparison may become more frequent and varied, and in both directions the teacher may be helpful and suggestive, but he should watch a fitting opportunity, and not introduce a new construction, still less attempt to develop one, until he has noticed its occurrence in the oral lesson. No matter how advanced the composition may be, the *oral exercises should never be discontinued*. Composition, either oral or written, should form a part of every lesson given in the school, and its effect in increasing clearness of thought and expression will be evident in every part of the school-work."

Still, English language and composition, which more than any other subject demands to the full the earnest attention and utmost skill of the teacher, remains the least satisfactorily taught subject of the school curriculum. We know that teachers recognize its importance and the difficulties of teaching it, but we usually find on reference to the time-table that it is subordinated to arithmetic, receiving less than half the time allotted to that subject. The efficiency of a school can be accurately estimated by the pupils' attainments in English; and, indeed, this is how the public actually judge our schools—not according to the proficiency in arithmetic. Want of success is due also in great measure to the failure on the part of the teacher to draw up satisfactory schemes of work in English. Indeed, in some schools we find that no scheme has been drawn up, and there is not even a programme or list showing the topics dealt with during the year. The typical mistakes in English made by the Maori children are repeated year after year, being carried forward by the pupils from the time when they were in the lower classes. The commonest of these



errors, like some of those in spelling, should never be allowed to reach the higher standards. In the excellent scheme in English language drawn up by the headmaster of the Whakarewarewa School provision is made for dealing with these errors in composition in the classes in which they have been found from the experience of several years to be of most frequent occurrence, with the result that they are effectively disposed of in those classes.

Arithmetic.—We regard the arithmetic of the lower classes as being very satisfactory indeed, and desire to express our appreciation of the efforts of the assistant teachers who have done so much to make this subject efficient. It must be remembered that from the nature of infant-class teaching the lessons in arithmetic are of comparatively short duration, and involve constant effort on the part of the teacher. The children are taught more frequently and more vigorously. The results obtained go to show that similarly good effects would be produced in the higher classes if this course were adopted there. In the higher classes we consider at present that there is too much time devoted to arithmetic, and, considering the results, too little teaching is given, the pupils spending most of their time in working examples. The result is that, while they are able to work mechanical examples with fair accuracy and speed, their ability to work problems is as a rule far from being high. Mental and oral arithmetic, after all, constitute the greater part of the arithmetic required in every-day life, and should therefore receive more attention than the mere mechanical processes. We have often met with Maoris who, so far as we know, have not attended school at all, and yet are able to make difficult calculations mentally with surprising readiness.

Another point upon which we think something should be said is the need that exists in many schools for making the arithmetic as realistic as possible. It is true that this is done to a very large extent in the lower classes, the infants learning by the aid of actual objects which they handle for themselves, but there is generally far too little recourse to concrete illustration in the standard classes. With very simple apparatus—such as rules marked off into inches, &c.; cords knotted at distances of one foot, one yard, &c.; cardboard coins; common scales with weights, or bags filled with sand in lieu of weights; and measures such as a tin holding a pint—the pupils should be taught to perform the operations of measuring, weighing, &c., and of using money such as is involved in buying goods. In few schools is anything like this attempted; in only one can we remember seeing the children “go shopping” when learning the compound rules. Though we have spoken on this matter in former reports, we have thought it necessary to refer to it again, as its importance cannot be too highly estimated, and we earnestly hope that teachers will realize the benefits of adopting some such measures as those we have referred to.

At the same time we do not wish it to be understood that the arithmetic in our schools has made no advance. Indeed, we think that, relatively speaking, the degree of proficiency now attained is very gratifying, and year by year we find that much real progress is evident.

Geography and Nature-study.—On the whole, a reasonable amount of progress is shown. Records of various kinds detailing the results of the children's observations are more frequently met with, and in some schools there already exist the beginnings of school museums. Here and there we have remarked a tendency on the part of the teacher to use technical terms. No doubt high-sounding names impress the Maori very much, but they are no more effective than the simple terms of ordinary language, and the latter should therefore be invariably used in preference. Teachers are advised also not to attempt to cover too much ground in their schemes of nature-study; a few things thoroughly dealt with will serve the purpose infinitely better than a large number merely touched upon, and, if the pupils are to make personal acquaintance in each case with what is being studied, they cannot be expected to deal with many subjects during the year.

With regard to the geography itself we find that there is yet a want of appreciation of the importance of teaching the children to observe natural phenomena and to acquire their knowledge by actual observation. Even yet the cardinal points are made to depend upon the pupil's right or left hand, whereas one or two lessons in the playground on the variation in the shadow cast by the sun at different times of the day would enable the children to ascertain them for themselves.

Handwork.—(a) Sewing: In nearly all schools we find that sewing continues to be very well taught. The work is no longer confined to useless specimens; all kinds of useful articles are made by the girls, whose interest in the work has thereby been much increased. The desire on the part of the child to construct something, even if it is only a small handkerchief, helps largely to maintain this interest, which will be further stimulated if she can feel that what she has done is of real use, and that in doing it she has done something, however small, for herself and others. The teachers are hampered to some extent by the fact that the parents are not always willing to provide the material for garments. This difficulty, however, will disappear in time when the parents realize that there is a material benefit to themselves arising from the practical instruction given. It has been suggested that in the higher classes needlework may be more intimately correlated with arithmetic, by comparing the quantities and different prices of materials needed in the various kinds of needlework, and in estimating the cost of the garments to be made—a knowledge of which every good housewife should possess. Lessons of economy and thrift might also be illustrated in this fashion. There is another direction in which the teaching in needlework may be made of practical application. Children cannot be expected to profit much from theoretical lessons on neatness, cleanliness, and tidiness if they are allowed to come to school day after day untidy in dress. They should be encouraged to mend their own clothes, as well as those of other members of their family, and it should be a matter of reproach if a girl's dress is allowed to go unattended or her brother's shirt or coat to be untidy and buttonless. Although the syllabus in sewing appears to make hard-and-fast divisions in the work, teachers are practically free to carry out their own arrangements. Girls of the same acquirements should be taught together no matter what standard they may belong to, otherwise their time will be subject to considerable waste. Further, we desire to emphasize the need for a greater amount of instruction in cutting.



out and pattern-making. Every girl during her school life should learn to cut out and make the various garments suitable for her own wear, such as a pinafore or apron and a nightgown or blouse. In many of our schools much more than this is done, and, thanks to the valuable instruction given by the assistant teachers, Maori girls appear in school neatly dressed in clothes of their own making, while their younger brothers are also provided for.

(b.) Drawing: The quality of a great deal of the work in drawing still leaves much to be desired. There is yet too great an amount of drawing from flat copies, which defeats the aim in view—*i.e.*, enabling the pupil to see correctly and to represent accurately any given object. We think that free-arm drawing on blackboards or blackboard paper should be introduced, and this can be done without difficulty. But in any case the drawing should, as far as possible, be from real things, as nothing can be more useless than the drawing of meaningless forms. In a few schools the drawing has been correlated with the nature-study with a fair amount of success. The work of the pupils at the Whangape School is deserving of special mention in this connection, and may be taken as an indication of the high degree of excellence that can be attained by Maori children in drawing from nature.

(c.) Elementary Manual Training: Elementary manual training continues to be satisfactorily treated, though there still exists the need in the lower classes for connecting the work with English and with drawing, and in the higher classes with the arithmetic. Again, we advise teachers not to attempt too many branches in the one year: but to arrange the various forms of handwork so as to provide a change in each year. Work in paper and modelling in plasticine appear to us to give all the variety that is required.

(d.) Woodwork: There were during the year 1910 fourteen workshops in operation, and most of these have been provided with the material assistance of the Maoris themselves. All of the workshops are doing good work, and are of much benefit to the people, as well as to the pupils themselves. In one direction, however, there is undoubted room for improvement: the boys should receive considerably more practice in drawing plans, immediately before the corresponding bench-work is done. Their drawings should be made full size or to large scale, and should not be copies of other drawings. Further, they should be neatly and accurately executed, and should show all the necessary data.

(e.) Elementary Practical Agriculture: We feel that this subject has so far been attended with but little success, and the lack of organization in respect to it is very marked. In about a dozen schools we find gardens successfully established, the best work being done at *Manaiia*. In view of the disabilities under which our teachers labour in respect to attending classes for instruction, we have thought it desirable to supply to each school where a garden has been formed a copy of Jackson's "Studies in Elementary Practical Agriculture," a book well suited for the purpose. We think, however, that many of our teachers are still afraid to venture upon an unknown field, being under the impression that they require a much deeper knowledge of agricultural processes than is required for the ordinary school garden. "School-gardening rightly understood is a branch of nature-study rather than a professional training for an industry. But it is also—and this is what makes it particularly suitable for the education of children—a study which aims at producing visible and tangible results, which appeals to their practical and utilitarian instincts, and is closely connected with their domestic life." Teachers should remember, moreover, that in gardening even the mistakes and failures have their educational value, often indeed more than the successes; and the garden which has the finest show of flowers and vegetables is not necessarily the garden that best achieves the purpose for which it was intended—namely, the education of the pupils. The school garden at Rawhitiroa School, for instance, offered nothing to the eye but a series of grass-plots. These, however, were constructed with the definite purpose of ascertaining the grasses most suited to the land in the vicinity; and the experiment was full of interest to the farmers of the district, both Maori and European.

Very rarely indeed we have seen note-books kept by pupils for the purpose of recording their observations on their work and matters affecting it. It is a matter of great importance that records should be kept of the operations performed, of the dates of the sowing and of the appearing of the crops, with a daily record of the weather conditions, and any inferences that the pupils themselves have drawn from their observations and experiments. We do not anticipate any difficulty in getting a supply of the necessary books and other requisites authorized when a real desire on the part of teachers is manifest, but we feel that we must await more encouraging developments before recommending any further expenditure: and meanwhile can only suggest that each application be treated on its merits.

(f.) Domestic Duties: So far as the limited means at the disposal of our schools will allow, instruction in domestic duties finds a place in our school curriculum, and much useful work is done. We have no schools of cookery and domestic instruction equipped with gas-stoves or electric cookers, and can only pursue in a humble way such a course as lies within our resources, and does not extend beyond the requirements of the average Maori kainga. But we maintain that in such Native schools as Ahipara, Oruanui, Omaio, and Tokaanu the practical training in domestic duties, including sewing, cooking, and housewifery, will compare favourably in both extent and efficiency with that afforded in any public school of similar size and situation in the Dominion.

Singing.—In a large number of schools singing is well taught, and very good work is done. In not a few schools it is excellent: songs are sung in two, three, and four parts, and the pupils have an intelligent grasp of the principles of the notation used. It is pleasing to find that the tests given—modulator-tests, time-tests, and ear-tests—are performed in a very satisfactory manner. Phrasing, production of good tone and clear enunciation of the words of the songs receive careful attention. In other schools, however, the pupils are taught *songs* but not *singing*, the songs being learned by ear, either from the teacher or from an instrument. As we pointed



out last year, the singing in a school derives no benefit from the use of an instrument unless the instrument is used with great discretion, and except in the case of schools having a large infant department we are altogether opposed to the introduction of organs. The only instrument required is a tuning-fork or a pitch-pipe, and in some of the schools even these are wanting.

Physical Instruction.—On the whole, this subject may be regarded as satisfactory. In many schools it is excellent, while in some it is entirely perfunctory in character and without benefit. Breathing exercises form part of the daily routine in most of our schools, the exercises being done out-of-doors for a few minutes, generally at the time of assembly. One of the chief objects aimed at in breathing exercises is the development of a correct habit of breathing; and the more frequent the exercise the better the results. We were much struck with the efficiency in drill exhibited in several of the schools where a selection from the "Manual of Physical Instruction," recently supplied by the Department, formed the programme. The importance of organized games as an educational factor is now receiving recognition at the hands of various school authorities, and we think that teachers would do well to give this matter their attention. "There is no better work in the field of education than to inculcate a wholesome love for the games in the playground; for to do this means the creation of an *esprit de corps*, and a readiness to endure fatigue, to submit to discipline, and to subordinate one's own powers and wishes to a common end." The introduction of these games would afford the teacher the opportunity of getting into closer touch with his pupils, and since they would be carried on under his supervision, the disorganized rough-and-tumble that is sometimes complained of would be prevented. We see no reason why during the hot weather swimming should not be substituted at regular intervals for the ordinary physical drill, life-saving lessons being included in the instruction, as has already been done at Te Kao School.

SYLLABUS.

The teachers are gradually accustoming themselves to the conditions of the new syllabus, and there does not appear to be much difficulty in its working. Schemes of work are better drawn up than they were last year, and the term examinations are organized on better lines. The records of the work done by the pupils show in many cases distinct progress, and in the best schools the work is surprisingly good. We have again, however, to remind teachers that the promotion of a whole class is not necessary, even though it may seem desirable. The teacher who always estimates the pupils' work at a high value may have too low a conception of the standard required, and we note with satisfaction that the best teachers are content to "hasten slowly" in the promotion of pupils whom they feel to be unworthy of it.

The pamphlet containing "Suggestions for the Consideration of Teachers and Others concerned in the Work of Public Elementary Schools," which is published by the Board of Education in England, and from which we have quoted various passages, seems to us to contain so much valuable information on teaching and school management generally that we recommend that copies be supplied to every Native school. We trust that when the pamphlet comes to hand teachers will give their earnest consideration to the excellent precepts contained in it, and we feel sure that they will derive very great assistance from a study of it.

TEACHERS' CERTIFICATES.

After the end of the current year (1910) the salaries of uncertificated teachers in the Native-schools service will be subject to reduction in terms of the regulations under the Education Amendment Act, 1908. It is provided, however, that the salary of any teacher appointed before the end of the year 1910 shall not be reduced below what was payable to him on the 31st December, 1910. The number of certificated teachers is gradually increasing, and several of the younger members of the staff are now preparing themselves to qualify for certificates—a step which we consider very desirable both in their own interest and in that of the service. At the same time it must not be thought that the uncertificated Native-school teacher is *ipso facto* incompetent; indeed, this is very far from being the case. Many of our teachers, in spite of their being uncertificated, have proved conclusively by the able management of their schools that the absence of a certificate does not always mean lack of efficiency in teaching. And it is a matter of surprise to us that these teachers have not taken the trouble to obtain what is popularly regarded as the hallmark of the teacher, seeing that they already possess so many of the essential qualifications for it.

SCHOOL BUILDINGS AND GROUNDS.

In connection with the organization and conduct of the schools we desire to make a few remarks also upon what is known in some parts as "environment." By this is understood the general appearance of the school premises as regards tidiness and attractiveness. Many of the schools are, we consider, remarkably clean, the interior of some that have been in constant use for over twenty years being even yet almost spotless. No funds are provided for the purpose of school cleaning, the work being done usually by the elder children under the supervision of the teacher. Desks defaced or stained by ink are matters of reproach to most of our pupils, whose provisions for keeping their desks clean are sometimes almost amusing.

There remain still, however, many directions in which the "environment" may be considerably improved. The interior of the schools could be made far brighter and far more attractive by an orderly arrangement of the books and material, a clean fireplace, a few pictures, and perhaps some flowers or ferns. These could be placed under the charge of groups of children, whose co-operation it is not difficult to obtain, as is shown in the schools where the plan is in vogue.

The external appearance concerns the teacher more directly, and consists in his having the grounds and gardens neat and tidy. The difference in the appearance of individual schools in



this respect is most marked. We are aware of instances where there has been only a very half-hearted attempt, if, indeed, any attempt at all, on the part of the teacher to cultivate the school gleebe. In these cases the reason alleged is usually that "the ground will not grow anything"—a statement which we are under the circumstances disposed to accept, though it is somewhat remarkable that under a new teacher the wilderness is made to "blossom as the rose." The gardens and grounds at Hapua, Ranana, Wai-iti, Waioweka, Wharekawa, Karetu, Paeros, Oparure, Rawhitiroa, Tikitiki, and Raugitukia—the first named situated in probably the poorest and most difficult soil to work that we have—are striking instances of what can be done in the direction of making the school gleebe attractive and productive. They are indeed an object-lesson to the public, whether Maori or European—the former often regretting that they parted with such a fine piece of land. The planting of suitable hedge-plants to strengthen and in time to replace the fences, and the planting of suitable trees to provide shelter and ornament as well as screens for outside buildings, are matters in which we have no doubt the Department would be quite prepared to assist and which we should like to see more commonly practised. Every teacher who has had charge of a school for some years ought to feel that he has contributed a mite at least towards the beautifying of the place which has been his home; and the fact that his successor will enjoy some of the fruits of his labour should not deter him from adding to his own comfort as well as to the attractiveness of his school.

In the future we propose in reporting upon the condition of the garden and grounds to look for evidence of improvement from one year to another in the direction above indicated, and full marks under this heading will be more difficult to obtain.

MISSION SCHOOLS.

The following mission schools engaged in the education of Maori children are inspected by officers of the Department: The Maori Mission School, Otaki; the Mission School, Putiki, Wanganui; the Convent School, Matata, Bay of Plenty; the Convent School, Tokaanui; and the Mission School, Te Hauke, Hawke's Bay. The Mission School at Ngongotaha, near Rotorua, was closed at the beginning of the year, and we understand that a Board school is to take its place. The number of children on the rolls of the mission schools at the 31st December, 1910, was 221, the average weekly roll-number being 212 and the percentage of attendance 83.9. All these schools are doing good work, and reach a very satisfactory standard of efficiency, though the attendance in some of them is not so high as it should be. The number of pupils at the Otaki Mission College has further increased since last year, and this institution is attracting boys of a very desirable class as boarders. Arrangements are in hand for the establishment of classes in agriculture and woodwork, and we hope that the authorities will see their way to offer every facility to the principal in carrying out his views in regard to industrial training.

BOARDING-SCHOOLS.

Secondary education is provided for Maori boys and girls in institutions established by the various denominational authorities—viz., for boys, Te Aute College, Hawke's Bay; St. Stephen's Boys' School, Parnell; Waerenga-a-hika College, near Gisborne; Hikurangi College, Clarendon, Wairarapa; and for girls, Hukarere Protestant Girls' School, Napier; St. Joseph's Roman Catholic Girls' School, Napier; Queen Victoria School for Maori Girls, Auckland; Purakina Maori Girls' School, Wanganui; Te Waipounamu College, near Christchurch. There were also two Maori boys attending St. Patrick's College, Wellington, during the year. The number of pupils on the rolls of the boarding-schools at the end of 1910 was: Boys 182, girls 196, total 378; of whom 51 boys and 83 girls held free places provided by the Department. The syllabus of instruction ranges from the requirements for the various standards of the public schools to those of the Civil Service Junior Examination, and generally good results are obtained.

An important function of the secondary school is to provide training in industrial occupations. In this connection a class in wool-classing was established at Te Aute College during the year, but we regret to say it did not meet with much success, and appears to have been given up. During the year a conference was held between the trustees and the Inspector-General of Schools with a view to remodelling the present curriculum so as to make full provision for training in agriculture. It is to be hoped that the scheme approved by the trustees will be put into operation before long.

We are glad to make mention of the excellent instruction in woodwork at Te Aute College, the progress in this branch of industrial training constituting the most pleasing feature in the year's work. At St. Stephen's School, Auckland, an honest endeavour is made to direct the minds of the boys towards industrial pursuits. The instruction in woodwork and elementary practical agriculture is producing very satisfactory results, the only obstacle to greater success in agriculture being the limited amount of ground at the disposal of the institution. At the Waerenga-a-hika and Hikurangi Colleges considerable attention is given to practical training, and suitable schemes have been arranged to this end by the principals, who thoroughly appreciate the needs of the young Maori.

In the various secondary schools for Maori girls much excellent work is done. The programme embraces the ordinary English subjects and arithmetic, together with all the branches of domestic training that are suited to the requirements and conditions of the Maori people—namely, the general management of a house, cookery, laundry-work, dressmaking, hygiene, and home nursing. So much are we impressed with the need for knowledge of this kind in Maori settlements that we are disposed to think that even greater prominence should be given to these subjects, and instead of having them treated, so to speak, as additional, we should be inclined to make them the principal subjects of the secondary-school course. No girl should be regarded



as having satisfactorily completed her course until she can cut out and make undergarments and dresses for herself, as well as clothes for infants and young children. In a similar way emphasis should be laid upon home nursing and the care of the sick and of infants. Already in ambulance work generally excellent results are being obtained. One cannot help being impressed when visiting any of the secondary schools with the splendid appearance of the pupils, who are, on the whole, of striking physique, well-mannered, courteous, and obedient.

The Hukarere School buildings, which have served girls of the Maori race for upwards of thirty years, were destroyed by fire towards the end of the year. It speaks well for the discipline of the school that the girls, numbering sixty-three in all, were got out of the burning building in a few minutes without accident of any kind. The authorities have lost no time in taking the necessary steps to provide new buildings, pending the erection of which the school is to be carried on in temporary premises.

SCHOLARSHIPS, ETC.

The number of scholarships or free places open to Maori children was 144, of which 134 were held at the end of the year by scholars from Native-village schools, and three by scholars from various public schools.

There were eight industrial scholarships or apprenticeships current, and one agricultural scholarship. In connection with the industrial scholarships the thanks of the Department are again due to the headmaster of St. Stephen's School, Auckland, for his active co-operation in securing suitable positions for apprentices.

As far as information on the subject is available, the holders of these scholarships are giving every satisfaction to their employers, and in the case of one who completed his apprenticeship last year the Department received a capital report from his master. Towards the end of the year the first agricultural scholarship was awarded, and we have now a Maori boy apprenticed to a sheep-farmer.

Nursing Scholarships.—The need for the training of Maori girls as nurses is readily recognized by every one; but the difficulties that seem to beset every step when an attempt is made to arrange for such training to be given are known only to those who have for some years past been directly concerned with the scheme. The hospital authorities—with one or two notable exceptions, of which the Napier Hospital Trustees are the most prominent—find many objections, and some of them even in districts with a fairly large Maori population decline to give any support whatever to the project. We desire to express our cordial appreciation of the valuable assistance rendered during the year by the Hospitals Department, without whose co-operation it would have been almost impossible to carry the scheme to a successful issue.

During 1910 there were five Maori girls being trained as nurses in various hospitals, one being a day pupil and four being probationers. It is not possible to award more nursing scholarships at the present time, for the reason that there are no vacancies in any of the hospitals willing to admit Maori girls. Nurse Akenchi Hei, who was the first Maori girl to pass the examination qualifying her for registration as a nurse, and who had also obtained a certificate in midwifery, died during the year from typhoid fever contracted in the performance of her duty. Nurse Hei was a woman of fine character, devoted to the mission to which she had dedicated herself, and, there being so few qualified nurses available for work amongst the Maori people, while the need is so great, the loss sustained by the Department in this branch of its efforts on their behalf amounts to nothing short of a calamity.

Te Makarini Scholarships.—The examination for the Te Makarini Scholarships was held on the 5th and 6th December, 1910. For the senior scholarship there were eleven candidates—five from St. Stephen's School, Auckland, and six from Te Aute College. For the junior scholarship there were seven candidates, all of whom were pupils of various Native village schools. Since last examination the standard of the examination for the senior scholarship has been raised to Standard VI of the public-schools code, while the age-limit in the case of junior candidates has been lowered to fourteen years. Though the tendency of these changes has been to make higher demands, we consider that the work of the senior candidates was very satisfactory indeed. With regard to the reading, one of the supervisors—a gentleman well qualified by reason of his long connection with education to speak with authority—reported, "I am much struck with the intelligence and demeanour of the candidates. Their reading was marvellously good—superior to what is commonly heard in the pakeha schools." The arithmetic showed much improvement in quality, and we desire to make mention of the admirable way in which the work was arranged. In Maori the faults observed before still obtain: pakeha-Maori constructions and words are still frequent, and the knowledge of the structure of the language is very small. The best of the junior candidates did fairly well, considering that they had had no special preparation, and that the lowering of the age had raised the standard. Their weakest subject was English composition, in which only low marks were obtained. The senior scholarship was awarded to Tipi Tainui Ropiha, of Te Aute College, who obtained 67 per cent. of the possible marks; and the junior scholarships were gained by Rewiri Makiha, of Whakarewarewa Native School, and Jesse Robson, of Pukepoto Native School, who gained 61 and 60 per cent. respectively.

Buller Scholarship.—The Buller Scholarship was founded out of a bequest by the late Sir Walter Buller. It is open to Maori boys only, and not to half-castes or Europeans, the standard of education being fixed somewhat higher than that for the Te Makarini Scholarships. At the request of the trustees, regulations in connection with this scholarship were drawn up by the Department, and these were printed as an appendix to the regulations relating to Native schools. The first examination was held at the end of the year, there being eight candidates—four from Te Aute College, Hawke's Bay, and four from St. Stephen's School, Auckland. The work of the can-



didates was very creditable indeed, and we feel that the results obtained were worthy of the object for which the scholarship was established. The scholarship was awarded to Heta Utiku, of Te Aute College, who gained 60 per cent. of the possible marks. Two other candidates obtained a higher number of marks, but they were disqualified owing to the fact that they were not of predominantly Maori blood. It will be necessary in the future for intending candidates to furnish, with their application, proof of their age and of their race, as the terms of the trust preclude any candidates who are not predominantly Maori.

ATTENDANCE.

The Native schools were transferred to the control of the Education Department thirty years ago. There were then 1,300 children on the rolls of fifty-seven schools. Ten years ago (1900) the number in Native secondary and village schools was 3,334. At the end of the year 1910 the total roll-number was 4,879, of whom 4,280 belonged to Native village schools, 221 to Native mission schools, and 378 to Native secondary schools. The average weekly roll-number was 4,923, and the average attendance for the year 4,259, the percentage of regularity being 86.5. Of the village schools, Te Kao Native School occupied the premier position with a percentage of 98.7, and the circumstances under which this splendid attendance was maintained make such a record unique. 112 certificates of the first class, and 131 of the second were gained during the year.

In comparatively few cases has it been found necessary to put the compulsory clauses of the Education Act into operation to secure attendance, and as a rule this action is taken only in exceptional circumstances.

While discussing the subject of attendance at schools we may draw attention to the increase that has taken place during the past few years. In 1880, when the Native schools were transferred from the Native Department to the Education Department, there were 1,300 children on the rolls of fifty-seven schools, including some of the boarding-schools. At the end of December, 1910, there were 4,879, or more than three times the number of children. As we have pointed out before, this may be regarded by no means as an indication of the increase in the race, but as direct evidence of the increasing appreciation of education by the Maori people. We are now reaping the crop sown by the schools established thirty or forty years ago. Further, the settlement of the Maori on the land and his attention to industry—such, for instance, as is exhibited among the people of the East Coast and elsewhere—are, it appears, followed by an increased birth-rate and a consequent demand for more schools. As a matter of fact, in the district mentioned we have applications for the establishment of no less than six new schools, the number of children ranging from thirty to sixty. Who will deny in the face of this that the salvation of the Maori race is to be achieved by work?

CONCLUSION.

We cannot close our review of the year's work without again expressing our high appreciation of the services of the teachers. In spite of the adverse criticisms and misstatements to which it has been subjected, the Native school plays an important part in the development of the country. At the least it is a necessary pioneer of civilization, and should receive consideration as such.

In the report dated 1st July, 1879, the Resident Magistrate, Hokianga, stated: "It is an undoubted fact that the village schools are working great good amongst the Natives in the North, and doing much to break down that barrier which has hitherto stood between the two races. As a proof of this I may point out the very orderly and law-abiding conduct of the northern Native in comparison with that of the more ignorant southern tribes. This is the more noticeable during the last eight or nine years, in which period no serious trouble of any kind has occurred, and when it is remembered that the numbers of the Rarawa and Ngapuhi Natives exceed seven thousand, is well worthy of consideration. I believe that this state of things is in a great measure to be attributed to the establishment of Native schools, as they have done much to give the Maoris a better knowledge of our manners and customs than they have had hitherto, and which they duly appreciate and are in many ways endeavouring to imitate. In a few years more, as the present pupils grow to manhood and take their places in the tribes, the improvement amongst them will be more marked and plainly visible to all, and in the meantime the Native schools are deserving of every assistance which the Government may bestow upon them." These prophetic words have been amply verified everywhere, and even in our own experience there have been cases in which the establishment of a Native school has had the effect of breaking down the prejudices of the Maoris to the pakeha and his ways.

Only those who, like ourselves, have seen a Maori settlement more or less remote from civilization *without a school* can picture the deplorable condition of things that would exist if every such settlement had no school. As it is, the temporary closing of a school is invariably attended with marked retrogression on the part of both the children and people. Even if, as it has rarely happened, the buildings may be deserted for a while, the rapid spread of settlement in the North Island especially will always prevent them from remaining tenantless for any length of time. Excepting ourselves, there are very few in a position to know at first hand all the facts connected with the conduct of the hundred Native schools spread over the Dominion, and the work done by them, and we feel that it is difficult to place too high a value on the loyal services rendered by the teachers towards the education and civilization of the Maori.

We have, &c.,

WILLIAM W. BIRD, M.A.,
JOHN PORTEOUS, M.A.,
Inspectors of Native Schools.



APPENDIX.

Table H1. NATIVE SCHOOLS AND TEACHERS, WITH CERTAIN DETAILS OF EXPENDITURE. Lines of the Native Villages 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 1910; and the Names, Classification, Status, and Emoluments of the Teachers as in December, 1910.

In the column "Position in the School," H M means Head Master; H F, Head Mistress; M, Matron; M M, Matron; M F, Assistant Male Teacher; A F, Assistant Female Teacher; N, Native; S, New Zealand; S F, New Zealand; S M, New Zealand; S F, New Zealand; S M, New Zealand.

1. Name of School (Schools are entered in the Order of Grades and in Alphabetical Order in each Grade)	2. County	3. Yearly Average Number of Native Pupils	4. Expenditure for the Year				7. Total	8. Teachers on the Staff at the End of the Year	9. Classification	10. Position in the School	11. Annual Rates of Payment during the Year	
			1. Salaries and Home Allowances	2. Other Ordinary Expenditure	3. Buildings, Sites, Furniture	4. Total					1. For Salary, including allowances	2. For House
Port Waikato	Raglan	18	32 19 2	7 14 4	21 8 6	62 2 0	Chaplin, C. S.	M	M	105 0 0	5 10 0	
Waimihia	West Taupo	14	72 0 7	42 19 10	21 9 7	136 10 0	Spence, Miss J. A.	F	F	105 0 0	10 0 0	
GRADE I.												
Kawatu	Bay of Islands	23	120 0 0	42 16 6		162 16 6	Tawhiri, R. H.	C 4	M	120 0 0	0 0 0	
Manurewa Bay	Ohikiamuri	21	146 13 4	3 14 0		150 7	Tawhiri, Mrs. M. N.	S	S	5 0 0	0 0 0	
Manurewa	Hokanga	18	130 0 0	4 1 9	2 18 9	137 0 6	Hubbard, C. G.	E 2	M	120 0 0	0 0 0	
Okaitete	Maierston	18	134 0 0	4 4 1		138 4 1	Thurke, H. L.	S	M	120 0 0	0 0 0	
Oranui	Whakatare	19	105 12 2	24 3 10		129 15 0	Thurke, Mrs. G.	E 2	S	4 10 0	0 0 0	
Panopua	Whakatare	13	110 10 0	8 2 11		118 12 0	Thurke, Mrs. F. E.	S	F	120 0 0	0 0 0	
Te Kerepahi	Whakatare	25	137 12 0	0 13 6		138 12 0	Vine, H. C.	S	F	125 0 0	0 0 0	
Te Whaiti	Whakatare	21	124 2 6	37 16 0		161 18 6	Vine, Mrs. W. M.	S	H M	20 0 0	0 0 0	
Te Kopua	Waikato	14	140 17 6	10 10 2		151 7 8	Zimmerman, M. E.	S	M	140 0 0	0 0 0	
Wharekaka	Waipua	27	137 17 10	32 7 9	18 10 0	208 15 7	Douglas, R. A.	S	H M	120 0 0	0 0 0	
GRADE II.												
Kemaru	Manuatu	21	170 0 0	16 0 6		186 0 6	Kernahan, Mrs. F. A.	S	A F	20 0 0	0 0 0	
Mathetihē	Hokanga	27	235 0 0	1 0 6		236 0 6	Paul, F. E.	S	H M	140 0 0	0 0 0	
Bakamui	Kawhia	28	70 0 0	22 16 5	761 4 11	854 1 4	Paul, Miss H.	S	H F	30 0 0	0 0 0	
Rangawhia	Manuatu	21	185 16 8	7 8 3		193 0 1	Wills, C. P. J.	S	H M	120 0 0	0 0 0	
Rawhitiroa	Raglan	21	135 0 0	13 15 0		148 15 0	Wills, Mrs. I. M.	D 3	A F	20 0 0	0 0 0	
							Tuan, W. H.	S	H M	20 0 0	0 0 0	
							Tuan, Mrs. J.	S	H M	20 0 0	0 0 0	
							Dale, F. A.	S	H M	140 0 0	0 0 0	

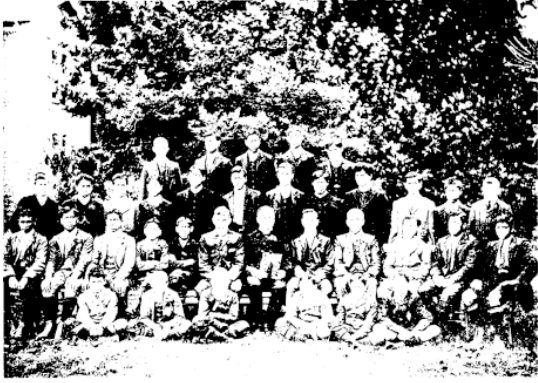
* Including 630 Indigene-Scholarships.



Table H1—continued.
NATIVE SCHOOLS AND TEACHERS, WITH CERTAIN DETAILS OF EXPENDITURE—continued.

1. Name of School. (Schools are entered in the order of Order in each Grade.)	2. County.	3. Yearly Native-School Code	4. Expenditure for the Year.				7. Total.	8. Names, Classification, and Status of Teachers.	9. Classification	10. Position in the School	11. Annual Rates of Payment during Last Month of Year.	
			5. Salaries and House Allowances.	6. Other Salary Expenditure.	6. Building, Stove, Furniture, and Furniture.	6. S. D.					11. For Salary, including lodging allowance.	12. For House Rent.
GRADE IV.—continued.												
Pipiriki	Waimarino	27	296 0 0	12 17 9	..	272 17 9	Clemence, P. H. Clemence, Miss G.	D 2	H M	190 0 0	..	
Pukepoto	Mangonui	42	285 0 0	5 1 7	..	290 1 7	Mathews, F. H. S. Mathews, Miss J.	..	H M	190 0 0	25	
Rauana	Rotorua	38	290 0 0	2 11 5	..	292 11 5	Brown, C. G. Brown, Mrs. C. M.	..	H M	190 0 0	..	
Raukokere	Opotiki	43	290 0 0	290 0 0	Saunders, W. S. Richardson, Miss A.	..	H M	190 0 0	..	
Tuamoa	Mangonui	41	282 10 0	34 9 0	15 0 0	331 19 0	Richardson, Miss A. Marchant, Miss A.	..	H M	190 0 0	..	
Tautoro	Bay of Islands	62	290 0 0	1 12 9	..	291 12 9	Kelly, F. W. Kelly, Mrs. W.	..	H M	190 0 0	..	
Te Kaha	Opotiki	39	290 0 0	3 3 6	..	293 3 6	Robinson, Mrs. M. L. Goatwin, H. P. E.	..	H M	180 0 0	..	
Te Mata	Tairāpapa	47	270 0 0	8 2 8	..	278 2 8	Goatwin, H. P. E. Bathway, Miss E.	..	H M	180 0 0	..	
Te Pupuke	Whangarei	32	250 0 0	23 0 6	..	273 0 6	Bathway, Miss E. McIntyre, Miss K.	..	D 1	H M	55 0 0	
Tikiri	Waikato	39	270 0 0	2 3 6	..	272 3 6	Geisler, H. W. Geisler, Mrs. I. F.	..	H M	190 0 0	..	
Tokarene	East Taupo	37	290 0 0	15 6 2	..	275 6 2	Wolke, Mrs. B. Wolke, A. G.	..	H M	190 0 0	..	
Torene	Opotiki	40	290 0 0	24 15 8	..	284 15 8	Drake, Mrs. R. K. Drake, Mrs. F. M.	..	H M	190 0 0	..	
Waikōi	Rotorua	47	290 0 0	22 13 5	..	282 13 5	Drake, Mrs. R. K. Drake, Mrs. F. M.	..	H M	190 0 0	..	
Waikare	Bay of Islands	38	290 0 0	1 10 7	..	291 10 7	Hamilton, H. R. W. Hamilton, Mrs. I. A.	..	E 3	H M	190 0 0	
Waioamotani	Waikato	44	270 0 0	23 12 4	..	293 12 4	Woodhead, A. Woodhead, Mrs. A. M.	..	Lic.	H F	190 0 0	
Waikāwhiri	East Taupo	31	251 13 4	15 15 0	..	297 8 4	Woodhead, A. Woodhead, Mrs. A. M.	..	D 2	H M	190 0 0	
Waikau	Manukau	28	315 0 0	12 13 6	..	327 13 6	McGowan, J. L. Johnston, Mrs. M. E.	..	H M	190 0 0	25	
Whakarapa	Hokianga	70	259 9 4	34 10 1	228 10 1	322 9 6	Johnston, Mrs. M. E. Dorbin, Miss B. G.	..	Lic.	H M	190 0 0	
											50 0 0	

* Including £20 lodging allowance.



Boys' Club of Chicago, 1910



St. Stephen's School, Virginia, 1910



SIXTH GRADE GIRLS OF MOTTI ISLAND SCHOOL.



THE WHARF NATIVE SCHOOL, FIDELITY COUNTY.



APPLICANTS FOR A NEW SCHOOL.



INFANT CHILDREN (MAORI AND EUROPEAN), PAHOA NATIVE SCHOOL.



HOUSE BUILT BY CARPENTRY CLASS, OHAUKEI.



WAIHI NATIVE SCHOOL, ROTORUA.

