

SESSION II.
1923.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

[In continuation of E.-3, 1922.]

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

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No. 1.

EXTRACT FROM THE FORTY-SIXTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

EDUCATION OF NATIVE CHILDREN.

Number of Schools.

The primary education of Maori children living in districts principally settled by Natives is provided by means of Native village schools specially instituted by the Government and under the direct control of the Education Department. All of these schools (numbering 127 at the end of 1922) excepting two are situated in the North Island. The schools were graded as follows :—

Grade I (average attendance 9-20)	19
" II i (average attendance 21-25)	14
" II ii (average attendance 26-35)	27
" IIIA i (average attendance 36-50)	30
" IIIA ii (average attendance 51-80)	28
" IIIB (average attendance 81-120)	8
" IVA (average attendance 121-160)	1
Total	127

In addition to the Government schools there are in operation for the benefit of Maori children nine primary mission schools (three more than in 1921) and ten boarding-schools, the latter affording a rather more advanced educational programme. These schools have been established by private enterprise, but they are inspected by the Department's officers, and the Government provides a number of free places for Maori children at the boarding-schools. Maori children living in districts more or less settled by Europeans attend the ordinary public schools, 643 of these

schools having some Maoris in attendance in 1922, thus the total number of schools under inspection at which Native children were receiving instruction in 1922 was—

Native village schools	127
Native mission schools subject to inspection by the Education Department ..	9
Public schools at which Maori scholars were in attendance	643
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Total number of primary schools	779
Native boarding-schools affording secondary education to Maoris	10
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Total	789

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of 1922 was 6,161, including 5,347 Maoris and 814 Europeans, the latter representing 13 per cent. of the roll. The roll exceeds that of the previous year by 339, 304 of this number being Maoris. The increase in numbers represents one of 6 per cent. as compared with the increase in public schools of 3 per cent. in the roll number. In the last three years the number of pupils in Native schools has increased by 1,000, or 18 per cent. A corresponding increase in the number of Maori pupils attending public schools supports the evidence of an arrest in the decline in the numbers of the Native population.

The following figures refer to attendance at Native village schools :—

	1921.	1922.
Number on rolls at end of year	5,822	6,161
Average weekly roll number	5,738	6,119
Average yearly attendance	4,988	5,436
Percentage of regularity of attendance	86·9	88·8

The figures all show an increase over the corresponding ones for the previous year, the improvement in regularity of attendance being especially marked. Compared with the percentage of regularity in public schools—90·8—the high figure of 88·8 achieved in Native schools, situated as they are in very remote country districts, is a matter for congratulation.

The number of pupils on the rolls of the Native mission schools at the end of 1922 was 363, and on the rolls of the Native boarding-schools 413. The total number of children on the roll, at the end of the year, of Native village, mission, and boarding-schools visited and inspected by the Inspectors of this Department was therefore 6,937. The following are the figures for the years 1921 and 1922 in respect of the three classes of Native schools mentioned :—

	1921.	1922.
Combined rolls of Native schools	6,547	6,937
Combined average weekly roll number	6,464	6,878
Combined average yearly attendance	5,653	6,133

The following table records the development of the Native village schools since the year 1881, when they were transferred to the control of the Education Department; no account is taken of schools which, as the European element has become predominant in them have been handed over to the various Education Boards :—

NATIVE VILLAGE SCHOOLS.—NUMBER, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools at End of Year.	Mean of Average Weekly Roll.	Average Attendance: Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.			
					Teachers in Charge.		Assistant Teachers.	
					Male.	Female.	Male.	Female.
1881 ..	60	..	1,406	..	54	6	..	4
1886 ..	69	2,343	2,020	86·2	60	9	..	26
1891 ..	66	2,395	1,837	76·7	59	8	1	26
1896 ..	74	2,874	2,220	77·3	64	11	..	61
1902 ..	98	3,650	3,005	82·3	77	20	..	83
1907 ..	99	4,321	3,561	82·4	82	18	2	105
1912 ..	108	4,644	4,042	87·0	86	22	4	122
1917 ..	118	5,191	4,507	86·8	71	45	9	122
1921 ..	123	5,738	4,988	86·9	72	49	11	131
1922 ..	127	6,119	5,436	88·8	76	46	10	138

As mentioned above, Maori children living in European settlements attend the ordinary public schools, the total number so attending in 1922 being 5,917, or 340 more than in the previous year. The majority of these pupils are in the North Island schools, about half of them being in the Auckland District.

The total number of Maori children receiving primary education at the end of 1922, including pupils of Native village schools, mission schools, and public schools, was thus 12,441, the corresponding number for the previous year being 11,636.

Classification of Pupils.

The statistics of the classification of the pupils of Native schools show that a higher percentage of the pupils are in the lower classes than is the case in public schools, and that a proportionately smaller number of pupils reach the higher standards. Likewise, the average age of the pupils in the various classes is higher. The difference, however, is not greater than can be reasonably accounted for by the peculiar conditions of Maori life, and if the comparison were made with public schools of similar size in country districts the difference would be much less marked. A comparison of the classification of Maoris in their own schools and in the public schools shows a much smaller percentage of Maoris reaching the higher classes in public schools, and is fairly conclusive evidence of the superiority of the schools specially instituted for them in meeting the particular needs of the Maori children.

The following table shows in 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.	Pupils attending Native Schools.	Percentage of Ro.l.		
		Native Schools.	Public Schools.	Natives attending Public Schools.
Preparatory	2,803	45.5	33.5	51.2
Standard I	784	12.7	12.7	15.4
" II	686	11.1	12.4	13.1
" III	629	10.2	12.2	9.0
" IV	521	8.5	11.1	5.8
" V	376	6.1	10.1	3.6
" VI	308	5.0	7.9	1.9
" VII	54	0.9	0.1	..
Totals	6,161	100.0	100.0	100.0

General Efficiency of the Schools.

Native village schools were inspected as usual by the two departmental officers appointed to the work, and their report is to the effect that the methods of teaching followed are distinctly good in the majority of schools, the splendid progress made by the pupils being evidence of the high quality of the instruction given. The small number of less satisfactory schools are keenly criticized, and it is evident that as high a standard of merit is expected in Native schools as is reached in public schools. In a comparison between the efficiency of an average Native school and of a public school of similar size it is probable that the former would not appear at any disadvantage.

The Inspector's remarks concerning the general condition of the buildings and grounds of the majority of the schools are of a complimentary nature to teachers and pupils alike for their activity in beautifying and caring for the school surroundings and in enlisting the sympathy and assistance of the parents in the same good work. The perfect cleanliness of the interiors of the schools is commented upon, but it is stated that in many cases more could be done to make them attractive.

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

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

Community Interest.

In the isolated districts in which they are situated Native schools naturally form an important centre of public interest, and Native-school teachers are called upon to do a great deal for the community besides teaching their pupils the subjects

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

Natives attending Public Schools.

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

Staffs of Native Village Schools.

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

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

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

Higher Education and Free Places.

The Government has not instituted any schools especially for the secondary education of Maoris, but a number of such schools having been established and being maintained by the various denominational bodies, the Government secures free continued education for qualified Maori children by providing at these schools a number of scholarships or free places. The value of the free places is £30 per annum, and they are tenable for two years. The roll number of these schools (ten in number) at the end of 1922 was 413, of which number fifty-two boys and fifty-six girls held the free places referred to. The great majority of the scholars were ex-pupils of Native schools. The syllabus of work to be followed by free-place holders as prescribed by the Department is designed to secure such industrial training as is considered desirable in the case of Maoris: the boys learn agriculture and woodwork, and the girls take a domestic course. A farm of 600 acres is being worked in conjunction with Te Aute College—one of the schools referred to. In some of the schools the more capable pupils are prepared for the Public Service Entrance and Matriculation Examinations, several candidates being successful in 1922. The Makarini and Buller Scholarships were founded out of private bequests,

and are tenable by Maori scholars at Te Aute College. One senior and two junior Makarini Scholarships and one Buller Scholarship were awarded in 1922, there being keen competition for the senior Makarini and the Buller Scholarships. Disappointment is expressed at the small number of candidates from Native village schools competing for the Government junior scholarships or free places, and the obligation is impressed upon teachers of encouraging suitable pupils to enter for the qualifying examination.

Senior free places are provided for boys in the form of industrial and agricultural scholarships, which enable the holders to be apprenticed to suitable trades, or to obtain agricultural training at Te Aute College. Two scholarships of the latter type were held in 1922. Senior free places for girls take the form of nursing scholarships. These scholarships have proved very satisfactory, a number of Maori girls having qualified as nurses and now being at work in the field. At the end of 1922 three scholarship-holders were in training.

University scholarships are awarded to promising Maori youths who have matriculated, and are intended to enable them to take up a profession which will eventually prove of service and benefit to the Maori race. Three such scholarships were current at the end of last year, the holders studying medicine, law, and engineering respectively.

Cost.

The total payments made by the Department for Native schools during the year ended the 31st March, 1923, amounted to £69,631, being £8,019 less than in the previous year. The chief items of expenditure were teachers' salaries and allowances, £55,052; new buildings and additions, £2,642; maintenance of buildings, repairs, &c., £2,579; secondary education, £3,805; books and school requisites, £1,764. Reduced expenditure on new buildings and on the maintenance of buildings accounts for the greater part of the saving in cost effected in 1922-23.

No. 2.

REPORT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS.

SIR,—

I have the honour to submit the following report upon the general work and conditions of the Native village schools, the Maori mission schools, and the Maori secondary schools during the year 1922.

NEW SCHOOLS, ETC.

At the close of the year 1921 there were 123 village schools in operation. During the year under review the *Ohaupira* School, Raglan, which had been closed for some considerable time owing to the small number of children available, was reopened with better prospects, and the *Te Kopua* School, Waikato, which had remained closed for several years, was reopened at the urgent request of the people. The erection of the necessary buildings at *Awarua*, Bay of Islands, was completed late in the year, and the Department was thus enabled to establish a new school in the district. The *Whakapara* public school, Whangarei district, was transferred to the Department during the year for the purpose of being administered as a Native school. Four schools were thus added to the number in existence at the beginning of the year, so that the year closed with 127 Native village schools in operation.

In connection with various requests for the establishment of new schools visits were made to *Port Waikato*; *Makomako* and *Matakowhai*, Aotea Harbour; *Parinui*, Wanganui River; and *Oruawhoro*, Kaipara Harbour. In the case of *Port Waikato*, *Parinui*, and *Oruawhoro* the prospects were not sufficiently encouraging to warrant the Department taking any further steps. Buildings more or less unsatisfactory were offered as schoolrooms, but, as it is quite impossible to secure suitable teachers for places where accommodation is quite unsatisfactory, the requests for schools in the places referred to could not be favourably considered. With regard to *Makomako*, however, the number of children available is large, and as a suitable site has been offered the steps preliminary to the establishment of a school have been taken. The application for a school at *Matakowhai* requires further investigation, as the people have not been able to come to an understanding regarding a suitable site.

On account of increased attendance, additional accommodation has been considered necessary at *Nuhaka*, Hawke's Bay, and at *Te Teko* and *Poroporo*, Bay of Plenty.

ATTENDANCE, ETC.

(1.) *Native Village Schools.*

In last year's report reference was made to the substantial increase which had taken place in the number of children attending the Native village schools, and it was shown that the roll number at the end of 1921 represented an increase of 314 pupils over the corresponding number of the previous year. Another substantial increase has to be recorded for the past year. The roll number at the end of 1922 was 6,161, an increase of 339 pupils on the roll number at the end of 1921. Thus in

three years the number of children in attendance at the village schools has increased by upwards of one thousand. The average weekly roll number for the past year was 6,239, the average attendance was 5,541, and the average percentage of regularity of attendance was 88·8. Table H2, which supplies information regarding the attendance of the individual schools, shows that of the 127 schools, 117 gained 80 per cent. and over of the possible attendance, while 58 of the schools gained 90 per cent. and over. The figures indicate that the regularity of attendance of the schools as a whole has materially improved. In a large number of schools the attendance is consistently good, but it is noted with satisfaction that several schools showed distinct improvement in the matter of attendance. In the nine schools where the attendance is unsatisfactory many of the pupils have long distances to travel, and when the weather is unfavourable they are unable to attend school. These conditions, however, are not confined to the schools referred to, and as they do not satisfactorily account for the low position occupied by these schools on the list, it would be well for the Department to require the teachers to furnish an explanation. It is probable that not only the parents but the teachers are evading their responsibilities in the matter. Certificates of good attendance were awarded to 640 pupils of Native schools.

(2.) *Mission Schools.*

The number of mission schools increased during the year. Presbyterian mission schools having been established at *Mauungapohatu*, Urewera Country; at *Tanatana*; and *Mutahi*, near Waimana, Bay of Plenty. The other mission schools are *Putiki*, Wanganui; *Tokaanu* Convent School, Lake Taupo; *Matata* Convent School, Bay of Plenty; *Whakarapa* Convent School, Hokianga; and the convent schools at *Ranana* and *Jerusalem*, Wanganui River. All the foregoing schools were visited and examined during the year. The combined roll number of these schools was 363, and the average percentage of regularity was 87·1. The regularity of attendance in the case of the Whakarapa Convent cannot be regarded as entirely satisfactory, and it is necessary that the authorities should give their attention to this matter.

(3.) *Secondary Native Schools.*

The schools coming under this heading have also been established by various denominational bodies. There are four schools for boys and five for girls, while one is a mixed school, with a boarding establishment for boys. These schools were inspected and examined during the year. The combined roll number of the secondary schools at the end of the year was 413, and the average percentage of regularity of attendance was 95·5. Both at Hukarere Girls' School and at Te Aute College fewer pupils were admitted because of the financial condition of the schools. The regularity of attendance at Otaki is not altogether satisfactory, and calls for attention on the part of the authorities.

The particulars relating to roll number and attendance of the three types of schools are here summarized in tabulated form:—

Schools.	Number.	Roll Number at End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village	127	6,161	6,239	5,546	88·8
Native mission	9	363	349	305	87·1
Native secondary	10	413	410	392	95·5
Totals	146	6,937	6,998	6,243	89·2

CONDITION OF SCHOOL BUILDINGS AND GROUNDS.

The general condition of the school buildings and grounds in a large number of the schools is most creditable, and the teachers and pupils are to be complimented on their efforts to make the surroundings beautiful and attractive. Teachers and pupils in the schools referred to take much interest in this aspect of school activity. The effect of this spirit reacts upon the people, who in many instances also assist in making improvements. Working-bees have been instituted in some schools for the purpose of levelling playgrounds and doing other necessary work. In a considerable number of schools, however, comparatively little work in this connection has been done, and it would be a fairly simple matter to name schools which do not reach a satisfactory standard in this respect. It seems extraordinary that teachers can be found who make little or practically no effort to improve and beautify what is their home. Yet such is the case, and it can only be concluded that the explanation is to be found in apathy and indolence, and probably also in the attitude of mind which fears that some succeeding teacher may benefit from the results of another's labour. Very much more might be done in the way of planting suitable trees and hedges. For some schools Arbor Day has little or no significance whatever. It should be here remarked that the cutting-down of trees which have been planted on school-sites must not be done without the sanction or authority of the Department. With regard to the interior of the schoolrooms, very little fault can be found with the cleanliness; with the attractiveness of the schoolrooms, however, very much more might be done in many schools.

During the year a very considerable amount of repairs, painting, and general renovations has been carried out by the Department. Additions to several schools were put in hand, and the erection of two new schools with residences and all necessary buildings was undertaken.

INSPECTION OF SCHOOLS, ORGANIZATION, METHODS OF TEACHING, ETC.

Under this heading such matters as methods of teaching, construction of time-tables, preparation of schemes of work, discipline, supervision of the work of assistants, management and control of the schools generally, are referred to.

On the whole the methods of teaching followed are distinctly good in a satisfactorily large number of schools, and the fine progress made by the pupils is evidence of the quality of the instruction given. In a considerable number of schools, however, although improvement is noticeable, the teaching does not prove to be as effective as it should be. In these schools sufficient care does not appear to be taken to secure thoroughness at every stage of progress, the result being that the pupils are overtaken by difficulties which they often fail to overcome. There is need for more frequent revision of the ground covered by the pupils in their previous classes as well as in the present ones. Moreover, the teachers in many instances fail to give proper attention to the defects which have been referred to from time to time in the reports made upon the work of their schools.

The preparation of the schemes of work in a fairly large number of schools is not entirely satisfactory. Frequently the schemes are merely headings adopted from the syllabus of instruction, and give no indication whatever of the methods or treatment of the work proposed to be undertaken. In the case of assistants, head teachers should be careful to see that they have properly arranged schemes, and that they are not trusting to inspiration only. It is necessary to refer again to the need for preparation of lessons for the work of each day, since it is certain that without such preparation much of the teaching must be aimless, ineffective, and uninteresting. In this connection arrangements will probably be made to supply schools not only with a suitable scheme-book, but also with a teacher's work-book.

The time-tables are generally satisfactorily drawn up, and the school records are usually kept with great care and neatness. In connection with the attendance registers and admission register, head teachers should arrange for the instruction of the assistants in the correct method of keeping these records. In regard to circulars and official correspondence, the attention of teachers is directed to the instructions concerning the filing of such documents.

Commendable interest is taken by the great majority of the teachers in the health, cleanliness, and comfort of their pupils. Most schools receive supplies of medicines, &c., from the Health Department, and these are dispensed by the teachers as occasion arises. Visits of inspection have been made to a fairly large number of schools by the medical officers and nurses, and it is hoped that arrangements may be made for all schools to be visited by these officers and also by the school dentists. One weakness of the arrangement is that there is much difficulty in having cases which require particular attention followed up. The practice of supplying hot cocoa at the midday recess during the winter-time to the pupils in Native schools is now adopted in a large number of schools with success, and the teachers and parents alike are well satisfied with the results of the plan. The initiative and resource displayed by the teachers of these schools may well be followed by other teachers in Native schools.

During the past year school concerts or some other form of entertainment were taken part in by the pupils of a large number of schools, and from all reports were distinctly creditable. They are much appreciated by the parents and the pupils, and apart from their educative and cultural influence they afford a first-rate means of raising funds to be devoted to various purposes connected with the school. In one settlement where no school concert had ever been given, and where under a new teacher a very successful performance of an operetta was given, the people expressed their high appreciation of the teacher's efforts, and were delighted to know that their school was now able to provide this form of entertainment in common with other schools in the district. By request of the people the operetta was repeated on the evening of the Inspector's visit for his special benefit.

The reports made upon the village schools during the year under review indicate that a very satisfactory efficiency is on the whole being well maintained, and that from the point of view referred to the schools may be classified as follows: Very good to excellent, 45; satisfactory to good, 60; fair, 13; inferior to weak, 9.

The standard classification of the pupils in the Native village schools as shown on the 31st December, 1922, was as follows (that as shown on the 31st December, 1919, being given for comparison):—

Class.					Number on Roll,	Number on Roll,
					1922.	1919.
Standard VII	..	..	..	..	54	39
„ VI	..	..	..	..	308	180
„ V	..	..	..	..	376	327
„ IV	..	..	..	..	521	443
„ III	..	..	..	..	629	577
„ II	..	..	..	..	686	641
„ I	..	..	..	..	784	680
Preparatory	..	..	..	..	2,803	2,311
Totals	..	..	..	..	6,161	5,198

During the year 126 village schools, nine mission schools, and nine secondary schools were inspected and examined. Visits were also made in connection with applications for schools in other places.

GENERAL REMARKS.

The following paragraphs refer to the general efficiency of the schools in the various subjects of the school course:—

Reading.—Throughout the schools general improvement is being made, particularly in reading aloud, and in most of them the accuracy and the distinctness of utterance are most satisfactory. In a number, however, there appears to be a difficulty in getting the pupils to speak out clearly and confidently, and in this matter teachers must take care that such a style of reading does not become a tradition of the school. There is still much weakness in the comprehension of what is read, but an improvement in this respect has to be recorded. Ability to comprehend the subject-matter must be the chief aim at all stages, and when this is attained the pupils will have little difficulty in reading

fluently, intelligently, and naturally. In the upper classes pupils who are proficient in reading aloud should have opportunities for silent reading in order that they may discover not only a pleasurable occupation, but a ready and desirable means of adding to their store of knowledge. In this connection teachers are recommended to encourage their pupils to make good use of the school library, to which suitable books should be added from time to time. During the year the schools were supplied with a new set of continuous readers, and these together with the *School Journal* afford a satisfactorily adequate supply of reading-material for class purposes. Recitation of poetry and prose is in a large number of schools unsatisfactory. Often unsuitable pieces are chosen, and they are frequently very imperfectly memorized. The pieces selected should be discussed and comprehended before any attempt is made to commit them to memory, and as a rule those in which the meaning is obscure should not be chosen. Poems and prose passages which permit of dramatic treatment, and also suitable dialogues, particularly in the lower classes, will be found useful in securing better expression, and in assisting incidentally the English of the pupils. Not sufficient attention is given to the value of recitation, and a valuable means of training in voice modulation and expression is lost.

English (spoken and written).—Among the elementary technical instruments of education which a Native school provides for its pupils, English (speaking and composing) must occupy a very important place, if not the most important. The importance of the subject will be recognized when it is realized that practically the whole educational advancement of the pupils is very largely dependent upon their proficiency in it. The task of providing this instrument of education constitutes a problem the difficulties of which must be apparent to all teachers. But while they may be recognized, it frequently happens that their significance is not always appreciated, the consequence being that the methods of teaching fail in very many instances to overcome the difficulties. For example, it is not understood by teachers that the idiom and grammatical usages of the pupil's mother-tongue cause it to fall into certain definite errors in the acquisition of the new language, and that therefore special exercises must be designed to rectify these errors. So strong are these influences at work, and so numerous are the pitfalls for the pupils, that unless well-considered methods are used and backed up by skilful teaching, these errors will persist after several years of instruction. That they do persist is painfully evident in a large number of schools. It is thus obvious that if the problem is clearly realized and teachers are able to analyse the complex influences that render the teaching of the subject difficult, the instruction is much more likely to be effective. The importance of oral work in the teaching of English, meaning thereby practice in speaking, and the need for well-considered schemes of work, have been stressed over and over again. In this subject there is a great amount of inefficient teaching, and many of the teachers have little reason to feel satisfied with the success they achieve in teaching English to their pupils. The quality of the instruction varies very considerably throughout the schools. In a fair number of schools it is very good, in many schools it ranges from satisfactory to good, while in a considerable number it is of more or less poor quality.

Arithmetic.—In the majority of the schools the subject is satisfactory, and in a very fair number it is intelligently taught. In a considerable number of the schools, however, the treatment of arithmetic is poor, and consequently the pupils do not show to advantage. The setting-out of the work in the upper classes, S3 to S6, is frequently very faulty, and teachers are advised to insist on a proper arrangement of the work in order that the various steps in the process may be easily followed. In the upper divisions there should be much more practical work in connection with the compound rules—keeping shop, weighing, measuring, and so on. The text-books in use provide suggestions in this direction, but it is found that these are completely ignored by many teachers, who either fail to appreciate the value of the course suggested or find it too much trouble to get together the necessary materials and apparatus. Much more time should be devoted to oral and mental work in many schools where it is certain that by such a course better results in arithmetic would be obtained. "At all stages in the elementary school the mental and oral work should predominate over written sums, the written work being designed mainly to teach the child to express clearly the several slips in his calculations and thus lead to clear thinking, and also at the later stages to enable him to solve questions involving somewhat higher numbers than the ordinary child can manage without the aid of paper." In the preparatory classes of the schools the teaching of number is generally very satisfactory, the principal defect being not in the method adopted, but in the application of the method; in other words there is a lack of thoroughness.

Geography and Nature-study.—In many of the schools the methods followed are stimulating and interesting, and good work is done. In many others, however, the purpose and aim of instruction in this subject are not properly realized, with the result that the work is more or less unsatisfactory. Observational work by the pupils does not occupy the place it should, and the consequence is that they are called upon to approach the study of other lands without that body of geographical concepts necessary to enable them to construct mental pictures of what they cannot see. It is not surprising therefore to find that neglect in this respect reacts upon the subsequent teaching. It is found that in many instances insufficient use is made of pictures, stories of countries, and of adventure and discovery, which would undoubtedly assist in stimulating the imagination of the pupils, and in widening their sympathies and their mental horizon.

Singing.—In a large number of schools very fine work is done in this subject. In these schools the pupils are not taught songs merely, but are taught to sing. In a considerable number of schools the singing is of poor merit, and the teachers would be well advised to give a little more time to the study and practice of the suggestions that have been prepared for their use and guidance. In some schools it is quite evident that the teachers have not yet relieved themselves of the drudgery associated with teaching by "ear." In a few schools where the teachers are enthusiastic the pupils have performed operettas with much success.

Physical Instruction.—In the majority of the schools considerable attention is paid to physical instruction, and in some schools the work of the pupils is excellent. Greater attention is being paid to organized games, the materials for which, where necessary, are provided from funds raised at school concerts.

Handwork: Elementary Manual Training.—In this work a selection is made by the teachers from the following forms: paper-folding, paper cutting and mounting, mat-weaving, carton-work, plasticine and cardboard modelling; and specimens of the children's work are usually available. On the whole the work is very satisfactorily done, but frequently the correlation of the work with that in other subjects is not given proper attention.

Drawing.—In too many schools the amount of drawing done is small, and the work is often of inferior quality, and it is evident that the subject is more or less perfunctorily treated. It is necessary to remind teachers again that the pupils' drawings are to be representations of natural and fashioned objects. "Since nothing should be allowed to come between the pupil and what he is representing, diagrams and copies, either drawn or printed, should be used sparingly, and wherever practicable avoided altogether. The pupil's record of what he sees should be the result of his own impressions, not those of some one else. Blackboard sketches and drawings by the teacher should be confined to illustration of methods and principles, and should not take the form of diagrams to be copied or to show the pupils what they ought to see." In a large number of schools good work is done. Brush-work is well done in a satisfactory number of schools, and the wall-boards are profitably used by the smaller children.

In *sewing*, excellent displays are made in quite a large number of schools, where a serious view is taken of the importance of this form of training for the girls. In these schools useful articles of all descriptions are made by the girls, who are taught the use of the sewing-machine and how to cut out garments, and make the best possible use of the material. The girls themselves take much interest in the matter, and are exceedingly anxious lest their handiwork is overlooked by the Inspector. The materials are usually supplied by the parents, who are in most instances keenly alive not only to the practical benefit of the instruction, but also to the economy resulting from it. In a considerable number of schools, however, the work in sewing cannot be described as good. The display of work is disappointingly small, and the usual explanation put forward is that the parents will not supply the necessary material for the making of useful articles, or are unable to purchase it. No doubt in some instances the explanation is a reasonable one, but in view of what often happens when there is a change of teacher, it is felt that the real explanation is lack of interest and enthusiasm.

Domestic Duties.—No material advance has taken place in the number of schools where this branch of training receives attention. In those schools, however, where the teachers have the inclination as well as the courage to give effect to their faith in the value of this training for Maori girls, very good work is done. The girls show much interest in the work and are proud of the result of their efforts.

Elementary Practical Agriculture.—This subject continues to receive attention with more or less success in a large number of schools. The reports upon the work done in those schools which are visited by the agricultural instructors are on the whole very satisfactory; in many instances the work is reported upon as very good and even excellent. Visits from an instructor, however, will not *per se* produce good work; there must be enthusiasm, energy, and inclination on the part of the teachers. Very fine work is done in schools not visited by an instructor, and the teachers are to be complimented on their work. The arrangement by which visits to conveniently situated Native schools have been included in the itineraries of instructors in agriculture has been confined hitherto to the Auckland Education District. It is now hoped that a similar arrangement will be made in the Hawke's Bay Education District. Not much further progress in the direction of establishing home-gardens in connection with the work in agriculture can be reported.

Woodwork.—The number of workshops is not large, but in the majority of them a very useful form of training is given to the boys. The cost of running the workshop is not great; the Department makes an annual grant for the purchase of timber from which useful articles are made. The articles are sold for the actual cost of the timber used, and they usually find a ready sale. It is hoped to see a workshop established at Whangaruru in the near future, and the preliminary arrangements are being made. Funds have been raised for the purpose of equipping, with the assistance of the Department, the old school building for the instruction of the boys in woodwork and the girls in cookery. The efforts of the teacher at Pipiriki to give the boys some form of manual training is to be commended. The shelter-shed, where he has a couple of benches, is his workshop, and the boys do their work with tools supplied by the teacher.

SECONDARY EDUCATION.

The following institutions have been established by various religious denominations for the purpose of providing a course of secondary instruction for Maori girls and boys: Queen Victoria School for Maori Girls, Auckland; Turakina Maori Girls' School, Wanganui; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; Te Waipounamu Girls' School, Christchurch; St. Stephen's Boys' School, Auckland; Waerenga-a-hika College, Gisborne; Te Aute College, Hawke's Bay; Hikurangi College, Carterton; and Otaki College, Wellington. No schools have been established by the Government to provide secondary education for Maoris, and therefore advantage is taken of the schools enumerated above to secure for selected pupils from Native village schools a further educational course. To such pupils scholarships or free places tenable for two years at one or other of the schools referred to above are awarded. At the end of the past year the pupils in attendance at these schools numbered 413—200 girls and 213 boys. The holders of free places numbered 108—56 girls and 52 boys.

In the girls' schools special prominence is given to such subjects as needlework—sewing and dressmaking, including instruction and practice in cutting out garments; laundry-work; cookery and general domestic duties; home nursing and first aid; care and rearing of infants; preparation of suitable food for infants and for the sick; and gardening. In the boys' schools prominence is given to woodwork and elementary practical agriculture. In both classes of schools, apart from the

subjects of instruction, the pupils have work and duties to undertake in connection with the management and working of the schools. At Te Aute College an agricultural course is provided which includes a practical training in farming operations.

All the schools referred to in this section are subject to inspection, and the reports indicate that work of a good standard is being done. At the end of the year several of the more capable scholars succeeded in passing the Public Service Entrance Examination, and some lads from Te Aute College were successful in the Matriculation Examination. At St. Stephen's School, Auckland, quite a large proportion of the pupils are lads from the islands in the Pacific—Samoa, Rarotonga, Tonga, and Niue. Several of them are holders of free places or scholarships granted by the administration in control of educational affairs in the islands. This influx of lads of lower educational attainments than those of the Maori lads has caused some difficulty in maintaining the usual standard of work in this school.

SCHOLARSHIPS, ETC.

The scholarships available for Maori scholars are as follows: (1) Junior scholarships or free places; (2) Senior scholarships or free places—(a) industrial (apprenticeships), (b) agricultural, (c) nursing scholarships; (3) University scholarships; (4) Te Makarini scholarships; (5) Buller scholarship.

The *junior* scholarships are available for pupils from Native village schools, and occasionally from public schools, who are considered worthy of a further educational course. Of the 153 free places available, 108 were current at the end of the year.

A limited number of *senior* scholarships are available. In regard to apprenticeships the position is similar to that referred to in last year's report, and there is practically no demand on the part of Maori lads to take up this scholarship. Agricultural scholarships are now tenable at Te Aute College, and during last year two lads held such scholarships. *Nursing Scholarships* are awarded to suitably qualified girls who wish to take up nursing. Three girls were under training at the end of the year. *University Scholarships* are awarded to promising Maori youths who have passed the Matriculation Examination, and are intended to enable them to take up a profession which will eventually prove of service and benefit to the Maori race. Three such scholarships were current at the end of last year—one (medicine) at Otago University, and two at Canterbury College (one law and one electrical engineering).

The *Te Makarini Scholarships*, which are of the annual value of £35, are tenable at Te Aute College. These scholarships are provided from funds derived from a private bequest. For the year 1922 three scholarships were offered for competition—one senior and two junior scholarships—one of the latter being reserved for pupils from Native village schools. The senior scholarship is open for competition to lads from any school. For this scholarship there were nineteen candidates—ten from St. Stephen's School, Auckland; five from Te Aute College; three from Wharekahika Native School; and one from Tuahiwi Public School, Canterbury. For the junior scholarships there were ten candidates—three from Whakarewarewa Native School; three from Wharekahika Native School; one from Kaikohe Native School; two from St. Stephen's School; and one from Tuahiwi Public School. The senior scholarship was awarded to Autiti Wyckliffe, of Te Aute College, and the junior scholarships to Kaharoa Rangawhenua, of Whakarewarewa, and to Selwyn Te Paa, of St. Stephen's Boys' School.

The number of candidates for the junior scholarship was again disappointingly small, and the view expressed in last year's report that it was ridiculous to suppose that the village schools could not furnish more than seven candidates for the scholarship must be reiterated. Teachers who neglect to encourage eligible pupils to compete for the scholarship can scarcely be regarded as showing much interest in the progress and advancement of their pupils, and are in fact neglecting their plain duty.

The *Buller Scholarship* is also provided from funds derived from a private bequest. This scholarship, which is of the annual value of £30, and is tenable at Te Aute College, is open for competition amongst lads who are predominantly Maori. Twelve candidates sat for the examination—seven from Te Aute College and five from St. Stephen's School, Auckland. The scholarship was gained by Autiti Wyckliffe, of Te Aute College, but as this lad elected to take up the Senior Te Makarini Scholarship, which he also gained, the trustees awarded the Buller Scholarship to Taimuri Rapana, of Te Aute College.

The examinations for these scholarships are conducted by the Department, and it is gratifying to find such keen competition for the senior Te Makarini and Buller Scholarships.

CONCLUDING REMARKS.

During the past year there was comparatively little interruption in the work of the schools on account of sickness or other causes, and consequently a successful year's work was accomplished. The number of Native schools now in existence is larger than it has been at any time in the previous history of the schools, and there are still many settlements (most of them small) where the people are anxious for the establishment of schools. The Maori people are proud of their schools, and are keenly alive to their value as a means to advancement and progress. The Department has reason to be satisfied with the general efficiency of the schools, and with the work of the teachers, who as a body realize the responsibility placed upon them and show an earnestness in their work that is praiseworthy.

In connection with the examination and inspection of the Native village schools, the mission schools, and the Native secondary schools, I have to acknowledge the assistance rendered by Mr. Henderson, Inspector of Native Schools.

I have, &c.,

JNO. PORTEOUS,
Senior Inspector of Native Schools.

The Director of Education, Wellington.

No. 3.

DETAILED TABLES.

Table H1.

NATIVE SCHOOLS AND TEACHERS.

LIST OF NATIVE VILLAGE SCHOOLS AND THE NAMES, CLASSIFICATION, POSITION, AND EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1922.

In the column "Position in 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.

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position in School.	Annual Rate of Payment, including Lodging-allowance.
Abipara ..	Mongonui ..	III A ii	59	Patience, Frederick	C	H M	£ 355
				Patience, Evelyln G. (Mrs.) .. .. .	..	A F	148
				Parrell, Rose .. .. .	..	A F	98
Arowhenua ..	Geraldine ..	III A i	36	Bremner, Hannah A.	D	H F	343
				Bremner, Esther P. N. N.	D	A F	188
Awarua ..	Bay of Islands	II ii	35	Rust, Gordon J. .. .. .	..	H M	195
				(Assistantship vacant.)			
Hiruharama ..	Waipatu ..	III A ii	54	Lee, John B. .. .. .	..	H M	295
				Lee, Elizabeth E. (Mrs.) .. .. .	..	A F	158
				Lee, Sophie E. .. .. .	..	A F	63
Horoera ..	Matakaoa ..	II i	22	Burley, Joseph W. .. .. .	..	H M	205
				Burley, Elsie L. K. (Mrs.) .. .. .	..	A F	73
Huiarau ..	Whakatane ..	III A i	33	Currie, A. (Mrs.)	D	H F	313
				Currie, John .. .. .	..	A M	114
Kaharoa ..	Raglan ..	II i	29	Rayner, Henry H. .. .. .	..	H M	245
				Rayner, Flora (Mrs.) .. .. .	..	A F	83
Kaikohe ..	Bay of Islands	III B	124	Rogers, Herbert	D	H M	355
				Guerin, Nellie .. .. .	..	A F	148
				Rogers, Ethel E.	D	A F	160
				Henare, Maata T. R. .. .. .	..	A F	63
Kakanui ..	Helensville ..	I	21	Geissler, Aimee M. .. .. .	..	F	185
Karakanui ..	Otamatea ..	II ii	26	(Vacant.)			
Karetu ..	Bay of Islands	II i	26	Padlie, Florence .. .. .	..	H F	203
				Padlie, Lucy .. .. .	..	A F	73
Karioi ..	Waimarino ..	II	27	Gillespie, Mary D. (Mrs.) .. .. .	..	H F	165
				Stephens, Louisa E. .. .. .	..	A F	98
Kenana ..	Mongonui ..	II i	24	Johnson, Ida V. C. (Mrs.)	C	H F	305
				Matthews, Mabel .. .. .	..	A F	63
Kirioko ..	Bay of Islands	III A i	45	Grahame, Bruce	Lic.	H M	295
				Grahame, Mabel (Mrs.) .. .. .	..	A F	148
Kokako ..	Waioa ..	III A i	40	Alford, Edward H. M. .. .. .	..	H M	285
				Alford, Florence (Mrs.) .. .. .	..	A F	158
Manaia ..	Coromandel ..	III A i	51	Greensmith, Edwin	C	H M	355
				Greensmith, Isabella C. (Mrs.) .. .. .	..	A F	158
Mangamaunu ..	Kaikoura ..	I	10	Barnes, Ellen L. .. .. .	..	F	185
Mangamuka ..	Hokianga ..	III A i	51	Cameron, Duncan	D	H M	335
				Cameron, Margaret (Mrs.) .. .. .	..	A F	148
Mangatuna ..	Waipatu ..	III A ii	61	Scammell, William H. .. .. .	..	H M	300
				Scammell, Agnes E. (Mrs.) .. .. .	..	A F	148
				Harding, Elizabeth L. .. .. .	..	A F	98
Manutahi ..	Waipatu ..	III B	90	Black, William	D	H M	355
				Black, Sarah (Mrs.) .. .. .	..	A F	148
				Nicol, Jessie L. .. .. .	..	A F	125
				Green, Mahora .. .. .	..	A F	108
Maraeroa ..	Hokianga ..	III A i	51	Hulme, Maggie (Mrs.) .. .. .	..	H F	298
				Hulme, Russell H. .. .. .	..	A M	150
Matangirau ..	Whangaroa ..	III A i	39	Morris, Margery M. (Mrs.) .. .. .	..	H F	293
				Morris, David O. .. .. .	..	A F	140
Mataora Bay ..	Ohinemuri ..	I	13	Hall, Annie .. .. .	..	F	185
Matapihi ..	Tauranga ..	III A i	43	Clark, Catherine E. (Mrs.)	E	H F	333
				Clark, Herbert E. .. .. .	..	A M	150
Matata ..	Whakatane ..	III A ii	60	King, Edmund A.	C	H M	345
				King, Clara M. H. (Mrs.)	D	A F	168
				Smith, Amanda E. .. .. .	..	A F	63
Matihetihe ..	Hokianga ..	II ii	26	Minohin, Zara	D	H F	283
				Te Toko, Emma .. .. .	..	A F	80
Maungatapu ..	Tauranga ..	III A ii	62	Roach, Patrick	C	H M	355
				Roach, Ruby (Mrs.) .. .. .	..	A F	148
				Roach, Aileen F. M. .. .. .	..	A F	63
Motatau ..	Whangarei ..	III A i	44	Peroy, Henry C. .. .. .	..	H M	265
				Peroy, Juanita E. (Mrs.)	D	A F	208
Motiti Island ..	Tauranga ..	I	13	Clench, Charles M. .. .. .	..	H M	245
Motuti ..	Hokianga ..	II i	19	Leef, Kathleen .. .. .	..	H F	243
				(Assistantship vacant.)			

Table H1—continued.
LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position in School.	Annual Rate of Payment, including Lodging-allowance.
Nuhaka ..	Wairoa ..	III B	97	South, Moses	E	H M	£ 365
				South, Emma S. (Mrs.) .. .. .	..	A F	158
				Rosevearo, Ethel A.	D	A F	195
				Paulger, Irene D.	D	A F	128
Ohacawai ..	Bay of Islands	III A ii	57	Young, James	B	H M	345
				Young, Alice G. (Mrs.)	C	A F	198
				Te Haara, Louisa .. .. .	..	A F	73
Ohautira ..	Raglan ..	II i	21	Gilmour, Richard S.	B	H M	195
				(Assistantship vacant.)			
Okautete ..	Masterton ..	I	13	Ward, Violet .. .. .	..	F	185
Omaio ..	Opotiki ..	III A ii	70	Coughlan, William N. .. .. .	..	H M	300
				Coughlan, Isabella A. M. (Mrs.) .. .. .	..	A F	148
				Chitty, Doris A. E. .. .. .	..	A F	98
Omanaia ..	Hokianga ..	III A ii	48	Nisbet, Robert John	Lic.	H M	295
				Nisbet, Janet (Mrs.) .. .. .	..	A F	158
Omarumutu ..	Opotiki ..	III A ii	73	MacKay, Gordon	D	H M	345
				MacKay, Jane (Mrs.) .. .. .	..	A F	148
				Gaskill, Annie M. .. .. .	..	A F	63
Oparuro ..	Waitomo ..	III A ii	55	Timbers, Arthur D.	D	H M	345
				Timbers, Joquina Q. .. .. .	..	A F	148
				Mauriohoho, Rangi .. .. .	..	A F	98
Opoutero ..	Thames ..	II ii	21	Grindley, George	Lic.	H M	295
				Grindley, Catherine (Mrs.) .. .. .	..	A F	100
Orauta ..	Bay of Islands	III A i	44	Kelly, Felix	D	H M	345
				Hakaraia, Victoria .. .. .	..	A F	183
Oromahoe ..	Bay of Islands	II ii	30	Jefferis, Jessie (Mrs.)	C	H F	255
				Brown, Mary .. .. .	..	A F	90
Oruanui ..	East Taupo ..	II ii	34	Hayman, Frederick J.	E	H M	200
				Ngaparu, Mary .. .. .	..	(temp) A F	63
Otangaroa ..	Whangaroa ..	I	16	Matthews, Emily .. .. .	..	F	185
Otaua ..	Hokianga ..	III A ii	53	Smith, Leonard H. .. .. .	..	H M	300
				Smith, Phoebe M. (Mrs.) .. .. .	..	A F	148
				Pouri, Makere .. .. .	..	A F	108
Otukou ..	Taupo ..	I	21	Blathwayt, Mary de V. W. .. .. .	..	F	185
Owhataiti ..	Whakatane ..	III A i	45	Gibbons, Elizabeth M. L. .. .. .	..	H F	283
				Ramsay, Eileen .. .. .	..	A F	183
Paeroa ..	Tauranga ..	III A i	44	Baker, Frances E. E.	D	H F	353
				Baker, Henrietta A. .. .. .	..	A F	158
Pamapurua ..	Mongonui ..	II ii	37	Murray, James .. .. .	..	H M	205
				Williams, Susannah G. (Mrs.) .. .. .	..	A F	90
Pamoana ..	Waimarino ..	I	20	Boer, Uno .. .. .	..	M	155
Papanoa ..	Tauranga ..	II ii	34	Lundon, Clara J. .. .. .	..	H F	283
				Hennessey, Ellen M. .. .. .	..	A F	125
Paparore ..	Mongonui ..	III A ii	64	Dane, Hilda E. I. (Mrs.) .. .. .	..	H F	298
				Dane, William M. .. .. .	..	A M	150
				Richards, Lottie B. .. .. .	..	A F	73
Parapara ..	Mongonui ..	II i	23	Churoh, Lilian .. .. .	..	H F	243
				Clough, Elizabeth J. .. .. .	..	A F	118
Parawera ..	West Taupo ..	III A i	43	McKenzie, Kenneth	C	H M	345
				McKenzie, Beatrice (Mrs.) .. .. .	..	A F	148
Parikino ..	Wanganui ..	I	26	Bruford, Frederick C. .. .. .	..	H M	155
				Bruford, Madge L. (Mrs.) .. .. .	..	A F	63
Pawaranga ..	Hokianga ..	III A ii	57	Lloyd, Kate B.	Lic.	H F	308
				Matini, Ratareria .. .. .	..	A F	173
				Tahana, Isabella .. .. .	..	A F	108
Pipiriki ..	Wanganui ..	III A ii	48	Jarratt, Herbert	C	H M	335
				Jarratt, Emily E. (Mrs.) .. .. .	..	A F	148
				Churton, Emily N. .. .. .	..	A F	98
Poroporo ..	Whakatane ..	III A ii	86	Ryde, Henry J.	D	H M	355
				Ryde, Emma G. (Mrs.) .. .. .	..	A F	148
				Saunders, Eveline M. .. .. .	..	A F	108
Pukehina ..	Rotorua ..	II ii	33	Burgoyne, Annette .. .. .	..	H F	258
				Burgoyne, Constance .. .. .	..	A F	110
Pukepoto ..	Mongonui ..	III A ii	68	Clark, Olive J. M. (Mrs.)	B	H F	353
				Clark, William M. .. .. .	..	A F	150
				Robson, Winnie .. .. .	..	A F	83
Rakaumanga ..	Waikato ..	III A ii	54	Hyde, Alfred E. .. .. .	..	H F	265
				Hyde, Louisa R. (Mrs.) .. .. .	..	A F	148
				Brown, Frances .. .. .	..	A F	98
Rakaunui ..	Kawhia ..	I	8	Cowern, Marama L. .. .. .	..	F	175
Ranana ..	Rotorua ..	III A ii	75	England, Walter	C	H M	345
				England, Eva E. (Mrs.) .. .. .	..	A F	148
				Heperi, Rebecca .. .. .	..	A F	98
Rangiahua ..	Wairoa ..	II ii	26	Harlow, Wilhelmina	D	H F	263
				Williams, Mabel .. .. .	..	A F	115

Table H1—continued.
LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position in School.	Annual Rate of Payment, Including Lodging-allowance.
Rangiawhia ..	Mongonui ..	I	23	McCully, Annie W. (Mrs.) ..	C	H F	223
Rangitahi ..	Whakatane ..	II ii	33	McCully, Rutherford D. ..	..	A M	63
Rangitukia ..	Waiapu ..	III B	116	Jamison, Mary ..	..	H F	298
Rangiwaera (side school to Te Kōtuituku).	Opotiki ..	III A i	46	Mauriohoo, Sarah ..	..	A F	183
Raukokore ..	Waiapu ..	II i	22	Gracie, Thomas ..	Lic.	H M	310
Ropoua ..	Whakatane ..	III B	121	Gracie, Mary S. L. (Mrs.) ..	..	A F	148
Ruatoki ..	Mongonui ..	II i	28	Tuhaka, Haroti ..	..	A F	83
Taemaro ..	Kawhia ..	II ii	35	Saunders, William S. ..	..	H M	285
Taharoa ..	Whangarei ..	III A i	39	McLauchlan, Linda ..	..	A F	183
Takahiwai ..	Wairoa ..	III A i	44	Clarke, Rosa ..	D	H F	293
Tangoio ..	Otamatea ..	I	15	Korimete, Janio ..	..	A F	135
Tanoa ..	Bay of Islands	II ii	38	Vine, Henry G. ..	D	H M	365
Tautoro ..	Bay of Islands	II ii	40	Vine, Winifred M. (Mrs.) ..	..	A F	148
Te Ahuahu ..	Matakaoa ..	III B	109	Vine, Effie L. ..	..	A F	100
Te Araroa ..	Mongonui ..	III A ii	70	Trainor, Violet ..	..	A F	108
Te Hapua ..	Whangarei ..	II ii	37	Heal, Ethel E. A. (Mrs.) ..	C	H F	223
Te Haroto ..	Whangarei ..	II ii	37	Heal, Ernest R. ..	..	A M	63
Te Horo ..	Opotiki ..	III A ii	63	Seivewright, Alexander C. ..	..	H M	205
Te Kaha ..	Mongonui ..	III A ii	57	Seivewright, Clara (Mrs.) ..	..	A F	100
Te Kao ..	Wairoa ..	II ii	23	Woodley, Frederick T. ..	..	H M	295
Te Kopua ..	Waipa ..	I	10	Woodley, Georgina (Mrs.) ..	..	A F	148
Te Kotukutuku (33) and Rangiwaera (side school) (12)	Tauranga ..	III A i	45	Arthur, Cyril L. ..	..	H M	270
Te Mahia ..	Wairoa ..	III A i	39	Arthur, Ethel (Mrs.) ..	..	A F	138
Te Matai ..	Tauranga ..	II ii	39	Foote, Heene M. ..	D	F	225
Te Pupuke ..	Whangaroa ..	III A i	40	Oulds, George F. ..	..	H M	225
Te Rawhiti ..	Bay of Islands	II ii	25	Oulds, Agnes W. (Mrs.) ..	..	A F	100
Te Reinga ..	Cook ..	III A i	42	Sullivan, Andrew J. ..	C	H M	355
Te Teko ..	Whakatane ..	III A ii	94	Sullivan, Martha A. A. (Mrs.) ..	..	A F	148
Te Waotu ..	West Taupo ..	III A i	42	Stacey, Vernon ..	..	H M	265
Te Whaiti ..	Whakatane ..	I	14	Stacey, Millicent A. L. (Mrs.) ..	D	(temp) A F	173
Tikitiki ..	Waiapu ..	III B	122	Puha, Heni Te Ao ..	..	A F	100
Tokaanu ..	East Taupo ..	II ii	64	Walker, Henry M. ..	D	H M	345
Tokomaru Bay ..	Waiapu ..	III A ii	66	Walker, Ethel C. (Mrs.) ..	..	A F	148
				Murray, Julia ..	..	A F	63
				Harper, Leslie M. (Mrs.) ..	..	H F	213
				Harper, Charles A. E. ..	..	A M	100
				Goldsbury, Hugh ..	D	H M	255
				Goldsbury, Annie J. (Mrs.) ..	E	A F	136
				Cato, Anson H. ..	..	H M	300
				Cato, Netty F. L. (Mrs.) ..	..	A F	148
				Waititi, Annie ..	..	A F	73
				Watt, Archibald H. ..	..	H M	300
				Watt, Bertha F. (Mrs.) ..	..	A F	148
				Ihaka, Rhipeti ..	..	A F	63
				(Vacant.) ..	..	..	..
				Dale, Francis A. ..	C	H M	355
				Dale, Florence E. (Mrs.) ..	C	A F	208
				Callaway, Elizabeth ..	..	A F	185
				Handcock, Georgina ..	D	H F	343
				Handcock, Martha A. ..	..	A F	148
				Godwin, Horace P. E. ..	..	H M	285
				Bathwayt, Ellen E. C. ..	..	A F	183
				Airey, Hubert B. ..	..	H M	265
				Airey, A. C. (Mrs.) ..	..	A F	148
				Thomson, Thomas ..	..	H M	195
				Thomson, Beatrice (Mrs.) ..	..	A F	100
				Wright, Percy ..	..	H M	300
				Wright, Rebecca (Mrs.) ..	..	A F	148
				Guest, Joseph J. ..	C	H M	355
				Guest, Lilian R. (Mrs.) ..	..	A F	148
				Guest, Frances L. ..	..	A F	63
				Guest, Evelyn M. ..	..	A F	63
				(Head Teachership vacant.) ..	..	..	..
				Proctor, William ..	..	A M	150
				Tweed, Sarah E. ..	..	F	170
				Sinclair, Donald W. E. ..	..	H M	305
				Sinclair, Martha (Mrs.) ..	..	A F	158
				Walker, Elizabeth (Mrs.) ..	..	A F	135
				Sinclair, Jessie V. M. ..	..	A F	83
				Wall, Harry ..	..	H M	265
				Wall, Fanny S. M. (Mrs.) ..	..	A F	148
				(Head Teachership vacant.) ..	..	..	..
				Haerewa, Areta ..	..	A F	183
				McIntyre, Margaret ..	..	A F	83

Table H1—continued.
LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position in School.	Annual Rate of Payment, including Lodging-allowance.
Torere ..	Opotiki ..	III A i	45	Drake, Armine G. ..	..	H M	£ 300
				Drake, Rosalind K (Mrs.) ..	..	A F	158
Tuhara ..	Wairoa ..	II ii	40	Astall, Annie (Mrs.) ..	D	H F	273
				Astall, John R. ..	..	A M	100
Tuparoa ..	Waiapu ..	III A i	47	White, Hamilton H. ..	..	H M	285
				White, Isabel (Mrs.) ..	..	A F	158
Waihua ..	Wairoa ..	I	12	Carswell, Janet (Mrs.) ..	..	F	185
Wai-iti ..	Rotorua ..	III A i	61	Munro, John B. ..	C	H M	355
				Munro, Florence M. (Mrs.) ..	..	A F	148
				Emery, Eliza ..	..	A F	63
Waikare ..	Bay of Islands	II ii	30	Robinson, George ..	..	H M	245
				Robinson, Ethel A. (Mrs.) ..	..	A F	80
Waikeri ..	Hokianga ..	II i	30	Topia, Ellena M. ..	..	H F	243
				Topia, Henri H. ..	..	A F	100
Waima ..	Hokianga ..	III B	87	Johnston, George ..	D	H M	355
				Johnston, Mary E. (Mrs.) ..	D	A F	218
				Wilcox, Paerau ..	..	A F	80
Waimamaku ..	Hokianga ..	II ii	36	Hodson, Susan ..	..	H F	258
				Newton, Lucy B. ..	..	A F	135
Waimarama ..	Hawke's Bay	II ii	22	Kernahan, Richard I. ..	..	H M	245
				Kernahan, Frances A. A. (Mrs.) ..	..	A F	100
Waiohau ..	Rangitaiki ..	II ii	28	Webber, Elsie E. ..	C	H F	273
				Hepetema, Alice ..	..	A F	135
Waiomatatini ..	Waiapu ..	III A ii	55	West, William E. ..	D	H M	335
				West, Annie M. W. (Mrs.) ..	..	A F	148
				Collier, Kate ..	..	A F	63
Waiomio ..	Bay of Islands	III A i	41	Foley, Hugh M. (M.A.) ..	B	H M	345
				Foley, Anstice J. (Mrs.) ..	..	A F	148
Waiorongomai ..	Waiapu ..	I	15	Kaua, Matekino ..	..	F	243
Waiotapu ..	Whakatane ..	II i	29	Woodhead, Ambler ..	D	H M	305
				(Assistantship vacant.)	..	..	..
Waioweka ..	Opotiki ..	III A i	54	Watkin, Arthur A. ..	D	H M	345
				Watkin, Mary Ann (Mrs.) ..	..	A F	148
Waitahanui ..	East Taupo ..	I	33	Strong, Sydney J. ..	..	M	211
Waitapu ..	Hokianga ..	II ii	30	Lisle, Frank ..	..	H M	245
				Lisle, Marian F. D. (Mrs.) ..	..	A F	100
Werowero ..	Mongonui ..	II ii	26	'Taua, Parehuia ..	..	H F	203
				Reihana, Ngareta ..	..	A F	125
					(temp)	..	..
Whakaki ..	Wairoa ..	III A ii	43	Jack, James ..	D	H M	345
				Mackay, Emily M. ..	..	A F	183
Whakapara ..	Whangarei ..	II ii	33	Miller, Ethel (Mrs.) ..	E	H F	263
				Miller, David W. ..	..	A M	90
Whakarara ..	Whangaroa ..	III A i	40	Smith, Gordon ..	..	H M	265
				Smith, Mary A. M. (Mrs.) ..	..	A F	148
Whakarewarowa	Rotorua ..	IV A	127	Banks, Joseph ..	Lic.	H M	345
				Banks, Anna (Mrs.) ..	D	A F	228
				Callaway, Christina ..	..	A F	135
				Irwin, Ellenor A. ..	..	A F	118
Whakawhitira ..	Waiapu ..	II i	26	Le Huray, Agnes M. ..	D	H F	223
				Fleury, Ellen J. ..	..	A F	98
Whangaparaoa ..	Matakaoa ..	I	18	Savage, Lucy ..	..	F	195
Whangape ..	Hokianga ..	III A i	40	Thompson, Richard H. ..	Lic.	H M	295
				Thompson, Elizabeth D. F. ..	..	A F	148
Whangara ..	Cook ..	II i	19	Frazer, William ..	..	H M	260
				(Assistantship vacant.)	..	..	..
Whangaruru ..	Bay of Islands	III A ii	55	Jones, Elizabeth (Mrs.) ..	..	H F	278
				Jones, Ernest ..	..	A M	150
				Jones, Edna A. A. ..	..	A F	73
Wharekahika ..	Matakaoa ..	III A ii	72	Tawhiri, Riwai H. ..	C	H M	335
				Patterson, Alice (Mrs.) ..	..	A F	148
				Tawhiri, Maria (Mrs.) ..	..	A F	83
Whareponga ..	Waiapu ..	III A i	41	McFarlane, Charles T. ..	..	H M	265
				McFarlane, Margaret (Mrs.) ..	..	A F	148
Whirinaki ..	Hokianga ..	III A ii	55	Barnett, David ..	Lic.	H M	265
				Barnett, Sarah H. (Mrs.) ..	..	A F	138
				Wynyard, Emily ..	..	A F	63
				Total ..	..	..	£52,478

Table H2.

LIST OF NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1922.

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

Schools.	School Roll.			Mean of Average Attendance of Four Quarters, 1922.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1921.	Number belonging at End of Year 1922.	Average Weekly Roll Number. (Mean of the Four Quarters, 1922.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Motiti Island	13	12	13.0	12.9	99.2
Manaia	42	52	51.3	50.8	99.0
Ohautira (2) .. .. .	..	22	20.6	20.4	99.0
Awarua (1) .. .. .	..	37	35.9	35.0	97.7
Whakarewarewa	133	130	130.6	126.8	97.1
Whirinaki	52	59	56.5	54.8	97.0
Matapihi	43	43	44.7	43.3	96.9
Waiohau	30	29	28.4	27.5	96.8
Tikitiki	113	136	126.9	122.0	96.1
Tokaanu	37	62	66.4	63.8	96.1
Te Haroto	26	17	24.2	23.2	95.9
Whakaki	50	47	44.5	42.7	95.9
Takahiwai	42	41	40.8	39.1	95.8
Ranana	74	74	80.2	76.5	95.4
Arowhenua	38	40	37.9	36.1	95.3
Mataora Bay	12	16	12.9	12.3	95.3
Rangiahia	21	28	23.3	22.2	95.3
Omarumutu	80	79	77.1	73.0	94.7
Te Kao	59	59	59.7	56.5	94.6
Pamapurua	31	48	39.6	37.3	94.2
Kenana	25	24	25.4	23.9	94.1
Wai-iti	54	65	64.9	61.1	94.1
Otukou	23	20	21.4	20.1	93.9
Tautoro	35	47	40.7	38.1	93.6
Te Waotu	45	43	44.5	41.6	93.5
Parikino	19	30	27.4	25.3	93.4
Whareponga	48	43	43.8	40.9	93.4
Oputere	25	22	22.7	21.1	93.0
Te Kotukutuku and Rangiwaea (side school) ..	48	45	48.4	45.0	93.0
Parawera	49	44	46.4	43.1	92.9
Rangitukia	114	128	124.6	115.6	92.8
Pipiriki	46	59	51.5	47.8	92.8
Waikeri	24	37	32.4	30.0	92.6
Rangiahua	30	29	27.4	25.3	92.3
Ruatoki	106	143	130.5	120.4	92.3
Tuparoa	56	50	50.9	47.0	92.3
Maungatapu	66	66	67.6	62.3	92.2
Tabaroa	38	39	37.3	34.4	92.2
Karakanni	26	30	28.0	25.8	92.1
Te Rawhiti	27	28	26.7	24.6	92.1
Omaio	70	79	76.5	70.2	91.8
Waimamaku	37	35	38.8	35.6	91.8
Okautete	11	16	14.3	13.1	91.6
Whakawhitira	26	30	28.5	26.1	91.6
Tuhara	37	46	43.6	39.9	91.5
Pamoana	22	22	22.0	20.1	91.4
Pukepoto	67	74	74.5	68.0	91.3
Te Reinga	43	47	46.1	42.1	91.3
Poroporo	81	92	93.9	85.5	91.1
Raukokore	49	50	50.1	45.6	91.0
Waihua	14	16	13.3	12.1	91.0
Kokako	41	45	44.4	40.3	90.8
Horoera	25	24	24.2	21.9	90.5
Waiomatatini	64	61	60.3	54.6	90.5
Omanaia	64	47	52.7	47.5	90.1
Te Teko	93	109	104.8	94.4	90.1
Waiomio	52	45	45.5	41.0	90.1
Werowero	23	26	28.0	25.2	90.0
Torere	48	49	49.9	44.7	89.6
Te Mahia	43	44	43.3	38.8	89.6
Rakaumanga	63	60	60.0	53.7	89.5
Kaharoa	26	29	31.8	28.4	89.3
Te Kaha	71	71	70.3	62.6	89.1
Oparure	62	57	61.6	54.8	89.0
Manutahi	99	98	101.4	90.1	88.9
Whangaparaoa	20	18	20.5	18.2	88.8
Mathetihe	33	24	28.0	24.8	88.6
Paparoro	79	72	72.7	64.4	88.6
Waitahanui	34	37	37.4	33.1	88.5
Paeroa	42	50	49.5	43.7	88.3
Te Ahuahu	37	42	45.2	39.9	88.3
Waioweka	44	58	60.6	53.5	88.3
Maracrou	51	56	56.7	50.0	88.2
Matangirau	40	42	44.4	39.0	87.8
Oruanui	35	36	38.1	33.4	87.7
Waimarama	26	23	24.4	21.4	87.7
Tangoio	42	51	49.7	43.4	87.3
Te Araroa	112	135	125.3	109.3	87.2
Tanoa	23	17	17.3	15.1	87.2
Hiruharama	60	57	62.0	53.9	86.9
Te Hapua	66	78	74.3	64.5	86.8
Matata	59	70	68.7	59.6	86.8
Nuhaka	108	109	112.0	97.2	86.8

Table H 2—continued.

LIST OF NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS, ETC.—continued.

Schools.	School Roll.			Mean of Average Attendance of Four Quarters, 1922.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1921.	Number belonging at End of Year 1922.	Average Weekly Roll Number. (Mean of the Four Quarters, 1922.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Waitapu	32	31	35.1	30.4	86.6
Karici	26	32	31.6	27.3	86.4
Te Kopua (2) .. .. .	..	12	11.3	9.7	86.3
Rangitahi	44	37	38.2	32.9	86.1
Otaua	63	54	61.0	52.5	86.1
Whakapara (2) .. .. .	..	44	37.7	32.4	86.0
Mangatuna	69	61	70.4	60.4	85.8
Papamoa	39	36	39.5	33.9	85.8
Oromahoe	36	33	35.0	30.0	85.7
Whangara	21	23	22.5	19.3	85.7
Kaikohe	134	152	145.1	124.1	85.6
Orata	44	50	51.7	44.2	85.5
Waima	94	100	102.0	87.1	85.4
Parapara (3)	26	27	26.7	22.8	85.4
Kirioko	47	54	52.5	44.8	85.3
Waikare (3)	32	37	35.9	30.5	84.9
Ahipara	79	69	69.3	58.6	84.6
Whangaruru	65	65	64.4	54.5	84.6
Te Horo	33	46	43.5	36.5	83.9
Mangamuka	49	48	56.9	47.7	83.8
Te Whaiti	17	14	16.7	14.0	83.8
Reporua	25	24	26.4	22.0	83.3
Pawaranga	55	67	68.8	57.3	83.3
Karetu (1)	30	26	31.6	26.3	83.2
Whangape	59	41	47.3	39.3	83.1
Kakanui	26	16	24.0	19.8	82.8
Ohaeawai	63	64	69.0	57.0	82.6
Tokomaru Bay	77	75	79.4	65.5	82.5
Te Matai	40	42	46.9	38.7	82.5
Motuti	31	19	22.4	18.4	82.1
Otangaroa	17	23	19.4	15.9	82.0
Motatau	50	52	54.5	44.2	81.1
Pukehina	41	40	41.4	33.4	80.7
Waiorongomai	16	21	19.1	15.4	80.6
Owhataiti	48	60	56.3	44.7	79.4
Te Pupuke	54	46	50.7	39.6	78.1
Taemaro	32	31	35.4	27.5	77.7
Mangamaunu	16	12	13.2	10.1	76.5
Whakarara	56	47	52.7	40.0	75.9
Wharekahika	103	82	95.2	72.1	75.7
Huiarau	49	34	43.4	32.8	75.6
Waiotapu	32	33	39.4	28.7	73.0
Rakaunui	10	11	11.4	7.6	66.7
Totals for 1922 .. .. .	..	6,161	6,238.5*	5,540.5*	88.8*
Totals for 1921	5,822	..	5,786.3	5,021.8	86.8
Mission schools subject to inspection by Education Department:—					
Tokaanu Convent	25	42	35.9	33.3	92.7
Jerusalem Convent	27	24	27.0	25.0	92.6
Tanatana Presbyterian Mission .. .. .	..	30	31.0	28.7	92.6
Ranana Convent	18	27	25.4	23.5	92.5
Matata Convent	50	64	52.1	45.7	87.7
Matahi Presbyterian Mission .. .. .	..	24	23.5	20.5	87.2
Maungapohatu Presbyterian Mission .. .. .	..	37	38.7	33.2	85.5
Putiki Mission	32	24	27.1	22.6	83.4
Whakarapa Convent	85	91	88.7	72.0	81.2
Totals for 1922 .. .. .	..	363	349.4	304.5	87.1
Totals for 1921	237	..	248.5	209.8	84.4
Boarding-schools affording secondary education:—					
St. Joseph's (girls), Napier	44	33	30.2	30.2	100.0
St. Stephen's (boys), Auckland	85	82	82.4	82.0	99.5
Te Aute College (boys)	86	59	57.5	57.1	99.3
Waerenga-a-hika College (boys)	23	16	11.7	11.6	99.1
Queen Victoria (girls), Auckland	48	40	39.7	38.3	96.7
Turakina (girls)	25	29	28.5	27.2	95.4
Hikurangi College (boys), Carterton	22	23	27.2	25.9	95.2
Hukarere (girls)	86	68	68.9	64.4	93.5
Te Waipounamu (girls)	16	16	16.3	15.2	93.2
Otaki College (boys and girls)	53	47	48.0	39.9	83.1
Totals for 1922 .. .. .	..	413	410.4	391.8	95.5
Totals for 1921	488	..	477.7	454.9	95.2

(1) Reopened third quarter.

(2) Closed first and second quarters.

(3) Closed first quarter.

* The totals do not agree with the figures relating to roll number and attendance given in the report of the Minister, for the reason that the former represent the average attendance and average roll number for the mean of the four quarters of each Native school taken separately, and the latter the mean of the combined quarterly totals of all schools.

Table H3.

(a.) NUMBER OF MAORI PUPILS ATTENDING SECONDARY SCHOOLS AT THE END OF 1922.

Schools.	Government Pupils.	Private Pupils.	Total.
Otaki College, Wellington .. .. .	..	47	47
St. Stephen's (boys), Auckland	30	52	82
Te Aute (boys), Hawke's Bay	18	41	59
Waerenga-a-hika (boys), Gisborne	4	12	16
Hikurangi (boys), Carterton .. .. .	..	23	23
Hukarere (girls), Napier	25	43	68
St. Joseph's (girls), Napier	11	22	33
Queen Victoria (girls), Auckland	18	22	40
Turakina (girls), Wanganui	1	28	29
Te Waipounamu (girls), Canterbury	1	15	16
Totals	108	305	413

b.) MAORI PUPILS HOLDING NURSING SCHOLARSHIPS AT THE END OF 1922.

Number.	Nature of Scholarship.	Hospital.
1	Day pupil	Napier.
2	Day pupils	Otaki.

(c.) MAORI STUDENTS HOLDING AGRICULTURAL SCHOLARSHIPS AT END OF 1922.

Number.	Where held
2	Te Aute College, Hawke's Bay.

(d.) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT THE END OF 1922.

Number.	University Course.	University at which Scholarship is held.
1	Civil and electrical engineering	Canterbury College.
1	Law .. .. .	.. .. .
1	Medicine	University of Otago.

Table H4.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1922.

Education District.	Number of Schools at which Maoris attend.	Number of Maori Pupils.			Number examined in S6.	S6 Certificates awarded.			
		Boys.	Girls.	Total.		Pro-ficiency.	Com-petency.	Endorsed Com-petency.	Total.
Auckland	321	1,610	1,417	3,027	35	31	..	..	31
Taranaki	55	283	205	488	7	6	..	..	6
Wanganui	73	263	197	460	5	3	..	..	3
Hawke's Bay	72	496	498	994	32	19	2	..	21
Wellington	51	280	243	523	16	6	5	2	13
Nelson	9	33	27	60	..	..	..	..	..
Canterbury	34	122	113	235	8	4	2	2	8
Otago	14	30	23	53	8	7	1	..	8
Southland	14	49	28	77	..	..	..	..	..
Totals	643	3,166	2,751	5,917	111	76	10	4	90

Table H5.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1922.

Years.	Class P.		S. I.		S. II.		S. III.		S. IV.		S. V.		S. VI.		S. VII.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6..	149	134	..	1	..	..	..	..	..	..	..	..	..	..	..	..	149	135
6 " 7..	253	262	1	2	..	..	..	..	..	..	..	..	..	..	..	..	254	264
7 " 8..	372	334	8	18	..	..	..	..	..	..	..	..	..	..	..	..	380	353
8 " 9..	313	294	63	58	10	8	1	..	..	..	..	..	..	..	..	..	387	360
9 " 10..	199	226	126	86	56	37	8	5	..	..	..	..	..	..	..	..	389	354
10 " 11..	148	123	121	107	106	105	31	29	6	3	..	..	..	..	..	..	412	367
11 " 12..	65	53	90	63	95	73	69	69	18	21	3	2	1	..	..	..	341	281
12 " 13..	34	35	57	44	92	67	75	61	49	50	25	14	4	5	..	..	336	276
13 " 14..	18	10	34	17	52	32	70	48	68	50	45	27	18	13	..	1	305	198
14 " 15..	3	1	4	6	18	14	24	14	25	18	37	21	19	16	1	3	131	93
15 " 16..	..	..	1	..	4	5	9	9	18	10	14	13	18	8	2	4	66	49
16 years and over	..	..	..	..	..	..	2	2	2	1	6	3	4	6	2	9	16	21
	1,554	1,472	505	402	433	342	289	237	186	153	130	80	64	48	5	17	3,166	2,751
	3,026	907	775	526	339	210	112	22	5,917									
	=51.2%	=15.4%	=13.1%	=9.0%	=5.8%	=3.6%	=1.9%											

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

Table H6.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1922.

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.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Ahipara	28	37	65	1	3	4	29	40	69
Arowhenua	13	12	25	9	6	15	22	18	40
Awarua	15	18	33	3	1	4	18	19	37
Hiruharama	25	32	57	..	..	..	25	32	57
Horoera	18	5	23	1	..	1	19	5	24
Huiarau	14	20	34	..	..	..	14	20	34
Kaharoa	15	9	24	2	3	5	17	12	29
Kaikohe	74	57	131	10	11	21	84	68	152
Kakanui	8	8	16	..	..	..	8	8	16
Karakanui	13	17	30	..	..	..	13	17	30
Karetu	10	12	22	3	1	4	13	13	26
Karioi	7	7	14	13	5	18	20	12	32
Kenana	12	11	23	..	1	1	12	12	24
Kirioko	24	21	45	1	8	9	25	29	54
Kokako	19	22	41	2	2	4	21	24	45
Manaia	24	24	48	2	2	4	26	26	52
Mangamaunu	6	4	10	2	..	2	8	4	12
Mangamuka	18	29	47	..	1	1	18	30	48
Mangatuna	26	28	54	4	3	7	30	31	61
Manutahi	50	38	88	4	6	10	54	44	98
Maraeroa	27	26	53	3	..	3	30	26	56
Matangirau	16	15	31	4	7	11	20	22	42
Mataora Bay	6	6	12	2	2	4	8	8	16
Matapihi	16	22	38	3	2	5	19	24	43
Mataata	10	8	18	28	24	52	38	32	70
Matihetihe	10	12	22	2	..	2	12	12	24
Maungatapu	21	16	37	21	8	29	42	24	66
Motatau	24	20	44	4	4	8	28	24	52
Motiti Island	7	5	12	..	..	..	7	5	12
Motuti	6	13	19	..	..	..	6	13	19
Nuhaka	46	48	94	7	8	15	53	56	109
Ohacawai	29	24	53	3	8	11	32	32	64
Ohautira	14	7	21	1	..	1	15	7	22
Okautete	9	6	15	..	1	1	9	7	16
Omaio	42	31	73	5	1	6	47	32	79
Omanaia	22	21	43	3	1	4	25	22	47
Omarumutu	43	22	65	9	5	14	52	27	79
Oparure	19	13	32	10	15	25	29	28	57
Opoutere	8	9	17	3	2	5	11	11	22
Orauta	19	14	33	5	12	17	24	26	50
Oromahoe	19	9	28	4	1	5	23	10	33
Oruanui	16	18	34	1	1	2	17	19	36
Otangaroa	10	13	23	..	..	..	10	13	23
Otaua	31	15	46	4	4	8	35	19	54
Otukou	8	12	20	..	..	..	8	12	20
Owhataiti	25	26	51	1	8	9	26	34	60

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1922
—continued.

Schools.	Race.						Totals.		
	Maoris.			Europeans.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Paeroa	23	11	34	12	4	16	35	15	50
Pamapurua	23	17	40	5	3	8	28	20	48
Pamona	13	9	22	..	..	..	13	9	22
Papamoia	18	18	36	..	..	..	18	18	36
Paparore	31	35	66	4	2	6	35	37	72
Parapara	15	9	24	1	2	3	16	11	27
Parawera	20	15	35	6	3	9	26	18	44
Parikino	13	14	27	2	1	3	15	15	30
Pawarenga	41	25	66	..	1	1	41	26	67
Pipiriki	26	25	51	5	3	8	31	28	59
Poroporo	43	34	77	11	..	15	54	38	92
Pukehina	23	12	35	2	3	5	25	15	40
Pukepoto	27	26	53	10	11	21	37	37	74
Rakaumanga	24	31	55	3	2	5	27	33	60
Rakaunui	7	4	11	..	..	..	7	4	11
Ranana	31	34	65	5	4	9	36	38	74
Rangiahua	12	12	24	2	3	5	14	15	29
Rangiawhia	18	10	28	..	..	..	18	10	28
Rangitahi	23	11	34	2	1	3	25	12	37
Rangitukia	61	62	123	3	2	5	64	64	128
Rangiwaia	8	3	11	..	..	..	8	3	11
Raukokore	16	23	39	3	8	11	19	31	50
Reporua	15	9	24	..	..	..	15	9	24
Ruatoki	75	58	133	8	2	10	83	60	143
Taemaro	16	15	31	..	..	..	16	15	31
Taharoa	21	17	38	..	1	1	21	18	39
Takahiwai	19	21	40	..	1	1	19	22	41
Tangoio	20	19	39	6	6	12	26	25	51
Tanoa	6	11	17	..	..	..	6	11	17
Tautoro	20	15	35	7	5	12	27	20	47
Te Ahuahu	14	21	35	5	2	7	19	23	42
Te Araroa	59	40	99	21	15	36	80	55	135
Te Hapua	42	35	77	..	1	1	42	36	78
Te Haroto	12	5	17	..	..	..	12	5	17
Te Horo	24	22	46	..	..	..	24	22	46
Te Kaha	35	34	69	1	1	2	36	35	71
Te Kao	34	25	59	..	..	..	34	25	59
Te Kopua	3	8	11	1	..	1	4	8	12
Te Kotukutuku	10	21	31	2	1	3	12	22	34
Te Mahia	21	17	38	5	1	6	26	18	44
Te Matai	23	17	40	2	..	2	25	17	42
Te Pupuke	26	17	43	2	1	3	28	18	46
Te Rawhiti	15	13	28	..	..	..	15	13	28
Te Reinga	21	21	42	..	5	5	21	26	47
Te Teko	40	44	84	15	10	25	55	54	109
Te Waotu	7	10	17	13	13	26	20	23	43
Te Whaiti	10	4	14	..	..	..	10	4	14
Tikitiki	69	64	133	1	2	3	70	66	136
Tokaanu	26	33	59	3	..	3	29	33	62
Tokomaru Bay	39	33	72	1	2	3	40	35	75
Torere	25	23	48	1	..	1	26	23	49
Tuhara	13	16	29	8	9	17	21	25	46
Tuparoa	23	19	42	4	4	8	27	23	50
Waihua	9	6	15	..	1	1	9	7	16
Wai-iti	32	29	61	1	3	4	33	32	65
Waikare	19	16	35	..	2	2	19	18	37
Waikeri	18	19	37	..	..	..	18	19	37
Waima	43	53	96	2	2	4	45	55	100
Waimamaku	11	22	33	2	..	2	13	22	35
Waimarama	7	8	15	4	4	8	11	12	23
Waiohau	15	14	29	..	..	..	15	14	29
Waioamatani	30	30	60	..	1	1	30	31	61
Waiomio	18	25	43	..	2	2	18	27	45
Waiorongomai	4	8	12	4	5	9	8	13	21
Waiotapu	10	10	20	8	5	13	18	15	33
Waioweka	17	19	36	12	10	22	29	29	58
Waitahanui	23	14	37	..	..	..	23	14	37
Waitapu	18	13	31	..	..	..	18	13	31
Werowero	14	11	25	1	..	1	15	11	26
Whakaki	27	19	46	..	1	1	27	20	47
Whakapara	11	19	30	7	7	14	18	26	44
Whakarara	22	24	46	..	1	1	22	25	47
Whakarewarewa	61	33	94	17	19	36	78	52	130
Whakawhitira	16	14	30	..	..	..	16	14	30
Whangaparaoa	9	9	18	..	..	..	9	9	18
Whangape	22	18	40	1	..	1	23	18	41
Whangara	5	5	10	11	2	13	16	7	23
Whangaruru	29	30	59	3	3	6	32	33	65
Wharekahika	43	36	79	2	1	3	45	37	82
Whareponga	21	21	42	..	1	1	21	22	43
Whirinaki	33	25	58	1	..	1	34	25	59
Totals	2,808	2,539	5,347	438	376	814	3,246	2,915	6,161

Table H 7

CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE END OF THE YEAR 1922.

Ages.	Class P.		Standard I.			Standard II.			Standard III.			Standard IV.			Standard V.			Standard VI.			Standard VII.			Race Totals.						Grand Totals.										
	Europeans.		Maoris.		B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	Europeans.		Maoris.		Boys.		Girls.		Total.											
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	E.	B.	G.	E.	B.	G.														
5 and under	37	30	177	161	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	37	30	177	161	30	177	161	214	191	405
6	41	34	233	264	3	1	5	5	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	44	35	233	266	35	233	266	277	301	578
7	33	24	333	279	9	15	20	12	24	2	1	..	..	..	..	..	..	..	..	..	..	..	..	47	45	349	298	45	349	298	396	343	739
8	24	15	283	229	18	19	14	52	67	11	10	16	11	..	..	..	..	..	..	..	..	..	..	64	49	380	315	49	380	315	444	364	808
9	7	5	178	132	11	5	82	84	78	11	5	74	78	1	..	..	..	..	..	..	..	..	..	50	40	328	296	40	328	296	378	336	714
10	4	1	82	77	5	5	74	78	13	7	90	73	16	9	46	41	7	14	14	3	1	..	..	50	35	309	284	35	309	284	359	319	678					
11	..	..	34	33	2	1	51	40	4	6	58	61	15	6	40	4	5	8	11	10	4	1	3	43	42	287	247	43	287	247	330	289	619					
12	15	16	..	2	35	36	1	..	43	38	4	5	62	69	10	7	65	71	13	10	35	33	11	12	11	8	2	1	..	1	41	37	266	272	307	309	616
13	6	10	10	11	..	1	25	15	5	3	48	31	5	4	59	58	6	10	52	51	10	12	33	20	4	5	3	30	35	236	199	266	234	500	
14	4	1	4	1	..	1	24	26	5	2	24	26	5	6	42	31	14	11	34	42	20	23	159	134	20	23	159	134	179	157	336				
15 years and over	2	10	5	1	8	6	3	15	15	7	4	37	32	12	5	84	67	12	5	84	67	96	72	168					
	146	109	1346	1262	48	48	337	351	61	45	308	272	53	37	300	239	39	46	220	216	37	39	158	142	46	42	118	102	8	10	21	15	438	376	2808	2539	3,246	2,915	6,161	
	255		2,548		96		688		106		580		90		539		85		436		76		300		88		220		18		36		54		6,161					
	2,803		=45.5%		784		=12.7%		686		=11.1%		629		=10.2%		521		=8.5%		376		=6.1%		308		=5.0%		18		54		=0.9%							

NOTE.—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.

Table H 8.

SUMMARY OF EXPENDITURE ON NATIVE SCHOOLS DURING THE YEAR ENDED 31ST MARCH, 1923.

Teachers' and inspectors' salaries and house allowances	..	54,868
Teachers in isolated districts: Special allowances	..	184
Books and school requisites	..	1,764
Conveyance and board of children	..	1,846
Manual-instruction classes: Payment of instructors, material, &c.	..	512
Travelling-expenses, &c., of teachers on transfer, and of Inspectors	..	1,282
Higher education: Scholarships, travelling-expenses, &c.	..	3,805
New buildings, additions, &c.	..	9,642
Maintenance of buildings, including repairs and small works	..	2,579
Storage and despatch of school-books, &c.	..	113
Sundries: Advertising, sanitation, translation fees, &c.	..	37
Less recoveries	..	69,632
Total net expenditure	..	£69,631

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