

1924.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

[In continuation of E.-3, 1923.]

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

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No. 1.

EXTRACT FROM THE FORTY-SEVENTH 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 124 at the end of 1923) except one are situated in the North Island. The schools were graded as follows :—

| | | | | | |
|-------|--|--|--|--|-----|
| Grade | I (average attendance 9-20) .. | | | | 16 |
| | " II i (average attendance 21-25) .. | | | | 11 |
| | " II ii (average attendance 26-35) .. | | | | 25 |
| | " IIIA i (average attendance 36-50) .. | | | | 33 |
| | " IIIA ii (average attendance 51-80) .. | | | | 28 |
| | " IIIB (average attendance 81-120) .. | | | | 7 |
| | " IVA (average attendance 121-160) .. | | | | 4 |
| | Total .. | | | | 124 |

In addition to the Government schools there are in operation for the benefit of Maori children nine primary mission schools (the same as in 1922) and eleven 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, 674 of

these schools having some Maoris in attendance in 1923; thus the total number of schools under inspection at which Native children were receiving instruction in 1923 was—

| | |
|---|-----|
| Native village schools | 124 |
| Native mission schools subject to inspection by the Education Department .. | 9 |
| Public schools at which Maori scholars were in attendance | 674 |
| <hr/> | |
| Total number of primary schools | 807 |
| Native boarding-schools affording secondary education to Maoris | 11 |
| <hr/> | |
| Total | 818 |

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of 1923 was 6,186, including 5,452 Maoris and 734 Europeans, the latter representing 12 per cent. of the roll. The roll exceeds that of the previous year by twenty-five.

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

| | 1922. | 1923. |
|--|-------|-------|
| Number on rolls at end of year | 6,161 | 6,186 |
| Average weekly roll number | 6,239 | 6,278 |
| Average yearly attendance | 5,541 | 5,586 |
| Percentage of regularity of attendance | 88.8 | 89 |

Compared with the percentage of regularity in public schools—90—the high figure of 89 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 1923 was 367, and on the rolls of the Native boarding-schools 462. 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 7,015. The following are the figures for the years 1922 and 1923 in respect of the three classes of Native schools mentioned :—

| | 1922. | 1923. |
|---|-------|-------|
| Combined rolls of Native schools at end of year | 6,937 | 7,015 |
| Combined average weekly roll number | 6,998 | 7,095 |
| Combined average yearly attendance | 6,237 | 6,347 |

As mentioned above, Maori children living in European settlements attend the ordinary public schools, the total number so attending in 1923 being 6,220, or 303 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 1923, including pupils of Native village schools, mission schools, and public schools, was thus 12,039, the corresponding number for the previous year being 11,627.

Classification of Pupils.

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 Roll. | | |
|---------------------|----------------------------------|---------------------|-----------------|-----------------------------------|
| | | Native Schools. | Public Schools. | Natives attending Public Schools. |
| Preparatory | 2,896 | 46.8 | 32.4 | 50.6 |
| Standard I | 732 | 11.8 | 13.0 | 15.5 |
| " II | 718 | 11.7 | 12.6 | 12.5 |
| " III | 637 | 10.3 | 12.6 | 10.0 |
| " IV | 473 | 7.6 | 11.4 | 5.9 |
| " V | 414 | 6.7 | 9.9 | 3.5 |
| " VI | 260 | 4.2 | 8.0 | 2.0 |
| " VII | 56 | 0.9 | 0.1 | .. |
| Totals | 6,186 | 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.

From the point of view of efficiency the schools were classified as follows: Very good to excellent, 40; very satisfactory to good, 50; fair to satisfactory, 23; weak, 11.

The pupils of S6 (260 in number) were examined for the award of certificates of proficiency and competency, eighty-two of the former and forty-three of the latter class of certificate being awarded. The figures represent an improvement on the results of the previous year.

Staffs of Native Village Schools.

The staffs of Native village schools in December, 1923, included eighty-one male and forty-four female head or sole teachers and 152 assistants, of whom eleven were males, making a total of 277 teachers—seven more than in the previous year. The following figures indicate the average salaries paid in 1923 to Native-school teachers:—

| | | | | | | Males. | Females. |
|---------------|----|----|----|----|----|--------|----------|
| | | | | | | £ | £ |
| Head teachers | .. | .. | .. | .. | .. | 289 | 280 |
| Sole teachers | .. | .. | .. | .. | .. | 215 | 179 |
| Assistants | .. | .. | .. | .. | .. | 132 | 129 |

The total expenditure on salaries and allowances for the year ended 31st March, 1924, was £54,924.

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 1923 was 493, of which number fifty-four boys and seventy 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 1923. The Te Makarini and Buller Scholarships were founded out of private bequests, and are tenable by Maori scholars at Te Aute College. One senior and one junior Makarini Scholarships and one Buller Scholarship were awarded in 1923, there being keen competition for the senior Te Makarini and the Buller Scholarships. Disappointment is again 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. Three scholarships of the latter type were held in 1923. 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 1923 two 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. Six such scholarships were current at the end of last year, the holders studying medicine, law, and engineering (four scholars) respectively.

Cost.

The total payments made by the Department for Native schools during the year ended the 31st March, 1924, amounted to £72,495, being £2,864 more than in the previous year. The chief items of expenditure were salaries and allowances, £54,924; new buildings and additions, £3,692; maintenance of buildings, repairs, &c., £3,476; secondary education, £4,484; conveyance and board of children, £2,368; books and school requisites, £1,581.

No. 2.

REPORT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS.

SIR,—

I have the honour to submit for your information the following report upon the general work of the Native village schools, the Native mission schools, and the secondary schools for Maoris during the year 1923. Other relevant matters are also included in the report.

NEW SCHOOLS, SCHOOLS CLOSED OR TRANSFERRED.

During the year under review a new school was opened at *Matahiwi*, on the Wanganui River. At this place the Maoris erected a very creditable building to serve the purposes of a schoolroom, and a residence for the teacher. Two schools, *Karakanui*, Kaipara Harbour, and *Rakauui*, Kawhia Harbour, were not open, the former owing to the lack of accommodation for a teacher, and the latter on account of the resignation of the teacher. *Mangamaunu* School, Kaikoura, ceased work as a Native school, as a school erected by the Canterbury Education Board in a central locality provided adequately for the educational requirements of the district. The *Oparure* School, King-country, which had become predominantly European in character, was transferred to the Auckland Education Board in accordance with the policy of the Department. The schools in operation at the end of the year 1923 thus numbered 124, a decrease of three on the corresponding number for the year 1922.

NEW BUILDINGS, ADDITIONS, ETC.

At *Waiohau*, Galatea, where unsatisfactory buildings had served as a school and residence for several years, up-to-date buildings were erected during the year. Additional accommodation was also provided at the following schools: *Te Teko* and *Poroporo*, Bay of Plenty, and also at *Nuhaka*, Hawke's Bay. It is expected that other urgent works will be put in hand during the current year. The proposal to remove the *Owhataiti* School, Bay of Plenty, to a more central site was approved. Increased attendance at a comparatively large number of schools is resulting in overcrowding, and in the consequent need for additional accommodation.

APPLICATION FOR SCHOOLS.

Applications for schools were received from the following places during the year: *Marachara*, East Coast; *Te Tii*, Bay of Islands; *Wharerakau*, Hokianga; *Tokata*, East Coast. With regard to *Marachara*, the inquiries made showed the prospects of a satisfactory school were not sufficiently promising to warrant further action. The application from *Te Tii* was a renewal of an application which has frequently been made to the Department; the number of children is, however, small. No opportunity for visiting the place presented itself after the receipt of the application, and consequently the necessary visit was postponed until an Inspector is in the district. The applications from *Tokata* and *Wharerakau* will be investigated during the visits of the Inspectors to the districts in the early part of the current year.

ATTENDANCE, ETC.

(1.) *Native Village Schools.*

The number of pupils on the roll of the village schools at the end of 1922 was 6,161; at the end of 1923 the roll number was 6,186. Notwithstanding deductions from the roll number owing to schools closed or transferred, the number of pupils in attendance at the end of December, 1923, represented an increase for the year. The average weekly roll number for the past year was 6,268, and the average attendance was 5,586, the average percentage of regularity being 89. Information regarding the attendance of individual schools is furnished in Table H2, which shows that of the 124 schools in

operation 117 gained 80 per cent. and over of the possible attendances, and fifty-one of these gained 90 per cent. and over. The improvement in attendance referred to in last year's report as applying generally to the schools was maintained during the past year. In about a dozen schools, however, even when allowance is made for such conditions as bad weather, sickness, distances to be travelled, and the bad tracks in many districts, the attendance cannot be regarded as entirely satisfactory. In very many of the schools the attendance is remarkably good, and, in spite of long distances to be travelled, practically nothing but illness will keep the children away from school. Certificates of good attendance were awarded to 592 pupils of Native schools.

(2.) *Mission Schools.*

The following Maori mission schools were visited by the Inspectors of Native schools during the year: *Putiki*, Wanganui; *Tokaanu*, Convent School, Lake Taupo; *Matata*, Convent School, Bay of Plenty; *Ranana* and *Jerusalem*, Convent Schools, Wanganui River; *Whakarapa*, Convent School, Hokianga; *Maungapohatu*, Urewera country; *Tanatana* and *Matahi*, near Waimana, Bay of Plenty. The total number of children on the rolls of these schools at the close of the year was 367, and the average percentage of regularity was 88.

(3.) *Boarding-schools (Secondary Native Schools).*

Eleven boarding-schools have been established by religious denominations for the education of Maori children—five for boys, five for girls, and one a mixed school, with a boarding establishment for boys who require to live away from home in order to attend the school. The combined roll number at the end of the year was 462, and the average percentage of regularity was 95. All the pupils, except in the case of one school, are in residence at the schools, and consequently the percentages of regularity of attendance are naturally high. With regard to Otaki College, no improvement in the attendance is recorded. The particulars regarding the roll numbers and attendances of the three classes of schools are summarized in the following table:

| Schools. | Number. | Roll Number at End of Year. | Average Weekly Roll Number. | Average Attendance. | Percentage of Regularity. |
|------------------------|---------|-----------------------------|-----------------------------|---------------------|---------------------------|
| Native village | 124 | 6,186 | 6,268 | 5,586 | 89.0 |
| Native mission | 9 | 367 | 372 | 328 | 88.0 |
| Native secondary | 11 | 462 | 455 | 433 | 95.1 |
| Totals | 144 | 7,015 | 7,095 | 6,347 | 89.4 |

CONDITIONS OF SCHOOL BUILDINGS AND GROUNDS.

On the whole the Department may be well satisfied with the attention that is given by the teachers and the pupils to the beautification and improvement of the school-grounds. In quite a large number of schools the surroundings are particularly attractive, their condition being evidence of the interest displayed by the teachers in this aspect of environment in the education of the pupils and their parents. The teachers are to be commended for their efforts, and it is worthy of mention that amongst the schools referred to are schools under the charge of women teachers. There are still too many schools, however, where there is little evidence of material improvement in the general appearance of the grounds, and where it may be truthfully said that the Native school with its surroundings is not the most attractive feature of the locality. This state of affairs does not redound to the credit of those particular teachers, and must naturally detract from their worth as Native-school teachers. With regard to the cleanliness and general tidiness of the schools, the schools are very satisfactory indeed, the work of sweeping and washing the schoolrooms being undertaken by the elder pupils under the supervision of the teachers. It is a comparatively rare experience to find the desks defaced or stained with ink, or the walls of the buildings scribbled upon. The teachers as a whole exercise a careful supervision of the buildings and property, which they rightly regard as placed under their charge and protection, and the residences are usually kept in good order.

During the year general renovations in the way of painting and necessary repairs have been carried out in a considerable number of schools.

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

The work of inspection and examination during the year entailed visits to 124 village schools, nine mission schools, and eleven boarding-schools, while visits were also made to localities from which applications for the establishment of schools had been received. The reports made upon the village and mission schools during the year indicate on the whole a very satisfactory standard of efficiency. In a large proportion of the schools the efficiency is particularly good, while improvement has to be recorded in a number of schools that have not reached that standard. From the point of view of efficiency a general classification of the village schools may be taken as follows: Very good to excellent, 40; very satisfactory to good, 50; fair to satisfactory, 23; weak, 11.

In the great majority of schools very little fault can be found with the order and tone. In schools where well-ordered and interesting work is provided for the pupils there is little trouble with the order, as such interesting employment by its very nature leaves them with no idle moments.

Another excellent effect of good tone in a school is the honesty of working. In schools where the pupils have a proper conception of what is right and straight, and are so anxious and keen to do their best for themselves and their school that they have neither inclination nor time for dishonest work, it is evident that if their training there gives them habits of steady, honest industry they are receiving incalculable good.

It is satisfactory to report that corporal punishment is sparingly resorted to in most of the schools; where there is undue resort to it—while the order may be good—the discipline and tone are bad. In many schools corporal punishment is not resorted to at all, as the teachers exercise a strong moral influence over their pupils. This is particularly noticeable in several schools where women are in charge.

Generally speaking, the methods of teaching employed in a great majority of the schools are good, and in these schools the intelligence of the pupils is brought to bear upon their work. Attention is given to thoroughness in the instruction, and the pupils seldom fail to make a good showing when they are subjected to tests. In a considerable number of schools, however, while good methods are followed, it is observed that the application of the methods is ineffective.

Teachers of Native schools, from the very nature of their calling, must particularly concern themselves with the health, cleanliness, welfare, and comfort of their pupils, and in this respect they exercise considerable influence over the parents. Their ministrations, however, are not confined to the children, but are extended to all members of the community alike.

The system adopted in a few schools, some three or four years ago, of supplying hot cocoa to the pupils at midday during the winter months has been extended to a large number of schools, and is a pronounced success. The system is appreciated by the parents, who generally contribute freely towards the expense incurred. A considerable number of schools are lagging behind in this respect, for more or less satisfactory reasons.

In the majority of schools the annual concert and the annual picnic are most important events, and in these activities the people take the greatest interest. The funds raised are devoted to various purposes for the benefit of the schools concerned—picnics, improvement of school-grounds and fences, the provision of tennis-courts and material, prizes and books for the library, the provision of cocoa, &c., for the pupils during the winter months, purchase of sewing-machines, and also of materials for organized games. It has been ascertained that during the year no less a sum than £1,300 was thus collected. One school was successful in raising £115 by concerts, while several others each collected over £50.

The success achieved by several teachers at the annual examination for teachers' certificates is gratifying, and their success should serve as an encouragement to others to make an attempt to improve their status.

In connection with the Winter Show held in Auckland during the year a great many schools forwarded exhibits of various kinds for competition in the educational section, and many prizes were gained by pupils from the Native village schools. The needlework of the girls won special commendation.

GENERAL REMARKS.

In this section of the report the following paragraphs have reference to various subjects of the school course:—

English Subjects.—Language Instruction: The supreme importance of this subject in Native schools particularly has been so emphasized in all previous reports that to urge once more upon teachers the need for concentrating upon this vitally important subject all the skill which they as teachers possess is almost a work of supererogation. The quality of the work varies very much in the schools—in a fair number of the schools it is very good, in a fairly large number it ranges from satisfactory to good, while in a very considerable number it is of inferior quality. There is a good deal of inefficient work in the subject, and too many of the teachers regard the attainments of their pupils as the limit of attainment possible for Maori pupils, whereas the real explanation of the lack of proficiency is the very indifferent quality of the teaching.

Reading.—Satisfactory improvement is being made throughout the schools generally. In a large number of schools it is satisfactory to note that the teaching of reading is dealt with intelligently, and the pupils are encouraged to read as many books as possible. Recitation in many of the schools is a poor affair, and frequently the pieces chosen for the purposes of recitation have little or no interest for the children. In other schools, however, where the teachers have some literary tastes, more discretion is shown in the choice of pieces for recitation, and the pupils recite intelligently and with satisfactory elocutionary effect.

Arithmetic.—In a fairly large number of schools this subject is very well taught, and the pupils usually do creditable work. In the majority of schools, however, the methods of teaching in the preparatory classes and, say, Standard I are relatively better than those employed in the higher classes, where it is commonly found that the pupils, although they can perform certain operations mechanically, have failed to understand the scope and objects of these operations.

Geography.—In a fairly large number of schools comparatively good work is done, but it is felt that in many of the remaining schools the methods of instruction are far from being entirely satisfactory, and that instead of being one of the most interesting and instructive subjects geography is often the dullest. Particularly is this so with regard to observational work, in which it is found that the rational method of studying thoroughly the geography of the home district from actual observation, and dealing with the home country before proceeding to a knowledge of far-off lands, is not followed systematically. In previous reports reference has been made to the insufficient use made of the globes, of maps, atlases, and illustrations and pictures.

Singing.—In a large number of schools the singing of the pupils is very pleasant, and it is generally found that in these schools the pupils have a satisfactory knowledge of the notation. In a fair number of schools the singing reaches a high standard, and part songs of a more or less difficult nature are rendered in fine style. In quite a number of schools, however, the quality of the singing can only be described as poor—a state of affairs which cannot be attributed to lack of musical ability on the part of the children.

Handwork.—Elementary Manual Training: For this work material is supplied for plasticine and cardboard modelling, paper-folding, mat-weaving, paper cutting and mounting, and carton-work, and the schools are thus enabled to take up several forms of work. Some schools have introduced additional material, from which useful articles are made. In many of the schools good work is done, and creditable displays of work are presented at the annual visit. In one school modelling in clay is done, with excellent results. In those schools where the work is disappointing it would appear that the work is not taken regularly throughout the year.

Drawing.—This subject, like that referred to in the preceding section, is one in which the Maori children excel and take much interest in; and yet much of the work is very disappointing and so meagre in quantity in many schools as to suggest neglect on the part of the teachers. In a large number of schools, however, the work is very creditable. Brushwork and crayon work are also well done in many schools; in quite a number excellent work is done. It is pleasing to record the success of many pupils in drawing and brushwork in competitions held at various places.

Domestic Duties.—The number of schools where satisfactory attention is given to this subject is small, but good work is done. For the bigger girls this domestic training is valuable, and affords a fine opportunity for teachers to introduce work of a practical character into the schools.

In *Sewing* many schools make excellent displays of work done by the girls. The work comprises articles of clothing of all kinds which the girls themselves, or their brothers or sisters, will wear. Instruction is given in cutting out and in the use of the sewing-machine. The materials are in the majority of instances supplied by the parents, who are quick to appreciate the value of the training given, and are particularly interested in the displays of work. During the year several schools were provided with machines. In a number of schools the work shown is of meagre description, and there is general evidence that enthusiasm and an appreciation of the value of the training are lacking. At Paeroa Native School the girls are taught to spin wool and make useful articles from it.

Elementary Practical Agriculture.—Very satisfactory attention is given to this subject in a large number of schools. The reports of the instructors who visit the schools are mostly of a complimentary nature, and indicate that the pupils and teachers take much interest in the work. Occasionally reference is made to the need for greater care of the garden-tools. As indicated in last year's report, arrangements have been made for the Supervisor of Agriculture in the Hawke's Bay District to visit Native schools which can be conveniently reached. The teachers of these schools will accordingly be expected to avail themselves of the opportunity of receiving suggestions, advice, and instructions concerning the agriculture taken at their schools. In those schools (in the various districts) which have been supplied with science material and apparatus the teachers will be expected to make full and proper use of the materials supplied.

Woodwork.—In those schools where there are workshops work of a very useful kind is done. Most of the workshops have been provided by the Maori people, the tools and equipment being provided by the Department. A certain amount of timber is supplied periodically, and the boys are instructed in the use of the various tools, and taught to make useful articles. At *Hiruharama* and *Manutahi* Schools, East Coast, the teachers, with the co-operation of the people, have raised funds to be used in erecting workshops, and it is expected that before the end of the current year the workshops will be going concerns. The teachers and people are to be commended for their efforts. Pupils from Native village schools which are within reasonable distances from manual-training centres attend classes for instruction in woodwork and cookery.

Physical Instruction.—Many Native schools are now being included amongst the schools visited by the physical instructors, and distinct benefits to the teachers and pupils are resulting from the visits. The instruction is given regularly by the teachers, and in a large number of schools much interest is displayed in the work.

SECONDARY EDUCATION.

A form of secondary education which experience has shown to be best suited to the requirements of Maori girls and boys, in view of their conditions and environment, is provided by the following schools established by various religious denominations: 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; Otaki College, Wellington; Agricultural College (Latter-Day Saints), Hastings. The work done in these schools is of a very useful nature, and the education of the pupils sent to them from the Native village and other schools is carried forward to a point that is practically unattainable in the ordinary schools. The pupils live in European fashion, and learn the ordinary European social observances. It may be safely said that during their years at these schools the young Maoris are steadily subjected to European influences in a way that can hardly fail to have a great effect in forming their characters and fitting them for contact with European civilization.

No separate schools to meet the special needs of the Maori youth in the matter of secondary education have been established by the Government. The absence of such schools, however, does not mean that no account is taken of the needs of the young Maoris in the direction referred to, or that no provision is made for them. The existence of the private institutions mentioned above is

taken advantage of, and the Government provides a large number of scholarships or free places which are tenable at several of these institutions. These scholarships are awarded to selected pupils, from the village schools principally, who possess the necessary qualifications and are considered likely to receive benefit from a further educational course.

In the girls' schools special prominence is given to needlework and dressmaking, including instruction and practice in cutting out garments for the girls' own use, laundry-work, cookery and domestic duties, first aid and nursing, sanitation, cleanliness and personal hygiene, care and rearing of infants, and preparation of food for infants and for the sick. All the work is of as practical a nature as possible, and the girls take a large share in the work of the institutions, and thus put into practice the instruction they receive. Their physical and spiritual well-being receives careful attention through the agency of good wholesome food, physical instruction and organized games, and religious instruction respectively.

In the boys' schools the practical training takes the form of instruction and practice in wood-work, and also in elementary practical agriculture and gardening. At Te Aute College and the Latter-Day Saints' College special attention is given to agricultural work, including farming operations, which the boys actually carry out. At Otaki College attention is devoted to dairy-farming and poultry-farming. At St. Stephen's College woodwork receives special attention, and a large number of the boys attend the Technical School for instruction in metal-work. At Hikurangi College and Waerenga-a-hika College practical work also receives attention. As in the case of the girls' schools, the physical and spiritual welfare of the scholars receives special attention.

All the schools referred to in this section are subject to inspection and examination by officers of the Department, and, generally speaking, the work is uniformly good. During the year boys from these schools were successful in the public examinations. At St. Stephen's School quite a considerable proportion of the roll number is made up of boys from Samoa, Rarotonga, and other islands in the Pacific.

At the end of the year the number of pupils in attendance at these schools was 493—208 girls and 285 boys. Of this total 124 scholars were holders of scholarships or free places provided by the Government. Several pupils from the islands in attendance at these schools are holders of scholarships granted by the educational authorities of the islands.

SCHOLARSHIPS.

Provision is made by the Government for the following classes of scholarships for Maori scholars: (1.) Junior scholarships or free places. (2.) Senior scholarships or free places—(a) industrial scholarships (apprenticeships), (b) agricultural scholarships, (c) nursing scholarships. (3.) University scholarships. In addition to these scholarships there are scholarships founded from private bequests—Te Makarini Scholarship and the Buller Scholarship.

The junior scholarships are available for pupils from Native village schools, and also under certain conditions for Maori scholars from public schools. Of the 154 free places available, 124 were current during the past year.

The senior scholarships available are limited in number. With regard to the demand for *apprenticeships*, not much progress is to be reported. At the present time three such scholarships are current, the lads having taken up carpentry. Maori girls who are qualified in every respect and are anxious to become nurses may be awarded *nursing scholarships*. The purpose of such scholarships is to secure Maori nurses who will work among their own people. One girl is a day pupil at Napier Hospital; a other has joined the general Hospital staff. The *University scholarships* are awarded to Maori scholars who having matriculated are desirous of taking up a profession which will enable them to be of benefit to their race.

Six such scholarships were current at the end of the year—one (medicine), Otago University; one (law), Otago University; four (three law and one electrical engineering), Canterbury College. One of the university scholarships (law) is held by Miss Kiri Hei, of Gisborne. There were thus eleven senior scholarships current at the end of the year 1923.

The *Te Makarini Scholarships* are provided from a fund established in accordance with the views and wishes of the late Sir Donald McLean, and in memory of him. The scholarships are of the annual value of £35, and the successful candidates are required to attend Te Aute College. The examination, which is conducted by the Department at convenient centres in the first week in December each year, is based upon a syllabus of work in English, arithmetic, geography, Maori, and general knowledge (including New Zealand history, health, and religious knowledge). For the year 1923 two scholarships were offered for competition, one senior and one junior scholarship, the senior scholarship being open for competition among Maori lads from any school, the junior scholarship being reserved for competition among boys from the village schools. For the senior examination there were seventeen candidates—nine from Te Aute College and eight from St. Stephen's School. For the junior examination there were ten candidates—four from Whakarewarewa Native School, two from Parawera Native School, three from Wharekahika Native School, and one from Kaikohe Native School. In the senior examination the highest marks were gained by Walton Davis (St. Stephen's), 69 per cent.; Wharewhiti Cotter (Te Aute), 68 per cent.; Henry Atatu (St. Stephen's), 67 per cent.; and June te Moana (St. Stephen's), 66 per cent. In the junior examination Wharetutu Corbett (Whakarewarewa) gained 67.5 per cent. The senior scholarship was awarded to Walton Davis, and the junior scholarship to Wharetutu Corbett.

In last year's report opportunity was taken to direct the attention of the Native village schools to the lack of candidates for the junior scholarship, and the view was expressed that teachers who did not encourage eligible candidates to compete for the scholarship were neglecting their plain duty.

Although ten candidates competed at the last examination, it is not considered that the schools, in view of their generally increased efficiency, were adequately represented in the competition. The trustees have expressed their dissatisfaction with the interest displayed in the competition, and have advised the Department of their intention to consider seriously the withdrawal of the scholarship from competition. It is felt that such a course would be regrettable, and it behoves teachers to avoid the reproach that such action on the part of the trustees will place upon them.

The *Buller Scholarship* is provided from funds derived from a bequest made by the late Sir Walter Buller in the interests of Maori education. The scholarship, which is tenable at Te Aute College, is of the annual value of £30, and is reserved for competition amongst Maori lads who are predominantly Maori, half-castes being ineligible. The papers set for this examination, which is also conducted by the Department, provide a more difficult test than those set for the senior Te Makarini examination, and are based upon a syllabus in the following subjects: English (including civics and New Zealand history), agriculture, Maori, and woodwork or elementary mathematics. There is in addition an examination, conducted by the Waiapu Diocesan authorities, in religious knowledge. Six candidates from Te Aute College and six from St. Stephen's School sat for the examination. The most successful candidates were Henry Atatu (St. Stephen's), 66 per cent.; June te Moana (St. Stephen's), 64 per cent.; and Wharewhiti Cotter (Te Aute), with 61 per cent. The scholarship was awarded to Henry Atatu.

CONCLUDING REMARKS.

In concluding the report for the year 1923, a feature in connection with Native schools and their work may be referred to, and that is the noticeable general stability of the schools in regard to attendance. There is a steady increase in attendance in a very large number of the schools, and serious fluctuations in the roll number are not now encountered. It would appear that the people are becoming less migratory, and that they are engaging more and more in occupations which confine their attentions to their own districts. It is a very rare occurrence now to find schools disorganized by failure of crops, or by fanatical outbursts on the part of uninstructed sections of the people. The desire for the education of their children is very keen among the people, who, speaking generally, recognize and feel that without the means of education they are unable to move with the tide of progress. To this attitude of mind the influence of the schools and the teachers has largely contributed, and this influence is being exercised with increasing force as the years pass by. It is gratifying to find that the majority of teachers look upon themselves as missionaries of civilization generally, and do not confine their attentions to the duties of school-teaching only. Nothing has had a more salutary effect in implanting within the people the desire for advancement than the establishment of schools among them, and the discovery on their part that the teachers have their general welfare at heart, and do not look upon their schools merely as a means of getting a livelihood. Teachers who find themselves unattracted by this aspect of the work, or who cannot get on amicably with the people, should realize that they have mistaken their vocation, and should therefore seek to earn their living in some other way.

In the examination and inspection of the Native village schools, the mission schools, and the boarding-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.

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, 1923.

In the column "Position," 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. | Annual Rate of Salary. |
|------------------|----------------|------------------|---------------------|-----------------------------------|-----------------|-----------|------------------------|
| Ahipara .. | Mongonui .. | III A ii | 58 | Timbers, Arthur D. .. | D | H M | £ 345 |
| | | | | Timbers, Joquina Q. .. | .. | A F | 148 |
| Arowhenua .. | Geraldine .. | III A i | 36 | Bremner, Hannah A. A. .. | D | H M | 343 |
| | | | | Bremner, Esther P. N. N. .. | D | A F | 198 |
| Awarua .. | Bay of Islands | II ii | 44 | Rust, Gordon J. .. | .. | H M | 195 |
| | | | | Rust, Annie B. .. | .. | A F | 80 |
| Hapua .. | Mongonui .. | III A ii | 82 | Grindley, George .. | D | H M | 295 |
| | | | | Grindley, Catherine .. | .. | A F | 148 |
| | | | | Murray, Julia .. | .. | A F | 73 |
| Hiruharama .. | Waiapu .. | III A ii | 72 | Miller, Ethel (Mrs.) .. | E | H F | 303 |
| | | | | Miller, David W. .. | .. | A M | 140 |
| | | | | Miller, Winifred E. .. | .. | A F | 63 |
| Horoera .. | Matakaoa .. | II i | 29 | Burley, Joseph W. .. | .. | H M | 215 |
| | | | | Burley, Elsie L. K. (Mrs.) .. | .. | A F | 83 |
| Huiarau .. | Whakatane .. | II ii | 38 | Clemance, Phyllis S. .. | C | H F | 263 |
| | | | | Clemance, Grace A. D. .. | D | A F | 120 |
| Kaharoa .. | Raglan .. | II ii | 27 | Rayner, Henry H. .. | .. | H M | 245 |
| | | | | Rayner, Flora (Mrs.) .. | .. | A F | 90 |
| Kaikohe .. | Bay of Islands | IV A | 132 | Rogers, Herbert .. | D | H M | 375 |
| | | | | Rogers, Ethel E. .. | D | A F | 218 |
| | | | | Padlie, Florence .. | .. | A F | 183 |
| | | | | Henare, Maata T. R. .. | .. | A F | 73 |
| Kakanui .. | Helensville .. | I | 16 | Geissler, Aimee M. .. | .. | F | 185 |
| Karakanui .. | Otamatea .. | II ii | .. | (Vacant.) .. | .. | .. | .. |
| Karetu .. | Bay of Islands | II i | 26 | Long, Francis A. .. | .. | H M | 195 |
| | | | | Long, Lillian A. (Mrs.) .. | D | A F | 130 |
| Karioi .. | Waimarino .. | II ii | 29 | Gillespie, Mary D. (Mrs.) .. | .. | H F | 195 |
| | | | | Hepetema, Alice .. | .. | A F | 135 |
| Kenana .. | Mongonui .. | II i | 21 | Johnson, Ida V. C. (Mrs.) .. | C | H F | 315 |
| | | | | Matthews, Mabel .. | .. | A F | 73 |
| Kirioko .. | Bay of Islands | III A i | 41 | Grahame, Bruce .. | Lic. | H M | 295 |
| | | | | Grahame, Mabel (Mrs.) .. | .. | A F | 158 |
| Kokako .. | Wairoa .. | III A i | 41 | Alford, Edward H. M. .. | .. | H M | 285 |
| | | | | Alford, Florence (Mrs.) .. | .. | A F | 158 |
| Manaia .. | Coromandel .. | III A ii | 52 | Greensmith, Edwin .. | C | H M | 355 |
| | | | | Greensmith, Isabella C. (Mrs.) .. | .. | A F | 158 |
| Mangamuka .. | Hokianga .. | III A ii | 41 | Cameron, Duncan .. | D | H M | 335 |
| | | | | Cameron, Margaret (Mrs.) .. | .. | A F | 148 |
| Mangatuna .. | Waiapu .. | III A ii | 53 | Scammell, William H. .. | .. | H M | 300 |
| | | | | Scammell, Agnes E. (Mrs.) .. | .. | A F | 148 |
| | | | | Dunlop, Constance .. | .. | A F | 98 |
| Manutahi .. | Waiapu .. | III B | 81 | Woodley, Frederick T. .. | D | H M | 335 |
| | | | | Woodley, Georgina .. | .. | A F | 148 |
| | | | | Mulligan, Queenie .. | .. | A F | 115 |
| | | | | Haerewa, Erana .. | .. | A F | 98 |
| Maraeroa .. | Hokianga .. | III A ii | 51 | Hulme, Maggie (Mrs.) .. | .. | H F | 298 |
| | | | | Hulme, Russell H. .. | .. | A M | 150 |
| Matahiwi .. | Waimarino .. | I | 13 | Churton, Elena .. | .. | F | 155 |
| Matangirau .. | Whangaroa .. | III A i | 32 | Morris, Margery M. (Mrs.) .. | D | H F | 293 |
| | | | | Morris, David O. .. | .. | A M | 140 |
| Mataora Bay .. | Ohinemuri .. | I | 9 | Hay, Barbara .. | .. | F | 155 |
| Matapihi .. | Tauranga .. | III A i | 38 | Clark, Catherine E. (Mrs.) .. | E | H F | 343 |
| | | | | Clark, Herbert E. .. | .. | A M | 150 |
| Matata .. | Whakatane .. | III A ii | 59 | King, Edmund A. .. | C | H M | 345 |
| | | | | King, Clara M. H. (Mrs.) .. | D | A F | 188 |
| | | | | Smith, Amanda E. .. | .. | A F | 63 |
| Matihetihe .. | Hokianga .. | II ii | 26 | Minchin, Zara .. | D | H F | 293 |
| | | | | Te Toko, Emma .. | .. | A F | 90 |
| Maungatapu .. | Tauranga .. | III A ii | 56 | Roach, Patrick .. | C | H M | 355 |
| | | | | Roach, Ruby (Mrs.) .. | .. | A F | 148 |
| | | | | Roach, Aileen F. M. .. | .. | A F | 73 |
| Motatau .. | Whangarei .. | III A i | 42 | Percy, Henry C. .. | .. | H M | 275 |
| | | | | Percy, Juanita E. (Mrs.) .. | D | A F | 208 |
| Motiti Island .. | Tauranga .. | I | 15 | Clench, Charles McD. .. | .. | M | 245 |
| Motuti .. | Hokianga .. | I | 19 | Leef, Kathleen .. | .. | F | 243 |

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

| Name of School. | County. | Grade of School. | Average Attendance. | Teachers on Staff. | Classification. | Position. | Annual Rate of Salary. |
|-----------------|----------------|------------------|---------------------|---|-----------------|-----------|------------------------|
| Nuhaka .. | Wairoa .. | IIIb | 98 | South, Moses | E | H M | £ 365 |
| | | | | South, Emma S. (Mrs.) | .. | A F | 158 |
| | | | | Roseveare, Ethel A. | .. | A F | 195 |
| Ohaeawai .. | Bay of Islands | IIIa ii | 54 | Paulger, Irene D. | D | A F | 138 |
| | | | | Russell, William E. | C | H M | 315 |
| | | | | Russell, Agnes | .. | A F | 138 |
| Ohautira .. | Raglan .. | II i | 22 | To Haara, Louisa | .. | A F | 83 |
| | | | | Raymond, Frank H. | .. | H M | 205 |
| Okautete .. | Masterton .. | I | 16 | Raymond, Beryl M. (Mrs.) | .. | A F | 63 |
| Omaio .. | Opotiki .. | IIIa ii | 76 | Ward, Violet | .. | F | 185 |
| | | | | Coughlan, William N. | .. | H M | 300 |
| Omanaia .. | Hokianga .. | IIIa i | 50 | Coughlan, Isabella A. M. (Mrs.) | .. | A F | 148 |
| | | | | Chitty, Doris A. E. | .. | A F | 108 |
| | | | | Nisbet, Robert J. | Lic. | H M | 295 |
| Omarumutu .. | Opotiki .. | IIIa ii | 82 | Nisbet, Janet (Mrs.) | .. | A F | 158 |
| | | | | MacKay, Gordon | .. | H M | 345 |
| | | | | MacKay, Jane (Mrs.) | .. | A F | 148 |
| Opoutere .. | Thames .. | II i | 27 | Gaskill, Annie M. | .. | A F | 73 |
| | | | | Statham, William H. | .. | H M | 195 |
| Orauta .. | Bay of Islands | IIIa i | 43 | Statham, Frances E. | .. | A F | 63 |
| | | | | Kelly, Felix | D | H M | 345 |
| Oromahoe .. | Bay of Islands | II ii | 27 | Hakaraia, Victoria | .. | A F | 183 |
| | | | | MacKenna, Robert J. | Lic. | H M | 215 |
| Oruanui .. | East Taupo .. | II ii | 27 | MacKenna, Violetta | .. | A F | 80 |
| | | | | Hayman, Frederick J. | E | H M | 200 |
| Otangaroa .. | Whangaroa .. | I | 13 | Ngaparu, Mary | .. | A F | 63 |
| | | | | Otauu .. | Hokianga .. | IIIa ii | 62 |
| Otukou .. | Taupo .. | I | 21 | Smith, Leonard H. | | | |
| | | | | Owhataiti .. | Whakatane .. | IIIa i | 60 |
| Paeroa .. | Tauranga .. | IIIa i | 46 | Pouri, Makero | | | |
| | | | | Bathwayt, Mary de V. W. | .. | F | 185 |
| | | | | Gibbons, Elizabeth M. L. | .. | H F | 283 |
| Pamapurua .. | Mongonui .. | IIIa i | 42 | Ramsay, Eileen | .. | A F | 183 |
| | | | | Godmond, Amy J. | .. | A F | 63 |
| | | | | Baker, Frances E. E. | D | H F | 353 |
| Pamoana .. | Waimarino .. | I | 23 | Baker, Henrietta A. | .. | A F | 158 |
| | | | | Murray, James | .. | H M | 255 |
| Papamoa .. | Tauranga .. | II ii | 28 | Williams, Susannah G. (Mrs.) | .. | A F | 140 |
| Paparore .. | Mangonui .. | IIIa ii | 67 | Barnes, Ellen L. (Mrs.) | .. | F | 185 |
| | | | | London, Clara J. | .. | F | 243 |
| Parapara .. | Mongonui .. | II i | 22 | Harper, Leslie M. | .. | H M | 253 |
| | | | | Harper, Charles A. E. | .. | A M | 140 |
| | | | | Richards, Lottie B. | .. | A F | 83 |
| Parawera .. | West Taupo .. | IIIa i | 43 | Churoh, Lillian | .. | H F | 243 |
| | | | | Clough, Elizabeth J. | .. | A F | 118 |
| Parikino .. | Wanganui .. | II ii | 30 | Boswell, Arthur | D | H M | 295 |
| | | | | Boswell, Miriam A. | C | A F | 188 |
| Pawaronga .. | Wanganui .. | IIIa ii | 68 | Bruford, Frederick C. | .. | H M | 195 |
| | | | | Bruford, Madge L. (Mrs.) | .. | A F | 80 |
| | | | | Gilmour, Richard S. | B | H M | 285 |
| Pipiriki .. | Wanganui .. | IIIa i | 39 | Matini, Ratareria | .. | A F | 183 |
| | | | | Tahana, Isabella | .. | A F | 118 |
| | | | | Jarratt, Herbert | C | H M | 345 |
| Poroporo .. | Whakatano .. | IIIb | 89 | Jarratt, Emily E. (Mrs.) | .. | A F | 148 |
| | | | | Ryde, Henry J. | D | H M | 365 |
| | | | | Ryde, Emma G. (Mrs.) | .. | A F | 148 |
| Pukehina .. | Rotorua .. | II ii | 29 | Saunders, Evelino M. | .. | A F | 118 |
| | | | | Ryde, Edna R. | .. | A F | 63 |
| | | | | Burgoyne, Annette | .. | H F | 258 |
| Pukepoto .. | Mongonui .. | IIIa ii | 69 | Burgoyne, Constance | .. | A F | 110 |
| | | | | Clark, Olive J. M. (Mrs.) | B | H F | 353 |
| | | | | Clark, William M. | .. | A M | 150 |
| Rakaumanga .. | Waikato .. | IIIa ii | 48 | Robson, Winnie | .. | A F | 83 |
| | | | | Hyde, Alfred E. | .. | H M | 275 |
| | | | | Hyde, Louisa R. (Mrs.) | D | A F | 198 |
| Rakaunui .. | Kawhia .. | I | .. | Mauriohoho, Rangi | .. | A F | 108 |
| | | | | Ranana .. | Rotorua .. | IIIa ii | 82 |
| Rangiahua .. | Wairoa .. | II ii | 33 | England, Walter | | | |
| | | | | England, Eva E. (Mrs.) | .. | A F | 148 |
| | | | | Heperi, Rebecca | .. | A F | 98 |
| Rangiahua .. | Wairoa .. | II ii | 33 | Harlow, Wilhelmina | D | H F | 273 |
| | | | | Williams, Mabel | .. | A F | 125 |
| Rangitahi .. | Whakatane .. | II ii | 33 | McCully, Annie W. (Mrs.) | .. | H F | 243 |
| | | | | McCully, Rutherford D. | .. | A M | 73 |
| Rangitukia .. | Waiapu .. | IIIb | 121 | Jamison, Mary | .. | H F | 298 |
| | | | | Mauriohoho, Sarah | .. | A F | 183 |
| | | | | Cumpsty, Charles E. | Lic. | H M | 275 |
| Rangitukia .. | Waiapu .. | IIIb | 121 | Cumpsty, Mary | .. | A F | 138 |
| | | | | Korimete, Janie | .. | A F | 135 |
| | | | | Kohere, Huinga | .. | A F | 63 |

Table H 1—continued.
LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

| Name of School. | County. | Grade of School. | Average Attendance. | Teachers on Staff. | Classification. | Position. | Annual Rate of Salary. |
|---|----------------|------------------|---------------------|----------------------------------|-----------------|-----------|------------------------|
| Raukokore .. | Opotiki .. | III A i | 46 | Saunders, William S. .. | .. | H M | 285 |
| Reporua .. | Waiapu .. | II i | 22 | McLachlan, Linda .. | .. | A F | 183 |
| Ruatoki .. | Whakatane .. | IV A | 130 | Clarke, Rosa .. | .. | H F | 293 |
| Taemaro .. | Mongonui .. | II ii | 27 | Houia, Ngamane .. | .. | A F | 63 |
| Taharoa .. | Kawhia .. | II ii | 37 | Vine, Henry G. .. | .. | H M | 365 |
| Takahiwai .. | Whangarei .. | III A i | 39 | Vine, Winifred M. (Mrs.) .. | .. | A F | 158 |
| Tangoio .. | Hawke's Bay | III A i | 39 | Vine, Effie L. .. | .. | A F | 138 |
| Tanoa .. | Otamatea .. | I | 21 | Hartnell, May R. .. | .. | A F | 118 |
| Tautoro .. | Bay of Islands | III A i | 42 | Heal, Ethel E. A. (Mrs.) .. | .. | H F | 233 |
| Te Ahuahu .. | Bay of Islands | III A i | 40 | Heal, Ernest R. .. | .. | A M | 80 |
| Te Araroa .. | Matakaoa .. | III B | 105 | Seivewright, Alexander C. .. | .. | H M | 215 |
| Te Haroto .. | East Taupo .. | II i | 21 | Seivewright, Clara (Mrs.) .. | .. | A F | 100 |
| Te Horo .. | Whangarei .. | III A i | 45 | Salisbury, Josiah .. | .. | H M | 255 |
| Te Kaha .. | Opotiki .. | III A ii | 62 | Salisbury, Helen E. P. (Mrs.) .. | .. | A F | 138 |
| Te Kao .. | Mongonui .. | III A ii | 57 | Arthur, Cyril L. .. | .. | H M | 295 |
| Te Kopua .. | Waipa .. | I | 14 | Arthur, Ethel (Mrs.) .. | .. | A F | 148 |
| Te Kotukutuku (31) and Rangiwaea (side school) (11) | Tauranga .. | III A i | .. | Foote, Ieene M. .. | .. | D | 225 |
| Te Mahia .. | Wairoa .. | III A i | 38 | Oulds, George F. .. | .. | H M | 255 |
| Te Matai .. | Tauranga .. | III A i | 42 | Oulds, Agnes W. (Mrs.) .. | .. | A F | 138 |
| Te Pupuke .. | Whangaroa .. | III A i | 39 | Sullivan, Andrew J. .. | .. | H M | 355 |
| Te Rawhiti .. | Bay of Islands | II i | 27 | Sullivan, Martha A. A. (Mrs.) .. | .. | A F | 148 |
| Te Reinga .. | Wairoa .. | III A i | 42 | Stacey, Vernon .. | .. | H M | 275 |
| Te Teko .. | Whakatane .. | III B | 103 | Stacey, Millicent A. L. .. | .. | D | 178 |
| Te Waotu .. | West Taupo .. | III A i | 30 | Puha, Heni Te Ao .. | .. | A F | 100 |
| Te Whaiti .. | Whakatane .. | I | 16 | Campbell, Ohau .. | .. | A F | 98 |
| Tikitiki .. | Waiapu .. | IV A | 133 | MacDonell, Robert J. .. | .. | H M | 195 |
| Tokomaru Bay .. | Waiapu .. | III A ii | 71 | MacDonell, Kathleen N. V. .. | .. | A F | 63 |
| Torere .. | Opotiki .. | III A i | 44 | Goldsbury, Hugh .. | .. | D | 295 |
| Tuhara .. | Wairoa .. | III A i | 39 | Goldsbury, Annie J. (Mrs.) .. | .. | E | 188 |
| Tuparoa .. | Waiapu .. | III A i | 54 | Cato, Anson H. .. | .. | H M | 300 |
| Waihua .. | Wairoa .. | I | 12 | Cato, Netty F. L. (Mrs.) .. | .. | A F | 148 |
| Wai-iti .. | Rotorua .. | III A ii | 63 | Waititi, Annie .. | .. | A F | 83 |
| Waikare .. | Bay of Islands | II ii | 27 | Watt, Archibald H. .. | .. | H M | 300 |
| Waikeri .. | Hokianga .. | II ii | 27 | Watt, Bertha F. (Mrs.) .. | .. | A F | 255 |
| | | | | Ihaka, Rhipeti .. | .. | A F | 105 |
| | | | | Churton, Emily N. .. | .. | F | 155 |
| | | | | Dale, Francis A. .. | .. | C | 355 |
| | | | | Dale, Florence E. (Mrs.) .. | .. | C | 218 |
| | | | | Callaway, Christina .. | .. | A F | 155 |
| | | | | Handcock, Georgina .. | .. | D | 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 | 275 |
| | | | | Airey, A. C. (Mrs.) .. | .. | A F | 148 |
| | | | | Thomson, Thomas .. | .. | H M | 205 |
| | | | | Thomson, Beatrice (Mrs.) .. | .. | A F | 100 |
| | | | | Wright, Percy .. | .. | H M | 300 |
| | | | | Wright, Rebecca (Mrs.) .. | .. | A F | 148 |
| | | | | Guest, Joseph J. .. | .. | C | 365 |
| | | | | Guest, Lilian R. (Mrs.) .. | .. | A F | 148 |
| | | | | Guest, Evelyn M. .. | .. | A F | 80 |
| | | | | Guest, Kate E. .. | .. | A F | 63 |
| | | | | Proctor, William .. | .. | H M | 253 |
| | | | | Robertson, Margaret .. | .. | A F | 173 |
| | | | | Tweed, Sarah E. .. | .. | F | 180 |
| | | | | Sinclair, Donald W. E. .. | .. | H M | 315 |
| | | | | Sinclair, Martha (Mrs.) .. | .. | A F | 168 |
| | | | | Walker, Elizabeth (Mrs.) .. | .. | A F | 173 |
| | | | | Sinclair, Jessie V. M. .. | .. | A F | 83 |
| | | | | Wall, Harry .. | .. | H M | 275 |
| | | | | Wall, Fanny S. M. (Mrs.) .. | .. | A F | 148 |
| | | | | Frazer, William .. | .. | H M | 270 |
| | | | | Le Huray, Dorothy .. | .. | D | 213 |
| | | | | Reid, Adelaide .. | .. | A F | 118 |
| | | | | Drake, Armine G. .. | .. | H M | 285 |
| | | | | Drake, Rosalind K. (Mrs.) .. | .. | A F | 158 |
| | | | | Astall, Annie (Mrs.) .. | .. | D | 303 |
| | | | | Astall, John P. .. | .. | A M | 140 |
| | | | | White, Hamilton H. .. | .. | H M | 285 |
| | | | | White, Isabel (Mrs.) .. | .. | A F | 158 |
| | | | | Carswell, Janet (Mrs.) .. | .. | F | 185 |
| | | | | Munro, John B. .. | .. | C | 355 |
| | | | | Munro, Florence M. (Mrs.) .. | .. | A F | 148 |
| | | | | Cels, Louis J. .. | .. | H M | 195 |
| | | | | Cels, Maximilienne (Mrs.) .. | .. | A F | 80 |
| | | | | Smith, Ellena M. (Mrs.) .. | .. | H F | 243 |
| | | | | Topia, Heni H. .. | .. | A F | 100 |

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

| Name of School. | County. | Grade of School. | Average Attendance. | Teachers on Staff. | Classification. | Position. | Annual Rate of Salary. |
|-----------------|----------------|------------------|---------------------|-----------------------------------|-----------------|-----------|------------------------|
| Waima .. | Hokianga .. | III B | 95 | Johnston, George .. | D | H M | £ 365 |
| | | | | Johnston, Mary E. (Mrs.) .. | D | A F | 218 |
| Waimamaku .. | Hokianga .. | II ii | 36 | Brown, Mary .. | .. | A F | 135 |
| | | | | Johnston, Isabel M. .. | .. | A F | 63 |
| Waimarama .. | Hawke's Bay | II i | 23 | Hodson, Susan .. | .. | H F | 258 |
| | | | | Newton, Lucy B. .. | .. | A F | 135 |
| Waiohau .. | Rangitaiki .. | II ii | 28 | Kernahan, Richard I. .. | .. | H M | 245 |
| | | | | Kernahan, Frances A. A. (Mrs.) .. | .. | A F | 100 |
| Waiomatatini .. | Waiapu .. | III A ii | 59 | Webber, Elsie E. .. | C | H F | 283 |
| | | | | Clark, Sybil .. | .. | A F | 115 |
| Waiomio .. | Bay of Islands | III A i | 39 | West, William E. .. | D | H M | 335 |
| | | | | West, Annie M. W. (Mrs.) .. | .. | A F | 148 |
| Waiorongomai .. | Waiapu .. | I | 13 | Collier, Kate .. | .. | A F | 73 |
| | | | | Boake, Marcella A. .. | B | H F | 283 |
| Waiotapu .. | Whakatane .. | II ii | 21 | Boake, Albert B. .. | .. | A M | 140 |
| | | | | Kaua, Matekina H. .. | .. | F | 243 |
| Waioweka .. | Opotiki .. | III A ii | 56 | Woodhead, Ambler .. | D | H M | 305 |
| | | | | Watkin, Arthur A. .. | D | H M | 345 |
| Waitahanui .. | East Taupo .. | II ii | 39 | Watkin, Mary Ann (Mrs.) .. | .. | A F | 148 |
| | | | | Watkin, Vida .. | .. | A F | 63 |
| Waitapu .. | Hokianga .. | II ii | 27 | Strong, Sydney J. .. | Lic. | H M | 220 |
| | | | | Strong, Mildred F. .. | .. | A F | 80 |
| Werowero .. | Mongonui .. | II ii | 23 | Lisle, Frank .. | .. | H M | 245 |
| | | | | Lisle, Marian F. D. (Mrs.) .. | .. | A F | 100 |
| Whakaki .. | Wairoa .. | III A i | 43 | Taua, Parehuia .. | .. | H F | 213 |
| | | | | Reihana, Ngareta .. | .. | A F | 135 |
| Whakapara .. | Whangarei .. | II ii | 33 | Craig, William H. M. .. | D | H M | 295 |
| | | | | Mackay, Emily M. .. | .. | A F | 183 |
| Whakarara .. | Whangaroa .. | III A i | 56 | Beer, Uno .. | .. | H M | 195 |
| | | | | Beer, Frances M. .. | .. | A F | 80 |
| Whakarewarewa | Rotorua .. | IV A | 122 | Smith, Gordon .. | .. | H M | 275 |
| | | | | Urlich, Kate .. | .. | A F | 148 |
| Whakawhitira .. | Waiapu .. | II ii | 26 | Smith, Mary A. M. .. | .. | A F | 148 |
| | | | | Banks, Joseph .. | .. | A F | 98 |
| Whangaparaoa .. | Matakaoa .. | I | 21 | Banks, Anna (Mrs.) .. | D | H M | 350 |
| | | | | Haerewa, Areta .. | .. | A F | 238 |
| Whangape .. | Hokianga .. | III A i | 30 | Irwin, Ellenor A. .. | .. | A F | 183 |
| | | | | Le Huray, Agnes M. .. | .. | A F | 118 |
| Whangara .. | Cook .. | I | 17 | Fleury, Ellen J. .. | .. | A F | 233 |
| | | | | Savage, Lucy .. | .. | F | 115 |
| Whangaruru .. | Bay of Islands | III A ii | 63 | Fleury, Ellen J. .. | .. | A F | 175 |
| | | | | Thompson, Richard H. .. | Lic. | H M | 295 |
| Wharekahika .. | Matakaoa .. | III A ii | 59 | Thompson, Elizabeth D. F. .. | .. | A F | 148 |
| | | | | MacArthur, Arthur D. .. | D | M | 185 |
| Whareponga .. | Waiapu .. | III A i | 48 | Jones, Elizabeth (Mrs.) .. | .. | H F | 288 |
| | | | | Jones, Ernest .. | .. | A M | 150 |
| Whirinaki .. | Hokianga .. | III A ii | 54 | Jones, Edna A. A. .. | .. | A F | 83 |
| | | | | Tawhiri, Riwai H. .. | C | H M | 345 |
| Whirinaki .. | Hokianga .. | III A ii | 54 | Patterson, Alice (Mrs.) .. | .. | A F | 148 |
| | | | | Tawhiri, Maria (Mrs.) .. | .. | A F | 83 |
| Whirinaki .. | Hokianga .. | III A ii | 54 | McFarlane, Charles T. .. | .. | H M | 275 |
| | | | | McFarlane, Margaret (Mrs.) .. | .. | A F | 148 |
| Whirinaki .. | Hokianga .. | III A ii | 54 | Barnett, David .. | Lic. | H M | 275 |
| | | | | Barnett, Sarah H. (Mrs.) .. | .. | A F | 148 |
| Whirinaki .. | Hokianga .. | III A ii | 54 | Wynyard, Emily .. | .. | A F | 73 |
| | | | | Total .. | .. | .. | £53,558 |

Table H2.

LIST OF NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1923.

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

| School. (1.) | School Roll. | | | Mean of Average Attendance of Four Quarters, 1923. (5.) | Average Attendance as Percentage of Weekly Roll Number. (6.) |
|------------------------------------|---|---|--|--|---|
| | Number belonging at End of Year 1922. (2.) | Number belonging at End of Year 1923. (3.) | Average Weekly Roll Number. (Mean of the Four Quarters, 1923.) (4.) | | |
| Motiti Island | 12 | 14 | 14.8 | 14.6 | 99.1 |
| Manaia | 52 | 50 | 51.9 | 51.6 | 97.5 |
| Rangiawhia | 28 | 27 | 27.4 | 26.6 | 97.1 |
| Te Kao | 59 | 58 | 58.4 | 56.6 | 97.0 |
| Waitahanui | 37 | 41 | 39.9 | 38.6 | 96.7 |
| Whakarewarewa | 130 | 119 | 120.5 | 116.5 | 96.7 |
| Te Rawhiti | 28 | 31 | 28.7 | 27.4 | 95.3 |
| Matapihi | 43 | 42 | 40.1 | 38.2 | 95.2 |
| Te Haroto | 17 | 21 | 22.8 | 21.7 | 95.2 |
| Opoutero | 22 | 28 | 26.4 | 25.1 | 95.1 |
| Wai-iti | 65 | 68 | 67.4 | 64.0 | 95.0 |
| Takahiwai | 41 | 41 | 41.2 | 39.1 | 94.8 |
| Tautoro | 47 | 41 | 43.8 | 41.6 | 94.8 |
| Te Waotu | 43 | 30 | 28.0 | 26.5 | 94.5 |
| Omanaia | 47 | 60 | 52.1 | 49.2 | 94.5 |
| Omaio | 79 | 84 | 77.9 | 73.5 | 94.4 |
| Omarumutu | 79 | 93 | 84.1 | 72.3 | 94.2 |
| Te Kotukutuku | 34 | 34 | 33.1 | 31.2 | 94.1 |
| Tuparoa | 50 | 58 | 57.4 | 53.9 | 93.9 |
| Pamapurua | 48 | 49 | 44.5 | 41.7 | 93.7 |
| Tokaanu | 62 | 63 | 62.9 | 58.9 | 93.6 |
| Parikino | 30 | 34 | 31.5 | 29.5 | 93.6 |
| Awarua | 37 | 46 | 45.7 | 43.6 | 93.5 |
| Tikitiki | 136 | 141 | 142.2 | 132.7 | 93.4 |
| Arowhenua | 40 | 38 | 38.4 | 35.9 | 93.4 |
| Taharoa | 39 | 41 | 39.7 | 36.9 | 93.2 |
| Waiomio | 45 | 44 | 42.2 | 39.2 | 93.0 |
| Torere | 49 | 49 | 47.4 | 44.0 | 92.8 |
| Waihua | 16 | 17 | 12.7 | 11.8 | 92.8 |
| Pamoana | 22 | 28 | 25.0 | 23.2 | 92.7 |
| Rangiahua | 29 | 35 | 34.9 | 32.3 | 92.6 |
| Waioweka | 58 | 52 | 60.4 | 55.8 | 92.5 |
| Kokako | 45 | 46 | 43.9 | 40.6 | 92.5 |
| Mataora Bay ⁽¹⁾ | 16 | 8 | 9.2 | 8.5 | 92.4 |
| Kakanui | 16 | 22 | 16.1 | 14.9 | 92.3 |
| Hiruharama | 57 | 86 | 75.5 | 69.5 | 92.0 |
| Matahiwi ⁽²⁾ | 13 | 13 | 13.0 | 12.0 | 92.0 |
| Okautete | 16 | 17 | 17.4 | 16.0 | 92.0 |
| Pukepoto | 74 | 69 | 74.1 | 68.2 | 92.0 |
| Karetu | 26 | 29 | 28.4 | 26.1 | 91.9 |
| Whakaki | 47 | 49 | 46.7 | 42.9 | 91.8 |
| Ranana | 74 | 86 | 87.9 | 80.1 | 91.1 |
| Waimarama | 23 | 29 | 25.3 | 22.9 | 90.9 |
| Horoera | 24 | 36 | 32.0 | 29.1 | 90.8 |
| Rangitukia | 128 | 146 | 133.6 | 121.2 | 90.7 |
| Kaharoa | 29 | 29 | 29.9 | 27.0 | 90.6 |
| Kenana | 24 | 24 | 22.4 | 20.3 | 90.6 |
| Raukokore | 50 | 49 | 49.2 | 44.5 | 90.4 |
| Tangoio | 51 | 47 | 43.4 | 39.2 | 90.3 |
| Whirinaki | 59 | 51 | 59.7 | 53.9 | 90.3 |
| Maraeroa | 56 | 59 | 56.3 | 50.7 | 90.1 |
| Manutahi | 98 | 83 | 88.6 | 79.6 | 89.8 |
| Ohaeawai ⁽³⁾ | 64 | 59 | 59.6 | 53.5 | 89.8 |
| Waiohau | 29 | 32 | 31.2 | 27.8 | 89.1 |
| Te Ahuahu | 42 | 46 | 44.7 | 39.9 | 89.1 |
| Oromahoe | 33 | 28 | 30.1 | 26.8 | 89.1 |
| Ruatoki | 143 | 136 | 141.0 | 125.5 | 89.0 |
| Pipiriki | 59 | 39 | 43.6 | 38.9 | 89.0 |
| Rangiwaia | 11 | 14 | 12.5 | 11.1 | 88.9 |
| Maungatapu | 66 | 58 | 63.3 | 56.3 | 88.9 |
| Te Reinga | 47 | 44 | 46.7 | 41.5 | 88.8 |
| Matata | 70 | 56 | 66.5 | 59.0 | 88.7 |
| Whakapara | 44 | 35 | 36.9 | 32.7 | 88.7 |
| Whareponga | 43 | 54 | 50.9 | 47.8 | 88.6 |
| Whangaruru | 65 | 68 | 70.7 | 62.6 | 88.5 |
| Paeroa | 50 | 57 | 51.4 | 45.5 | 88.5 |
| Te Whaiti | 14 | 20 | 22.5 | 19.9 | 88.4 |
| Tuhara | 46 | 44 | 44.5 | 39.3 | 88.2 |
| Waiomatatini | 61 | 69 | 66.6 | 58.8 | 88.2 |
| Kaikohu | 152 | 152 | 150.3 | 132.3 | 88.0 |
| Te Teko | 109 | 122 | 116.9 | 102.8 | 87.9 |
| Te Kaha | 71 | 66 | 67.2 | 59.0 | 87.8 |
| Whakawhitira | 30 | 33 | 30.6 | 26.8 | 87.7 |
| Kirioko | 54 | 44 | 46.0 | 40.2 | 87.4 |
| Whakarara | 47 | 60 | 64.3 | 56.2 | 87.4 |
| Waitapu | 31 | 30 | 30.2 | 26.3 | 87.2 |
| Matihetihe | 24 | 33 | 28.8 | 25.1 | 87.1 |
| Poroporo | 92 | 100 | 101.7 | 88.7 | 87.1 |
| Tanoa | 17 | 31 | 23.6 | 20.6 | 87.1 |
| Whangara ⁽⁴⁾ | 23 | 18 | 19.2 | 16.7 | 87.0 |
| Tokomaru Bay | 75 | 75 | 81.8 | 70.9 | 86.7 |
| Taemaro | 31 | 33 | 31.7 | 27.4 | 86.4 |
| Reporua | 24 | 25 | 24.8 | 21.5 | 86.3 |

(1) Closed March and June quarters. (2) New school opened September quarter. (3) Closed June quarter. (4) Closed March quarter.

Table H2—continued.

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

| School. (1.) | School Roll. | | | Mean of Average Attendance of Four Quarters, 1923. (5.) | Average Attendance as Percentage of Weekly Roll Number. (6.) |
|--|---|---|--|--|---|
| | Number belonging at End of Year 1922. (2.) | Number belonging at End of Year 1923. (3.) | Average Weekly Roll Number. (Mean of the Four Quarters, 1923.) (4.) | | |
| Oruanui | 36 | 30 | 31.9 | 27.5 | 86.2 |
| Otukou | 20 | 27 | 23.0 | 19.8 | 86.0 |
| Parapara | 27 | 27 | 25.0 | 22.0 | 85.8 |
| Paparore | 72 | 78 | 77.5 | 66.4 | 85.8 |
| Te Hapua | 78 | 89 | 84.7 | 72.7 | 85.8 |
| Waiamaku | 35 | 39 | 39.7 | 34.0 | 85.8 |
| Rakaumanga | 60 | 54 | 55.5 | 47.6 | 85.7 |
| Nuhaka | 109 | 113 | 113.8 | 97.5 | 85.6 |
| Otaua | 54 | 66 | 71.7 | 61.3 | 85.5 |
| Rangitahi | 37 | 36 | 38.3 | 32.6 | 85.0 |
| Te Kopua | 12 | 21 | 12.7 | 13.4 | 85.1 |
| Waima | 100 | 100 | 107.0 | 90.6 | 84.7 |
| Te Horo | 46 | 55 | 50.7 | 42.7 | 84.2 |
| Papamoa | 36 | 31 | 32.6 | 27.7 | 84.1 |
| Te Mahia | 44 | 43 | 45.1 | 37.8 | 83.9 |
| Mangatuna | 61 | 59 | 62.4 | 52.3 | 83.8 |
| Te Araroa | 135 | 103 | 123.0 | 103.0 | 83.7 |
| Ahipara | 69 | 73 | 68.7 | 57.5 | 83.6 |
| Whangaparaoa | 18 | 24 | 24.0 | 20.0 | 83.6 |
| Ohautira | 22 | 24 | 25.8 | 21.6 | 83.5 |
| Motatau | 52 | 46 | 50.2 | 41.5 | 82.8 |
| Orauta | 50 | 47 | 48.0 | 39.7 | 82.7 |
| Parawera | 44 | 52 | 45.9 | 37.8 | 82.4 |
| Mangamuka | 48 | 48 | 50.5 | 41.5 | 82.2 |
| Whangape | 41 | 38 | 36.8 | 30.2 | 82.1 |
| Waikaro | 37 | 29 | 32.9 | 27.0 | 82.0 |
| Pukehina | 40 | 32 | 35.6 | 29.1 | 81.7 |
| Matangirau | 42 | 39 | 38.6 | 31.5 | 81.6 |
| Motuti | 19 | 21 | 22.7 | 18.5 | 81.4 |
| Wharekahika | 65 | 64 | 73.4 | 59.0 | 81.3 |
| Te Matai | 42 | 47 | 50.2 | 40.6 | 80.9 |
| Waiorongomai | 21 | 19 | 16.0 | 12.9 | 80.8 |
| Owhataiti | 60 | 81 | 74.4 | 59.9 | 80.5 |
| Pawarenga | 67 | 79 | 85.2 | 67.6 | 79.3 |
| Werowero | 26 | 21 | 25.3 | 20.0 | 79.1 |
| Karioi | 32 | 30 | 36.6 | 28.9 | 79.0 |
| Te Pupuke | 46 | 53 | 50.6 | 38.8 | 76.7 |
| Waiootupu | 33 | 10 | 27.2 | 20.8 | 76.4 |
| Waikeri | 37 | 32 | 35.0 | 26.5 | 75.7 |
| Huiarau | 34 | 51 | 51.1 | 38.0 | 74.4 |
| Otangaroa | 23 | 19 | 17.9 | 12.4 | 69.2 |
| Oparure (1) | 57 | .. | 54.9 | 48.1 | 87.6 |
| Karakanui (2) | 30 | .. | .. | .. | .. |
| Mangamaunu (3) | 12 | .. | .. | .. | .. |
| Rakaunui (4) | 11 | .. | .. | .. | .. |
| Totals for 1923 | .. | 6,186 | 6267.9 | 5586.2 | 89.0 |
| Totals for 1922 | 6,161 | .. | 6238.5 | 5540.5 | 88.8 |
| Mission schools subject to inspection by Education Department— | | | | | |
| Jerusalem Convent | 24 | 23 | 26.4 | 25.2 | 95.6 |
| Tanatana Mission | 30 | 30 | 30.0 | 28.6 | 95.3 |
| Ranana Convent | 27 | 17 | 21.9 | 20.6 | 93.6 |
| Maungapohatu Mission | 37 | 35 | 34.3 | 31.2 | 90.9 |
| Putiki Mission | 24 | 41 | 38.9 | 35.2 | 90.0 |
| Matahi Mission | 24 | 26 | 26.8 | 24.0 | 89.5 |
| Matata Convent | 44 | 65 | 63.9 | 54.3 | 84.9 |
| Tokaanu Convent | 42 | 37 | 40.1 | 33.8 | 84.3 |
| Whakarapa Convent | 91 | 93 | 89.7 | 74.6 | 83.6 |
| Totals for 1923 | .. | 367 | 372.0 | 327.5 | 88.0 |
| Totals for 1922 | 363 | .. | 349.4 | 304.5 | 87.1 |
| Boarding-schools affording secondary education:— | | | | | |
| Waeenga-a-hika College (boys), Gisborne | 16 | 14 | 15.5 | 15.5 | 99.8 |
| St. Stephen's (boys), Auckland | 82 | 74 | 76.3 | 76.1 | 99.7 |
| Te Aute College (boys), Hawke's Bay | 59 | 72 | 68.0 | 66.8 | 98.2 |
| Turakina (girls), Wanganui | 29 | 30 | 29.4 | 28.8 | 97.9 |
| St. Joseph's (girls), Napier | 33 | 34 | 32.0 | 30.6 | 95.6 |
| Hikurangi College (boys), Carterton | 23 | 24 | 19.6 | 18.8 | 95.6 |
| Queen Victoria (girls), Auckland | 40 | 49 | 48.7 | 46.4 | 95.4 |
| Hukarere (girls), Napier | 68 | 68 | 68.4 | 65.2 | 95.3 |
| Agricultural College (boys), Hastings | .. | 34 | 33.7 | 31.4 | 93.1 |
| Te Waipounamu (girls), Christchurch | 16 | 13 | 14.5 | 13.0 | 89.6 |
| Otaki College (boys and girls), Wellington | 47 | 50 | 49.2 | 40.6 | 82.5 |
| Totals for 1923 | .. | 462 | 455.3 | 433.2 | 95.1 |
| Totals for 1922 | 413 | .. | 410.4 | 391.8 | 95.5 |

(1) Transferred to Auckland Education Board during fourth quarter. permanently March quarter.

(2) Closed March quarter and not reopened.

(3) Closed

(4) Closed during December quarter.

Table H3.

(a.) NUMBER OF MAORI PUPILS ATTENDING SECONDARY SCHOOLS AT THE END OF 1923.

| School. | Government Pupils. | Private Pupils. | Total. |
|--|--------------------|-----------------|--------|
| Otaki College (boys and girls), Wellington | .. | 50 | 50 |
| St. Stephen's (boys), Auckland | 29 | 45 | 74 |
| Te Aute (boys), Hawke's Bay | 21 | 51 | 72 |
| Waerenga-a-hika (boys), Gisborne | 4 | 10 | 14 |
| Hikurangi (boys), Carterton | .. | 24 | 24 |
| Agricultural College (boys), Hastings | .. | 64 | 64 |
| Queen Victoria (girls), Auckland | 23 | 26 | 49 |
| Hukarere (girls), Napier | 25 | 43 | 68 |
| St. Joseph's (girls), Napier | 14 | 20 | 34 |
| Turakina (girls), Wanganui | 6 | 24 | 30 |
| Te Waipounamu (girls), Canterbury | 1 | 12 | 13 |
| Otago Girls' High School | 1 | .. | 1 |
| Totals | 124 | 369 | 493 |

b.) MAORI PUPILS HOLDING NURSING SCHOLARSHIPS AT THE END OF 1923.

| Number. | Nature of Scholarship. | Hospital. |
|---------|------------------------|-----------|
| 1 | Day pupil | Napier. |

(c.) MAORI BOYS HOLDING APPRENTICESHIPS AT THE END OF 1923.

| Number. | Nature of Apprenticeship. | Where held. |
|---------|---------------------------|-------------|
| 1 | Building trade. | Rawene. |
| 1 | Cabinetmaking | Gisborne. |
| 1 | Engineering | .. |

(d.) MAORI STUDENTS HOLDING AGRICULTURAL SCHOLARSHIPS AT END OF 1923.

| Number. | Where held. |
|---------|-------------------------------|
| 1 | Te Aute College, Hawke's Bay. |

(e.) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT THE END OF 1923.

| Number. | University Course. | University at which Scholarship is held. |
|---------|--------------------|--|
| 1 | Engineering | Canterbury College. |
| 3 | Law | |
| 1 | " | Otago University. |
| 1 | Medicine | .. |

Table H 4.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1923.

| 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 | 352 | 1,666 | 1,450 | 3,116 | 43 | 33 | 4 | 3 | 40 |
| Taranaki | 56 | 233 | 250 | 533 | 6 | 5 | 1 | .. | 6 |
| Wanganui | 62 | 265 | 210 | 475 | 8 | 7 | .. | .. | 7 |
| Hawke's Bay | 77 | 538 | 521 | 1,059 | 22 | 12 | 5 | .. | 17 |
| Wellington | 53 | 232 | 274 | 556 | 23 | 13 | 4 | 1 | 18 |
| Nelson | 8 | 24 | 21 | 45 | 2 | .. | 1 | .. | 1 |
| Canterbury | 38 | 150 | 122 | 272 | 8 | 2 | 6 | .. | 8 |
| Otago | 16 | 33 | 28 | 61 | 5 | 3 | 2 | .. | 5 |
| Southland | 12 | 58 | 45 | 103 | 1 | 1 | .. | .. | 1 |
| Totals | 674 | 3,299 | 2,921 | 6,220 | 118 | 76 | 23 | 4 | 103 |

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

Table H 5.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1923.

| 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.. | 162 | 153 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 162 | 153 |
| 6 .. 7.. | 276 | 273 | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 277 | 273 |
| 7 .. 8.. | 370 | 346 | 11 | 19 | .. | 1 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 381 | 366 |
| 8 .. 9.. | 351 | 324 | 75 | 74 | 10 | 9 | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 436 | 407 |
| 9 .. 10.. | 199 | 213 | 124 | 127 | 46 | 41 | 3 | 9 | .. | 1 | .. | .. | .. | .. | .. | .. | 372 | 391 |
| 10 .. 11.. | 123 | 107 | 114 | 108 | 115 | 80 | 37 | 37 | 8 | 4 | .. | 1 | .. | .. | .. | .. | 402 | 337 |
| 11 .. 12.. | 71 | 66 | 86 | 77 | 114 | 101 | 104 | 76 | 18 | 23 | 3 | 1 | .. | .. | .. | .. | 396 | 344 |
| 12 .. 13.. | 37 | 39 | 57 | 40 | 95 | 63 | 97 | 67 | 60 | 47 | 15 | 18 | 2 | 2 | .. | .. | 363 | 276 |
| 13 .. 14.. | 15 | 7 | 19 | 20 | 40 | 30 | 79 | 53 | 67 | 47 | 35 | 36 | 19 | 11 | .. | .. | 274 | 204 |
| 14 .. 15.. | 6 | 3 | 6 | 4 | 16 | 9 | 27 | 20 | 31 | 36 | 30 | 36 | 34 | 16 | .. | 2 | 150 | 126 |
| 15 .. 16.. | 1 | 1 | 1 | .. | 2 | 4 | 8 | 3 | 11 | 6 | 23 | 10 | 13 | 9 | 3 | .. | 62 | 33 |
| 16 years and over | .. | .. | .. | .. | .. | .. | .. | 2 | 3 | 1 | 7 | 4 | 13 | 4 | 1 | .. | 24 | 11 |
| | 1,616 | 1,532 | 494 | 469 | 438 | 338 | 355 | 267 | 198 | 165 | 113 | 106 | 81 | 42 | 4 | 2 | 3,299 | 2,921 |
| Percentage .. | 3,148 =50.6% | | 963 =15.5% | | 776 =12.5% | | 622 =10% | | 363 =5.9% | | 219 =3.5% | | 123 =2% | | 6 | | 6,220 | |

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

Table H 6.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1923.

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.

| School. | Race. | | | | | | Totals. | | |
|---------------------|---------|--------|--------|------------|--------|--------|---------|--------|--------|
| | Maoris. | | | Europeans. | | | Boys. | Girls. | Total. |
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | |
| Ahipara | 26 | 39 | 64 | 3 | 5 | 8 | 29 | 44 | 73 |
| Arowhenua | 16 | 13 | 29 | 4 | 5 | 9 | 20 | 18 | 38 |
| Awarua | 18 | 24 | 42 | 3 | 1 | 4 | 21 | 25 | 46 |
| Hapua | 49 | 38 | 87 | 1 | 1 | 2 | 50 | 39 | 89 |
| Hiruharama | 40 | 46 | 86 | .. | .. | .. | 40 | 46 | 86 |
| Horoera | 19 | 7 | 26 | 7 | 3 | 10 | 26 | 10 | 36 |
| Huiarau | 24 | 27 | 51 | .. | .. | .. | 24 | 27 | 51 |
| Kaharoa | 15 | 9 | 24 | 2 | 3 | 5 | 17 | 12 | 29 |
| Kaikohe | 80 | 62 | 142 | 3 | 7 | 10 | 83 | 69 | 152 |
| Kakanui | 12 | 10 | 22 | .. | .. | .. | 12 | 10 | 22 |
| Karetu | 12 | 11 | 23 | 2 | 4 | 6 | 14 | 15 | 29 |
| Karioi | 11 | 4 | 15 | 7 | 8 | 15 | 18 | 12 | 30 |
| Kenana | 10 | 13 | 23 | .. | 1 | 1 | 10 | 14 | 24 |
| Kirioko | 20 | 22 | 42 | .. | 2 | 2 | 20 | 24 | 44 |
| Kokako | 15 | 19 | 34 | 7 | 5 | 12 | 22 | 24 | 46 |
| Manaia | 24 | 23 | 47 | 1 | 2 | 3 | 25 | 25 | 50 |
| Mangamuka | 23 | 24 | 47 | .. | 1 | 1 | 23 | 25 | 48 |
| Mangatuna | 28 | 23 | 51 | 5 | 3 | 8 | 33 | 26 | 59 |
| Manutahi | 40 | 30 | 70 | 6 | 7 | 13 | 46 | 37 | 83 |
| Maraeroa | 27 | 30 | 57 | 2 | .. | 2 | 29 | 30 | 59 |
| Matahiwi | 6 | 5 | 11 | 1 | 1 | 2 | 7 | 6 | 13 |
| Matangirau | 13 | 14 | 27 | 8 | 4 | 12 | 21 | 18 | 39 |
| Mataora Bay | 1 | 3 | 4 | 2 | 2 | 4 | 3 | 5 | 8 |
| Matapihi | 17 | 19 | 36 | 3 | 3 | 6 | 20 | 22 | 42 |
| Matata | 11 | 14 | 25 | 19 | 12 | 31 | 30 | 28 | 58 |
| Mathetihe | 16 | 15 | 31 | 2 | .. | 2 | 18 | 15 | 33 |
| Maungatapu | 22 | 19 | 41 | 11 | 6 | 17 | 33 | 25 | 58 |
| Motatau | 19 | 17 | 36 | 4 | 6 | 10 | 23 | 23 | 46 |
| Motiti Island | 8 | 6 | 14 | .. | .. | .. | 8 | 6 | 14 |
| Motuti | 6 | 15 | 21 | .. | .. | .. | 6 | 15 | 21 |
| Nuhaka | 50 | 52 | 102 | 6 | 5 | 11 | 56 | 57 | 113 |
| Ohaeawai | 32 | 24 | 56 | 2 | 1 | 3 | 34 | 25 | 59 |
| Ohautira | 15 | 9 | 24 | .. | .. | .. | 15 | 9 | 24 |
| Okautete | 7 | 8 | 15 | 1 | 1 | 2 | 8 | 9 | 17 |
| Omaio | 45 | 36 | 81 | 3 | .. | 3 | 48 | 36 | 84 |
| Omanaia | 31 | 24 | 55 | 2 | 3 | 5 | 33 | 27 | 60 |
| Omarumutu | 49 | 31 | 80 | 8 | 5 | 13 | 57 | 36 | 93 |
| Opoutere | 8 | 15 | 23 | 3 | 2 | 5 | 11 | 17 | 28 |
| Orauta | 21 | 9 | 30 | 5 | 12 | 17 | 26 | 21 | 47 |
| Oromahoe | 17 | 9 | 26 | 2 | .. | 2 | 19 | 9 | 28 |
| Oruanui | 13 | 16 | 29 | .. | 1 | 1 | 13 | 17 | 30 |
| Otangaroa | 7 | 12 | 19 | .. | .. | .. | 7 | 12 | 19 |
| Otaua | 30 | 23 | 53 | 7 | 6 | 13 | 37 | 29 | 66 |
| Otukou | 12 | 15 | 27 | .. | .. | .. | 12 | 15 | 27 |
| Owhataiti | 34 | 28 | 62 | 5 | 14 | 19 | 39 | 42 | 81 |
| Paeroa | 22 | 13 | 35 | 14 | 8 | 22 | 36 | 21 | 57 |
| Pamapurua | 25 | 20 | 45 | 3 | 1 | 4 | 28 | 21 | 49 |
| Pamoana | 16 | 12 | 28 | .. | .. | .. | 16 | 12 | 28 |
| Papamoa | 17 | 12 | 29 | .. | 2 | 2 | 17 | 14 | 31 |
| Paparore | 42 | 33 | 75 | 3 | .. | 3 | 45 | 33 | 78 |
| Parapara | 14 | 9 | 23 | 3 | 1 | 4 | 17 | 10 | 27 |
| Parawera | 20 | 15 | 35 | 11 | 6 | 17 | 31 | 21 | 52 |
| Parikina | 12 | 17 | 29 | 2 | 3 | 5 | 14 | 20 | 34 |
| Pawarenga | 42 | 35 | 77 | 2 | .. | 2 | 44 | 35 | 79 |
| Pipiriki | 16 | 18 | 34 | 4 | 1 | 5 | 20 | 19 | 39 |
| Poroporo | 43 | 39 | 82 | 13 | 5 | 18 | 56 | 44 | 100 |
| Pukehina | 17 | 10 | 27 | 2 | 3 | 5 | 19 | 13 | 32 |
| Pukepoto | 24 | 26 | 50 | 8 | 11 | 19 | 32 | 37 | 69 |
| Pupuke | 28 | 19 | 47 | 3 | 3 | 6 | 31 | 22 | 53 |
| Rakaumanga | 23 | 26 | 49 | 3 | 2 | 5 | 26 | 28 | 54 |
| Ranana | 31 | 39 | 70 | 9 | 7 | 16 | 40 | 46 | 86 |
| Rangiawhia | 17 | 10 | 27 | .. | .. | .. | 17 | 10 | 27 |
| Rangiahua | 13 | 16 | 29 | 2 | 4 | 6 | 15 | 20 | 35 |
| Rangitahi | 21 | 12 | 33 | 2 | 1 | 3 | 23 | 13 | 36 |
| Rangitukia | 75 | 69 | 144 | 1 | 1 | 2 | 76 | 70 | 146 |
| Rangiwaia | 8 | 6 | 14 | .. | .. | .. | 8 | 6 | 14 |
| Raukokore | 12 | 24 | 36 | 5 | 8 | 13 | 17 | 32 | 49 |
| Reporua | 14 | 11 | 25 | .. | .. | .. | 14 | 11 | 25 |
| Ruatoki | 66 | 62 | 128 | 6 | 2 | 8 | 72 | 64 | 136 |
| Taemaro | 15 | 18 | 33 | .. | .. | .. | 15 | 18 | 33 |
| Taharoa | 24 | 17 | 41 | .. | .. | .. | 24 | 17 | 41 |
| Takahiwai | 16 | 22 | 38 | 1 | 2 | 3 | 17 | 24 | 41 |
| Tangoio | 18 | 18 | 36 | 5 | 6 | 11 | 23 | 24 | 47 |
| Tanoa | 12 | 18 | 30 | 1 | .. | 1 | 13 | 18 | 31 |
| Tautoro | 17 | 14 | 31 | 6 | 4 | 10 | 23 | 18 | 41 |
| Te Ahuahu | 12 | 29 | 41 | 3 | 2 | 5 | 15 | 31 | 46 |
| Te Ararua | 46 | 36 | 82 | 13 | 8 | 21 | 59 | 44 | 103 |
| Te Haroto | 10 | 11 | 21 | .. | .. | .. | 10 | 11 | 21 |

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1923
—continued.

| School. | Race. | | | | | | Totals. | | |
|-------------------|---------|--------|--------|------------|--------|--------|---------|--------|--------|
| | Maoris. | | | Europeans. | | | Boys. | Girls. | Total. |
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | |
| Te Horo | 26 | 27 | 53 | 1 | 1 | 2 | 27 | 28 | 55 |
| Te Kaha | 31 | 33 | 64 | 1 | 1 | 2 | 32 | 34 | 66 |
| Te Kao | 39 | 19 | 58 | .. | .. | .. | 39 | 19 | 58 |
| Te Kopua | 9 | 12 | 21 | .. | .. | .. | 9 | 12 | 21 |
| Te Kotukutuku .. | 14 | 20 | 34 | .. | .. | .. | 14 | 20 | 34 |
| Te Mahia | 20 | 17 | 37 | 5 | 1 | 6 | 25 | 18 | 43 |
| Te Matai | 25 | 16 | 41 | 4 | 2 | 6 | 29 | 18 | 47 |
| Te Rawhiti | 18 | 13 | 31 | .. | .. | .. | 18 | 13 | 31 |
| Te Reinga | 19 | 19 | 38 | .. | 6 | 6 | 19 | 25 | 44 |
| Te Teko | 50 | 47 | 97 | 13 | 12 | 25 | 63 | 59 | 122 |
| Te Whaiti | 11 | 9 | 20 | .. | .. | .. | 11 | 9 | 20 |
| Te Waotu | 12 | 8 | 20 | 3 | 7 | 10 | 15 | 15 | 30 |
| Tikitiki | 75 | 63 | 138 | 2 | 1 | 3 | 77 | 64 | 141 |
| Tokaanu | 26 | 33 | 59 | 3 | 1 | 4 | 29 | 34 | 63 |
| Tokomaru Bay .. | 40 | 35 | 75 | .. | .. | .. | 40 | 35 | 75 |
| Tuhara | 12 | 14 | 27 | 7 | 11 | 18 | 19 | 25 | 44 |
| Tuparoa | 29 | 22 | 51 | 4 | 3 | 7 | 33 | 25 | 58 |
| Torere | 22 | 25 | 47 | 1 | 1 | 2 | 23 | 26 | 49 |
| Waihua | 11 | 6 | 17 | .. | .. | .. | 11 | 6 | 17 |
| Wai-iti | 32 | 28 | 60 | 4 | 4 | 8 | 36 | 32 | 68 |
| Waikari | 12 | 17 | 29 | .. | .. | .. | 12 | 17 | 29 |
| Waikeri | 15 | 17 | 32 | .. | .. | .. | 15 | 17 | 32 |
| Waima | 42 | 53 | 95 | 2 | 3 | 5 | 44 | 56 | 100 |
| Waimamaku | 14 | 23 | 38 | 1 | .. | 1 | 15 | 24 | 39 |
| Waimarama | 9 | 12 | 21 | 4 | 4 | 8 | 13 | 16 | 29 |
| Waiohau | 17 | 15 | 32 | .. | .. | .. | 17 | 15 | 32 |
| Waiomatatini .. | 35 | 33 | 68 | 1 | .. | 1 | 36 | 33 | 69 |
| Waiomio | 18 | 26 | 44 | .. | .. | .. | 18 | 26 | 44 |
| Waiorongomai .. | 7 | 10 | 17 | 2 | .. | 2 | 9 | 10 | 19 |
| Waiotapu | 4 | 1 | 5 | 1 | 4 | 5 | 5 | 5 | 10 |
| Waioweka | 15 | 13 | 28 | 11 | 13 | 24 | 26 | 26 | 52 |
| Waitahanui | 24 | 17 | 41 | .. | .. | .. | 24 | 17 | 41 |
| Waitapu | 17 | 13 | 30 | .. | .. | .. | 17 | 13 | 30 |
| Werowero | 30 | 8 | 21 | .. | .. | .. | 13 | 8 | 21 |
| Whakapara | 11 | 16 | 27 | 3 | 5 | 8 | 14 | 21 | 35 |
| Whakarara | 28 | 31 | 59 | .. | 1 | 1 | 28 | 32 | 60 |
| Whakaki | 22 | 22 | 44 | 1 | 4 | 5 | 23 | 26 | 49 |
| Whakarewarewa .. | 44 | 29 | 73 | 20 | 26 | 46 | 64 | 55 | 119 |
| Whakawhitira .. | 15 | 18 | 33 | .. | .. | .. | 15 | 18 | 33 |
| Whangaparaoa .. | 11 | 13 | 24 | .. | .. | .. | 11 | 13 | 24 |
| Whangape | 18 | 16 | 34 | 3 | 1 | 4 | 21 | 17 | 38 |
| Whangara | 5 | 5 | 10 | 8 | .. | 8 | 13 | 5 | 18 |
| Whangaruru | 28 | 35 | 63 | 4 | 1 | 5 | 32 | 36 | 68 |
| Whareponga | 22 | 31 | 53 | .. | 1 | 1 | 22 | 32 | 54 |
| Wharekahika .. . | 35 | 24 | 59 | 3 | 2 | 5 | 38 | 26 | 64 |
| Whirinaki | 31 | 19 | 50 | 1 | .. | 1 | 32 | 19 | 51 |
| Totals | 2,818 | 2,634 | 5,452 | 385 | 349 | 734 | 3,203 | 2,983 | 6,186 |

