

1926.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

[In continuation of E.-3, 1925.]

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

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No. 1.

REPORT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS.

SIR,—

I have the honour to submit for your information the annual report for the year 1925 upon the work of those schools which are particularly concerned with the education of Maori children—viz., the Native village schools, which are controlled directly by the Department, and the Maori mission schools and Maori secondary schools, which are registered private schools and are inspected and examined by officers of the Department. Other matters regarded as relevant to Native schools and their activities are also referred to in the report.

NEW SCHOOLS.

During the year under review a new school was opened at *Makomako*, Aotea Harbour; the school at *Karakanui*, Kaipara Harbour, which had been closed for some time, was reopened; and the mission school at *Maungapohatu*, Urewera country, which had been closed down, was reopened as a Native village school. There were thus 128 village schools in operation at the close of the year, an increase of three schools upon the number operating at the close of the previous year.

NEW BUILDINGS, ADDITIONS, ETC.

At *Makomako* a residence, school, and outbuildings were completed during the year; at *Karakanui* a residence was erected, and an unused public-school building was removed to the site thereof from another part of the district to serve the purposes of a schoolroom. At *Maraeroa* and *Omanaia*, Hokianga, where additional accommodation had become necessary, class-rooms were provided by the removal of a school building from a locality where it was no longer required. A new class-room was also provided at *Pamapurua*, near Kaitaia, by the removal of a small public school which was no longer required in the locality where it was situated. At *Huiarau*, Urewera country, the erection of a new residence and school to replace those erected by the Maoris several years ago was undertaken towards the latter end of the year. At *Waikeri*, North Auckland, the erection of a residence was completed. In the Rotorua district the erection of school buildings at *Okere* and *Rotokawa* was also commenced towards the end of the year. These two schools are intended to supersede the present *Ranana* Native School at Te Ngae, and the work should be completed early in the current year. From the information contained in this paragraph it will be observed that an extensive programme of work was undertaken during the year.

APPLICATIONS FOR SCHOOLS.

Applications for the establishment of Native schools were received by the Department from *Oturu*, Kaitaia; *Te Kopua*, Gisborne; *Waikara*, Kaihu; *Kiekie*, East Coast; and applications were renewed from *Maraenui*, Bay of Plenty; *Tokata*, East Coast; *Parinui*, Wanganui River; and *Manukau*, Herekino. The claims of the people at *Maraenui* and also at *Tokata* have been approved, and accordingly (as the preliminary steps to the erection of buildings) arrangements have been made for the survey and acquisition of the sites offered by the people. Inquiries and investigations made regarding *Oturu* and *Manukau* indicate that the conditions in these places may be met temporarily by the use of buildings offered by the people for the purposes of a school, and negotiations in this direction are to be undertaken. With regard to *Kiekie*, *Te Kopua*, *Waikara*, and *Parinui*, investigations are to be made when an Inspector has an opportunity of visiting the respective districts. In response to the request of the Maori people at *Mohaka* that the public school there be administered as a Native school by the Department, the necessary arrangements have been made with the Hawke's Bay Education Board, and the school will accordingly become a Native school early during the current year.

ATTENDANCE, ETC.

(1.) *Native Village Schools.*

The number of pupils on the roll of village schools at the end of the year 1924 was 6,310; at the close of 1925, the year under review, it was 6,386, this number representing an increase of seventy-six pupils. The average weekly roll number was 6,366, and the percentage of regularity of attendance was 88.4. Information respecting the attendance of individual schools is supplied in Table H 2, the contents of which indicate that of the 128 village schools in operation 114 schools gained 80 per cent. or over of the possible attendances, and of these fifty gained 90 per cent. or over of the possible attendances. The improvement in attendance that has been a feature of the schools for some years past has been maintained. The attendance in the case of about a dozen schools appearing towards the end of the table is very unsatisfactory, and even when all allowance is made for bad weather conditions, for the long distances many of the children have to travel, for bad roads and tracks, the figures would still appear to indicate that teachers had failed in their duty to report cases of irregular attendance to the Department. It is felt, however, that in many instances where the attendance is unsatisfactory the failure of the schools to prove attractive to the pupils and to arouse and maintain their interest is a contributing factor in the poor attendance. In the case of those schools where the attendance must be regarded as unsatisfactory the teachers should be called upon for an explanation. Good-attendance certificates were gained by 857 pupils of Native schools.

(2.) *Mission Schools.*

The following mission schools established by different religious bodies are visited by the Inspectors of Native Schools: *Putiki*, Wanganui; *Tokaanu* Convent School, Lake Taupo; *Matata* Convent School, Bay of Plenty; *Ranana* and *Jerusalem* Convent Schools, Wanganui River; *Whakarapa* Convent School, Hokianga; *Tanatana* and *Matahi*, Waimana, Bay of Plenty. The total number of children on the rolls of these schools at the close of the year 1925 was 366, and the average percentage of regularity was 86.8.

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

There are eleven secondary schools which have been established by religious denominations for the higher education of Maori children, and these schools are also visited by the Inspectors of Native Schools. There are five schools for boys and a similar number for girls, and one school is a mixed school with boarding-accommodation for boys only. The combined roll number of these schools at the end of the year was 536.

The particulars regarding the roll number and attendance 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	128	6,386	6,365.5	5,628.2	88.4
Native mission	8	366	364.1	315.9	86.8
Native secondary	11	536	472.5	458.1	96.9
	147	7,288	7,202.1	6,402.2	88.8

CONDITION OF SCHOOL BUILDINGS AND GROUNDS.

From the point of view of cleanliness and tidiness the condition of the schools generally is distinctly creditable, and in this respect it is rare indeed that an adverse report is necessary. The exceptional cleanliness of the schools is favourably commented upon frequently by visitors. For this state of affairs the pupils and teachers are responsible. As no funds are supplied for school-cleaning purposes, the regular daily sweeping and dusting, as well as the frequent washing of the floors, are done by the pupils under the supervision of the teachers. The only expense involved is in the provision of the necessary equipment; and as the pupils, as a rule, take much pride in keeping

the schoolrooms clean, the method adopted in Native schools in the direction of school-cleaning is a most satisfactory one. The cheerless and unattractive interior appearance of a good many schools must again be drawn attention to. The teachers of these schools evidently fail to recognize that such schools produce an uninspiring influence upon their pupils, and the visiting Inspectors cannot fail to contrast these schoolrooms with others which it is a delight and a pleasure to enter. As far as the grounds are concerned, it may be remarked that, while the great majority of the teachers are keen in improving and beautifying the school surroundings, a considerable number cannot be given much credit for their efforts. The teachers of the schools referred to should bear in mind that their attitude towards this aspect of their work cannot fail to affect their prospects of transfer and promotion. The educative influence upon the Maori people of well-kept buildings and grounds is non-existent in such schools, and in this respect the schools are not fulfilling an important part of their function. The unplanted and unimproved school-ground is a standing reproach to the teacher in charge.

There appears to be no reason why there should not be in each school-garden a small nursery for the propagation of trees suitable for planting in the school-grounds and at the homes of the children. In some Native schools such nurseries actually exist, and there is quite a demand for the trees. The very fine work done by the pupils and the teacher of the Awarua Native School deserves special commendation.

During the year a very considerable amount of general renovation of schools, including painting, was carried out. Teachers must be reminded once more that they are required "to effect such repairs as are required to maintain the residence, fences, and gates in good order and condition." The neglect to carry out the minor repairs eventually results in considerable expense to the Department.

ORGANIZATION, INSPECTION, METHODS OF TEACHING, ETC.

Generally speaking, the organization of the schools is very satisfactory indeed, and the work of the schools proceeds smoothly and regularly. In a number of schools, however, the head teachers do not give sufficient attention to the supervision of the work of their staffs, and they apparently consider that their business is confined to their own particular part of the school. Again, exception has occasionally to be taken to the number of pupils allocated for teaching purposes to the various members of the staff. In these instances it appears to be assumed that certain classes, irrespective of their size, must be assigned to certain teachers, the result being that there is an unequal distribution of the work, with a comparatively small number of pupils in the upper standards reserved for the head teacher. Some teachers, again, require to be reminded that they are responsible for the preparation of the schemes of work for the whole school, and that any schemes prepared by an assistant must carry the approval of the head teacher. Reference must again be made to the injudicious practice of assigning to an inexperienced assistant so important a task as the teaching of oral English to the preparatory children. This task demands the services of the most skilled assistant. It is the duty of the head teacher to so organize his school and the work of his staff that the best possible results may be obtained. In a few schools the supervision of the pupils in the playground, and also of their games, not only in the recess periods but both before and after school, does not receive sufficient attention. Supervision should be undertaken by the members of the staff in turn, and some one should always be on duty during the periods referred to.

The work of inspection and examination entailed visits to 125 Native village schools, eight mission schools, and eleven Maori secondary schools, and also visits to places from which applications for the establishment of schools had been received. The reports upon the village schools and mission schools indicate that despite the shortened year a thoroughly satisfactory standard of efficiency has been maintained in the great majority of the schools. A very satisfactory feature is the good work being done by teachers who within the last two or three years have been appointed to the Native school service. From the point of view of general efficiency the schools may be classified as follows: Excellent, 12; good to very good, 50; satisfactory to good, 40; fair, 16; weak, 10. Reference to the work done in the secondary schools is made in the section dealing with secondary education.

On the whole the methods of teaching adopted in the majority of the schools are good, and they are intelligently applied, with the result that good progress is made by the pupils. The least satisfactory results are still obtained in language-teaching, and it is particularly in this subject that teachers should make a careful study of the best methods of dealing with the subject. The schemes of work in this subject are very indefinite in regard to the work of the various classes. The work-books are now being found by the teachers to be valuable adjuncts in their work.

In the matter of the health, cleanliness, and general comfort of the pupils the great majority of the teachers take commendable interest. The Health Department provides ample supplies of medicines to Native schools, and the teachers are thus able to attend to the needs of the children and even to those of the adults. The supply of hot cocoa to the pupils during the winter months has now become a recognized custom in the majority of the schools. There is little trouble in raising the necessary funds from the parents, who are alive to the benefit their children receive.

The number of certificated teachers in Native schools is much greater than it was a few years ago, and it is gratifying to know that several teachers were successful in improving their status during the year.

GENERAL REMARKS.

Language-teaching (Oral and Written English).—As the English language is prescribed as the medium of instruction in Native schools the educational progress and advancement of the Maori child will naturally depend upon his proficiency in speaking, reading, and understanding English, and it thus becomes evident that from the point of view both of the child and the teacher the importance of language-teaching transcends that of the other subjects of the school course. If the importance of the subject were clearly realized by all Native-school teachers, and more attention given to it, a

higher standard of work in all the subjects dependent upon the pupils' knowledge of English would be reached by the schools as a whole. In a very satisfactory number of schools the work in this subject is very good indeed, in a large number it ranges from satisfactory to good, and in a considerable number it is poor. The poor results are undoubtedly due to inefficient teaching. Both pupils and teachers are confronted with serious difficulties in this subject. The pupil's difficulties arise largely from the hindrance which the idiomatic and grammatical peculiarities of his own language prove in the acquisition of this new language; from the mental process which he at first must naturally follow of thinking in his mother-tongue, and in attempting then, through its idiom and construction, to translate his ideas and thoughts by means of the new vocabulary he is in process of acquiring; and from the peculiar usages and grammatical construction of the new language. The inevitable tendency to think in the mother-tongue and to translate into the new language receives full scope when the pupil's efforts in composition take the form of written work. If real progress is to be made, however, translation must be checked at all costs, and the best means of checking it is by using the direct method of teaching and thus giving the pupils abundant oral practice. The pupil must be taught to speak the new language, and as his vocabulary is increased his efforts in this direction will gradually enable him to think in the new language. The difficulties of the new grammatical usages and construction can be overcome by persistent practice in oral composition.

The problem confronting the teacher is to appreciate and understand clearly the problem confronting the child; to discover the methods of instruction and treatment best likely to solve the child's problem; to prepare suitable schemes of work which will assist in the solution of the problem; and to secure for each child a full measure of oral practice. The teaching of this subject in a Native school offers fine scope for the display of skill, initiative, and resource on the part of the teachers; and it cannot be impressed too strongly upon the teachers that while all the other subjects of the school course should be used as a means of strengthening their pupils' English, the subject itself must occupy an important place on the time-table from the point of view of the time allotted to it, and must receive systematic and specific treatment on its own account. It must not be regarded in any way as a subject which can be taught incidentally.

Reading and Recitation.—So far as clearness, accuracy, and fluency are concerned, only a comparatively few schools fail to reach a very satisfactory standard. When, however, the pupils are required to give evidence of their ability to interpret the thought-content of what they read, the varying degrees of success achieved by the teachers in their treatment of the subject become very apparent. While the comprehension of the reading-matter is good in a large number of schools and improvement is noticeable in others, there is still a great deal of mechanical and indifferent work in this respect. Teachers must recognize that no reading-lesson can be considered as finally dealt with until the pupils have mastered not only the words but the *ideas* contained in it. Silent reading, which should encourage and cultivate reading in the true sense—getting the thought from the printed page—does not receive sufficient attention in many schools, and in some schools where it is practised there is neglect on the part of the teachers to ascertain what information has been acquired by the pupils from this reading. An intelligent treatment of reading in its true sense—as distinct from the mechanical process involved—together with a proper treatment of recitation, should result in giving additional strength to the pupils' English. A great deal of monotonous reading is still heard, and the responsibility for this defect rests upon the teachers entirely. The monotony of utterance and lack of expression are particularly noticeable in the recitation, in which subject the results are still disappointing in many schools. Frequently the amount learned is quite insufficient and the memorization is faulty. Teachers are again advised to make a selection of pieces for recitation which provide scope for dramatic effect and which appeal to the pupils' interest.

Additional reading-material in the form of simple readers is available for distribution among Native schools, and it is hoped when each school receives its quota that the purpose aimed at by this supply of reading-material for the higher classes of the preparatory division will be realized.

Spelling and Writing.—In a satisfactory number of schools the writing is very good, in some it is excellent, and in others it is poor. In those schools where the work is unsatisfactory the teachers are satisfied with less than the pupils' best efforts, and the result is indifferent and poor writing. Insufficient attention is paid to the need for a correct posture in writing and for a correct manner of holding the pen or pencil, and insufficient use is made in many schools of the wall blackboards for free-arm writing by the younger children. The young children should learn to write on these blackboards before attempting work on slates or paper. In spelling a very satisfactory amount of success is achieved in many of the schools, and in others again the spelling of the pupils is quite unsatisfactory. In the latter schools the teachers fail to realize that the hand and eyes are the effective instruments in securing accurate spelling.

Arithmetic.—In the preparatory classes good methods are usually employed to enable the pupils to gain an intelligent conception of number, and to acquire by the use of objects a mastery of the arithmetical facts implied by the composition of numbers. There is still, however, in a considerable number of schools a tendency on the part of the teachers to rely upon the use of tables and figures, rather than upon the use of objects, in the teaching of these arithmetical facts. This "short-cut" method is quite unsatisfactory, and it is certainly not educative. Until teachers realize the danger attendant upon the premature use of arithmetical symbols the progress of the pupils in this subject will be disappointing. They must realize that the composition of numbers prescribed for this division of the school, and the meaning of the four processes, can be taught without the use of symbols at all. When the symbols are required they can be introduced. In the work prescribed for Standard I many teachers overlook the injunction that the work is to be very largely oral and mental, the consequence being that working of sums on slate or on paper constitutes the principal work of the pupils in this subject. At every stage the work in this subject should be characterized by thoroughness, and when the pupils reach the higher classes they should be speedy and accurate in the mechanical operations. In these classes the working of arithmetical questions—as distinct from purely mechanical work—is

largely a matter of comprehension of the language used, and the subject of arithmetic soon convinces a Native-school teacher that without a good knowledge of English his pupils cannot do very satisfactory work. It follows that only in those schools where the pupils are good in English is it possible for really good work in arithmetic to be done. The value of *viva voce* work and mental arithmetic as a means of dealing with the difficulties encountered by the pupils in arithmetic is again stressed and recommended to the teachers.

Geography and Nature-study.—In many schools the work done in this subject is not entirely satisfactory, and the schemes of work indicate that the teachers have hazy ideas regarding it, the result being that they fail to make the subject as interesting and instructive as it might be. There is still too great a tendency to regard the principal object as being the committing to memory (by the children) of geographical facts concerning the world. By this method of dealing with the subject its educative value, as was pointed out in last year's report, is to a large extent lost. It is still evident also that the wall-map, the atlas, and the globe are insufficiently used. More use should be made also of books of travel, pictures, newspapers, and illustrations.

Handwork—Elementary Manual Training.—A selection is made by the teachers from the following occupations: Mat-weaving, paper-folding, paper-cutting, and paper-mounting, carton-work, plasticine and cardboard modelling. The materials are supplied by the Department, and in response to requests from teachers material for raffia-work is to be included in the stock. In the majority of the schools the work done is creditable. There is, however, in a considerable number of schools a failure to understand the object of this form of manual training, with the consequential neglect to correlate it with other subjects of the school course.

Drawing.—In a considerable number of schools the work done in the various branches of the subject—drawing from natural and fashioned objects, memory drawing, brushwork, and crayon—is distinctly creditable. There are still many schools, however, where not only is the quality of the work done poor, but the amount of drawing done affords evidence of lack of attention to the subject on the part of the teachers. Memory drawing in many schools simply amounts to an instruction to the pupils from the teachers to draw something with which the pupils are familiar or are interested in and have done over and over again. The results are often surprisingly good, but for this little credit is due to the teacher. Memory drawing is evidently overdone in these schools, the result being that, though the pupils show by the wealth of detail in their drawings close observation, they fail to see correctly and to represent accurately a simple object placed before them. Their unsatisfactory work in this respect is due to the fact that they have not had proper instruction in the necessary principles. Teachers are again warned that unless great care is taken memory drawing may easily degenerate into a practice which prevents progress in drawing.

Needlework and Sewing.—In this form of practical training a very large number of the village schools excel, and the display of useful articles made by the girls is exceedingly creditable. The teachers and girls are enthusiastic and take a justifiable pride in their work. To the majority of these schools sewing-machines have been supplied, and the use of the machine is taught to the girls, who are also instructed by the use of patterns to cut out the garments. With regard to the material, the practice is for the parents to supply it or to authorize the teacher to purchase it on their behalf, generally at better advantage. When the article or garment is completed it is sold to the maker of it at the actual cost of the material supplied by the teacher. In this connection the making of articles for the teacher's use or for the use of the teacher's family is not approved of, and teachers are advised, for obvious reasons, to avoid the practice. In a number of schools the girls wear a uniform dress which has been made by themselves in the course of their sewing-work. The effect of the uniform dress upon the girls is marked, and its use and possession encourage them to pay regard to cleanliness and tidiness. Knitting is also taught in the best schools, and it is not uncommon to see the girls clothed in the winter time in woollen jumpers made by themselves. In one school all the boys had knitted jerseys for themselves in the school colours. The display in sewing and needlework generally made by the Native schools at the New Zealand and South Seas Exhibition held recently in Dunedin was most favourably commented upon by competent judges of such work.

Domestic Duties (Housecraft).—The number of schools in which this training is undertaken is comparatively few, but in these good work is done. This is a form of training which should prove of much benefit to the girls, but the carrying-out of it is faced with difficulties that only teachers possessing enthusiasm and initiative can surmount.

Woodwork.—The number of schools where there are workshops was increased by two during the year. In some of the larger schools where there are no workshops the example set by Hiruharama and Manutahi Native Schools in introducing this excellent form of industrial training might well be followed with much benefit to the boys. At these schools the erection of workshops was made possible by the fine efforts of the teacher, the pupils, and the parents in raising the necessary funds. The policy of the Department in regard to the establishment of workshops, it may be again stated, is to encourage local effort by supplying the necessary equipment—tools and benches—to schools where the people erect a suitable building as a workshop. The work done in the workshops is of a very satisfactory and useful nature. Timber is supplied by the Department, and the boys, after being taught the use of tools, make useful articles. These are sold for the actual cost of the timber, and the money received is used for purchasing fresh supplies.

Elementary Agriculture.—The arrangement by which a very large number of schools are visited by the Education Boards' instructors in agriculture is proving very successful, and the subject is now receiving very satisfactory attention in these particular schools. The reports of the instructors are invariably favourable, and it is evident that the teachers are profiting by the advice and instruction they receive. In several schools small nurseries for the propagation of useful trees from seed have been established with good results. The young trees will be planted out in the school-grounds, and the surplus supply of trees will be distributed amongst the pupils who are anxious to plant the trees near and around their homes. There is already quite a demand for the trees from people who know

of the school nursery. In connection with elementary agriculture and elementary science many of the schools have been supplied with science apparatus and material, and teachers are expected to make good use of this equipment. In some schools in districts where dairying is carried on elementary dairy science is taken. Elementary agriculture and elementary dairy science are two subjects which give teachers good scope in providing practical work for their pupils.

Singing.—Very satisfactory attention is given to this subject in most of the schools, and the pupils look forward with great pleasure to the singing-periods. In those schools where the subject is well taught it is a real pleasure to listen to the singing of the pupils. In these schools the pupils are taught to understand the musical notation and to sing from it at sight. Voice-training exercises and ear-training exercises receive satisfactory attention. In a very considerable number of schools, however, the singing is of poor quality, and it is very evident that the teachers are not competent to deal with the subject in anything like an adequate manner. It is necessary to direct the attention of a number of teachers to the need for selecting suitable work in singing for the children of the preparatory division. Many books of action-songs, singing games, and marching-songs are procurable at a reasonable cost by teachers who are sufficiently interested in their work and are anxious to make singing a feature of the infant-class work.

Physical Instruction.—This subject receives generally very satisfactory attention in the majority of the schools, and where the teachers appreciate the value, and are enthusiastic, very good work is done. In a number of schools, however, the work is of a perfunctory nature, and is as a consequence well-nigh valueless. A tendency has been noticed in some schools to take the exercises for fairly long periods once or twice a week, instead of the daily practice for shorter periods. There is no doubt that the latter practice leads to much better results, and the tendency referred to cannot be approved of. A very considerable number of schools are visited by the physical instructors, whose reports, it is satisfactory to note, indicate that their visits are welcomed by the teachers and pupils alike. Teachers are expected to take full advantage of these visits, and to make themselves as proficient as possible in this branch of their school-work.

SECONDARY EDUCATION.

A form of secondary education, including training of a practical nature, is provided at the following private schools which have been established in different parts of the Dominion by various denominational bodies: Queen Victoria School for Maori Girls, Auckland; Turakina Girls' School, near Wanganui; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; Te Wai-pounamu Girls' School, Christchurch; St. Stephen's Boys' School, Auckland; Waerenga-a-hika College, Gisborne; Te Aute College, Hawke's Bay; Agricultural College (Latter-day Saints), Hastings; Hikurangi College, Carterton; and Otaki College, near Wellington. As far as Maori scholars are concerned, the form of education provided in these schools is regarded as more suitable than that provided in the ordinary public secondary school, and the Government, therefore, in view of the fact that it has not established suitable secondary schools for Maoris, has arranged for a large number of scholarships or free places to be tenable at several of the Maori boarding-schools referred to above. By this means a secondary course of instruction is provided for Maori scholars from the Native village schools and public schools. Maori scholars who have gained certificates of proficiency have the option of attending the public secondary schools as ordinary free-place holders, and a small number do so. Further assistance in the direction of secondary education is made by the award of senior scholarships, by means of which the brighter scholars are enabled to qualify themselves for some particular profession that will prove of service to the Maori race.

The girls' schools provide, in addition to the ordinary English subjects, instruction and practical training in needlework and dressmaking, cookery and domestic duties, first aid and nursing, hygiene, care and rearing of infants, and the preparation of food for infants and for the sick. The practical aspect of this instruction is distinctly prominent, and the girls take their share in the general domestic activities of the institutions. Exceptionally fine displays of the girls' handwork are available at the annual visit of the Inspector. In places where it is practicable the elder girls attend the cookery classes at a manual-training centre. The girls are well cared for in every respect, and the benefit they receive from their attendance at these schools is undoubted.

At the boys' schools practical training also receives special attention, in the form of instruction in woodwork and agriculture particularly. In the latter subject good work is being done at Te Aute College, where the lads are encouraged as far as possible to take the agricultural course, including practical farming.

The reports upon the work of the schools indicate that a high standard of work is attained. In the public examinations—the Intermediate, Public Service Entrance, and Matriculation Examinations—very satisfactory success is achieved by those who sit. In all the schools special attention is given to physical instruction and to organized games.

At the end of the year 1925 the number of scholars on the rolls of the secondary schools was 311 boys and 225 girls—a total of 536; and of this number 140 pupils were holders of Government scholarships.

SCHOLARSHIPS.

In this section details are given of the scholarships which have been established by the Government in the interests of secondary education for Maoris. The types of scholarship are as follows: (1) Junior scholarships or free places; (2) senior scholarships, taking the form of (a) industrial scholarships (apprenticeships), (b) agricultural scholarships, (c) nursing scholarships; (3) University scholarships.

The junior scholarships are available for suitably qualified and accredited pupils from Native village schools and public primary schools, and are tenable for two years at several of the Maori boarding-schools. The appreciation by the parents of the value and benefit of these scholarships is attested by the pronounced increase in the number of the applications for them. During the past year 140 junior scholarships were current.

The demand for senior scholarships is not great. The industrial scholarships or *apprenticeships* still continue to be unattractive to Maori lads, who, after completing their two years as junior scholars, either are able to secure more remunerative employment or are not inclined to prolong the period of severance from their family and tribal connections. Two industrial scholarships were current during the year. It may be mentioned here that a fair number of ex-scholarship-holders find employment in branches of the Railway service. The *agricultural* scholarships are available for two years at some school or college where a suitable agricultural course is afforded, at a State farm, or lads may be placed upon approved farms. Five agricultural scholarships were current during the year. *Nursing* scholarships are available for suitably qualified girls who wish to become nurses in order to work among the Maori people. In connection with the training of Maori girls as nurses the co-operation and assistance of the Health Department are essential in the placing of the girls on the staffs of various hospitals. The girls when qualified become officers of that Department and are employed in the various centres of Maori population.

Two University scholarships are available annually for Maori lads who, upon passing the Matriculation Examination, desire to take up some profession which will enable them to work for the benefit of their race. Eight such scholarships were current during the year: three students (two medicine and one law), at Otago University; four students (three law and one engineering), at Canterbury College; one student (law), at Auckland University College. Another Maori student who is assisted by the Native Department is studying law at Canterbury College, and two dental bursaries are held by Maoris at Otago University. Two additional University scholarships have been awarded for the current year.

In last year's report a reference was made to the Maori Purposes Fund Control Board, which had been set up to administer, in the interest of Maori education and other purposes, a fund allocated from accumulated Native moneys and subsidized by the Government. During the past year the Board made (with the object of rendering financial assistance to the parents in connection with the expense in equipping the children) a substantial allowance to each of the Government-scholarship holders. The Board has now made arrangements to grant *continuation* scholarships to selected scholars at the expiry of the tenures of their Government scholarships.

Scholarships provided from private bequests are available for competition amongst Maori boys: these are the *Te Makarini* Scholarships and the *Buller* Scholarship. The former, established in memory of the late Sir Donald McLean, are of the annual value of £35, and are tenable for two years at Te Aute College. The fund from which the scholarships are provided is administered by trustees, and the examination is conducted by the Department. The subjects for examination are English, arithmetic, geography, and general knowledge (New Zealand history, health, and religious knowledge). For the year 1925 two scholarships were offered for competition, one senior scholarship and one junior, the latter being reserved for candidates from Native village schools, the former being open to all eligible Maori boys. For the senior examination there were sixteen candidates—six from St. Stephen's Boys' School, nine from Te Aute College, and one from Otorohanga Public School. For the junior scholarship there were eleven candidates—three from Whakarewarewa Native School, two from Te Teko Native School, two from Wharekahika Native School, one from Whakapara Native School, and one from Rangitukia Native School. In the senior examination the best candidates were William Corbett (70 per cent.), Peta Awatere (66·8 per cent.)—both of Te Aute College—and Edward Roa, of Otorohanga District High School (62·6 per cent.). In the junior examination the best candidates were Ruhi Pene, of Whakarewarewa Native School (59·9 per cent.), and John Davis, of Whakapara Native School (59·6 per cent.). The senior scholarship was awarded to William Corbett, and the junior scholarship to Ruhi Pene. The increase in the number of candidates is satisfactory, but the trustees wish to see a much larger number of candidates for the junior scholarship.

Buller Scholarship.—This scholarship was established in memory of the late Sir Walter Buller from a bequest (of the annual value of £30) made by him for the purpose. This scholarship is reserved for competition among lads who are predominantly Maori in race, and is tenable for one or two years at Te Aute College. The examination, which is conducted by the Department, is of a somewhat higher standard than the Senior Te Makarini Examination, and embraces the following subjects: English (including civics and New Zealand history), arithmetic, Maori, agriculture, and one optional subject, mathematics or woodwork. The candidates are also required to undergo an examination in religious knowledge, conducted by the Waiapu Diocesan authorities. For this examination there were nine candidates—four from Te Aute College and five from St. Stephen's School. The successful candidate was Peta Awatere, of Te Aute College, who gained 75·8 per cent. of the possible marks.

CONCLUDING REMARKS.

The extension of the summer vacation owing to the prevalence of the infantile-paralysis epidemic at the beginning of the year under review caused a curtailment of the usual school period, but nevertheless the schools maintained a good standard of work. The teachers as a whole deserve great credit not only for the manner in which they carry on the work of the schools, for the most part in remote and isolated localities, but also for the part they play in furthering the progress and development of the Maori race. The number of Maori children under instruction at the end of the year 1925 in all classes of schools from which figures were available was 13,067.

In connection with the work of examining and inspecting the village schools, mission schools, and boarding-schools I have to acknowledge the assistance rendered by Mr. Henderson, Inspector of Native Schools.

The Director of Education.

I have, &c.,

JOHN PORTEOUS,
Senior Inspector of Native Schools.

No. 2.
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, 1925.

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.

[All head teachers and sole teachers are either provided with a residence or are paid house allowance; such allowance is not included in the annual rate of salary in the last column below.]

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position.	Annual Rate of Salary.
Ahipara ..	Mangonui ..	3B	76	Timbers, Arthur D. ..	D	H M	£ 360
				Timbers, Joquina Q. (Mrs.) ..		A F	160
				Masters, Mary M. ..		A F	65
Arowhenua ..	Geraldine ..	3A	42	Bremner, Hannah A. A. ..	D	H F	355
				Bremner, Esther P. N. N. ..		A F	210
Awarua ..	Bay of Islands	3A	55	Rust, Gordon J. ..	H M	M	265
				Rust, Annie B. (Mrs.) ..		A F	140
Hiruharama ..	Waiapu ..	3B	93	Miller, Ethel (Mrs.) ..	E	H F	335
				Miller, David W. ..		A M	160
				Miller, Winifred E. ..		A F	85
Horoera ..	Matakaoa ..	2B	36	Chamberlin, Edythe G. (Mrs.) ..	C	H M	240
				Chamberlin, Augustus O. T. ..		A F	85
Huiarau ..	Whakatane ..	3A	55	Clemance, Phyllis S. ..	C	H F	320
				Clemance, Grace A. D. ..		A F	190
Kaharoa ..	Raglan ..	2B	25	Rayner, Henry H. ..	H M	M	250
				Rayner, Flora (Mrs.) ..		A F	105
Kaikohe ..	Bay of Islands	4A	153	Rogers, Herbert ..	D	H M	415
				Rogers, Ethel E. (Mrs.) ..		A F	245
				Padlie, Florence ..		A F	195
				Padlie, Lucy ..		A F	110
				Geissler, Aimee M. ..		F	190
Kakanui ..	Helensville ..	1	19	Bloy, Alice (Mrs.) ..	F	235	
Karakanui ..	Otamatea ..	1	26	Robinson, Edna M. (Mrs.) ..	H F	200	
Karetu ..	Bay of Islands	2B	37	Robinson, Charles H. ..	A M	85	
Karioi ..	Waimarino ..	2A	21	Gillespie, Mary D. (Mrs.) ..	H F	M	220
				Hepetema, Alice ..		A F	140
Kenana ..	Mangonui ..	1	23	Goodson, Robert H. ..	M	M	160
				Kirioko ..		Bay of Islands	3A	52	Grahame, Bruce ..	Lic.	H M	295
Kokako ..	Wairoa ..	3A	44	Grahame, Dorothy (Mrs.) ..	C	A F	210
				Alford, Edward H. M. ..		H M	285
Makomako ..	Kawhia ..	3A	44	Alford, Florence (Mrs.) ..	A F	A F	170
				West, William E. ..		D	H M	345
Manaia ..	Coromandel ..	3A	44	West, Annie M. W. (Mrs.) ..	A F	A F	160
				Greensmith, Edwin ..		C	H M	355
Mangamuka ..	Hokianga ..	3B	84	Greensmith, Isabella C. (Mrs.) ..	A F	A F	170
				Murray, James ..		H M	275
				Williams, Susannah G. (Mrs.) ..		A F	160
Mangatuna ..	Waiapu ..	3B	60	Williams, Ruth ..	A F	A F	65
				Scammell, William H. ..		H M	285
				Scammell, Agnes E. (Mrs.) ..		A F	160
Manutahi ..	Waiapu ..	3C	116	Bartlett, Bessie ..	D	A F	75
				Woodley, Frederick T. ..		H M	375
				Woodley, Georgina ..		A F	160
				Gerrard, Paki ..		A F	130
				Huriwai, Katie ..		A F	110
Maraeroa ..	Hokianga ..	3B	64	Hulme, Maggie (Mrs.) ..	H F	A F	310
				Hulme, Russell H. ..		A M	160
Matahiwi ..	Waimarino ..	1	13	Churton, Elena ..	F	170	
Matangirau ..	Whangaroa ..	2B	53	Johnson, Ida V. C. (Mrs.) ..	C	H F	330
				Shepherd, Margaret ..		A F	120
Mataora Bay ..	Ohinemuri ..	1	12	Hay, Barbara ..	F	180	
Matapihi ..	Tauranga ..	3A	44	Gibbons, Elizabeth M. L. (Mrs.) ..	H F	A F	285
				Earle, Eileen (Mrs.) ..		A F	195
Matata ..	Whakatane ..	3A	51	King, Edmund A. ..	C	H M	345
				King, Clara M. H. (Mrs.) ..		D	A F	200
Matihetihe ..	Hokianga ..	2B	39	Minchin, Zara ..	D	H F	310
				Te Toko, Emma ..		A F	140
Maungapohatu ..	Whakatane ..	2B	42	Roseveare, Ethel A. ..	D	H F	260
				Paulger, Irene D. ..		D	A F	160
Maungatapu ..	Tauranga ..	3B	59	Roach, Patrick ..	C	H M	370
				Roach, Ruby (Mrs.) ..		A F	160
				Roach, Aileen F. M. ..		A F	85

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.
Motatau ..	Whangarei ..	3A	45	Percy, Henry C. ..	..	H M	£ 285
Motiti Island ..	Tauranga ..	2A	23	Percy, Juanita E. (Mrs.) ..	D	A F	220
Motuti ..	Hokianga ..	1	22	Clench, Charles McD. ..	..	M	250
Ngawha ..	Bay of Islands	3B	64	Clench, Mary I. (Mrs.) ..	..	A F	65
				Bruford, Henry S. B. ..	..	M	170
				Russell, William E. ..	C	H M	340
				Russell, Agnes ..	..	A F	160
				Hargraves, Vera E. ..	..	A F	65
Nuhaka ..	Wairoa ..	3c	132	South, Moses ..	E	H M	375
				South, Emma S. (Mrs.) ..	..	A F	170
				Roseveare, Vera D. M. ..	C	A F	190
				Wilson, Ellen ..	D	A F	150
Ohautira ..	Raglan ..	1	22	Clarke, Rosa ..	D	F	250
Okautete ..	Masterton ..	1	23	Owen, Mary M. ..	..	F	160
Omaio ..	Opotiki ..	3B	70	Coughlan, William N. ..	..	H M	285
				Coughlan, Isabella A. (Mrs.) ..	..	A F	160
				Coughlan, Elizabeth M. ..	..	A F	65
Omanaia ..	Hokianga ..	3A	52	Nisbet, Robert J. ..	Lic.	H M	295
				Nisbet, Janet (Mrs.) ..	..	A F	170
Omarumutu ..	Opotiki ..	3c	96	MacKay, Gordon ..	D	H M	385
				MacKay, Jane (Mrs.) ..	..	A F	160
				Gaskill, Annie M. ..	..	A F	95
				Watson, Cicely F. E. ..	..	A F	100
Opoutere ..	Thames ..	2B	26	Statham, William H. ..	..	H M	220
				Statham, Frances E. (Mrs.) ..	..	A F	95
Orauta ..	Bay of Islands	3A	43	Kelly, Felix ..	D	H M	345
				Hakaraia, Victoria ..	..	A F	195
Oromahoe ..	Bay of Islands	2A	27	Brighthouse, Kathleen (Mrs.) ..	..	H F	200
				Brighthouse, John R. ..	..	A M	85
Oruanui ..	East Taupo ..	2B	36	Ferguson, William ..	D	H M	310
				Ferguson, Alice (Mrs.) ..	..	A F	95
Otangaroa ..	Whangaroa ..	1	27	Matthews, Emily ..	..	F	190
Otaua ..	Hokianga ..	3B	83	Smith, Leonard H. ..	..	H M	285
				Smith, Phoebe M. (Mrs.) ..	..	A F	160
Otukou ..	Taupo ..	1	23	Blathwayt, Mary de V. W. ..	..	F	190
Paeroa ..	Tauranga ..	3B	71	Baker, Frances E. E. ..	D	H F	370
				Baker, Henrietta A. ..	..	A F	170
				Farmer, Dorothy M. ..	..	A F	65
Pamapurua ..	Mangonui ..	3A	39	Heal, Ethel A. (Mrs.) ..	C	H F	310
				Heal, Ernest R. ..	..	A M	140
Pamoana ..	Waimarino ..	2A	23	Barnes, Ellen L. (Mrs.) ..	..	H F	210
				Brooks, Kimi ..	..	A F	110
Papamoana ..	Tauranga ..	2B	37	Morris, Margery M. (Mrs.) ..	D	H F	320
				Morris, David O. ..	..	A M	105
Paparore ..	Mangonui ..	3B	75	Harper, Leslie M. (Mrs.) ..	D	H F	335
				Harper, Charles A. E. ..	..	A M	160
				Richards, Lottie B. ..	..	A F	85
Parapara ..	Mangonui ..	2A	29	Church, Lilian ..	..	H F	250
				Clough, Elizabeth J. ..	..	A F	120
Parawera ..	West Taupo ..	3A	55	Boswell, Arthur ..	D	H M	325
				Boswell, Miriam A. (Mrs.) ..	C	A F	210
Parikino ..	Wanganui ..	2B	39	Bruford, Frederick C. ..	..	H M	220
				Bruford, Madge L. (Mrs.) ..	..	A F	105
Pawarenga ..	Wanganui ..	3B	71	Gilmour, Richard S. ..	B	H M	340
				Matini, Ratareria ..	..	A F	195
Pipiriki ..	Wanganui ..	3A	44	Jarratt, Herbert ..	C	H M	345
				Jarratt, Emily E. (Mrs.) ..	..	A F	160
Poroporo ..	Whakatane ..	3c	85	Ryde, Henry J. ..	D	H M	385
				Ryde, Emma G. (Mrs.) ..	..	A F	160
				Ryde, Edna R. ..	..	A F	85
Pukehina ..	Rotorua ..	2B	35	Burgoyne, Annette ..	..	H F	250
				Burgoyne, Constance ..	..	A F	115
Pukepoto ..	Mangonui ..	3B	72	Gracie, Thomas ..	C	H M	345
				Gracie, Mary L. S. (Mrs.) ..	..	A F	140
				Robson, Winnie ..	..	A F	85
Rakaumanga ..	Waikato ..	3A	50	Hyde, Alfred E. ..	..	H M	285
				Hyde, Louisa R. (Mrs.) ..	D	A F	220
Rakaunui ..	Kawhia ..	1	17	Olauson, Richard W. ..	..	M	170
Ranana ..	Rotorua ..	3B	89	England, Walter ..	C	H M	375
				England, Eva E. (Mrs.) ..	..	A F	160
				Heperi, Rebecca ..	..	A F	130
Rangiahua ..	Wairoa ..	2B	28	Harlow, Wilhelmina ..	D	H F	330
				Grieve, Jessie ..	..	A F	120
Rangiawhia ..	Mangonui ..	2A	22	McCully, Annie W. (Mrs.) ..	C	H F	285
				McCully, Rutherford D. ..	..	A M	95
Rangitahi ..	Whakatane ..	2B	45	Jamison, Mary ..	..	H F	285
				Mauriohoo, Sarah ..	..	A F	195
Rangitukia ..	Waiapu ..	4A	148	Cumpsty, Charles E. ..	C	H M	380
				Cumpsty, Mary (Mrs.) ..	..	A F	170
				Kohere, Huinga ..	..	A F	130
				Houia, Ngamane ..	..	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.
Raukokore ..	Opotiki ..	3A	53	Saunders, William S. ..	..	H M	£ 235
				McLachlan, Linda ..	..	A F	195
Reporua ..	Waiapu ..	1	19	Mountfort, Herbert V. ..	..	M	160
Ruatoki ..	Whakatane ..	4A	127	Vine, Henry G. ..	D	H M	395
				Vine, Winifred M. (Mrs.) ..	..	A F	185
				Vine, Effie L. ..	..	A F	160
Taemaro ..	Mangonui ..	2B	30	Childe, Marjorie (Mrs.) ..	..	H F	230
				Childe, Sydney H. ..	..	A M	85
Taharoa ..	Kawhia ..	3A	42	Seivewright, Alexander C. ..	..	H M	265
				Seivewright, Clara (Mrs.) ..	..	A F	140
Takahiwai ..	Whangarei ..	3A	39	Salisbury, Josiah ..	..	H M	275
				Salisbury, Helen E. P. (Mrs.) ..	..	A F	160
Tangoio ..	Hawke's Bay	3A	43	McKenzie, Kenneth ..	B	H M	355
				McKenzie, Beatrice (Mrs.) ..	..	A F	130
Tanoa ..	Otamatea ..	2B	30	Frain, Roderick J. ..	C	H M	320
				Frain, Mabel I. B. (Mrs.) ..	..	A F	85
Tautoro ..	Bay of Islands	3A	44	Oulds, George F. ..	..	H M	275
				Oulds, Agnes W. (Mrs.) ..	..	A F	160
Te Ahuahu ..	Bay of Islands	3A	46	Sullivan, Andrew J. ..	C	H M	355
				Sullivan, Martha A. A. (Mrs.) ..	..	A F	160
Te Araroa ..	Matakaoa ..	3C	103	McCowan, John T. ..	C	H M	375
				McCowan, Marguerite (Mrs.) ..	..	A F	130
				Puha, Heni te Ao ..	..	A F	105
				Rogers, Hineawe ..	..	A F	100
Te Hapu ..	Mangonui ..	3B	94	Grindley, George ..	D	H M	355
				Grindley, Catherine (Mrs.) ..	..	A F	160
				Murray, Julia ..	..	A F	95
Te Haroto ..	East Taupo ..	2B	30	MacDonell, Robert J. ..	..	H M	220
				MacDonell, Kathleen N. V. (Mrs.) ..	..	A F	85
Te Horo ..	Whangarei ..	3A	36	Goldsbury, Hugh ..	D	H M	325
				Goldsbury, Annie J. (Mrs.) ..	E	A F	210
Te Kaha ..	Opotiki ..	3B	62	Cato, Anson H. ..	..	H M	285
				Cato, Netty F. L. (Mrs.) ..	..	A F	160
				Waititi, Annie ..	..	A F	85
Te Kao ..	Mangonui ..	3B	60	Watt, Archibald H. ..	..	H M	285
				Watt, Bertha F. (Mrs.) ..	..	A F	160
				Ihaka, Rhipeti ..	..	A F	85
Te Kopua ..	Waipa ..	1	13	Churton, Emily N. ..	F		180
Te Kotukutuku (44) and Rangiwaea (side school) (14)	Tauranga ..	3B	58	Dale, Francis A. ..	C	H M	370
				Dale, Florence E. (Mrs.) ..	B	A F	230
				Callaway, Christina ..	..	A F	170
Te Mahia ..	Wairoa ..	2B	37	Beer, Uno ..	Lie.	H M	220
				Beer, Frances M. (Mrs.) ..	..	A F	105
Te Matai ..	Tauranga ..	3A	48	Godwin, Horace P. E. ..	..	H M	285
				Blathwayt, Ellen E. C. ..	..	A F	160
Te Paroa - Totara	Whakatane ..	3C	117	Clark, Olive J. M. (Mrs.) ..	B	M F	385
				Clark, William M. ..	..	A M	160
				Hyland, Jean ..	..	A F	85
				Godmond, Amy J. ..	..	A F	85
Te Pupuke ..	Whangaroa ..	3A	55	Airey, Hubert B. ..	..	H M	285
				Airey, A. C. (Mrs.) ..	..	A F	160
Te Rawhiti ..	Bay of Islands	2B	35	Thomson, Thomas ..	..	H M	230
				Thomson, Beatrice (Mrs.) ..	..	A F	105
Te Reinga ..	Wairoa ..	3A	40	Wright, Percy ..	..	H M	285
				Wright, Rebecca (Mrs.) ..	..	A F	160
Te Teko ..	Whakatane ..	3C	120	Guest, Joseph J. ..	C	H M	385
				Guest, Lilian R. (Mrs.) ..	..	A F	160
				Guest, Evelyn M. ..	..	A F	105
				Guest, Kate E. ..	..	A F	85
Te Waotu ..	West Taupo	2B	35	Worthington, Herbert ..	..	H M	250
				Worthington, Sarah A. (Mrs.) ..	..	A F	85
Te Waiti ..	Whakatane ..	1	19	Tweed, Sarah E. ..	..	F	190
Tikitiki ..	Waiapu ..	4A	133	Sinclair, Donald W. E. ..	..	H M	335
				Sinclair, Martha (Mrs.) ..	..	A F	195
				Sinclair, Jessie V. M. ..	..	A F	85
Tokaanu ..	East Taupo ..	3B	60	Wall, Harry ..	..	H M	285
				Wall, Fanny S. M. (Mrs.) ..	..	A F	160
				Mauriohoohe, Rangi ..	..	A F	120
Tokomaru Bay ..	Waiapu ..	3B	76	Frazer, William ..	..	H M	275
				Robertson, Margaret ..	..	A F	195
				Reid, Adelaide ..	..	A F	120
Torere ..	Opotiki ..	3A	47	Drake, Armine G. ..	..	H M	285
				Drake, Rosalind K. (Mrs.) ..	..	A F	170
Tuhara ..	Wairoa ..	3A	36	Astall, Annie (Mrs.) ..	D	H F	335
				Astall, John R. ..	..	A M	170
Tuparoa ..	Waiapu ..	3B	61	White, Hamilton H. ..	..	H M	285
				White, Isabel (Mrs.) ..	D	A F	170
				Grace, Heopera ..	..	A F	75

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.
							£
Waihua ..	Wairoa ..	1	20	Carswell, Janet (Mrs.) ..	..	F	190
Wai-iti ..	Rotorua ..	3B	67	Munro, John B. ..	C	H M	370
				Munro, Florence M. (Mrs.) ..	..	A F	160
				Williamson, Vera F. ..	..	A F	75
Waikare ..	Bay of Islands	2B	30	Cels, Louis J. ..	..	H M	220
				Cels, Maximilienne (Mrs.) ..	..	A F	105
Waikeri ..	Hokianga ..	2B	29	Smith, Ellena M. (Mrs.) ..	..	H F	250
				Topia, Henri H. ..	..	A F	105
Waima ..	Hokianga ..	3C	105	Johnston, George ..	D	H M	375
				Johnston, Mary E. (Mrs.) ..	C	A F	230
				Brown, Mary ..	..	A F	140
				Johnston, Isabel M. ..	..	A F	85
Waimamaku ..	Hokianga ..	3A	48	Handcock, Georgina ..	D	H F	345
				Handcock, Martha A. ..	..	A F	160
Waimarama ..	Hawke's Bay	2A	17	Ward, Violet ..	..	F	190
Waiohau ..	Rangitaiki ..	2B	30	Webber, Elsie E. ..	C	H F	320
				Smith, Amanda E. ..	..	A F	120
Waiomatatini ..	Waiapu ..	3B	73	Cole, George N. ..	C	H M	290
				Cole, Kate E. (Mrs.) ..	C	A F	200
				Collier, Kate ..	..	A F	85
Waiomio ..	Bay of Islands	3A	45	Boake, Marcella A. (Mrs.), B.A. ..	B	H F	325
				Boake, Albert B. ..	..	A M	160
Waiorongomai ..	Waiapu ..	1	20	Kaua, Matekina H. ..	..	F	190
Waiotapu ..	Whakatane ..	1	19	Jefferis, Jessie (Mrs.) ..	C	F	250
Waioweka ..	Opotiki ..	3B	54	Watkin, Arthur A. ..	D	H M	360
				Watkin, Mary Ann (Mrs.) ..	..	A F	160
				Watkin, Vida ..	..	A F	85
Waitahanui ..	East Taupo ..	2B	30	Strong, Sydney J. ..	Lic.	H M	75
				Strong, Mildred F. (Mrs.) ..	..	A F	140
Waitapu ..	Hokianga ..	2A	22	Lisle, Frank ..	..	H M	250
				Lisle, Marian F. D. (Mrs.) ..	..	A F	105
Werowero ..	Mangonui ..	1	20	Herewini, Parehuia (Mrs.) ..	..	F	190
Whakaki ..	Wairoa ..	3A	53	Craig, William H. M. ..	D	H M	325
				Mackay, Emily M. ..	..	A F	195
Whakapara ..	Whangarei ..	2B	32	Rolland, Gertrude A. (Mrs.) ..	Lic.	H F	225
				Rolland, Albert F. ..	..	A F	105
Whakarara ..	Whangaroa ..	3B	60	Smith, Gordon ..	..	H M	285
				Smith, Mary A. M. (Mrs.) ..	..	A F	160
				Ulrich, Kate ..	..	A F	120
Whakarewarewa	Rotorua ..	3C	105	Banks, Joseph ..	..	H M	335
				Banks, Anna (Mrs.) ..	D	A F	260
				Hacrewa, Areta ..	..	A F	140
				Irwin, Ellenor A. ..	..	A F	120
Whakawhitira ..	Waiapu ..	2B	32	Le Huray, Agnes M. ..	D	H F	305
				Fleury, Ellen J. ..	..	A F	140
Whangaparaoa	Matakaoa ..	1	20	Saunders, Margaret O. ..	..	F	160
Whangape ..	Hokianga ..	2B	41	Dent, William ..	..	H M	210
				Dent, Laura M. (Mrs.) ..	..	A F	95
Whangara ..	Cook ..	1	23	MacArthur, Arthur D. ..	D	M	240
Whangaruru ..	Bay of Islands	3B	60	Jones, Elizabeth (Mrs.) ..	..	H F	285
				Jones, Ernest ..	..	A M	160
				Phillips, Elizabeth ..	..	A F	65
Wharekahika ..	Matakaoa ..	3B	45	Tawhiri, Riwai H. ..	C	H M	360
				Patterson, Alice (Mrs.) ..	..	A F	160
				Tawhiri, Maria (Mrs.) ..	..	A F	85
Whareponga ..	Waiapu ..	2B	31	McFarlane, Charles T. ..	..	H M	285
				McFarlane, Margaret (Mrs.) ..	..	A F	160
Whirinaki ..	Hokianga ..	3B	69	Barnett, David ..	Lic.	H M	310
				Barnett, Sarah H. (Mrs.) ..	..	A F	160
				Wynyard, Emily ..	..	A F	85
				Total ..	..		57,230

Table H2.

LIST OF NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1925.

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

School. (1.)	School Roll.			Mean of Average At- tendance of Three Quarters, 1925. (5.)	Average Attendance as Percentage of Weekly Roll Number. (6.)
	Number belonging at End of Year 1924. (2.)	Number belonging at End of Year 1925. (3.)	Average Weekly Roll Number. (Mean of the Three Quarters, 1925.) (4.)		
Manaia	42	41	43.9	43.6	99.3
Waitahanui	30	31	30.4	29.9	98.3
Motiti Island	26	22	22.7	22.3	98.2
Oromahoe	27	27	26.5	26.0	98.1
Parikino	36	43	38.8	38.0	97.2
Karakanui* .. .. .	..	26	25.5	24.7	96.9
Takahiwai	44	37	39.2	38.0	96.9
Te Rawhiti	30	35	34.6	33.5	96.8
Opoutere	28	27	26.2	25.3	96.6
Whakarewarewa	114	105	104.8	100.9	96.3
Te Haroto	32	22	29.5	28.3	95.9
Wai-iti	65	68	66.5	62.5	95.5
Te Kopua	10	17	12.8	12.2	95.3
Te Paroa - Totara (Owhataiti)	107	117	117.3	111.7	95.2
Tuparoa	57	63	60.7	57.8	95.2
Rangiwaera	17	14	13.5	12.8	94.8
Waimarama	22	18	17.0	16.1	94.7
Te Kao	54	58	59.7	56.5	94.6
Karetu	34	36	36.7	34.7	94.5
Mangamuka	84	88	83.8	79.2	94.5
Otukou	21	23	23.3	22.0	94.4
Tokaanu	61	56	60.2	56.7	94.2
Otaua	78	79	82.6	77.6	93.9
Waiomio	45	48	44.6	41.9	93.9
Awarua	46	54	54.6	51.2	93.8
Omaio	73	72	69.7	65.4	93.8
Omanaia	54	53	51.7	48.4	93.6
Tikitiki	138	132	133.0	123.8	93.1
Omarumutu	95	95	95.8	89.1	93.0
Tautoro	42	41	43.7	40.6	92.9
Te Kotukutuku	43	48	43.5	41.3	92.6
Arowhenua	40	45	41.6	38.4	92.3
Manutahi	98	132	115.9	106.8	92.1
Whakapara	35	39	32.2	29.6	91.9
Pukepoto	74	70	72.3	66.1	92.0
Hiruharama	88	95	92.9	85.3	91.8
Parawera	51	57	54.6	50.1	91.8
Waioweka	51	47	53.9	49.3	91.5
Pipiriki	49	43	43.8	40.0	91.3
Waiohau	33	30	30.3	27.6	91.1
Pamapurua	43	41	44.2	40.2	91.0
Rangiawhia	26	22	22.1	20.1	91.0
Whirinaki	71	78	69.1	62.9	91.0
Mataora Bay	11	12	12.0	10.9	90.8
Waimamaku	39	47	47.5	43.1	90.7
Whakaki	57	54	53.0	48.1	90.7
Matapahi	42	44	43.5	39.4	90.5
Maungatapu	61	58	58.5	52.9	90.4
Whakawhitira	33	31	31.9	28.8	90.3
Poroporo	82	79	85.1	76.5	90.0
Ngawha	57	61	64.0	57.5	89.8
Matangirau	40	53	52.5	47.1	89.7
Makomako† .. .. .	..	46	44.4	39.8	89.6
Paparore	71	72	75.4	67.4	89.4
Rangitahi	38	46	44.8	39.0	89.3
Maungapohatu‡ .. .. .	..	41	42.2	37.6	89.1
Whangape	42	39	41.1	36.6	89.1
Taharoa	42	39	41.7	37.1	89.0
Te Whaiti	18	20	19.0	16.9	89.0
Whareponga	39	29	31.0	27.6	89.0
Matata	54	50	50.8	45.2	89.0
Pawarenga	73	70	71.4	63.4	88.8
Maraeroa	57	63	63.5	56.4	88.8
Te Reinga	40	38	39.9	35.4	88.7
Tuhara	42	38	36.0	31.9	88.6
Tokomaru Bay	80	76	75.5	66.6	88.2
Rangitukia	151	149	147.6	130.1	88.1
Matahiwi	14	12	13.3	11.7	88.0
Whakarara	62	58	60.0	52.8	88.0
Ohautira	18	21	22.3	19.6	87.9
Ruatoki	131	122	127.4	111.9	87.8
Kokako	36	46	43.9	38.5	87.7
Te Kaha	66	62	61.9	54.1	87.4
Kaharoa	30	21	24.5	21.4	87.3
Kirioko	54	54	51.8	45.2	87.3
Horoera	41	39	36.4	31.7	87.1
Okautete	14	25	23.3	20.3	87.1
Te Waotu	32	32	35.1	30.5	86.9
Te Horo	41	36	36.4	31.6	86.8
Te Ahuahu	56	38	46.2	40.0	86.6
Taemaro	27	29	30.2	26.1	86.4

* Reopened September quarter.

† New school, opened September quarter.

‡ Mission school reopened as Native village school.

Table H 2—continued.

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

School.	School Roll.			Mean of Average Attendance of Three Quarters, 1925.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1924.	Number belonging at End of Year 1925.	Average Weekly Roll Number. (Mean of the Three Quarters, 1925.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Ranana	76	87	88.8	76.7	86.4
Paeroa	70	73	71.0	61.3	86.3
Torere	50	39	47.3	40.8	86.2
Motatau	45	45	44.6	38.4	86.1
Wharekahika	68	57	44.5	38.3	86.1
Motuti	19	22	24.4	21.0	86.0
Mangatuna	61	60	59.7	51.2	85.9
Rangiahua	29	25	27.7	23.8	85.9
Raukokore	52	52	53.0	45.4	85.7
Waiomatatini	72	73	72.7	62.3	85.7
Waima	106	100	105.2	90.0	85.6
Whangara	20	25	22.8	19.5	85.5
Kaikohe	157	151	153.2	130.9	85.4
Te Teko	129	119	120.0	102.5	85.4
Nuhaka	125	130	132.4	112.9	85.2
Te Araroa	102	103	103.4	88.1	85.2
Te Hapua	90	95	94.4	80.0	84.7
Whangaparaoa	19	22	20.2	17.1	84.7
Parapara	33	31	28.7	24.2	84.0
Tanoa	34	28	30.3	25.4	83.8
Matihetihe	38	37	39.1	32.7	83.6
Rakaumanga	52	49	50.4	42.1	83.5
Reporua	20	20	18.7	15.6	83.4
Te Pupuke	54	51	54.7	45.6	83.4
Tangoio	45	48	43.4	38.2	83.4
Whangaruru	66	58	60.4	49.9	82.6
Waitapu	23	19	21.9	17.9	81.7
Waiotapu	22	18	19.3	15.7	81.3
Papamoa	27	38	36.6	29.6	80.9
Kenana	21	21	22.9	18.5	80.8
Huiarau	53	53	55.0	44.4	80.7
Kakanui	16	19	19.2	15.3	80.0
Orauta	49	39	43.2	34.5	80.0
Oruanui	35	31	36.3	28.9	79.9
Te Mahia	38	34	37.2	29.1	78.2
Ahipara	72	78	75.6	58.8	77.8
Rakaunui	22	17	17.0	13.2	77.7
Pukohina	37	32	34.8	26.8	77.0
Werowero	25	20	19.8	15.2	76.8
Waiorongomai	24	27	26.4	19.9	75.4
Te Matai	48	52	47.8	35.4	74.1
Otangaroa	19	27	26.8	19.6	73.1
Waikare	31	30	30.3	21.0	69.3
Karioi	24	18	20.5	14.1	68.8
Waihua	18	21	20.3	13.8	68.0
Waikeri	37	25	29.4	19.6	66.7
Pamoana	32	22	23.2	15.1	65.1
Totals for 1925 .. .. .	..	6,386	6,365.5	5,628.2	88.4
Totals for 1924	6,310	..	6,345.8	5,609.5	88.4
<i>Mission Schools subject to Inspection.</i>					
Jerusalem Convent	19	18	17.8	16.8	94.3
Matata Convent	57	70	70.4	63.9	90.7
Tanatana Mission	38	45	42.5	38.4	90.1
Putiki Mission	43	37	36.9	33.2	89.9
Ranana Convent	17	19	17.9	15.7	87.7
Tokaanu Convent	33	32	32.2	27.7	85.9
Matahi Mission	29	36	35.6	29.6	83.1
Whakarapa Convent	107	109	110.8	90.6	81.7
Totals for 1925 .. .. .	..	366	364.1	315.9	86.8
Totals for 1924	343	..	344.3	305.2	88.6
<i>Boarding-schools affording Secondary Education.</i>					
Queen Victoria (girls), Auckland	46	47	44.1	43.7	99.9
St. Joseph's (girls), Napier	43	52	50.5	50.2	99.4
Hikurangi (boys), Carterton	32	25	25.3	25.2	99.0
Turakina (girls), Wanganui	31	35	33.4	32.8	98.2
Te Waipounamu (girls), Christchurch	18	15	14.3	13.9	97.2
St. Stephen's (boys), Auckland	71	74	69.7	68.7	98.6
Te Aute (boys), Hawke's Bay	89	93	89.8	86.2	95.9
Hukarere (girls), Napier	69	65	64.1	61.9	96.5
Waerenga-a-hika (boys), Gisborne	19	28	27.0	26.9	99.6
Agricultural College (boys), Hastings	56	50	..	..	..
Otaki College (mixed), Otaki	50	52	54.3	48.5	89.3
Totals for 1925 .. .. .	..	536	472.5	458.1	96.9
Totals for 1924	524	..	512.5	490.8	95.7

Table H3.

(a.) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1925.

School.	Government Pupils.	Private Pupils.	Total.
Otaki College (mixed), Wellington .. .. .	..	52	52
St. Stephen's (boys), Auckland	30	44	74
Te Aute (boys), Hawke's Bay	28	65	93
Waerenga-a-hika (boys), Gisborne	1	27	28
Hikurangi (boys), Carterton .. .. .	..	25	25
Agricultural College (boys), Hastings .. .. .	..	50	50
Queen Victoria (girls), Auckland	23	24	47
Hukarere (girls), Napier	23	42	65
St. Joseph's (girls), Napier	25	27	52
Turakina (girls), Wanganui	10	25	35
Te Waipounamu (girls), Canterbury .. .. .	..	15	15
Totals	140	396	536

(b.) MAORI GIRLS HOLDING NURSING SCHOLARSHIPS AT THE END OF 1925.

Number.	Nature of Scholarship.	Hospital.
1	Probationer	Napier.
1	Day pupil	"

(c.) MAORI BOYS HOLDING APPRENTICESHIPS AT THE END OF 1925.

Number.	Nature of Apprenticeship.	Where held.
1	Joinery and cabinetmaking	Gisborne.
1	Engineering	"

(d.) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT THE END OF 1925.

Number.	University Course.	University at which Scholarship is held.
1	Law	Auckland University College.
1	Engineering	Canterbury College.
4	Law	"
2	Medicine	Otago University.
1	Law	"
2	Dentistry	"

Table H4.
MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1925.

Education District.	Number of Schools at which Maoris attend.	Number of Maori Pupils.			Number examined in S. VI.	S. VI Certificates awarded.			
		Boys.	Girls.	Total.		Pro-ficiency.	Com-petency.	Endorsed Com-petency.	Total.
Auckland	356	1,741	1,606	3,347	42	29	6	..	35
Taranaki	65	304	247	551	10	9	..	..	9
Wanganui	69	291	225	516	11	6	1	1	8
Hawke's Bay	86	602	540	1,142	28	22	1	..	23
Wellington	61	280	248	528	19	15	3	..	18
Nelson	11	25	26	51	1	..	..	..	..
Canterbury	43	147	113	260	4	2	1	..	3
Otago	16	46	35	81	6	5	1	..	6
Southland	14	59	41	100	4	3	1	..	4
Totals	721	3,495	3,081	6,576	125	91	14	1	106

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 H5.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1925.

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..	181	158	1	1	..	..	..	..	..	..	..	..	..	..	..	..	182	159
6 " 7..	258	263	2	1	..	..	..	..	..	..	..	..	..	..	..	..	260	264
7 " 8..	375	345	22	27	1	1	..	..	..	..	..	..	..	..	..	..	398	373
8 " 9..	338	269	70	81	10	10	..	..	..	..	..	..	..	..	..	..	418	360
9 " 10..	234	206	134	136	48	79	10	6	..	1	..	..	..	..	..	..	426	428
10 " 11..	115	107	140	119	144	103	51	50	8	9	..	..	..	..	..	..	458	388
11 " 12..	73	54	73	81	112	94	92	87	37	35	2	4	2	..	..	..	391	355
12 " 13..	30	34	47	44	80	84	117	91	78	53	20	24	2	2	..	..	374	332
13 " 14..	22	21	20	13	38	43	76	71	100	57	52	46	26	13	..	..	334	264
14 " 15..	6	6	6	5	19	4	43	21	39	17	44	24	18	23	..	3	175	103
15 " 16..	1	2	..	..	2	4	5	8	13	8	20	8	14	12	1	1	56	43
16 years and over	..	..	..	..	..	..	1	1	3	1	6	1	11	9	2	..	23	12
	1,633	1,465	515	508	454	422	395	335	278	181	144	107	73	59	3	4	3,495	3,081
Percentage .. .	3,098 =47.1%		1,023 =15.6%		876 =13.3%		730 =11.1%		459 =7.0%		251 =3.9%		132 =2.0%		7		6,576	

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, 1925.

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

School.	Race.						Totals.		
	Maoris.			Europeans.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Ahipara	38	38	76	..	2	2	38	40	78
Arowhenua	17	19	36	3	6	9	20	25	45
Awarua	22	32	54	..	..	..	22	32	54
Hiruharama	45	50	95	..	..	..	45	50	95
Horoea	25	13	38	1	..	1	26	13	39
Huiarau	28	25	53	..	..	..	28	25	53
Kaharoa	16	5	21	..	..	..	16	5	21
Kaikohe	84	58	142	4	5	9	88	63	151
Kakanui	10	9	19	..	..	..	10	9	19
Karakanui	12	11	23	..	3	3	12	14	26
Karetu	18	16	34	1	1	2	19	17	36
Karioi	3	9	12	5	1	6	8	10	18
Kenana	12	19	21	..	..	..	12	9	21
Kirioko	26	26	52	..	2	2	26	28	54
Kokako	15	20	35	4	7	11	19	27	46
Makomako	14	26	40	3	3	6	17	29	46
Manaia	19	17	36	1	4	5	20	21	41
Mangamuka	43	41	84	4	..	4	47	41	88
Mangatuna	29	27	56	2	2	4	31	29	60
Manutahi	53	51	104	18	10	28	71	61	132
Maraeroa	27	34	61	2	..	2	29	34	63
Matahiwi	6	5	11	..	1	1	6	6	12
Matangirau	19	19	38	9	6	15	28	25	53
Mataora Bay	3	5	8	3	1	4	6	6	12
Matapihi	19	20	39	2	3	5	21	23	44
Matata	8	7	15	19	16	35	27	23	50
Matihetihe	17	17	34	2	1	3	19	18	37
Maungapohatu	23	18	41	..	..	..	23	18	41
Maungatapu	19	23	42	12	4	16	31	27	58
Motatau	19	16	35	5	5	10	24	21	45
Motiti Island	12	10	22	..	..	..	12	10	22
Motuti	7	15	22	..	..	..	7	15	22
Ngawha	23	29	52	4	5	9	27	34	61
Nuhaka	59	55	114	11	5	16	70	60	130
Ohautira	12	8	20	..	1	1	12	9	21
Okautete	13	9	22	3	..	3	16	9	25
Omaio	34	27	61	7	4	11	41	31	72
Omanaia	26	20	46	2	5	7	28	25	53
Omarumutu	44	36	80	10	5	15	54	41	95
Oputere	9	13	22	4	1	5	13	14	27
Orauta	18	12	30	6	3	9	24	15	39
Oromahoe	14	11	25	1	1	2	15	12	27
Oruanui	14	10	24	1	6	7	15	16	31
Otangaroa	9	18	27	..	..	..	9	18	27
Otaua	36	28	64	7	8	15	43	36	79
Otukou	8	15	23	..	..	..	8	15	23
Paeroa	25	19	44	16	13	29	41	32	73
Pamapurua	17	18	35	2	4	6	19	22	41
Pamoana	9	9	18	2	2	4	11	11	22
Papamoa	24	13	37	..	1	1	24	14	38
Paparore	32	33	65	6	1	7	38	34	72
Parapara	16	11	27	2	2	4	18	13	31
Parawera	15	14	29	20	8	28	35	22	57
Parikino	12	19	31	5	7	12	17	26	43
Pawarenga	39	30	69	1	..	1	40	30	70
Pipiriki	16	22	38	5	..	5	21	22	43
Poroporo	41	21	62	7	10	17	48	31	79
Pukehina	12	9	21	5	6	11	17	15	32
Pukepoto	26	25	51	8	11	19	34	36	70
Rakaumanga	22	27	49	..	..	..	22	27	49
Rakaunui	7	9	16	..	1	1	7	10	17
Ranana	32	37	69	13	5	18	45	42	87
Rangiahua	12	11	23	1	1	2	13	12	25
Rangiawhia	16	6	22	..	..	..	16	6	22
Rangitahi	30	13	43	2	1	3	32	14	46
Rangitukia	76	71	147	1	1	2	77	72	149
Raukokore	15	26	41	4	7	11	19	33	52
Reporua	11	9	20	..	..	..	11	9	20
Ruatoki	68	49	117	3	2	5	71	51	122
Taemaro	12	17	29	..	..	..	12	17	29
Taharoa	24	15	39	..	..	..	24	15	39
Takahiwai	15	15	30	2	5	7	17	20	37
Tangoio	17	23	40	4	4	8	21	27	48
Tautoro	23	11	34	2	5	7	25	16	41
Tanoa	12	15	27	..	1	1	12	16	28
Te Ahuahu	10	25	35	3	..	3	13	25	38

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1925
—continued.

School.	Race.						Totals.		
	Maoris.			Europeans.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Te Araroa	41	36	77	11	15	26	52	51	103
Te Hapua	58	37	95	..	..	..	58	37	95
Te Haroto	14	8	22	..	..	..	14	8	22
Te Horo	16	20	36	..	..	..	16	20	36
Te Kaha	32	26	58	3	1	4	35	27	62
Te Kao	35	23	58	..	..	..	35	23	58
Te Kopua	3	8	11	4	2	6	7	10	17
Te Kotukutuku } ..	25	21	46	1	1	2	26	22	48
Rangiwaewa } ..	7	7	14	..	..	..	7	7	14
Te Mahia	20	10	30	4	..	4	24	10	34
Te Matai	20	22	42	5	5	10	25	27	52
Te Paroa - Totara ..	51	34	85	15	17	32	66	51	117
Te Pupuke	32	15	47	2	2	4	34	17	51
Te Rawhiti	21	14	35	..	..	..	21	14	35
Te Reinga	14	19	33	..	5	5	14	24	38
Te Teko	44	48	92	15	12	27	59	60	119
Te Waotu	11	13	24	3	5	8	14	18	32
Te Whaiti	11	7	18	..	2	2	11	9	20
Tikitiki	71	60	131	1	..	1	72	60	132
Tokaanu	23	31	54	1	1	2	24	32	56
Tokomaru Bay	39	37	76	..	..	..	39	37	76
Torere	18	19	37	..	2	2	18	21	39
Tuhara	10	8	18	10	10	20	20	18	38
Tuparoa	33	25	58	5	..	5	38	25	63
Waihua	11	5	16	4	1	5	15	6	21
Wai-iti	34	23	57	6	5	11	40	28	68
Waikare	13	17	30	..	..	..	13	17	30
Waikeri	12	13	25	..	..	..	12	13	25
Waima	45	51	96	1	3	4	46	54	100
Waimamaku	24	19	43	3	1	4	27	20	47
Waimarama	6	7	13	3	2	5	9	9	18
Waiohau	15	15	30	..	..	..	15	15	30
Waioamatatini	40	32	72	1	..	1	41	32	73
Waioomio	15	33	48	..	..	..	15	33	48
Waiorongomai	10	14	24	2	1	3	12	15	27
Waiotapu	8	3	11	2	5	7	10	8	18
Waioweka	18	11	29	10	8	18	28	19	47
Waitahanui	16	15	31	..	..	..	16	15	31
Waitapu	8	9	17	1	1	2	9	10	19
Werowero	14	6	20	..	..	..	14	6	20
Whakaki	24	20	44	4	6	10	28	26	54
Whakapara	11	15	26	5	8	13	16	23	39
Whakarara	30	28	58	..	..	..	30	28	58
Whakarewarewa	37	30	67	25	13	38	62	43	105
Whakawhitira	17	14	31	..	..	..	17	14	31
Whangaparaoa	11	10	21	..	1	1	11	11	22
Whangape	23	15	38	..	1	1	23	16	39
Whangara	10	7	17	7	1	8	17	8	25
Whangaruru	32	24	56	2	..	2	34	24	58
Wharekahika	27	24	51	4	2	6	31	26	57
Whareponga	12	16	28	..	1	1	12	17	29
Whirinaki	38	38	76	1	1	2	39	39	78
Totals	2,923	2,666	5,589	431	366	797	3,354	3,032	6,386

