

1927.  
NEW ZEALAND.

# EDUCATION OF NATIVE CHILDREN.

[In continuation of E.-3, 1926.]

*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 herewith my annual report for the year 1926 upon the work of Native village schools and other schools which are particularly concerned with the education of Maori children. The latter schools—Maori mission schools and Maori boarding-schools—are registered private schools under the control of various religious denominations, and are inspected and examined by officers of the Department. The report includes also matters which may be regarded as more or less relevant to the activities of the village schools and to their administration.

#### NEW VILLAGE SCHOOLS OPENED.—SCHOOLS CLOSED.

At the close of the previous year there were 128 Native village schools in operation, and at the close of the year under review that number had increased to 130. The *Mohaka* Public School, in response to the request of the Maori people, was transferred by the Hawke's Bay Education Board to the control of the Department, and it commenced work as a Native school in the early part of the year. A school was established at *Manukau*, North Auckland, in a building provided by the Maoris for the purposes of a schoolroom. The *Ranana* School, Te Ngae, Rotorua, was closed, and two new schools were established in its stead—one at *Rotokawa*, six miles from Rotorua, and the other at *Whangamarino*, Okere, about twelve miles from Rotorua. The school building at *Waikeri*, North Auckland, which had been provided by the Maoris, was destroyed by fire towards the end of the year, and the school was closed temporarily.

#### NEW BUILDINGS (COMPLETED OR PROPOSED).

During the year the following works were completed: Two-roomed school and residences at *Huiarau*, near Ruatahuna, Urewera County; two-roomed school and residence at *Rotokawa*; also similar buildings at *Whangamarino*, Okere Falls, in the Rotorua district. A new school building at *Waikeri*, North Auckland, and a school and residence at *Tokata*, East Coast, were put in hand towards the end of the year, and should be completed early in the current year.

It is expected that the following works will be also completed during the current year: (a) School and residence at *Maraemui*, Bay of Plenty; (b) school and residence at *Otukou*, National Park, where buildings provided by the Maoris have been in use for several years; (c) school and residence, *Parinui*, Wanganui River; (d) school and residence, *Oruawhoro*, Kaipara Harbour; (e) additional schoolroom and alteration to residence, *Te Paroa-Totara*, Bay of Plenty; (f) additional schoolroom, *Manutahi*, Ruatoria, East Coast; (g) additional schoolroom and alteration to residence, *Tangoio*, Hawke's Bay; (h) new residences, *Mangamuka*, Hokianga.

Several of the works outlined above have been unavoidably delayed; nevertheless they are an indication of the expansion and extension of the educational requirements of the Maori people.

APPLICATIONS FOR THE ESTABLISHMENT OF SCHOOLS.

Inquiries and investigations were instituted during the year in connection with the following applications for schools: *Waikara*, Kaihu; *Oruawhoro*, Kaipara Harbour; *Te Kopua*, Gisborne District; *Te Kiekie*, East Coast; *Parinui*, Wanganui River; *Oturu*, Kaitoia; *Manukau*, Herekino. It was decided to establish schools at *Parinui*, *Manukau*, and *Oruawhoro*, and *Oturu*. A school was opened at *Manukau* in buildings provided by the Maoris. At *Oturu* satisfactory arrangements were not come to in regard to suitable accommodation for a teacher. In regard to *Te Kiekie*, it was ascertained that a very large number of the children concerned in the application can attend, without undue hardship, a public school in the district. The number of children at *Waikara* did not warrant any steps being taken to establish a school. In regard to *Te Kopua* arrangements are to be made to convey the children to the nearest public school. An application was also received from *Mangaoronga*, Waikato, for the re-establishment of a Native school, but investigation of the conditions showed that such a step would not be warranted.

ATTENDANCE, ETC.

(1) *Native Village Schools.*

At the end of the year 1925 the number of pupils on the roll of village schools was 6,386; at the close of the year under review the number was 6,591, an increase of 205 pupils. The average weekly roll number was 6,617·3, and the percentage of regularity of attendance was 89·8. From Table H 2, in which information respecting the attendance of individual schools is supplied, it will be observed that of the 130 schools in active operation 122 gained from 80 to 98·3 per cent. of the possible attendance, and of this number 66 schools—more than half of the total number of schools—succeeded in gaining over 90 per cent. of the possible attendances. The regularity of attendances at Native village schools has for some years past shown a decided improvement, and when the conditions under which very many of the children attend school are borne in mind the regularity of attendance is very creditable. Weather conditions, bad tracks, and the long distances to be travelled militate against very good attendances in many schools, and the result is that many schools in their returns show a large number of "excepted" half-days. It is to be noted with satisfaction that several schools have materially improved their positions as far as regularity of attendance is concerned. There are some schools, however, whose record in this respect causes them to appear regularly towards the end of the table. Good-attendance certificates were gained by 838 pupils in Native village schools.

(2) *Mission Schools.*

The following are the mission schools which 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 end of 1926 was 364, and the average percentage of regularity was 87·4.

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

Twelve boarding-schools which have been established by religious denominations for the higher education of Maori children, are also visited and examined by officers of the Department. There are six boys' schools and five girls' schools, and one school is a mixed school with a boarding establishment for boys only. The number of scholars in attendance at these schools at the end of the year was 570.

The particulars regarding the roll number 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 .. ..	130	6,591	6,617·3	5,947·0	89·8
Native mission .. ..	8	364	359·3	314·2	87·4
Native secondary .. ..	12	570	480·7	458·7	95·5
	150	7,525	7,457·3	6,719·9	90·1

## CONDITION OF SCHOOL BUILDINGS AND GROUNDS.

Generally speaking, the teachers and pupils of Native schools are much interested in improving and beautifying the school surroundings. Where the teachers are enthusiastic and energetic in this matter wonderful work can be done with the assistance of the pupils if they are encouraged and if their efforts are directed and supervised. In many places the school property with its well-kept fences, its well-laid-out gardens, and its trees, forms the principal features of the landscape, and the pupils and parents alike are proud of their school. The influence of schools in this connection can be seen in the efforts of the people to keep their houses tidy and their gardens in good order. In last year's report reference was made to the existence at some schools of nurseries for the propagation of trees suitable for planting in the school-grounds and at the homes of the children. It is satisfactory to note that other schools are following suit, and that more attention is being given to tree-planting. It should be unnecessary to remind teachers in places where there is a difficulty in securing suitable trees that the Department will render assistance in this connection. It would be a simple matter to name schools where the sites, which a few years ago were practically empty waste spaces, are now a delight to the eye. There are schools, however, where the teachers are more or less neglectful in this important matter of improving and beautifying the school-grounds; and even the portion of the glebe set apart for the teacher's own private use bears evidence of neglect.

The cleanliness of the school buildings is generally very satisfactory indeed. The duty of sweeping and dusting, and washing of the schoolroom is done, as has been stated in previous reports, by the pupils under the supervision of the teachers. The Department supplies all the necessary equipment for the purpose, and the expenditure thus involved is the only expense incurred in the sweeping and cleaning of the schools. The pupils as a rule cheerfully carry out their duties, and take much pride in keeping the schoolrooms clean and tidy. It is a rare occurrence in Native schools to find scribbling on the walls of the buildings, and the desks in the majority of the schools are as clean and free from disfigurement as they were when first installed. In a few instances the supervision of the teacher in the matter of school-cleaning is somewhat perfunctory, and the inspection of the out-offices is not as thorough as it might be. Attention to the interior attractiveness of the schoolrooms is in a number of schools not entirely satisfactory, and, apart from the loss of the influences exerted upon the pupils by an attractive schoolroom, it becomes difficult to understand how teachers can be content to carry on their work in unattractive and uncongenial surroundings.

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

To a greater or less extent the remarks made under this heading in the previous year's reports still apply with equal force. The general organization of the schools is, on the whole, very satisfactory indeed, and the work of the schools is carried on with attention to regularity and punctuality. Attention has still to be directed to the insufficient supervision on the part of a number of head teachers, of the work of their assistant teachers. It is not sufficient that a head teacher should confine his attention to the work of teaching the pupils under his particular care. He must see that his assistants are carrying out their duties regularly and efficiently, and he should be in a position to know whether the methods of instruction are satisfactory, and whether satisfactory progress is being made by the pupils. The schemes of work and the work-books should receive his careful attention, and the junior assistants particularly should be guided and instructed in their work. It is his further duty to ensure that there is an equitable allocation of the work among the members of his staff. It is not uncommon to find that some head teachers have insufficient number of pupils under their immediate charges, their explanation being that, with the majority of pupils in the preparatory divisions, the number of pupils in the upper-standard classes is small. Then, again, the idea still seems to persist that the work of teaching the younger preparatory children can be safely entrusted to the inexperienced junior assistants. Such practice indicates a lack of conception of the needs of the situation. In quite a number of schools the supervision of pupils in the playground and of their games is not entirely satisfactory. This is a duty that must not be neglected, and the duty should be undertaken in turn by all the teachers on the staff of a school.

In the work of inspection and examination visits were made to all the village schools with one or two exceptions, to all the mission schools, and to all the boarding-schools. Visits were also made to places for the purpose of investigating applications made for the establishment of schools. The reports on the work done by the village schools and by the mission schools indicates that generally a very satisfactory standard of efficiency has been maintained. From the point of view of general efficiency the village schools and mission schools may be classified as follows: Weak, 12; fair, 15; satisfactory or good, 44; good to very good, 55; excellent, 12.

The section of the report dealing with secondary education contains a reference to the work of the boarding-schools.

With regard to the methods of teaching adopted in Native schools it may be said that they are in the large majority of the schools very satisfactory indeed. The pupils make good progress and the teachers are anxious to improve their own efficiency. It has to be repeated, however, that the least satisfactory teaching is done in the subject of English—language teaching. This is the most difficult subject that confronts the Native-school teacher, and if good work is to be accomplished, sound and rational methods must be used.

The health, cleanliness, and general comfort of the pupils are matters with which the teachers rightly concern themselves. Supplies of medicines are provided by the Health Department, and these are carefully dispensed by the teachers. During the winter months hot cocoa is supplied to the children in a large number of schools at the midday recess. The funds necessary to meet the expenditure are raised in various ways by the teachers and parents, and there is little doubt that the children benefit from the efforts made on their behalf in this direction. The annual concert and the annual picnic continue to be matters of great interest and enjoyment in the various settlements.

## GENERAL REMARKS.

*Language-teaching (Oral and Written English).*—Year after year it becomes necessary in the annual report to stress the extreme importance of this subject—particularly the oral English—in Native-school work, and efforts are made to enable teachers to realize that, since the prescribed medium of instruction in Native schools is the English language, the educational advancement of the Maori child depends upon his proficiency in speaking, in reading, and in comprehending English. The need for teachers to make themselves as proficient as possible in the work of teaching their Maori pupils to speak English is forced upon them when they undertake the task. The task of acquiring the new language is not an easy one for the child, and the task of teaching it is a problem for the teacher, in the solution of which he must understand the difficulties encountered by the child and must adopt methods intelligent in their aim and conception, and efficient in their application and use. The advantages of the direct method of teaching the language have been advocated, and a pamphlet has been issued by the Department for the guidance of teachers in the drawing-up of their schemes of work.

Although distinct progress in the teaching of this subject is being made in many of the schools, there is still a very considerable number of schools in which the work is of moderate quality only. In a large number of schools the work is very good, and in these schools there is also a correspondingly high standard of work in the other school subjects. The indifferent work referred to is clearly due to inefficient teaching, and not to the lack of ability on the part of the pupils, as teachers would have one believe. In schools that are separated by only a few miles the standard of work in this subject may vary very considerably. The schemes of work frequently indicates that teachers have hazy ideas regarding the teaching of oral English, and that they are unaware of the need for arranging their work in accordance with some definite system and method, and of devising suitably graduated exercises. The need for abundant oral practice by the pupils is not always appreciated by teachers, nor is it recognized that generally the more they talk the less progress in the use of spoken English the pupils make. In the preparatory divisions of the school, where the need for a careful and methodical treatment of the subject is particularly important, the language lessons should be taken by the most experienced and skilful teacher on the staff, and not by the inexperienced junior assistants. It is just at this stage in the instruction of young Maori pupils where much more time than is usually assigned on the time-table should be devoted to the subject of oral English. The written English is generally good in those schools where the oral English work has been efficiently dealt with.

*Reading and Recitation.*—In the majority of schools reading is successfully taught, and the pupils read intelligently, clearly, and fluently. They are also able to interpret satisfactorily the meaning of what they have read and to express the meaning in their own words. Ability to do this depends largely upon their knowledge and use of English, and it is in this respect that the effective teaching of English on the part of the teachers becomes very apparent. It is very important that every effort should be made by teachers to secure satisfactory comprehension of the subject-matter of the reading lessons on the part of the pupils, and to cultivate their powers of expression. There are still too many schools in which this aspect of "reading" is not satisfactorily fostered. A serious defect in many schools is the monotonous and expressionless reading that is frequently heard, and for this state of affairs the teachers are entirely responsible. The explanation seems to be that they either are unable to effect any improvement, or have come to the erroneous conclusion that Maori children can not be taught to read in any other way. At the same time teachers must carefully guard against training their pupils to speak, read, or recite in an unnatural manner, or, what is even worse, to perform these exercises in a key which is not the natural pitch for their several voices. It is satisfactory to note that efforts are being made to make the reading as wide as possible, and that with this object in view books are being provided for the school library and reading is being encouraged. In the preparatory divisions the adoption of methods recommended in the teaching of reading has resulted in rapid progress being made by the pupils. Additional reading-matter for the higher preparatory divisions, in the form of simple stories, was distributed amongst the schools during the year, and it is satisfactory to observe that good use is being made of the books supplied, and that the pupils are keenly interested in reading them. Recitation in many of the schools does not receive adequate attention.

*Spelling and Writing.*—These subjects receive very satisfactory attention in most of the schools, and the pupils do creditable work. In a very considerable number of the schools, however, the work is inferior, particularly in the spelling and dictation tests.

*Arithmetic.*—In a large number of the schools very creditable work is done in this subject, and where the pupils have a good mastery of English little difficulty is experienced by them in dealing with the official test cards for Standards V and VI. In the preparatory division of the schools many of the teachers still appear unable to deal with the composition of numbers as intelligently as is desirable, and it is noticeable that their estimate of their pupils' knowledge of number is based upon the manner in which the pupils can manipulate symbols. In schools where there are inexperienced junior assistants head teachers should take special care to secure a proper interpretation of what is meant by the composition of numbers. In a great many schools the value of mental arithmetic and *viva voce* arithmetic is not thoroughly appreciated.

*Geography and Nature-study.*—Only of a fair number of schools can it be said that the subject is well handled, and it is accordingly considered advisable to reprint for the benefit of teachers remarks made in a former report: "To be of educational value geography must not be regarded as a process by which certain facts about the earth, or the portion of it upon which we live, are committed to memory. In this the youngest child as well as the most advanced must be brought into contact with the outside world—the world of nature as distinct from the world of books. Although, as advance is made in the study, reliance to a great extent has to be made upon the investigation of others, still in order that these investigations may be understood children from the first must be taught to work for

themselves and to take nothing for granted. The earth's surface, the condition of its various parts, their relations to one another, and the influence of those conditions and relations on plant-life, on animal-life, and particularly on human life, are matters with which geography is concerned. The teaching to be a valuable mental discipline must be based on matters within the range of the pupils' observation, and must deal with the simplest and most significant facts. A generalization from these facts will thus enable the main principles to be established and impressed upon the minds of the pupils. The mental horizon of the pupils will be enlarged if their imaginations are so called into play that they can form mental pictures of things which be wholly beyond the range of their own observations. The subjects taught upon the principles explained will prove both interesting and attractive to the pupils. . . . It does not appear to be sufficiently appreciated that the first and most important aim of nature-study is to teach the pupils to observe, compare, and contrast; the second is to add to their knowledge of common things; and that these ends will be more readily and securely attained if the results of the direct observation of the scholars are made the basis of instruction in language, number, drawing, modelling, or other handwork. It follows from the recognition of these principles that the admission of technicalities, whether in the method of study or in language or terminology, will merely obscure the chief aim of the instruction."

*Handwork.—Elementary Manual Training.*—In most of the schools very creditable work is done, and in a very fair number this work is excellent. Two or more of the following occupations are taken up by the teachers: Mat-weaving, paper-folding, paper-cutting, and paper-mounting, carton-work, plasticine, and cardboard modelling—the materials for which are provided by the Department. In several schools the teachers also undertake, with good results, clay-modelling, using material obtained locally. In a number of schools the work is not entirely satisfactory, and it is necessary that the teachers should bear in mind that the object of this occupational work is to train the pupils—through the discipline of the hand and eye—to be industrious, careful, and accurate.

*Drawing.*—Very good work is done in many of the schools in this subject, likewise in brushwork and crayon work. In a considerable number of the schools, however, the work may be described as ranging from fair to satisfactory.

*Needlework and Sewing.*—In this subject very fine work is done in a very large number of the schools, and the displays of work are most interesting. Sewing-machines have been supplied by the Department to many schools, and by the aid of these large numbers of useful articles are made by the girls for themselves and for other members of their family. The material is generally supplied by the parents, who display great interest in this work. Knitting is also taught, and the girls in a number of schools knit woollen jumpers for themselves.

*Woodwork.*—Instruction in this subject is given in a fair number of schools and is generally of a useful character. The workshops have in most instances been erected by the Maoris with the assistance of the teachers and the Department. The tool equipment and the supply of timber for instructional purposes are supplied by the Department. Where the pupils are sufficiently advanced in their work useful articles are made, and they find a ready sale among the pupils or parents at the actual cost of the timber. The money received is usually spent in procuring additional tools or additional supplies of timber.

*Elementary Agriculture, &c.*—By means of an arrangement with the Education Boards in Auckland and Hawke's Bay a very large number of Native schools receive visits from the instructors in agriculture. The reports of the instructors indicate that a very satisfactory amount of interest is displayed in the work by the teachers and pupils. In many of the schools in districts not visited by the instructors good work is also done.

*Singing.*—This subject receives a good deal of attention in the majority of schools, and in many of them very good results are achieved. The notation generally used is the tonic sol-fa; and the pupils are taught not only to read and sing from this notation, but also to use it in the written exercises. Voice-training exercises do not always receive, however, adequate attention; and this is not as it should be as, in addition to improving the musical tone of the children's voices, the exercises are beneficial in counteracting a tendency to make use of impure vowel sounds in their reading and recitation, and also in their spoken English. This singing in a comparatively large number of schools is still of poor quality, and this state of affairs is due not to the lack of musical ability on the part of their scholars, but to incompetent teaching. A teacher stands condemned as far as the teaching of singing is concerned when without the use of a tuning-fork or some other means of giving the key-note the pupils are requested to sing one of their songs. Singing should be a particular feature of infant-class work, and yet, although books of action songs, singing games, and marching songs are easily procurable, they are not to be found in some schools.

*Physical Instruction.*—This subject is dealt with very satisfactorily in most schools, and in a very fair number the work is particularly good.

#### SECONDARY EDUCATION.

The following private boarding-schools have been established in different parts of the Dominion by various denominational bodies for the purpose of providing a suitable form of secondary education and training for Maori scholars: Queen Victoria School for Maori Girls, Auckland; Turakina Girls' School, Wanganui; Hukarere Girls' School, Napier; St. Joseph's Convent School for Maori Girls, Napier; Te Waipounamu Girls' School, Christchurch; St. Stephen's School, Auckland; Waerenga-a-hika College, Gisborne; Te Aute College, Hawke's Bay; Agricultural College (Latter-day Saints), Hastings; Hikurangi College, Carterton; Otaki College, Otaki. At all the foregoing schools some form of practical training is included in the course of instruction. The Wesley College, Paerata, Auckland, which is attended by Europeans as well as Maoris, also provides a training of a practical nature for Maori lads.

No special provision has been made by the Government in the direction of establishing secondary schools for Maoris, but in lieu thereof an arrangement has been made whereby a considerable number of junior scholarships shall be tenable at several of the boarding-schools referred to above. These junior scholarships were established primarily in the interests of the Native village schools, but they are not necessarily confined to pupils from these schools. In this connection, however, it must be borne in mind that Maori scholars living in or near European communities and attending public schools are entitled, if qualified, to attend the ordinary public secondary schools, district high schools, or technical high schools. The attendance of similarly qualified pupils from Native village schools is a very different matter. Further assistance in the interests of Maori secondary education is provided by the Government by the award of senior scholarships, and also of University scholarships, by means of which the more promising Maori scholars are enabled to qualify themselves for some profession or work likely to be of service to the Maori race.

In the girls' boarding-schools prominence is given to practical and useful training, and thus, in addition to the ordinary school subjects, instruction is given to the following subjects: Needlework and dressmaking; cookery and general domestic duties; first-aid and nursing, hygiene, care and rearing of infants; preparation of food for infants and for the sick. In the general work of the institutions the girls take a prominent part. In places where it is convenient the girls attend the cookery classes at the manual-training centre. The girls during their attendance at these schools are well cared for, and there is little doubt that they derive great benefit from their training.

In the boys' schools practical training, chiefly in direction of instruction in woodwork and agriculture, receives particular attention. Where it is possible the boys also attend a technical school for instruction. Both at Te Aute College and Wesley College, where there are farms, provision is made for agricultural training.

The annual reports upon the boarding-schools indicate that very good work is being done. In the public examinations—the Intermediate Examination, the Public Service Entrance Examination, and the Matriculation Examination—the success of Maori scholars is very satisfactory. That the Maori boarding-schools are exercising an uplifting influence on the Maori people and materially assisting in the general advancement of the race is undoubted.

At the end of the year 1926 the number of pupils on the rolls of the secondary schools was 345 boys and 225 girls, a total of 570, and of this number 145 pupils were holders of Government scholarships.

#### SCHOLARSHIPS.

In the interests of secondary education for Maori scholars the Government has instituted a system of scholarships. The scholarships are as follows: (1) Junior scholarships or free places; (2) senior scholarships—(a) industrial scholarships or apprenticeships, (b) agricultural scholarships, (c) nursing scholarships; (3) University scholarships.

The junior scholarships, which are of the annual value of £30 and are tenable for two years, are available for suitably qualified and accredited scholars from Native village schools and also from public schools. The pupils attending the village schools and their parents are keenly alive to the benefits accruing from a course of training in advance of that possible in the village school, but this keenness is not nearly so noticeable in the case of the Maori parents of children attending public schools. The number of scholarships available each year is limited, and consideration can necessarily be given only to the applications which are received by the Department. During the year Wesley College, Paerata, was included in the list of schools at which Government junior scholarships may be tenable, and provision was accordingly made for twelve scholarships to be tenable at the College. The total number of junior scholarships available is 175, and these are allotted to ten different schools; of this number 147 were current at the end of the year 1926.

As far as the senior scholarships are concerned, the remarks made in last year's report in regard to industrial scholarships or *apprenticeships* are still applicable. The demand for them is negligible, and only two such scholarships were current during the year. Many of the boys after the completion of their period as junior scholars find employment in different directions, one of the most attractive fields of employment being the Railway service; others return to the schools to continue their course of study in order to qualify for the public examinations. In the case of the girls many of them at the expiration of their scholarships find employment as junior teachers in the village schools.

The *agricultural* scholarships are available for lads who have spent two years at an approved school as the holders of junior scholarships. The agricultural scholarships are tenable at some school where a suitable agricultural course is provided or at a State farm, or the lads may be placed upon approved farms for instruction and training. Five agricultural scholarships were current during the year, and all were tenable at Te Aute College. *Nursing* scholarships for qualified girls who wish to become nurses are tenable at certain hospitals. There is no great demand for nursing scholarships now, and there were no such scholarships during 1926. In some parts of the Dominion the Health Department undertakes the selection and placing of girls in hospitals for training. When the girls become fully qualified nurses work is found for them amongst the Maori people by the Health Department.

The Department provides two *University* scholarships annually for Maori students who have matriculated and are desirous of taking up some profession with a view to working for the benefit of the race. At the end of the year ten such scholarships were current—three students (two medicine and one theology) at Otago University; four students (three law and one arts) at Canterbury 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. One additional scholarship has been awarded for the current year, there being no other applications.

In last year's report some reference was made to the activities of the Maori Purposes Fund Control Board. The Board, which administers the fund in the interests of Maori education and other purposes, established during the year a system of *continuation* scholarships tenable for one year and of the annual value of £30. Twenty-five such scholarships are available for selected Maori scholars who are considered worthy of an additional training and instruction at the expiration of the tenure of their Government junior scholarships. During the year 1926 there were only three such scholarships current, but it is fully expected that during the current year the full number of scholarships will be awarded. During the past year the Board granted substantial financial assistance to each Maori scholar who was the holder of a Government scholarship.

In addition to all the scholarships referred to, there are scholarships provided from private bequests—viz., *Te Makarini* Scholarships and the *Buller* Scholarship. The former scholarships, which are of the annual value of £35 and are available for competition amongst Maori boys, were founded in memory of the late Sir Donald McLean. The fund which provides the scholarships is administered by trustees, and the examination is conducted by the Department. The scholarships (two or three as the trustees decide) are tenable at Te Aute College. The subjects prescribed for the examination are English, arithmetic, geography, Maori, general knowledge (New Zealand history, health, religious knowledge). For the year 1926 three scholarships were offered by the trustees for competition—one senior scholarship and two junior scholarships. The senior scholarship was open to all eligible Maori lads. One junior scholarship was reserved for competition amongst eligible boys from Native village schools, and the other was open to all eligible Maori boys. For the senior examination there were twelve candidates—six from Te Aute College and six from St. Stephen's Boys' School. For the junior examination fifteen applications to sit were received, but no fewer than seven of the applications could not be accepted owing to the applications not being received in time. Eight candidates sat for the examination—three from Whakarewarewa Native School, one from Wharekahika Native School, one from Whakapara Native School, one from Gisborne High School, one from Te Aute College, and one from St. Stephen's Boys' School. In the senior examination the best candidates were Christian Lima, 76 per cent.; Hirone Wikiriwhi, 69 per cent.; and John Bennet, 68 per cent. In the junior examination the best candidates were Tuahu Wikiriwhi, 79 per cent., and Walter Corbett, 75 per cent. The senior scholarship was awarded to Christian Lima, of Te Aute College, and the junior scholarships were awarded to Tuahu Wikiriwhi and Walter Corbett, both of Whakarewarewa Native School. It seems extraordinary that in spite of the publicity given to the closing-date for the receipt of applications there should have been so much delay in forwarding applications to the Department.

The *Buller* Scholarship was established in memory of the late Sir Walter Buller from a bequest made by him for that purpose. The scholarship, which is of the annual value of £30 and may be tenable for two years at Te Aute College, is reserved for competition among eligible lads who are predominantly Maori in race. Half-caste Maori lads are not eligible to sit for the examination. The examination, which is conducted for the trustees by the Department and is of a higher standard than that of the senior Makarini Scholarship Examination, embraces the following subjects: English (including civics and New Zealand history), arithmetic, Maori, agriculture, and either wood-work or mathematics. The candidates are also required to undergo a religious knowledge test, which is conducted by the Waiapu diocesan authorities. For the examination there were nine candidates—five from Te Aute College and four from St. Stephen's Boys' School. The successful candidate was Hirone Wikiriwhi, of Te Aute College, who gained 63·8 per cent. of the possible marks.

#### CONCLUDING REMARKS.

The personnel of the Native-school service has undergone many changes within the past few years, and its may prove of interest to the new teachers and to others if some reference is made to the history of the Native-school system. From the foundation of the Colony (now a Dominion) onwards to the year 1867 a system of education had been pursued which had for its object the imparting of instruction to the Natives through the medium of their own language in establishments where great numbers of all ages were congregated, and where they were not only instructed, but also housed, fed, and clothed. This work was carried on principally by various religious denominations, which received grants-in-aid for the purpose. The disturbed state of the Colony towards the end of the period referred to above had practically paralysed the efforts of those engaged in the education of the Maoris, and it was not until 1871, when the tranquillity of the country had to a great extent restored the confidence of both races, that the Government had the opportunity of initiating the present village-school system in accordance with the legislation embodied in the Native School Acts of 1867 and 1871. The legislation provided, among other things, that village schools were to be established wherever there was a sufficient Native population and other circumstances rendered it possible. It was also provided that the medium of instruction was to be the English language only, except in cases where it might be impossible to place an English teacher.

The administration of the village-school system at first devolved upon the Native Department, but in 1880 a change was made and the administration of the system was transferred to the Education Department. Accordingly the schools, which then numbered 67, with a roll number of 1,300, were transferred to the control of the Education Department. A considerable number of these schools are still being conducted as Native schools at the present time. During the period that has elapsed since 1880 the system has been greatly extended, and at the close of the past year there were 130 Native schools in operation, with an attendance of 6,591 pupils. The real nature of the expansion, however, is not indicated by these figures, for the reason that during the period of forty-six years a very large number of the village schools having become with the growth of European settlement

predominantly European in character were transferred to the control of the Education Boards and were thus merged into the public-school system. The number of schools now operating and the number of pupils in attendance represent the high-water mark in the history of the schools in this connection. As an indication that the number of village schools necessary has not yet reached the maximum limit of expansion, it is practically certain that five additional schools will commence operations during the current year. There are still settlements with a small but increasing school population where schools may be eventually established.

Concurrently with the expansion of the system there has been steady and unmistakeable progress in the efficiency of the schools, and it can be reasonably maintained that Native schools from the point of view of efficiency do not suffer by comparison with the ordinary public schools of the same grade and somewhat similarly situated. Moreover, European pupils who from choice or force of circumstances attend Native schools suffer practically no serious educational disabilities in doing so. The Native village schools have played a most important part in removing the prejudice of the Maori people towards the pakeha and his ways, and have rendered signal service in the civilization and general uplift of the Maori race. The progress in Native village schools has all along been regarded as of the first importance, since on that the whole fabric of the educational advancement of the Maori depended. The wisdom of the authorities in the early days in placing school buildings of European construction in Native settlements, and of appointing as teachers Europeans who, with their families, have served as exemplars of European family life, customs, and civilization, has been amply vindicated, and the system is still being followed out.

The Maori people in the districts served by village schools show great interest in educational matters and are keenly appreciative of the benefits of these schools. It is not always a simple matter for those unacquainted with the actual conditions to realize just what the schools and the teachers, quite apart from the education of the children, mean to the Maori communities. The school is the centre of a social influence which affects the people in many different ways; and with teachers who grasp the possibilities of the situation an immense amount of valuable work can be done in raising the level of Native life. The great majority of the teachers in charge of Native schools recognize the possibilities and do valuable community service. They discharge their duties faithfully and efficiently, for the most part in remote and isolated localities, and often under great disadvantages, and it is only right and proper that in a review of the year's operations appreciation of the services they render should be recorded therein.

From the returns available from village schools, mission schools, schools providing secondary education for Maoris, and public schools the number of Maori children receiving instruction at the end of the past year was approximately fourteen thousand.

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

I have, &c.,

JOHN PORTEOUS,

The Director of Education.

Senior Inspector of Native Schools.

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## 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, 1926.

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	65	Braik, Peter .. .. .	C	H M	£ 360
				Braik, Christine (Mrs.) .. .. .	C	A F	230
				Urlick, Kate .. .. .		A F	85
Arowhenua ..	Geraldine ..	3A	41	Bremner, Hannah A. A. .. .. .	D	H F	355
				Bremner, Esther P. N. N. .. .. .	D	A F	210
Awarua ..	Bay of Islands	3A	48	Rust, Gordon J. .. .. .		H M	275
				Rust, Annie B. (Mrs.) .. .. .		A F	150
Hiruharama ..	Waiapu ..	3C	85	Miller, Ethel (Mrs.) .. .. .	E	H F	360
				Miller, David W. .. .. .		A M	160
				Miller, Winifred E. .. .. .	D	A F	115
Horoera ..	Matakaoa ..	2B	36	Chamberlain, Edythe G. (Mrs.) .. .. .	C	H M	255
				Chamberlain, Augustus O. T. .. .. .		A F	95
Huiarau ..	Whakatane ..	3A	44	Clemance, Phyllis S. .. .. .	C	H F	335
				Clemance, Grace A. D. .. .. .	D	A F	190
Kaharoa ..	Raglan ..	2A	14	Pees, Katherine S. .. .. .	C	H F	310
				Hicks, Blanche M. .. .. .		A F	100
Kaikohe ..	Bay of Islands	4A	129	Rogers, Herbert .. .. .	D	H M	415
				Rogers, Ethel E. (Mrs.) .. .. .	C	A F	260
				Caldwell, Mary A. .. .. .		A F	140
				Padlie, Lucy .. .. .		A F	110
Kakanui ..	Helensville ..	1	17	Geissler, Aimee M. .. .. .		F	190
Karakanui ..	Otamatea ..	2A	23	Bloy, Alice (Mrs.) .. .. .	C	H F	240
Karetu ..	Bay of Islands	2B	36	McGowan, Howard G. .. .. .		H M	220
				McGowan, Winifred M. (Mrs.) .. .. .		A F	85
Karici ..	Waimarino ..	1	18	Gillespie, Mary D. (Mrs.) .. .. .		F	190
Kenana ..	Mangonui ..	1	13	Goodson, Robert H. .. .. .		M	170
Kirioko ..	Bay of Islands	3A	44	Grahame, Bruce .. .. .	Lic.	H M	285
				Grahame, Dorothy (Mrs.) .. .. .	C	A F	210
Kokako ..	Wairoa ..	3A	31	Coventry, Harry .. .. .		R	320
				Alford, Florence (Mrs.) .. .. .		A F	160
Makomako ..	Kawhia ..	3A	38	West, William E. .. .. .	D	H M	345
				West, Annie M. W. (Mrs.) .. .. .		A F	160
Manaia ..	Coromandel ..	3A	38	Greensmith, Edwin .. .. .	C	H M	355
				Greensmith, Isabella C. (Mrs.) .. .. .		A F	160
Mangamuka ..	Hokianga ..	3B	84	Murray, James .. .. .		H M	285
				Williams, Susannah G. (Mrs.) .. .. .		A F	160
				Williams, Ruth .. .. .		A F	65
Mangatuna ..	Waiapu ..	3B	48	Scammell, William H. .. .. .		H M	285
				Scammell, Agnes E. (Mrs.) .. .. .		A F	160
				Harding, Jean R. .. .. .		A F	65
Manukau ..	Mangonui ..	2A	28	Topia, Jane H. .. .. .		F	160
Manutahi ..	Waiapu ..	3C	124	Woodley, Frederick T. .. .. .	D	H M	375
				Woodley, Georgina (Mrs.) .. .. .		A F	160
				Meadows, M. E. .. .. .		A F	85
				Huriwai, Katie .. .. .		A F	110
Maraeroa ..	Hokianga ..	3B	62	Hulme, Maggie (Mrs.) .. .. .		H F	310
				Hulme, Russell H. .. .. .		A M	160
				Heperi, Rebecca .. .. .		A F	120
Matahiwi ..	Waimarino ..	1	12	Churton, Elena .. .. .		F	180
Matangirau ..	Whangaroa ..	3A	58	Dane, Hilda E. J. (Mrs.) .. .. .		H F	285
				Dane, William M. .. .. .		A M	160
Mataora Bay ..	Ohinemuri ..	1	11	Hay, Barbara .. .. .		F	190
Matapihi ..	Tauranga ..	3A	41	Gibbons, Elizabeth M. L. .. .. .		H F	285
				Irwin, Ellenor A. .. .. .		A F	165
Matata ..	Whakatane ..	3A	51	King, Edmund A. .. .. .	C	H M	345
				King, Clara M. H. (Mrs.) .. .. .	D	A F	200
Matihetihe ..	Hokianga ..	2B	33	Minchin, Zara .. .. .	D	H F	310
				Te Toko, Emma .. .. .		A F	140
Maungapohatu	Whakatane ..	2B	51	Roseveare, Ethel A. .. .. .	D	H F	275
				Paulger, Irene D. .. .. .	D	A F	170

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.
							£
Maungatapu ..	Tauranga ..	3B	59	Roach, Patrick ..	C	H M	370
				Roach, Ruby (Mrs.) ..	..	A F	160
				Roach, Aileen F. M. ..	..	A F	85
Mohaka ..	Wairoa ..	3B	76	Bowman, Thomas W. ..	C	H M	370
				Bowman, Eva M. (Mrs.) ..	C	A F	230
				Bowman, Hilda C. ..	..	A F	65
Motatau ..	Whangarei ..	3A	37	Percy, Henry C. ..	..	H M	285
				Percy, Juanita E. (Mrs.) ..	D	A F	220
Motiti Island ..	Tauranga ..	2A	23	Clench, Charles McD. ..	..	H M	250
				Clench, Mary I. (Mrs.) ..	..	A F	75
Motuti ..	Hokianga ..	1	21	Bruford, Henry S. B. ..	..	M	180
Ngawha ..	Bay of Islands	3B	57	Russell, William E. ..	C	H M	340
				Russell, Agnes (Mrs.) ..	..	A F	160
				Hargraves, Vera E. ..	..	A F	75
Nuhaka ..	Wairoa ..	3C	125	South, Moses ..	E	H M	375
				South, Emma S. (Mrs.) ..	..	A F	160
				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	170
Omaio ..	Opotiki ..	3B	76	Coughlan, William N. ..	..	H M	285
				Coughlan, Isabella A. (Mrs.) ..	..	A F	160
				Coughlan, Elizabeth M. ..	..	A F	75
Omanaia ..	Hokianga ..	3A	51	Bruford, Frederick ..	..	H M	255
				Bruford, Madge L. (Mrs.) ..	..	A F	130
Omarumutu ..	Opotiki ..	3C	83	MacKay, Gordon ..	D	H M	385
				MacKay, Jane (Mrs.) ..	..	A F	160
				Gaskill, Annie M. ..	..	A F	105
				Watson, Cicely F. E. ..	..	A F	110
Opoutere ..	Thames ..	2A	27	Statham, William H. ..	..	H M	230
				Statham, Frances E. (Mrs.) ..	..	A F	105
Orauta ..	Bay of Islands	3A	36	Kelly, Felix ..	D	H M	345
				Hakaraia, Victoria ..	..	A F	195
Oromahoe ..	Bay of Islands	2A	29	Brighouse, Kathleen (Mrs.) ..	..	H F	210
				Brighouse, John R. ..	..	A M	95
Oruanui ..	East Taupo ..	2B	36	Ferguson, William ..	D	H M	310
				Ferguson, Alice (Mrs.) ..	..	A F	105
Otangaroa ..	Whangaroa ..	1	19	Matthews, Emily ..	..	F	190
Otaua ..	Hokianga ..	3B	69	Smith, Leonard H. ..	..	H M	285
				Smith, Phoebe M. (Mrs.) ..	..	A F	160
				Haines, May G. ..	..	A F	75
Otukou ..	Taupo ..	1	24	Bathwayt, Mary de V. W. ..	..	F	190
Paeroa ..	Tauranga ..	3B	53	Baker, Frances E. E. ..	D	H F	370
				Baker, Henrietta A. ..	..	A F	160
				Farmer, Dorothy M. ..	..	A F	75
Pamapurua ..	Mangonui ..	3A	42	Heal, Ethel A. (Mrs.) ..	C	H F	325
				Heal, Ernest R. ..	..	A M	150
Pamoana ..	Waimarino ..	1	21	Barnes, Ellen L. (Mrs.) ..	..	F	220
Papamoa ..	Tauranga ..	2B	27	Morris, Margery M. (Mrs.) ..	D	H F	320
				Morris, David O. ..	..	A M	105
Paparore ..	Mangonui ..	3B	58	Harper, Leslie M. (Mrs.) ..	D	H F	350
				Harper, Charles A. E. ..	..	A M	160
				Yates, Annie ..	..	A F	65
Parapara ..	Mangonui ..	2A	30	Church, Lillian ..	..	H F	250
				Greaves, Ngaroma ..	..	A F	65
Parawera ..	West Taupo	3B	51	Boswell, Arthur ..	D	H M	340
				Boswell, Miriam A. (Mrs.) ..	C	A F	210
				Mauriohoho, Rangi ..	..	A F	85
Parikino ..	Wanganui ..	2B	30	Chenery, Honoria L. (Mrs.) ..	D	H F	260
				Chenery, J. W. ..	..	A M	85
Pawaranga ..	Wanganui ..	3B	72	Gilmour, Richard S. ..	B	H M	340
				Matini, Ratareria ..	..	A F	195
				Hotere, Harata ..	..	A F	100
Pipiriki ..	Wanganui ..	3A	37	Jarratt, Herbert ..	C	H M	345
				Jarratt, Emily E. (Mrs.) ..	..	A F	160
Poroporo ..	Whakatane ..	3B	77	Ryde, Henry J. ..	D	H M	385
				Ryde, Emma G. (Mrs.) ..	..	A F	160
				Ryde, Edna R. ..	..	A F	85
Pukehina ..	Rotorua ..	2B	24	Burgoynes, Annette ..	..	H F	250
				Burgoynes, Constance ..	..	A F	105
Pukepoto ..	Mangonui ..	3B	60	Gracie, Thomas ..	C	H M	360
				Gracie, Mary L. S. (Mrs.) ..	..	A F	150
				Cameron, Jane ..	..	A F	65
Rakaumanga ..	Waikato ..	3A	62	Strong, Sydney J. ..	Lic.	H M	275
				Strong, Mildred F. (Mrs.) ..	D	A F	150
Rakaunui ..	Kawhia ..	1	15	Keith, Sydney M. ..	..	M	160
Rangiahua ..	Wairoa ..	2B	23	Harlow, Wilhelmina ..	D	H F	330
				Grieve, Jessie ..	..	A F	120

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.
Rangiawhia ..	Mangonui ..	2A	30	Roberts, Harrold V. J. ..	..	H M	£ 200
				Roberts, Lillian M. (Mrs.) ..	..	A F	65
Rangitahi ..	Whakatane ..	3A	44	Jamison, Mary ..	..	H F	285
				Mauriohooho, Sarah ..	..	A F	195
Rangitukia ..	Waiapu ..	4A	132	Cumpsty, Charles E. ..	C	H M	395
				Cumpsty, Mary (Mrs.) ..	..	A F	185
				Kohere, Huinga ..	..	A F	140
				Houia, Ngamane ..	..	A F	110
Raukokore ..	Opotiki ..	3A	52	Saunders, William S. ..	..	H M	285
				McLachlan, Linda ..	..	A F	195
Reporua ..	Waiapu ..	1	23	Mountfort, Herbert V. ..	..	M	170
Rotokawa ..	Rotorua ..	3A	44	Oulds, George F. ..	..	H M	285
				Oulds, Agnes W. (Mrs.) ..	..	A F	160
Ruatoki ..	Whakatane ..	3C	128	Vine, Henry G. ..	D	H M	395
				Vine, Winifred M. (Mrs.) ..	..	A F	200
				Vine, Effie L. ..	..	A F	105
				Rangiaho, Koa ..	..	A F	65
Taemaro ..	Mangonui ..	2B	26	Childe, Marjorie (Mrs.) ..	D	H F	255
				Childe, Sydney H. ..	..	A M	95
Taharoa ..	Kawhia ..	3A	38	Seivewright, Alexander C. ..	..	H M	275
				Seivewright, Clara (Mrs.) ..	..	A F	150
Takahiwai ..	Whangarei ..	3A	26	Johnson, Ida V. C. (Mrs.) ..	C	H F	330
				Shepherd, Margaret ..	..	A F	130
Tangoio ..	Hawke's Bay	3A	40	McKenzie, Kenneth ..	B	H M	355
				McKenzie, Beatrice (Mrs.) ..	..	A F	130
Tanoa ..	Otamatea ..	2B	37	Frain, Roderick J. ..	C	H M	320
				Frain, Mabel I. B. (Mrs.) ..	..	A F	95
Tautoro ..	Bay of Islands	3A	47	Smith, Gordon ..	..	H M	285
				Smith, Mary A. M. (Mrs.) ..	..	A F	160
Te Ahuahu ..	Bay of Islands	3A	42	Sullivan, Andrew J. ..	C	H M	355
				Sullivan, Martha A. A. (Mrs.) ..	..	A F	160
Te Araroa ..	Matakaoa ..	3C	86	McCowan, John T. ..	C	H M	375
				McCowan, Marguerite (Mrs.) ..	..	A F	130
				Rogers, Hineawe ..	..	A F	120
				Hutana, Ina ..	..	A F	100
Te Hapua ..	Mangonui ..	3B	74	Grindley, George ..	D	H M	355
				Grindley, Catherine (Mrs.) ..	..	A F	160
				Grindley, Kathleen ..	..	A F	65
Te Haroto ..	East Taupo ..	2B	23	MacDonell, Robert J. ..	..	H M	230
				MacDonell, Kathleen N. V. (Mrs.) ..	..	A F	95
Te Horo ..	Whangarei ..	3A	36	Goldsbury, Hugh ..	D	H M	335
				Goldsbury, Annie J. (Mrs.) ..	E	A F	210
Te Kaha ..	Opotiki ..	3B	61	Cato, Anson H. ..	..	H M	285
				Cato, Netty F. L. (Mrs.) ..	..	A F	160
				Brown, Onehu ..	..	A F	65
Te Kao ..	Mangonui ..	3B	53	Watt, Archibald H. ..	..	H M	(On leave.)
				Watt, Bertha F. (Mrs.) ..	..	A F	270
				Ihaka, Rhipeti ..	..	A F	(Acting H F.) 130
				Karena, R. ..	..	A F	65
Te Kopua ..	Waipa ..	1	15	Churton, Emily N. ..	..	F	190
Te Kotukutuku (40) and Rangiwaea (side school) (14)	Tauranga ..	3B	54	Dale, Francis A. ..	C	H M	370
				Callaway, Elizabeth ..	..	A F	130
				Callaway, Christina ..	..	A F	180
Te Mahia ..	Wairoa ..	2B	32	Beer, Uno ..	D	H M	280
				Beer, Frances M. (Mrs.) ..	..	A F	105
Te Matai ..	Tauranga ..	3A	44	Godwin, Horace P. E. ..	..	H M	285
				Blathwayt, Ellen E. C. ..	..	A F	160
Te Paroa-Totara	Whakatane ..	3C	110	Clark, Olive J. M. (Mrs.) ..	B	H F	385
				Clark, William M. ..	..	A M	160
				Hyland, Jean ..	..	A F	120
Te Pupuke ..	Whangaroa ..	3A	42	Airey, Hubert B. ..	..	H M	285
				Airey, Annie C. (Mrs.) ..	..	A F	160
Te Rawhiti ..	Bay of Islands	2B	36	Thomson, Thomas ..	..	H M	240
				Thomson, Beatrice (Mrs.) ..	..	A F	105
Te Reinga ..	Wairoa ..	3A	32	Wright, Percy ..	..	H M	285
				Wright, Rebecca (Mrs.) ..	..	A F	160
Te Teko ..	Whakatane ..	3C	121	Guest, Joseph J. ..	C	H M	385
				Guest, Lillian R. (Mrs.) ..	..	A F	160
				Guest, Evelyn M. ..	..	A F	105
				Guest, Kate E. ..	..	A F	85
Te Waotu ..	West Taupo	2B	21	Worthington, Herbert ..	..	H M	250
				Worthington, Sarah A. (Mrs.) ..	..	A F	95
Te Whaiti ..	Whakatane ..	1	18	Tweed, Sarah E. ..	..	F	190
Tikitiki ..	Waiapu ..	4A	128	Sinclair, Donald W. E. ..	..	H M	335
				Sinclair, Martha (Mrs.) ..	..	A F	200
				Sinclair, Jessie V. M. ..	..	A F	130

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.				
Tokaanu ..	East Taupo ..	3B	60	Wall, Harry ..	..	H M	£ 285				
Tokomaru Bay..	Waiapu ..	3B	68	Wall, Fanny S. M. (Mrs.) ..	..	A F	160				
				Frazer, William ..	..	H M	285				
				Robertson, Margaret ..	..	A F	195				
Torere ..	Opotiki ..	3A	38	Potae, Kupere ..	..	A F	65				
				Drake, Armine G. ..	..	H M	285				
				Drake, Rosalind K. (Mrs.) ..	..	A F	160				
Tuhara ..	Wairoa ..	2B	34	Astall, Annie (Mrs.) ..	D	H F	320				
Tuparoa ..	Waiapu ..	3B	60	Astall, John R. ..	..	A M	105				
				White, Hamilton H. ..	..	H M	285				
				White, Isabel (Mrs.) ..	..	D	A F	220			
Waihua ..	Wairoa ..	1	21	Grace, Heopera ..	..	A F	85				
				Carswell, Janet (Mrs.) ..	..	F	190				
Wai-iti ..	Rotorua ..	3B	62	Munro, John B. ..	..	C	H M	370			
				Munro, Florence M. (Mrs.) ..	..	A F	160				
Waikare ..	Bay of Islands	2B	29	Williamson, Vera F. ..	..	A F	85				
				Cels, Louis J. ..	..	H M	230				
				Cels, Maximilienne (Mrs.) ..	..	A F	105				
Waima ..	Hokianga ..	3C	86	Johnston, George ..	D	H M	375				
				Johnston, Mary E. (Mrs.) ..	C	A F	230				
				Brown, Mary ..	..	A F	140				
Waimamaku ..	Hokianga ..	3A	50	Johnston, Isabel M. ..	..	A F	85				
				Handcock, Georgina ..	D	H F	345				
				Handcock, Martha A. ..	..	A F	160				
Waimarama ..	Hawke's Bay	1	19	Ward, Violet ..	..	F	190				
Waihoan ..	Rangitaiki ..	2B	27	Webber, Elsie E. ..	C	H F	320				
				Smith, Amanda E. ..	..	A F	130				
Waiomatatini ..	Waiapu ..	3B	65	Cole, George N. ..	C	H M	300				
				Cole, Kate E. (Mrs.) ..	C	A F	200				
				Collier, Kate ..	..	A F	85				
Waiomio ..	Bay of Islands	3A	39	Boake, Marcella A. (Mrs.), B.A. ..	B	H F	325				
				Boake, Albert B. ..	..	A M	160				
				Kaua, Matekina H. ..	..	F	190				
Waiorongomai ..	Waiapu ..	1	16	Jeffers, Jessie (Mrs.) ..	C	F	260				
Waiotapu ..	Whakatane ..	1	12	Watkin, Arthur A. ..	D	H M	360				
Waioweka ..	Opotiki ..	3B	42	Watkin, Mary Ann (Mrs.) ..	..	A F	160				
				Watkin, Vida E. ..	..	A F	85				
				Jones, Marion F. (Mrs.) ..	..	H F	285				
Waitahanui ..	East Taupo ..	2B	32	Jones, William E. ..	..	A M	85				
				Lisle, Frank ..	..	M	250				
				Herewini, Parehuia (Mrs.) ..	..	F	190				
Waitapu ..	Hokianga ..	1	15	Craig, William H. M. ..	D	H M	335				
Werowero ..	Mangonui ..	1	11	Mackay, Emily M. ..	..	A F	195				
Whakaki ..	Wairoa ..	3A	49	Rolland, Gertrude A. (Mrs.) ..	Lic.	H F	240				
				Rolland, Albert F. ..	..	A F	105				
				Robinson, Edna M. (Mrs.) ..	..	H F	285				
Whakapara ..	Whangarei ..	2B	39	Robinson, Charles H. ..	..	A M	130				
				Banks, Joseph ..	..	H M	335				
				Banks, Anna (Mrs.) ..	D	A F	260				
Whakarara ..	Whangaroa ..	3B	55	Hacrewa, Areta ..	..	A F	140				
				Mackenzie, Isabella H. ..	..	A F	100				
				Foster, Phillip J. ..	D	H M	230				
Whakarewarewa ..	Rotorua ..	3C	106	Foster, Norah J. C. (Mrs.) ..	..	A F	85				
				England, Walter ..	C	H M	370				
				England, Eva (Mrs.) ..	..	A F	160				
Whakawhitira ..	Waiapu ..	2B	27	Saunders, Margaret O. ..	..	F	170				
Whangamarino ..	Rotorua ..	3A	51	Dent, William ..	..	H M	255				
				Dent, Laura M. (Mrs.) ..	..	A F	130				
				MacArthur, Arthur D. ..	D	M	240				
Whangaparaoa ..	Matakaoa ..	1	21	Jones, Elizabeth (Mrs.) ..	..	H F	285				
Whangape ..	Hokianga ..	3A	40	Jones, Ernest ..	..	A M	160				
				Tawhiri, Riwai H. ..	C	H M	360				
Whangara ..	Cook ..	1	18	Patterson, Alice (Mrs.) ..	..	A F	160				
				Tawhiri, Maria (Mrs.) ..	..	A F	85				
				McFarlane, Charles T. ..	..	H M	285				
Whangaruru ..	Bay of Islands	3A	53	McFarlane, Margaret (Mrs.) ..	..	A F	160				
				Barnett, David ..	Lic.	H M	310				
				Barnett, Sarah H. (Mrs.) ..	..	A F	160				
Wharekahika ..	Matakaoa ..	3B	49	Wynyard, Emily ..	..	A F	85				
				Whareponga ..	Waiapu ..	2B	31	..	..	..	..
				Whirinaki ..	Hokianga ..	3B	84	..	..	..	..
Total ..							57,985				

Table H2.

## LIST OF NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1926.

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

School.	School Roll.			Mean of Average Attendance of Four Quarters, 1926.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1925.	Number belonging at End of Year 1926.	Average Weekly Roll Number. (Mean of the Four Quarters, 1926.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Rangiawhia* .. .. .	22	31	30.0	29.5	98.3
Opoutere .. .. .	27	28	27.6	27.0	97.9
Manaia .. .. .	41	37	38.6	37.6	97.5
Motiti Island .. .. .	22	25	23.4	22.8	97.4
Te Kopua .. .. .	17	13	15.4	15.0	97.3
Whakarewarewa .. .. .	105	119	109.4	106.0	97.0
Te Haroto .. .. .	22	28	23.4	22.7	96.8
Omanaia .. .. .	53	54	52.1	50.9	96.7
Karetu .. .. .	36	36	35.9	34.6	96.6
Whakaki .. .. .	54	59	51.1	49.3	96.4
Whirinaki .. .. .	78	89	86.9	83.7	96.3
Rangiwaia .. .. .	14	14	13.9	13.4	96.1
Mataora Bay .. .. .	12	12	11.4	11.0	96.1
Waimarama .. .. .	18	15	19.3	18.5	95.8
Pipiriki .. .. .	43	37	38.5	36.9	95.8
Te Rawhiti .. .. .	35	40	36.5	34.9	95.5
Te Paroa - Totara†	117	112	114.6	109.5	95.5
Rotokawa .. .. .	..	44	45.5	43.4	95.4
Whakapara .. .. .	39	46	40.2	38.3	95.4
Tanoa .. .. .	28	38	38.8	37.0	95.3
Omaio .. .. .	72	75	80.2	76.2	95.0
Horoera .. .. .	39	36	38.3	36.4	94.9
Rakaumanga .. .. .	49	62	61.9	58.8	94.9
Te Kotukutuku .. .. .	48	39	41.8	39.6	94.9
Matangirau .. .. .	53	61	59.4	56.3	94.7
Te Reinga .. .. .	38	34	33.8	32.0	94.6
Waitahanui .. .. .	31	38	32.8	31.0	94.6
Omarumutu .. .. .	95	89	88.0	83.0	94.3
Waikare .. .. .	30	31	30.7	29.0	94.3
Otaua .. .. .	79	68	75.0	70.7	94.3
Tikitiki .. .. .	132	151	135.6	127.8	94.2
Oromahoe .. .. .	27	29	30.2	28.4	94.1
Tautoro .. .. .	41	52	49.8	46.9	94.1
Waimamaku .. .. .	47	54	52.7	49.5	93.9
Mangamuka .. .. .	88	89	89.0	83.6	93.9
Mohaka‡	..	84	75.9	70.9	93.4
Whangaruru .. .. .	58	56	57.0	53.2	93.3
Maungapohatu .. .. .	41	53	52.2	48.7	93.3
Manutahi .. .. .	132	134	132.6	123.6	93.2
Waiohau .. .. .	30	27	28.5	26.5	92.9
Arowhenua .. .. .	45	50	44.3	41.2	92.9
Waiomio .. .. .	48	38	42.4	39.3	92.7
Rangitahi .. .. .	46	47	47.4	43.9	92.6
Te Kao .. .. .	58	59	56.7	52.5	92.5
Parikino .. .. .	43	32	32.5	30.1	92.5
Motuti .. .. .	22	23	22.9	21.1	92.4
Tokaanu .. .. .	56	61	65.2	60.2	92.4
Takahiwai .. .. .	37	23	27.4	25.3	92.3
Wai-iti .. .. .	68	64	66.7	61.5	92.2
Manukau§	..	30	29.2	26.9	92.0
Tuparoa .. .. .	63	62	65.1	59.8	91.8
Taharoa .. .. .	39	39	40.9	37.4	91.4
Kirioko .. .. .	54	47	48.4	44.2	91.2
Whareponga .. .. .	29	33	33.8	30.8	91.2
Waioweka .. .. .	47	44	46.5	42.3	90.9
Matapihi .. .. .	44	37	45.1	40.9	90.8
Rangiahua .. .. .	25	26	24.7	22.4	90.8
Te Horo .. .. .	36	49	40.0	36.3	90.7
Maungatapu .. .. .	58	67	64.8	58.7	90.7
Poroporo.. .. .	79	76	84.1	76.2	90.6
Tuhara .. .. .	38	38	37.6	34.1	90.6
Te Mahia .. .. .	34	33	35.8	32.4	90.5
Ruatoki .. .. .	122	143	141.8	128.1	90.3
Ngawha .. .. .	61	64	63.5	57.3	90.3
Waiorongomai .. .. .	27	19	17.4	15.7	90.2
Te Araroa .. .. .	103	96	95.4	85.9	90.1
Maraeroa .. .. .	63	69	68.4	61.4	89.8
Whakarara .. .. .	58	61	61.3	55.0	89.7
Hiruharama .. .. .	95	102	95.2	85.4	89.7
Awarua .. .. .	54	46	50.2	45.1	89.7
Te Teko .. .. .	119	145	135.3	121.3	89.7
Tokomaru Bay .. .. .	76	77	76.2	68.2	89.6
Rangitukia .. .. .	149	149	147.3	131.8	89.4
Nuhaka .. .. .	130	145	140.6	125.6	89.4
Pukepoto .. .. .	70	65	67.1	59.8	89.2
Torere .. .. .	39	42	42.0	37.5	89.1
Whangaparaoa .. .. .	22	21	22.9	20.4	89.1
Pawarenga .. .. .	70	81	77.9	69.4	89.1
Te Ahuahu .. .. .	38	50	46.6	41.5	89.0
Pamapuria .. .. .	41	46	46.5	41.4	88.9
Waiomatatini .. .. .	73	79	73.8	65.4	88.6
Karakanui .. .. .	26	22	25.3	22.4	88.5
Motatau .. .. .	45	36	42.0	37.0	88.3
Whangamarino†	..	58	55.3	48.8	88.2

\* Closed March quarter.

† Opened September quarter.  
Department, June quarter.‡ Transferred from Hawke's Bay Education Board to Education  
§ Opened June quarter.

Table H2—continued.

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

School.	School Roll.			Mean of Average Attendance of Four Quarters, 1926.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1925.	Number belonging at End of Year 1926.	Average Weekly Roll Number. (Mean of the Four Quarters, 1926.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Okautete .. .. .	25	26	25.5	22.5	88.1
Paeroa .. .. .	73	55	60.1	52.9	88.1
Otukou .. .. .	23	26	27.2	24.0	88.1
Whangara .. .. .	25	20	20.8	18.3	88.0
Raukokore .. .. .	52	58	59.4	52.2	87.9
Paparore .. .. .	72	66	66.2	58.0	87.5
Te Whaiti .. .. .	20	23	20.3	17.7	87.5
Te Kaha .. .. .	62	73	68.0	59.5	87.5
Taemaro .. .. .	29	30	29.6	25.8	87.0
Matihetihe .. .. .	37	36	37.8	32.7	86.6
Kaikohē .. .. .	151	141	149.3	128.8	86.3
Rakaunui .. .. .	17	19	16.8	14.5	86.3
Parapara .. .. .	31	31	34.5	29.6	85.8
Parawera .. .. .	57	57	57.9	49.7	85.7
Matata .. .. .	50	62	57.9	49.5	85.4
Mangatuna .. .. .	60	55	56.4	48.2	85.4
Oruanui .. .. .	31	41	41.3	35.3	85.2
Reporua .. .. .	20	27	27.9	23.6	84.8
Whakawhitira† .. .. .	31	28	29.6	25.1	84.7
Kakanui .. .. .	19	16	20.0	16.9	84.7
Waima .. .. .	100	98	101.8	86.0	84.5
Ahipara .. .. .	78	86	77.6	65.4	84.3
Ohautira .. .. .	21	31	25.9	21.8	84.3
Wharekahika .. .. .	57	62	58.4	49.0	84.0
Te Waotu .. .. .	32	20	25.2	21.2	83.9
Te Pupuke .. .. .	51	44	49.6	41.5	83.6
Whangape .. .. .	39	39	42.3	35.0	82.7
Karioi .. .. .	18	20	21.3	17.6	82.3
Werowero .. .. .	20	14	13.5	11.1	82.1
Tangoio .. .. .	48	55	49.3	40.4	82.0
Orauta .. .. .	39	40	43.5	35.6	82.0
Makomako .. .. .	46	38	43.5	35.4	81.4
Huiarau .. .. .	53	52	54.3	44.2	81.4
Waihua .. .. .	21	17	23.6	19.2	81.3
Waitapu .. .. .	19	14	17.9	14.5	81.0
Kokako .. .. .	46	36	37.9	30.5	80.5
Kenana .. .. .	21	12	15.4	12.4	80.5
Kaharoa .. .. .	21	16	18.6	14.9	80.0
Pamoana .. .. .	22	26	25.7	20.4	79.4
Pukehina .. .. .	32	30	30.9	24.2	78.4
Te Hapua .. .. .	95	82	94.9	73.9	77.9
Waiotapu .. .. .	18	11	15.5	12.0	77.5
Te Matai .. .. .	52	60	57.6	43.9	76.3
Otangoroa .. .. .	27	21	24.7	18.8	75.9
Matahiwi .. .. .	12	10	13.4	10.0	74.8
Papamoa .. .. .	38	34	37.1	27.3	73.6
Waikeri‡ .. .. .	25	..	..	..	..
Ranana§ .. .. .	87	..	..	..	..
Totals for 1926 .. .. .	..	6,591	6,617.3	5,947.0	89.8
Totals for 1925 .. .. .	6,386	..	6,365.5	5,628.2	88.4
<i>Maori Mission Schools subject to Inspection.</i>					
Tanatana Mission .. .. .	45	47	49.4	45.9	92.9
Jerusalem Convent .. .. .	18	19	19.5	18.0	92.7
Putiki Mission .. .. .	37	37	36.2	32.9	90.8
Matahi Mission .. .. .	36	21	23.0	20.7	90.0
Matata Convent .. .. .	70	58	59.9	53.8	89.8
Tokaanu Convent .. .. .	32	37	32.6	29.1	89.2
Ranana Convent .. .. .	19	34	26.9	22.4	83.2
Whakarapa Convent .. .. .	109	111	111.8	92.4	82.7
Totals for 1926 .. .. .	..	364	359.3	315.2	87.7
Totals for 1925 .. .. .	366	..	364.1	315.9	86.8
<i>Boarding-schools affording Secondary Education for Maoris.</i>					
St. Stephens (boys), Auckland .. .. .	74	60	60.7	60.3	99.3
Te Aute (boys), Hawke's Bay .. .. .	93	96	96.3	95.5	99.1
St. Joseph's (girls), Napier .. .. .	52	57	52.4	51.4	98.0
Waerenga-a-hika (boys), Gisborne .. .. .	28	30	30.0	29.1	97.0
Queen Victoria (girls), Auckland .. .. .	47	51	53.9	51.8	96.1
Hikurangi (boys), Carterton .. .. .	25	24	20.0	19.1	95.0
Te Waipounamu (girls), Christchurch .. .. .	15	13	13.1	12.4	95.0
Turakina (girls), Wanganui .. .. .	35	33	33.6	31.9	94.9
Hukarere (girls), Napier .. .. .	65	71	72.0	66.8	93.3
Otaki (mixed), Otaki .. .. .	52	47	48.1	40.4	83.9
Agricultural College (boys), Hastings .. .. .	50	67	..	..	..
Wesley College .. .. .	..	21	..	..	..
Totals for 1926 .. .. .	..	570	..	..	..
Totals for 1925 .. .. .	536	..	..	..	..

† Closed March quarter.

‡ Closed temporarily.

§ Closed permanently at end of June quarter.

Table H3.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1926.

School.	Government Pupils.	Private Pupils.	Total.
Otaki College (mixed), Wellington .. .. .	..	47	47
St. Stephen's (boys), Auckland .. .. .	29	31	60
Te Aute (boys), Hawke's Bay .. .. .	30*	66	96
Waerenga-a-hika (boys), Gisborne .. .. .	5	25	30
Hikurangi (boys), Carterton .. .. .	..	24	24
Agricultural College (boys), Hastings .. .. .	..	67	67
Queen Victoria (girls), Auckland .. .. .	25	26	51
Hukarere (girls), Napier .. .. .	24	47	71
St. Joseph's (girls), Napier .. .. .	21	36	57
Turakina (girls), Wanganui .. .. .	9	24	33
Te Waipounamu (girls), Christchurch .. .. .	1	12	13
Wesley College .. .. .	1	20	21
Totals .. .. .	145	425	570

\* Two Government pupils were also in attendance at Sacred Heart College, Auckland.

(b) MAORI GIRLS HOLDING NURSING SCHOLARSHIPS AT THE END OF 1926.

Number.	Nature of Scholarship.	Hospital.
..	..	..

(c) MAORI BOYS HOLDING APPRENTICESHIPS AT THE END OF 1926.

Number.	Nature of Apprenticeship.	Where held.
1	Joiner and cabinetmaker	Gisborne.
1	Engineering .. .. .	..

(d) MAORI BOYS HOLDING AGRICULTURAL SCHOLARSHIPS AT THE END OF 1926.

Number.	Where held.
5	Te Aute College.

(e) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT THE END OF 1926.

Number.	University Course.	University at which Scholarship is held.
4	Law .. .. .	Canterbury College.
1	Arts Course .. .. .	..
2	Medicine .. .. .	Otago University.
2	Dentistry .. .. .	..
1	Theology .. .. .	..

Table H 4.

## MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1926.

Education District.	Number of Schools at which Maoris attend.	Number of Maori Pupils.			Number examined in S. VI.	S. VI Certificates awarded.			Total.
		Boys.	Girls.	Total.		Pro-ficiency.	Com-petency.	Endorsed Com-petency.	
Auckland .. .. .	382	1,868	1,715	3,583	57	36	13	2	51
Taranaki .. .. .	59	305	274	579	12	8	3	..	11
Wanganui .. .. .	69	267	245	512	10	7	1	..	8
Hawke's Bay .. .. .	87	652	602	1,254	30	20	8	1	29
Wellington .. .. .	56	286	282	568	19	11	7	..	18
Nelson .. .. .	9	15	27	42	4	2	1	..	3
Canterbury .. .. .	42	160	134	294	4	2	1	..	3
Otago .. .. .	22	49	40	89	3	3	..	..	3
Southland .. .. .	14	52	44	96	7	7	..	..	7
Totals.. .. .	740	3,654	3,363	7,017	146	96	34	3	133

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, 1926.

Years.	Class P.		S. I.		S. II.		S. III.		S. IV.		S. V.		S. VI.		S. VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6	195	190	..	..	..	..	..	..	..	..	..	..	..	..	..	..	195	190
6 " 7	350	292	2	3	..	1	..	..	..	..	..	..	..	..	..	..	352	296
7 " 8	350	324	17	18	..	..	..	..	..	..	..	..	..	..	..	..	367	342
8 " 9	329	311	92	93	14	16	2	..	..	..	..	..	..	..	..	..	437	420
9 " 10	221	211	142	134	67	70	14	13	..	..	..	..	..	..	..	..	444	428
10 " 11	120	104	137	122	99	121	48	66	11	9	1	..	..	..	..	..	416	422
11 " 12	70	60	83	79	140	118	124	98	37	47	2	6	1	1	..	..	457	409
12 " 13	27	42	58	41	79	84	117	103	71	72	36	26	4	3	1	..	393	371
13 " 14	17	13	23	15	42	36	54	81	89	72	58	38	15	22	1	..	299	277
14 " 15	6	1	7	1	10	4	26	26	43	42	60	36	39	26	4	3	195	139
15 " 16	1	4	5	2	2	..	12	2	8	17	18	10	32	16	2	3	80	54
16 years and over	..	1	..	..	1	1	..	2	1	3	5	1	8	2	4	5	19	15
	1,686	1,553	566	508	454	451	397	391	260	262	180	117	99	70	12	11	3,654	3,363
Percentage ..	3,239		1,074		905		788		522		297		169		23		7,017	
	=46.2%		=15.3%		=13.0%		=11.3%		=7.5%		=4.3%		=2.4%					

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, 1926.

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	42	80	5	1	6	43	43	86
Arowhenua .. ..	18	21	39	2	9	11	20	30	50
Awarua .. ..	16	29	45	1	..	1	17	29	46
Hiruharama .. ..	48	54	102	..	..	..	48	54	102
Horoera .. ..	22	13	35	1	..	1	23	13	36
Huiarau .. ..	29	23	52	..	..	..	29	23	52
Kaharoa .. ..	12	4	16	..	..	..	12	4	16
Kaikohe .. ..	81	55	136	3	2	5	84	57	141
Kakanui .. ..	9	5	14	1	1	2	10	6	16
Karakanui .. ..	12	7	19	..	3	3	12	10	22
Karetu .. ..	19	17	36	..	..	..	19	17	36
Karioi .. ..	11	9	20	..	..	..	11	9	20
Kenana .. ..	5	7	12	..	..	..	5	7	12
Kirioko .. ..	22	23	45	..	2	2	22	25	47
Kokako .. ..	13	17	30	1	5	6	14	22	36
Makomako .. ..	11	21	32	3	3	6	14	24	38
Manaia .. ..	17	15	32	1	4	5	18	19	37
Mangamuka .. ..	51	38	89	..	..	..	51	38	89
Mangatuna .. ..	26	26	52	2	1	3	28	27	55
Manukau .. ..	13	17	30	..	..	..	13	17	30
Manutahi .. ..	53	53	106	16	12	28	69	65	134
Maraeroa .. ..	24	43	67	2	..	2	26	43	69
Matahiwi .. ..	5	2	7	..	3	3	5	5	10
Matangirau .. ..	24	24	48	7	6	13	31	30	61
Mataora Bay .. ..	2	6	8	3	1	4	5	7	12
Matapihi .. ..	19	14	33	2	2	4	21	16	37
Matata .. ..	8	10	18	22	22	44	30	32	62
Matihetihe .. ..	18	16	34	1	1	2	19	17	36
Maungapohatu .. ..	31	22	53	..	..	..	31	22	53
Maungatapu .. ..	23	24	47	14	6	20	37	30	67
Mohaka .. ..	42	30	72	8	4	12	50	34	84
Motatau .. ..	15	9	24	4	8	12	19	17	36
Motiti Island .. ..	12	13	25	..	..	..	12	13	25
Motuti .. ..	9	14	23	..	..	..	9	14	23
Ngawha .. ..	27	32	59	4	1	5	31	33	64
Nuhaka .. ..	60	73	133	8	4	12	68	77	145
Ohautira .. ..	16	10	26	1	4	5	17	14	31
Okautete .. ..	12	12	24	1	1	2	13	13	26
Omaio .. ..	39	29	68	6	1	7	45	30	75
Omanaia .. ..	24	26	50	2	2	4	26	28	54
Omarumutu .. ..	44	27	71	10	8	18	54	35	89
Opoutere .. ..	10	13	23	4	1	5	14	14	28
Orauta .. ..	18	11	29	6	5	11	24	16	40
Oromahoe .. ..	14	10	24	4	1	5	18	11	29
Oruanui .. ..	17	11	28	6	7	13	23	18	41
Otangaroa .. ..	8	13	21	..	..	..	8	13	21
Otaua .. ..	25	26	51	6	11	17	31	37	68
Otukou .. ..	7	19	26	..	..	..	7	19	26
Paeroa .. ..	19	15	34	11	10	21	30	25	55
Pamapurua .. ..	18	21	39	3	4	7	21	25	46
Pamoana .. ..	14	7	21	1	4	5	15	11	26
Papamoa .. ..	21	12	33	..	1	1	21	13	34
Paparoa .. ..	32	28	60	6	..	6	38	28	66
Parapara .. ..	14	13	27	2	2	4	16	15	31
Parawera .. ..	14	14	28	19	10	29	33	24	57
Parikino .. ..	12	16	28	1	3	4	13	19	32
Pawarenga .. ..	45	33	78	2	1	3	47	34	81
Pipiriki .. ..	14	19	33	4	..	4	18	19	37
Poroporo .. ..	44	20	64	6	6	12	50	26	76
Pukehina .. ..	9	9	18	6	6	12	15	15	30
Pukepoto .. ..	28	22	50	8	7	15	36	29	65
Rakaumanga .. ..	27	35	62	..	..	..	27	35	62
Rakaunui .. ..	12	6	18	..	1	1	12	7	19
Rangiahua .. ..	14	12	26	..	..	..	14	12	26
Rangiawhia .. ..	19	9	28	1	2	3	20	11	31
Rangitahi .. ..	30	15	45	2	..	2	32	15	47
Rangitukia .. ..	78	69	147	1	1	2	79	70	149
Raukokore .. ..	19	30	49	4	5	9	23	35	58
Reporua .. ..	16	11	27	..	..	..	16	11	27
Rotokawa .. ..	14	19	33	9	2	11	23	21	44
Ruatoki .. ..	77	61	138	4	1	5	81	62	143
Taemaro .. ..	13	17	30	..	..	..	13	17	30
Taharoa .. ..	23	16	39	..	..	..	23	16	39
Takahiwai .. ..	9	9	18	3	2	5	12	11	23
Tangolo .. ..	19	25	44	6	5	11	25	30	55
Tanoa .. ..	19	19	38	..	..	..	19	19	38

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1926  
—continued.

School.	Race.						Totals.		
	Maoris.			Europeans.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Tautoro .. ..	29	14	43	1	8	9	30	22	52
Te Ahuahu .. ..	16	29	45	3	2	5	19	31	50
Te Araroa .. ..	41	33	74	10	12	22	51	45	96
Te Hapua .. ..	45	37	82	..	..	..	45	37	82
Te Haroto .. ..	15	13	28	..	..	..	15	13	28
Te Horo .. ..	21	28	49	..	..	..	21	28	49
Te Kaha .. ..	36	30	66	5	2	7	41	32	73
Te Kao .. ..	37	22	59	..	..	..	37	22	59
Te Kopua .. ..	3	9	12	1	..	1	4	9	13
Te Kotukutuku } .. ..	19	18	37	1	1	2	20	19	39
Rangiwaia } .. ..	8	6	14	..	..	..	8	6	14
Te Mahia .. ..	18	15	33	..	..	..	18	15	33
Te Matai .. ..	22	23	45	8	7	15	30	30	60
Te Paroa-Totara .. ..	46	40	86	14	12	26	60	52	112
Te Pupuke .. ..	25	15	40	2	2	4	27	17	44
Te Rawhiti .. ..	22	14	36	3	1	4	25	15	40
Te Reinga .. ..	12	13	25	1	8	9	13	21	34
Te Teko .. ..	56	60	116	13	16	29	69	76	145
Te Waotu .. ..	5	3	8	4	8	12	9	11	20
Te Whaiti .. ..	10	11	21	..	2	2	10	13	23
Tikitiki .. ..	80	64	144	6	1	7	86	65	151
Tokaanu .. ..	24	34	58	2	1	3	26	35	61
Tokomaru Bay .. ..	35	35	70	4	3	7	39	38	77
Torere .. ..	19	21	40	..	2	2	19	23	42
Tuhara .. ..	10	9	19	7	12	19	17	21	38
Tuparoa .. ..	25	31	56	5	1	6	30	32	62
Waihua .. ..	9	4	13	3	1	4	12	5	17
Wai-iti .. ..	29	24	53	5	6	11	34	30	64
Waikare .. ..	13	18	31	..	..	..	13	18	31
Waiama .. ..	43	52	95	1	2	3	44	54	98
Waimamaku .. ..	27	22	49	3	2	5	30	24	54
Waimarama .. ..	7	6	13	..	2	2	7	8	15
Waiohau .. ..	14	13	27	..	..	..	14	13	27
Waiomatatini .. ..	46	32	78	1	..	1	47	32	79
Waiomio .. ..	15	23	38	..	..	..	15	23	38
Waiorongomai .. ..	10	9	19	..	..	..	10	9	19
Waiotapu .. ..	4	2	6	3	2	5	7	4	11
Waioweka .. ..	17	10	27	9	8	17	26	18	44
Waitahanui .. ..	13	25	38	..	..	..	13	25	38
Waitapu .. ..	6	5	11	1	2	3	7	7	14
Werowero .. ..	8	6	14	..	..	..	8	6	14
Whakaki .. ..	24	24	48	5	6	11	29	30	59
Whakapara .. ..	9	18	27	9	10	19	18	28	46
Whakarara .. ..	32	29	61	..	..	..	32	29	61
Whakarewarewa .. ..	38	33	71	30	18	48	68	51	119
Whakawhitira .. ..	16	12	28	..	..	..	16	12	28
Whangamarino .. ..	19	25	44	11	3	14	30	28	58
Whangaparaoa .. ..	9	12	21	..	..	..	9	12	21
Whangape .. ..	23	14	37	..	2	2	23	16	39
Whangara .. ..	7	6	13	6	1	7	13	7	20
Whangaruru .. ..	32	24	56	..	..	..	32	24	56
Wharekahika .. ..	27	27	54	5	3	8	32	30	62
Whareponga .. ..	14	19	33	..	..	..	14	19	33
Whirinaki .. ..	40	36	76	7	6	13	47	42	89
Totals .. ..	2,982	2,774	5,756	445	390	835	3,427	3,164	6,591

Table H 7.

CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE END OF THE YEAR 1926.

Ages.	Class P.		Standard I.				Standard II.				Standard III.				Standard IV.				Standard V.				Standard VI.				Standard VII.				Race Totals.				Grand Totals.								
	Europeans		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Maoris.		Europeans.		Boys.		Girls.		Total.								
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.											
	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.	E.	M.											
5 and under 6 years...	28	30	179	191	1	1	19	275	28	30	179	191	1	1	19	275	28	30	179	191	28	30	179	191	28	30	179	191	207	221	428												
6	39	37	299	275	2	2	11	304	44	47	315	296	6	6	20	3	39	304	44	47	315	296	6	6	20	3	40	340	340	654													
7	38	29	304	287	6	6	11	311	91	702	108	650	1	1	16	20	15	304	91	702	108	650	1	1	16	20	50	366	366	717													
8	20	11	258	232	15	15	60	287	80	611	588	650	2	2	11	11	15	258	80	611	588	650	2	2	11	11	56	391	391	755													
9	4	8	179	137	14	14	67	182	91	702	758	650	3	3	9	9	14	179	91	702	758	650	3	3	9	9	46	398	398	767													
10	1	1	88	82	6	6	104	80	115	115	108	650	5	5	7	7	16	82	115	115	108	650	5	5	7	7	49	390	390	774													
11	1	1	39	31	1	1	67	42	82	99	13	13	13	13	20	19	13	42	99	13	13	13	13	20	19	13	13	48	400	400	723												
12	1	1	17	14	1	1	31	21	25	48	14	14	14	14	17	17	14	21	48	14	14	14	14	17	17	14	14	39	323	323	705												
13	1	1	6	11	1	1	13	6	6	6	3	3	3	3	3	3	6	6	6	3	3	3	3	3	3	3	3	39	294	294	560												
14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	323										
15 years and over	130	116	1370	1262	43	36	382	350	44	47	315	296	63	45	336	314	53	45	257	233	51	38	155	180	49	49	141	122	12	14	26	17	445	390	2982	2,774	3,427	3,164	6,591				
	246	246	2,632	2,632	79	79	732	732	91	91	611	611	108	108	650	650	98	98	490	490	80	80	335	335	49	49	263	263	26	26	43	835	835	5,756	5,756	6,591	6,591						

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

Table H 8.

## SUMMARY OF EXPENDITURE ON NATIVE SCHOOLS DURING THE YEAR ENDED 31ST MARCH, 1927.

	£
Salaries (teachers and Inspectors) .. .. .	59,431
Special allowances to teachers in isolated places .. .. .	148
Higher education and scholarships (including nursing scholarships) .. .. .	5,005
Courses of instruction for teachers .. .. .	..
Books, school requisites, sewing-material, &c. .. .. .	1,330
Storage and despatch of school-books, &c. .. .. .	113
Expenses of removals of teachers .. .. .	554
Inspectors' travelling-expenses .. .. .	536
Buildings: New schools, additional class-rooms, &c.—	
Education Purposes Loans Act, 1919 .. .. .	8,999
Maintenance of buildings, rebuilding, repairs, &c. .. .. .	2,447
Manual instruction: Payment of instructors and material for classes .. .. .	374
Conveyance and board of children .. .. .	2,320
Sundries: Advertising, &c. .. .. .	25
	<hr/>
	81,282
Less recoveries (sale of maps, &c.) .. .. .	573
	<hr/>
Total net expenditure .. .. .	<u>£80,709</u>

*Approximate Cost of Paper.*—Preparation, not given. printing (920 copies), £34 7s. 6d.

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