

1929.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

[In continuation of E.-3, 1928.]

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 1928 upon the work of those schools particularly concerned with the education of Maori children—viz., Native village schools, Maori mission schools, and Maori secondary or boarding schools. The mission schools and the boarding-schools are under the control of various religious denominations, and are registered private schools. Reference is made in this report to matters that are considered relevant to the activities of the village schools and to their administration.

NEW SCHOOLS OPENED ; SCHOOLS CLOSED.

New schools were opened during the year at *Parinui*, Wanganui River ; *Oruawharo*, Kaipara Harbour ; and *Mangawhariki*, Waiapu District. Two schools—*Taemaro* and *Otangaroa*—in the Mangonui district were closed owing to the withdrawal of the pupils in order that they should attend a Roman Catholic convent which had been established at *Waitaruke*, near Whangaroa Harbour. Fortunately the Government had not erected buildings at Otangaroa. The buildings erected at Taemaro, however, are now unoccupied, and it is hoped that an opportunity to remove them to some other district may present itself. *Karioi* School, which had become predominantly European in character, was transferred to the Wanganui Education Board. The number of schools in operation at the end of the year 1928 was the same as the number in operation at the end of the previous year—viz., 134. During the early part of the current year two additional schools have been opened—*Otoko Pa* and *Kauangaroa*—both in the Wanganui Education District.

NEW BUILDINGS (COMPLETED OR PROPOSED).

The new buildings completed during the year were a school and residence at *Parinui*, Wanganui River; a school and residence at *Oruaupharo*, Kaipara Harbour; additional classrooms at *Tikitiki*, Waiapu, and *Matangirau*, Whangaroa Harbour. *Mangawhariki* School was opened in a suitable building placed at the disposal of the Department by the people. The provision of the necessary buildings for *Otoko Pa*, Wanganui district, was undertaken during the year, and the buildings were ready for occupation early in the current year. The schools at *Manukau* and *Werowero*, North Auckland, and at Cape Runaway, Bay of Plenty, which have been conducted for several years in buildings provided by the Maori people, have proved that the need for the schools exists.

APPLICATIONS FOR THE ESTABLISHMENT OF NATIVE SCHOOLS.

Applications for the establishment of Native schools were received from the following places: *Aotearoa*, Waikato; *Whakatiwai*, Thames District; *Kareponia*, North Auckland; and *Rangiahua*, Hokianga. These places have been visited and reported upon by the Inspectors of Native Schools. Further inquiries will be necessary in the case of *Aotearoa*, since it is considered that the removal of *Parawera* Native School to a more central position in the district may obviate the necessity for another school. With regard to *Whakatiwai*, it is considered that the requirements of the children concerned are reasonably provided for by the existing public school in the district. In the case of *Kareponia* it is found that the great majority of the children concerned live within reasonable distance of the Awanui Public School. At the Maori settlement near *Rangiahua*, Hokianga, the children are under rather serious disabilities in attending the public school, and consideration is to be given to the question of establishing a Native school there. At *Matawaia*, Bay of Islands, the people are providing a suitable building for a school, and are now engaged on the work.

ATTENDANCE, ETC.

(1) *Native Village Schools.*

At the end of the year under review there were 6,671 pupils on the rolls of the Native village schools, and this number represents an increase of fifty-one pupils on the corresponding number of the previous year. The average weekly roll number was 6,770, and the percentage of regularity was 88.1. Information respecting the attendance is supplied in Table H 2, from the particulars of which it will be observed that of the 134 schools in operation at the end of the year 120 gained from 80 to 98.9 per cent. of the possible attendance, and of this number fifty-seven schools succeeded in gaining above 90 per cent. of the possible attendance. The regularity of attendance as a whole showed a considerable improvement upon that of the previous year. Again the attendance returns reveal the fact that in many schools the number of "excepted" half-days was large, and the exclusion of these from the computation of average attendance has the result that many of the schools are credited with a higher percentage of attendance than the actual regularity of attendance warrants. The number of schools in which the attendance is really poor is not large. It is also noticed that, although the schools are required to be open at least four hundred times in the year, a considerable number of the schools failed to reach the limit fixed. Good-attendance certificates were gained by 514 pupils from Native schools.

(2) *Mission Schools.*

The following mission schools are visited by the Inspectors of Native Schools: *Putiki*, Wanganui; *Te Hauke*, Hawke's Bay; *Tokaanu* Convent School, Lake Taupo; *Matata* Convent School, Bay of Plenty; *Tanatana* and *Matahi*, Bay of Plenty; *Ranana* and *Jerusalem* Convents, Wanganui River; *Whakarapa* Convent, Hokianga; *Pawarenga* Convent, Whangape; *Waitaruke* Convent, Whangaroa Harbour. The total number of pupils on the rolls of these schools at the close of the year 1928 was 550, and the average percentage of regularity was 86.7. The regularity of attendance of the pupils of *Te Hauke* Mission School must be regarded as poor.

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

These schools, which have been established by various religious denominations for the higher education of the Maori scholars, are inspected and examined by officers of the Department. A list of the schools, together with a reference to the work done by them, will be found in the section of the report dealing with secondary education. The total number of pupils on the rolls of these schools at the end of 1928 was 533.

The following table summarizes particulars regarding the roll number and attendance of the Native village schools, Maori mission schools, and the Maori boarding-schools.

Schools.	Number.	Roll Number at End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village	134	6,671	6,770.2	5,964.2	88.1
Native mission	11	550	564.2	488.8	86.7
Native secondary	12	533	531.8	506.6	95.2
	156	7,754	7,866.2	6,959.6	88.5

CONDITION OF SCHOOL BUILDINGS AND GROUNDS.

In a large majority of the schools a very considerable amount of care and attention is bestowed upon the condition and general appearance of the grounds, and the efforts of the teachers in the direction of beautifying and improving the school property are to be warmly commended. The success of the teachers' efforts is largely due to the enthusiastic interest they display in this phase of school activity, and also to the power of arousing similar interest amongst their pupils. With encouragement and direction the pupils willingly co-operate, and both they and their parents take much pride in attractive and well-kept school-grounds. Such schools as are referred to form an object-lesson to the settlements where they are situated, with the result that the people are induced to improve the surroundings of their own homes. At many of the schools a good deal of attention is given to tree-planting. These schools have small nurseries where suitable trees are reared and eventually planted out. The trees not required for school purposes are eagerly accepted by the pupils and their parents for planting near and around their homes. There are still too many schools, however, where apathy and neglect on the part of the teachers are much in evidence, and where the condition of the school-grounds is certainly no credit to them. A very large number of the schools have now the benefit of visits from the instructors in agriculture, who are prepared to give sound advice in the matter of ground improvements. The teachers of the following schools deserve special commendation for the condition of the school-grounds: Otatau, Pukepoto, Te Paroa-Totara, Manutahi, Whakara, Matangirau, Wharekahika, Mangataua, Tangoio, Waimarama, Opoutere, Pamapurua, and Karetu.

With regard to the cleanliness of the schools, little fault, as a rule, can be found. Usually they are kept scrupulously clean, and so are the desks. The work of sweeping and washing the floors is undertaken by the elder pupils in turn, under the supervision of the teachers. The system employed in keeping the schools clean works very well indeed, and is, moreover, economical, the only expense involved being that incurred in supplying the necessary materials. One thing that particularly impresses visitors to the schools is the cleanliness of the schoolrooms and the desks. Some improvement has been noted in the interior attractiveness of the schoolrooms where previously this important matter has been but imperfectly realized. In a number of schools the condition of the shelter-sheds and out-offices indicates lack of inspection and proper supervision. In these instances it appears necessary to remind the teachers that there must be regular and effective supervision of the condition of the buildings, and particularly of the out-offices.

INSPECTION ; ORGANIZATION ; METHODS OF TEACHING.

The number of schools visited by the Inspectors during the year was as follows: 132 Native village schools, 11 Native mission schools, and 12 boarding-schools. Two village schools which began operation towards the end of the year and after the visits to the district had taken place were not visited. The annual reports upon the village schools and the mission schools indicate that generally a good standard of work is being maintained and that the schools in the main are fulfilling very satisfactorily the purpose for which they were established. Improvement is recorded in many of the schools which do not yet reach the standard of "good." From the view of general efficiency the schools may be classified as follows: Weak, 11; fair, 15; satisfactory to good, 49; good to very good, 56; excellent, 12. The secondary schools are dealt with in the section of this report referring to secondary education.

The great majority of the schools are efficiently taught, and the quality of the instruction is reflected in the very good progress made by the pupils. The teachers, as a rule, shew themselves interested in their work, and eager to adopt methods and suggestions likely to be of benefit in their teaching. In a fairly large number of the schools, however, there is a very considerable amount of ineffective teaching. The need for thoroughness in the work and for revision of work is not always properly recognized. The work of the assistant teachers in many schools is not efficiently supervised by the head teachers, and the practice of placing inexperienced junior assistants in charge of infant divisions and of leaving them practically to their own devices is still persisted in. It is found, too, that in many schools simultaneous or snap answering is permitted. This practice is not in the interests of the children, and must be discouraged. The practice of allowing the pupils to call out their answers indiscriminately and to answer by means of single words will undoubtedly produce two bad results—the laggards will not respond, and the oral expression of the pupils will deteriorate.

The preparation of the schemes of work is faulty in many respects in many of the schools. The schemes are frequently meagre and scrappy in outline, and the contents generally often betray a lack of recognition of their purpose. The work-books, likewise, are unsatisfactorily attended to, and clearly indicate an absence of preparation of lessons. It must be clearly understood that the purpose of the work-book is to indicate with sufficient detail the work proposed to be undertaken in the various subjects daily. It is certainly not intended that the work-book is to be used as a diary, to be made up at the end of the day, or, as some teachers would have it, at the end of the week. Such a misuse of the daily work-book betrays a serious misunderstanding of its purpose.

The health, cleanliness, and general welfare of their pupils are matters with which the teachers of Native schools rightly concern themselves, and in these matters the great majority of the teachers show commendable interest. They co-operate with the Health officers and nurses, and their activities extend to the adult population also. Ample supplies of medicine are provided by the Health Department, and the teachers are thus enabled to administer to the needs of the adults as well as of the children. In a very large number of schools the pupils are provided during the winter months with hot cocoa, and are undoubtedly benefited thereby. Funds for this purpose are obtained either from money subscribed for the purpose by the parents or from part of the proceeds of the school concert.

The school picnic and the school concert are now regular annual events in very many of the Maori settlements, and they are keenly looked forward to by pupils and parents alike. The concerts particularly arouse much enthusiasm and interest amongst the pupils in the schools, and they are attended by people from far and near. The funds raised—quite considerable amounts in many of the schools—are devoted to general school purposes, such as school-ground improvements, provision of cocoa-supplies for the winter, and equipment for school games. When portion of the proceeds is devoted to purchasing books for the library, providing sewing-machines, gramophones, or pianos, the Department makes a supplementary grant.

The number of certificated teachers in the service shows a very considerable increase compared with the number, say, five years ago; in fact, the number has practically doubled. It is satisfactory to note that during the past year a few more teachers succeeded in improving their status. The success of these teachers should prove an incentive to uncertificated teachers in the service, many of whom should really have little or no difficulty in securing a teacher's certificate. Apart from the pecuniary benefit involved, the possession of a certificate becomes an important qualification upon which advancement in the service may depend. For advertised positions in the service comparatively little difficulty is experienced in securing the services of certificated teachers.

GENERAL REMARKS.

Language-teaching (Oral and Written English).—The English language is the medium of instruction in Native schools, and necessarily the Maori pupils must be taught to speak English, read English and comprehend what they have read, and express themselves in oral and written form in the acquired language. When it is borne in mind that fully 85 per cent. of the Maori children attending Native schools speak Maori as their mother-tongue it will be recognized by those who understand the situation that the pupils are faced with a difficult task—the problem of acquiring a second language. The new language (English) is therefore not only the most important subject that a Native-school teacher has to teach, but he actually finds it the most difficult subject to deal with successfully. For the benefit of the newer teachers in the service the following remarks from a previous report are repeated: “There are many difficulties confronting the teacher in teaching this subject, the principal one being that the mother-tongue of the pupil is so fundamentally different from English that, to say nothing of the hereditary aptitudes, the Maori child from the time that he begins to speak and think has his vocal organs and his thinking-faculties moulded in such a way that he could hardly be rendered more unfitted for speaking English and using it as an instrument of thought if his vernacular had been specially devised for the purpose. A serious difficulty is that the teaching of English to the pupils is hampered by their use of *Maori* being continued with their training in *English*. The difficulties connected with the teaching of the subject must be met by the employment of intelligent methods. The paramount importance and value of oral work—meaning thereby practice by the pupils in speaking, and not practice by the teachers—must be clearly realized, and to ensure success teachers must bring to bear all their skill, imagination, and resource upon the preparation of their scheme of work and upon their actual methods of teaching. It is not sufficient that the pupils hear English spoken by the teachers: they must have abundant practice. Teachers must not be deceived into thinking that because the pupils understand a great deal of English that they therefore can use that English in oral speech. Then, again, they must not be deluded into thinking that all is well with the spoken English because their pupils have learned to read. Pronunciation, expression, and accentuation must receive careful attention in order that the monotony of utterance, with which too many teachers are satisfied, both in oral English and in reading may be avoided. In coping with this defect recitation, repetition of stories, and dialogues will be found useful . . . Every effort must be made to secure an enlargement of the pupil's vocabulary and the attainment of fluency in speech; and for this reason the pupil's efforts at continuous narration should be interrupted as little as possible by correction of his language. Teachers are warned against collective answering and collective repetition, as frequent recourse to this method is an obstacle to the development of genuine thought and free expression, and children accustomed to its use rapidly lose any desire or ability to act or speak for themselves. Every lesson should afford opportunity for free expression and for developing the power of connected and continuous speech. The written composition should be as much as possible the outcome of the course in oral English, and should be as much as possible a free expression of the thoughts of the pupils on the subject given.” In a few schools the work is very good, in a fair number it is good, in a large number it may be described as satisfactory, while in a very considerable number of the schools it is more or less inferior.

Reading and Recitation.—In a very large number of the schools the pupils read clearly, fluently, and generally intelligently, and where they have become fairly proficient in the use of the language they are in the process of acquiring they are able to express very satisfactorily the meaning of what they have read. The pupils' ability to use the new language, however, depends almost entirely upon the effectiveness and success of the language-teaching, and although inability to use the new language satisfactorily in expressing the meaning of what they have read is not conclusive evidence that their comprehension is at fault, nevertheless this inability should be regarded by teachers as serious reflection upon the success of their efforts in teaching the language. If the pupils are able to translate into Maori what they read, there can be little doubt about their comprehension. Translation, however, is recognized as so serious a hindrance to the acquisition of a new language that it must be checked at all costs. When suitable methods of teaching are employed the mechanical difficulties of learning to read are soon overcome by the Maori pupils, but the difficulty of expressing in English the meaning of what they have read is a serious one. Teachers are therefore expected to do their utmost to secure the comprehension of the reading lessons, and to use every effort to cultivate the

pupils' powers of expression. In this way the reading lessons should be used to supplement the teaching of English and give additional strength to it. The need for a wider range of reading-material is recognized, and in a good many schools libraries have been established. It is not always evident, however, that good use is made of the books. A library well stocked with books suitable for the various classes should form part of the equipment of every school, and it is to be hoped that teachers will use every endeavour to improve matters in this respect. The Department is giving consideration to the provision of grants to supplement money raised for this desirable object of establishing libraries and adding to those already established. Recitation of poetry and of prose selections does not receive adequate treatment in a good many schools, and in many instances the selections made are unsuitable and uninteresting to the pupils.

Arithmetic.—In a large number of schools this subject is very well taught, and very creditable work is generally done. In many schools, however, the standard of attainment does not reach a high level. Teachers must realize that their methods of teaching, to be effective, should be realistic and practical. When it is found, for example, that pupils working sums involving the use of terms such as "chains," "yards," &c., have not the vaguest idea of what a chain or a yard really is, their work is of little value, and the teaching can only be described as futile. The attention of teachers has been consistently directed to the need of making the work as practical as possible. The following remarks made in a previous report are again repeated in order to emphasize the importance of this matter: "With very simple apparatus—such as rulers marked in inches; cords knotted at distances of a foot, a yard, or even a chain; cardboard cones; common scales, or a simply constructed balance, with weights, or small bags filled with sand in lieu of weights; and measures such as tins holding a pint, quart, or even gallon—the pupils should be taught to perform the operations of weighing and measuring, and of using money such as is involved in buying goods. The importance of this matter cannot be too highly estimated."

Geography and Nature-study.—This subject when intelligently dealt with becomes one of absorbing interest to Maori pupils. In many of the schools good work is done, but in a fairly large number the quality of the work does not reach a high standard. In some schools it is fairly evident that observational work does not occupy a very important place. It is necessary to refer again to the insufficient use made of pictures, of stories of other countries and their people, of adventure and discovery, of maps and of the globe, by teachers in the teaching of this subject.

Spelling and Writing.—The remarks made in last year's report to the effect that the spelling of the pupils in a large number of the schools was remarkably good, and that the success in this respect was due to the recognition of the fact that the hand and eye were the most effective instruments in securing accuracy, still apply. In many schools the work is still rather unsatisfactory and leaves much room for improvement.

The writing, on the whole, is very satisfactory indeed. In many schools where care and attention are given to the subject it frequently reaches the standard of very good. In other schools, however, the writing is often of inferior quality, due largely to ineffective methods of teaching.

Drawing.—Distinctly creditable work is done in a very considerable number of schools in the drawing of natural and fashioned objects, in brushwork and crayon work, and in memory drawing. In a few schools the work is excellent. In many schools the drawing is meagre both in quality and in quantity, and evidence that the subject is more or less neglected is not lacking. Memory drawing is still overdone in many schools, as is also drawing from flat copies. The keynote of the work in this subject should be reality—drawing from the things themselves, and not merely from flat copies.

Handwork: Elementary Manual Training.—Teachers make a selection from the following occupations: Mat-weaving, paper-folding, cardboard modelling, paper cutting and mounting, carbon-work, plasticene-work, and raffia-work. In many of the schools very creditable work is done, and usually interesting displays of the pupils' work are presented for inspection. In quite a number of schools, however, the subject is not dealt with satisfactorily, and there is lack of evidence that the instruction and the occupations have for their object the cultivation and expression of the pupils' creative instinct. In a few schools clay modelling is also taken, the material for the purpose being procured locally. Very good work in clay modelling is done by the pupils of Otana, Matangirau, and Waikare Native Schools.

Needlework and Sewing.—Instruction in needlework and sewing is regarded as an essential part of the training of Maori girls, and accordingly attention to this subject is encouraged. In a very large number of schools work of a high standard is produced, and excellent displays of the girls' handiwork are made available for inspection. Useful articles of all descriptions are made for the girls' own use and for the use of other members of the family. The materials necessary are usually supplied by the parents, who take much interest in this part of the girls' training. The girls are taught to cut out the garments, to make the best use of the material, and to use the sewing-machine. Many of the schools have been equipped by the Department with sewing-machines, part of the cost of which is borne by local effort. In a number of the more important schools the girls are dressed in a uniform costume which they have made during the sewing lessons. Knitting is also taught, and in some schools the girls knit woollen jumpers for themselves. In some schools sales of work are held with the object of raising funds to purchase material and also for other school purposes. In quite a number of the schools, however, the work is of poor quality, and the display of work is meagre. Various reasons, more or less unsatisfactory, are advanced by the teachers to account for this condition of affairs.

Domestic Duties.—The value of instruction in cooking and housekeeping as part of the training of Maori girls is very important, and particularly so since comparatively few girls are fortunate enough to be able to attend a boarding-school where prominence is given to this instruction. In very few schools can it be said that adequate attention is given to the subject. This is to be regretted, and it is felt that in spite of the difficulties in the way much more might be attempted by the teachers on behalf

of the girls in this matter. As has been remarked before, it is only in those schools where the teachers have the inclination as well as the courage to give effect to their faith in the value of this training for the girls that good work is done. Special reference must again be made to the fine work done in domestic training in the Manutahi Native School.

Woodwork.—This is a form of industrial training which is particularly suitable for Maori lads, and no doubt it would be a great benefit if all Grade III and IV schools were equipped with workshops. There are difficulties in the way, the principal ones being the large expense in providing and equipping workshops and the securing of teachers competent to give the necessary instruction. The number of schools at present provided with a workshop is not large, but at these schools work of a satisfactory nature is done. In these the boys are taught the use and care of the ordinary workshop tools, and as early as possible they are taught to make useful articles. A supply of timber is provided by the Department, and the articles made are sold for the actual cost of the timber used. In some districts it has been found possible for teachers who are keen to introduce this form of training to organize local effort in the direction of providing a suitable workshop, and when this has been accomplished the Department has recognized such effort by providing the equipment of tools and benches and a supply of timber for the use of the pupils. Failing the establishment of additional workshops, it may be advisable to introduce into a number of schools instruction in light woodwork as a form of manual training.

Elementary Agriculture.—In many Maori districts the people are showing an increasing desire to make use of their lands and to engage in farming pursuits, particularly dairying, and consequently elementary agriculture must be regarded as an important subject of instruction in Native schools. The subject for quite a number of years has been receiving considerable attention, and almost all of the schools are regularly visited by the instructors in agriculture employed by the Education Boards. The schools have been supplied with a standard equipment of tools and science apparatus. The reports of the instructors are submitted to the Department, and from these it is noted that good work is being done and that very considerable interest in the subject is displayed by the teachers and the pupils. In the following schools the work done in elementary agriculture deserves special commendation: Otuaa, Matangirau, Whakarara, Te Kaha, Manutahi, Te Paroa-Totara, and Pukepoto. In a number of schools the subject does not receive adequate treatment, and the attention of teachers is accordingly directed to the need for realizing the importance of it. It has also to be remarked that flower gardens, however desirable and commendable they may be, cannot be regarded as meeting the requirements in elementary agriculture. For several reasons that will no doubt appeal to teachers the school-garden must be kept quite separate from the teacher's own garden. Elementary dairy science should now receive much more attention as a means for practical training.

Singing.—As a rule, Maori children take a great interest and delight in this subject, but they do not sing well if they are indifferently taught. In many schools the singing is very good, but in a considerable number it is of mediocre quality. In this subject much more suitable songs should be included for the preparatory divisions, and the attention of the teachers of these classes is directed to the many books of action songs, singing games, and marching songs which are eminently suitable, and which are procurable at very reasonable cost. Without such material it is scarcely possible for teachers to make singing the special feature of infant-class work that it should be.

Physical Instruction.—A very large number of the schools are visited regularly by the physical instructors, and in the majority of these schools the teachers and pupils are enthusiastic and good work is done. In some of the schools, however, the work is of a perfunctory nature, and, naturally, is not of much value. Organized games in many of the schools do not receive adequate attention from the teachers.

SECONDARY EDUCATION.

No schools have been established by the Government purely in the interests of the secondary education of the Maoris. Maori pupils possessing the necessary qualifications are entitled, in common with European pupils, to attend the ordinary public secondary schools, district high schools, and technical high schools as ordinary free-place holders. The great majority of qualified Maori pupils from Native village schools, however, are obviously unable to take advantage of this privilege, and, moreover, their particular needs are not substantially met by the course of instruction provided in the schools referred to.

Various religious denominations, however, have established in different parts of the Dominion schools where Maori pupils are boarded and are given, as far as possible, a practical training such as will prove of future benefit to them. It is through the agency of these institutions that the Government makes substantial provision for the secondary education of pupils from the Native schools. For this purpose a comparatively large number of scholarships tenable for two years at several of the boarding-schools have been made available for accredited Maori scholars. A limited number of similar scholarships have also been made available for Maori pupils from public primary schools.

In the girls' schools the principal feature of the work is the practical training and instruction in general domestic duties, including cooking and laundry-work, needlework and dressmaking, including the cutting-out and making-up of garments; hygiene, home nursing, and first aid; preparation of food for infants and for the sick; gardening. The girls take a prominent part in the general work of the institutions, and where practicable they attend the cookery classes at a manual-training centre.

In the boys' schools special attention is given to woodwork training and elementary agriculture. At Te Aute College and at Wesley College the farms attached to the schools give ample scope for training in agriculture and in farming operations. At St. Stephen's School as much attention is given to elementary agriculture as the limited area of ground available will permit. It is the intention of the St. Stephen's School authorities to transfer the school at an early date to the country, where a farm already acquired will provide full opportunity to develop and foster the training in agriculture and dairying.

The reports upon the annual examination of the various boarding-schools show that, almost without exception, very good work is being done. In some of the schools where the pupils return for a third or fourth year the more capable pupils are prepared for the Public Service Entrance Examination, and the number who succeed in passing this examination is very satisfactory indeed. Both at St. Stephen's School and at Te Aute College a limited number of boys undergo preparation for the University Entrance Examination.

The teachers of the boarding-schools take a keen and sympathetic interest in the welfare and progress of their scholars, and visitors to the schools cannot fail to be impressed with the appearance of the scholars and with the manner in which they are cared for.

At the end of the year the number of scholars on the rolls of the various boarding-schools was 307 boys and 226 girls, a total of 533; and of this number 150 were holders of Government scholarships.

SCHOLARSHIPS.

To further the interests of Maori pupils so far as secondary education is concerned three types of scholarships have been established by the Government—viz.: (1) Junior scholarships; (2) senior scholarships—(a) industrial scholarships or apprenticeships, (b) nursing scholarships; (3) University scholarships. In the award of these scholarships the principle of accrediting is followed; no competitive examinations are held.

The *junior scholarships*, which are available for suitably qualified and accredited Maori scholars, are tenable at such of the boarding-schools referred to in the previous section of the report as have been approved by the Department for the purpose. The great majority of the scholarships are awarded to pupils from the Native village schools, in whose interest they have been primarily established. A limited number of scholarships are awarded, however, to pupils from public primary schools, but in the case of these pupils the award is somewhat differently determined. The total number of scholarships available was 170, and at the end of the year 150 were current. Several of the boarding-schools failed to receive their full quota of pupils.

The *senior scholarships* are available for scholars who have completed the course of training prescribed for junior-scholarship holders. *Agricultural scholarships*, tenable at a State farm or at some school where a suitable course in agriculture is provided, are available for eligible boys who are desirous of taking up an extended course in agriculture. Five such scholarships were current during the year at Te Aute College. For suitably qualified girls who are anxious to work as nurses among their own people *nursing scholarships* are available at certain hospitals; but, probably owing to the reason that the girls with a view to becoming nurses enter the hospital service as ordinary probationers, these scholarships are not eagerly sought after. At the end of the year only one nursing scholarship was current. As was stated in last year's report, *industrial scholarships* or *apprenticeships* do not appeal now to Maori boys upon the expiry of their junior scholarship, and evidently they find employment in other directions and by other means.

Two *University scholarships* are awarded annually to Maori students who have passed the University Entrance Examination successfully and who may wish to take up some profession or calling with a view to benefiting the race. At the end of 1928 there were five such scholarships current. This number shows a reduction when compared with the number current at the end of the previous year, the reduction being due to the fact that for various reasons several students found it necessary to discontinue their University career.

Continuation Scholarships.—The secondary education of Maori pupils is also encouraged by the Maori Purposes Fund Control Board, which provides annually for the award of twenty-five continuation scholarships to selected scholars who have been in attendance at a boarding-school as the holders of a Government scholarship for two years. The purpose of these scholarships is to provide a third-year's training for scholars who are considered worthy of such training. During the past year the twenty-five scholarships allotted by the Board were current. In addition, the Board grants annually substantial monetary assistance to those to whom these scholarships are awarded. The Board also grants similar assistance to all pupils to whom Government scholarships have been awarded. This grant is made to the school authorities on behalf of the scholars, and in this way to a large extent it relieves the parents of incidental expenses incurred by the pupils while at school. This reference to continuation scholarships and to the payment made on behalf of the scholars appears to be again necessary in order that misapprehension existing in the minds of the teachers of Native schools (who, by the way, may have to explain matters to the Maori parents) may be removed.

The Board also provides scholarships to enable selected lads from Te Aute College to undertake a course of training for two or three years at Hawkesbury Agricultural College, New South Wales.

Private Scholarships.—Scholarships which are provided from private bequests are also available for annual competition amongst Maori boys. These scholarships, known as *Te Makarini Scholarships* and the *Buller Scholarship*, were established in memory of men closely associated with the history of New Zealand—the late Sir Donald MacLean and the late Sir Walter Buller. The examinations for these scholarships are conducted by the Department on behalf of the trustees by whom the separate bequests from which the scholarships are provided are administered.

The *Te Makarini Scholarships*—two or three in number, as the trustees may determine—are each of the annual value of £35, and are tenable at Te Aute College. The following subjects are prescribed for the examination: English, arithmetic, geography, Maori, and general knowledge (New Zealand history, health, religious knowledge). For the year 1928 three scholarships were offered by the trustees for competition—one senior scholarship and two junior scholarships. Of the junior scholarships, one was reserved for competition amongst eligible boys from Native village schools, while the other scholarship was open to competition amongst eligible Maori boys from any school. For the senior examination

there were twelve candidates—ten from Te Aute College and two from St. Stephen's School. For the junior examination there were eleven candidates—two from Whakarewarewa Native School, two from Reporua Native School, one from Whangaruru Native School, two from Te Paroa-Totara Native School, one from Waitapu Public School, two from St. Stephen's School, and one from Te Aute College. Public schools were poorly represented in the competition. In the senior examination the best candidates were Te Tuahu Wikiriwhi, 75 per cent.; Charles Bennett, 71 per cent.; and Takirau Pene Ngoungou, 69 per cent. In the junior examination the best candidates were Tutataonga Wi Repa, 71 per cent.; Manu Pene, 66 per cent.; and Hohepa Taiamai, 60 per cent. The senior scholarship was awarded to Te Tuahu Wikiriwhi, of Te Aute College; and the junior scholarships were awarded to Tutataonga Wi Repa, of Te Aute College, and Manu Pene, of Whakarewarewa Native School.

For the current year the trustees have decided to offer for competition two scholarships—one senior and one junior scholarship.

The *Buller Scholarship* is tenable at Te Aute College for one year, and is of the annual value of £30. At the discretion of the trustees, the term of the scholarship may be extended to a second year. Candidates for this examination must be of predominantly Maori race; half-caste Maoris are not eligible. The subjects prescribed for the examination are English (including civics and New Zealand history), Maori, arithmetic, either mathematics or woodwork, and religious knowledge. The examination in religious knowledge is conducted by the Waiapu diocesan authorities. The papers set are of a distinctly higher standard than those set for the Te Makarini Scholarship examination. Ten candidates—nine from Te Aute College and one from St. Stephen's School—entered for the examination. The most successful candidates were Charles Bennett, 73 per cent.; Te Tuahu Wikiriwhi, 71 per cent.; Takirau Pene Ngoungou, 62 per cent.; and Mangu Cameron, 60 per cent. The scholarship was awarded to Charles Bennett, of Te Aute College.

CONCLUDING REMARKS.

In a previous report it was remarked that the stability of the schools so far as attendance was concerned had become a noticeable feature. Within the past three or four years this feature has become still more pronounced. The closing of a school owing to the migration of the people to other parts or owing to a serious decrease in the number of children available is not now experienced. In many schools the roll number has increased very considerably, and several schools have now a prospect of reaching a roll number of two hundred. The Maori people in those districts where the schools are directly administered by the Department are keen concerning the education of their children and the progress of their schools, and they clearly recognize the value of the schools as an important factor in their advancement. The number of schools now in operation constitutes a record for Native schools. Two new schools began operations in the early part of the current year, so that the actual number of schools now in action is 136. From the returns available from Native schools, mission schools, the boarding-schools, and public primary schools, it appears that the number of Maori children under instruction at the end of the past year is now well beyond fifteen thousand.

The teachers as a whole take a genuine interest not only in the immediate activities of their pupils and their schools, but also in the progressive advance of the people of the Maori settlements in which they are located, and in many instances they take a prominent part in the forward movement that is noticeable in many of the Maori districts. They generally discharge their duties conscientiously and efficiently, and the work they do, for the most part in remote and isolated districts, merits record in the annual report.

The Director of Education, in company with the Chief Inspector of Primary Schools, made a tour of inspection of the Bay of Plenty and East Coast schools early in the current year, and he has expressed himself greatly interested in the work of the schools visited.

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

I have, &c.,

JNO. PORTEOUS,

Senior Inspector of Native Schools.

The Director of Education.

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, 1928.

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 ..	3C	91	Braik, Peter	C	H M	£ 385
				Braik, Christine (Mrs.)	C	A F	230
				Lomba, Laura M. .. ..	..	A F	120
				Urlich, Mercia .. ..	..	A F	75
Arowhenua ..	Geraldine ..	3A	45	Bremner, Hannah A. A.	D	H F	355
				Bremner, Esther P. N. N.	D	A F	220
Awarua ..	Bay of Islands	3A	31	Rust, Gordon J. .. ..	..	H M	285
Hiruharama ..	Waiapu ..	3C	82	Rust, Annie B. (Mrs.) .. ..	..	A F	160
				Miller, Ethel (Mrs.)	E	H F	375
				Short, Violet .. ..	..	A F	200
				Miller, Winifred E.	D	A F	135
Horoera ..	Matakaoa ..	2B	27	Grace, Heapara .. ..	..	A F	120
				George, Wilfred G.	D	H M	270
				George, Catherine M. (Mrs.)	D	A F	145
Huiarau ..	Whakatane ..	3A	48	Clemance, Phyllis S.	C	H F	335
				Clemance, Grace A. D.	D	A F	210
Kaharoa ..	Raglan ..	1	27	Holmes, George .. ..	..	H M	190
Kaikohe ..	Bay of Islands	4A	132	Holmes, F. M. (Mrs.) .. ..	..	A F	85
				Rogers, Herbert	D	H M	415
				Rogers, Ethel E. (Mrs.)	C	A F	270
				Caldwell, Mary A.	D	A F	180
				Padlie, Lucy .. ..	..	A F	120
Kakanui ..	Helensville ..	1	11	Ward, Constance M. .. ..	..	F	160
Karakanui ..	Otamatea ..	1	16	Birkby, John S.	Lie.	M	200
Karetu ..	Bay of Islands	2B	35	McGowan, Howard G.	C	H M	280
				McGowan, Winifred M. (Mrs.) .. ..	..	A F	90
				Greet, Marion E. (Mrs.) .. ..	..	F	170
Kenana ..	Mangonui ..	1	11	Grahame, Bruce .. ..	..	H M	285
				Grahame, Dorothy (Mrs.)	C	A F	220
Kirioko ..	Bay of Islands	3A	35	Harlow, Wilhelmina	D	H F	330
				Alford, Florence (Mrs.) .. ..	..	A F	195
				Morgan, Agnes A. G. .. ..	..	A F	75
Kokako ..	Wairoa ..	3A	56	Morgan, Agnes A. G. .. ..	..	A F	75
				West, William E.	D	H M	345
				West, Annie M. W. (Mrs.) .. ..	..	A F	160
Makomako ..	Kawhia ..	2B	30	Bell, Eric	C	H M	310
				Bell, Muriel S. (Mrs.)	C	A F	125
Manaia ..	Coromandel ..	2B	35	Murray, James .. ..	..	H M	305
				Williams, Susannah G. (Mrs.) .. ..	..	A F	160
				Williams, Ruth F. .. ..	..	A F	95
				Kamira, Agatha M. .. ..	..	A F	110
				Scammell, William H. .. ..	..	H M	285
Mangatuna ..	Waiapu ..	3A	45	Scammell, Agnes E. (Mrs.) .. ..	..	A F	160
				McDonald, Alexina .. ..	..	F	160
Mangawhariki ..	..	1	16	Topia, Jane H. .. ..	..	H F	210
				Shepherd, Margaret .. ..	..	A F	140
Manukau ..	Mangonui ..	2B	27	Woodley, Frederick T.	C	H M	415
				Woodley, Georgina (Mrs.) .. ..	..	A F	165
				Winge, Aziyade .. ..	..	A F	165
Manutahi ..	Waiapu ..	4A	120	Reweti, Lucy .. ..	..	A F	100
				Blomfield, Lionel D.	D	H M	240
				Blomfield, Regina M. (Mrs.) .. ..	..	A F	65
Maraemui ..	Opotiki ..	2A	34	Hulme, Maggie (Mrs.)	Lie.	H F	310
				Hulme, Russell H. .. ..	..	A M	160
				Heperi, Rebecca .. ..	..	A F	120
Maraeroa ..	Hokianga ..	3B	66	Sparks, William	D	M	200
				Dane, Hilda E. I. (Mrs.) .. ..	..	H F	285
Matahiwi ..	Waimarino ..	1	17	Dane, William M. .. ..	..	A M	160
				Shepherd, Winnie .. ..	..	A F	65
				Hamlin, George .. ..	..	M	170
Matangirau ..	Whangaroa ..	3B	60				
Mataora Bay ..	Ohinemuri ..	1	13				

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.
							£
Matapihi ..	Tauranga ..	3A	38	Gibbons, Elizabeth M. L. ..	..	H F	285
				Irwin, Ellenor A. ..	..	A F	185
Matata ..	Whakatane ..	3A	43	King, Edmund A. ..	C	H M	345
				King, Clara M. H. (Mrs.) ..	D	A F	210
Matihetihe ..	Hokianga ..	2B	24	Minchin, Zara ..	D	H F	320
				Te Toko, Emma ..	..	A F	140
Maungapohatu	Whakatane ..	3A	49	Roseveare, Ethel A. ..	D	H F	320
				Paulger, Irene D. ..	D	A F	190
Maungatapu ..	Tauranga ..	3B	54	Roach, Patrick ..	C	H M	370
				Roach, Ruby (Mrs.) ..	..	A F	160
				Roach, Aileen F. M. ..	..	A F	85
Mohaka ..	Wairoa ..	3B	75	Wills, Edgar J. ..	C	H M	370
				Wills, Evelyn A. (Mrs.) ..	C	A F	190
				Findlay, Amy J. ..	..	A F	100
Motatau ..	Whangarei ..	2B	34	Morris, Richard E. ..	C	H M	310
				Morris, Margaret J. (Mrs.) ..	C	A F	125
Motiti Island ..	Tauranga ..	2B	34	Clench, Charles McD. ..	..	H M	250
				Clench, Mary I. (Mrs.) ..	..	A F	95
Motuti ..	Hokianga ..	2A	27	Bruford, Henry S. B. ..	..	H M	210
				Hotere, Harata ..	..	A F	85
Ngawha ..	Bay of Islands	3B	53	Russell, William E. ..	C	H M	350
				Russell, Agnes (Mrs.) ..	..	A F	160
				Hargraves, Vera E. ..	..	A F	85
Nuhaka ..	Wairoa ..	4A	130	South, Moses ..	E	H M	395
				South, Emma S. (Mrs.) ..	..	A F	180
				Johnston, Elizabeth W. ..	C	A F	205
				South, Joyce K. ..	..	A F	75
Ohautira ..	Raglan ..	2A	25	Childe, Marjorie (Mrs.) ..	D	H F	285
				Childe, Sydney H. ..	..	A M	105
Okautete ..	Masterton ..	2A	22	Owen, Mary M. ..	..	H F	210
				Ropiha, Waina ..	..	A F	100
Omaio ..	Opotiki ..	3B	56	Coughlan, William N. ..	..	H M	295
				Coughlan, Isabella A. (Mrs.) ..	..	A F	160
				Coughlan, Edith M. ..	..	A F	75
Omanaia ..	Hokianga ..	3A	64	Bruford, Frederick C. B. ..	..	H M	265
				Bruford, Madge L. (Mrs.) ..	..	A F	140
				Wallace, Kathleen R. ..	..	A F	100
Omarumutu ..	Opotiki ..	3B	79	MacKay, Gordon ..	D	H M	385
				MacKay, Emily M. ..	..	A F	160
				Gaskill, Annie M. ..	..	A F	105
Opoutere ..	Thames ..	2B	28	Statham, William H. ..	..	H M	260
				Statham, Frances E. (Mrs.) ..	..	A F	105
Orauta ..	Bay of Islands	2B	32	Kelly, Felix ..	D	H M	345
				Brown, Mary ..	..	A F	105
Oromahoe ..	Bay of Islands	2A	20	Brighthouse, Kathleen (Mrs.) ..	..	H F	230
				Brighthouse, John R. ..	..	A M	105
Oruanui ..	East Taupo ..	3A	30	Ferguson, William ..	D	H M	345
				Ferguson, Alice (Mrs.) ..	..	A F	140
Oruawharo ..	..	2B	27	Thompson, Catherine (Mrs.), B.A. ..	B	H F	285
				Thompson, Robert W. ..	..	A M	85
Otaua ..	Hokianga ..	3B	72	Smith, Leonard H. ..	..	H M	285
				Smith, Phoebe M. (Mrs.) ..	..	A F	160
				Chapman, Inez P. L. ..	..	A F	110
Otukou ..	Taupo ..	2A	23	Blathwayt, Mary de V. W. ..	..	H F	210
				Blathwayt, Ellen E. C. ..	..	A F	85
Oturu ..	Mangonui ..	1	19	Leef, Kathleen ..	..	F	170
Paeroa ..	Tauranga ..	3A	49	Dale, Francis A. ..	C	H M	370
				Dale, Florence E. (Mrs.) ..	B	A F	230
Pamapurua ..	Mangonui ..	3A	43	Heal, Ethel A. (Mrs.) ..	C	H F	335
				Heal, Ernest R. ..	..	A M	160
Pamoana ..	Waimarino ..	2A	24	Pees, Katherine S. ..	C	H F	310
				Hicks, Blanche M. ..	..	A F	120
Papamoia ..	Tauranga ..	2B	41	Morris, Margery M. (Mrs.) ..	D	H F	320
				Morris, David O. ..	..	A M	105
Paparore ..	Mangonui ..	3B	45	Harper, Leslie M. (Mrs.) ..	D	H F	360
				Harper, Charles A. E. ..	..	A M	170
Parapara ..	Mangonui ..	2B	22	Church, Lilian ..	..	H F	250
				Graeves, Ngaroma ..	..	A F	95
Parawera ..	West Taupo	3A	43	Lowe, Joseph E. ..	C	H M	345
				Lowe, Mary E. (Mrs.) ..	D	A F	190
Parikino ..	Wanganui ..	2B	31	Chenery, Honoria L. (Mrs.) ..	D	H F	300
				Chenery, James W. ..	..	A M	95
Parinui ..	Wanganui ..	1	12	White, Douglas H., B.A. ..	B	M	225
Pawarenga ..	Hokianga ..	1	16	Matthews, Emily ..	..	F	190
Pipiriki ..	Wanganui ..	3A	31	Jarratt, Herbert ..	C	H M	345
				Jarratt, Emily E. (Mrs.) ..	..	A F	160

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.	
Poroporo ..	Whakatane ..	3B	64	Ryde, Henry J. ..	D	H M	£ 385	
				Ryde, Emma G. (Mrs.) ..		A F	160	
				Ryde, Edna R. ..		A F	85	
Pukchina ..	Rotorua ..	2A	22	Burgoyne, Annette ..	..	H F	250
				Burgoyne, Constance ..		A F	175	
Pukepoto ..	Mangonui ..	3B	64	Gracie, Thomas ..	C	H M	370	
				Gracie, Mary L. S. (Mrs.) ..		A F	160	
				Cameron, Jane ..		A F	85	
Rakaumanga ..	Waikato ..	3B	67	Strong, Sydney J. ..	D	H M	345	
				Strong, Mildred F. (Mrs.) ..		A F	160	
				Mauriohoo, Rarangi ..		A F	100	
Rakaunui ..	Kawhia ..	1	14	Keith, Sydney M. ..	..	M	180
Rangiahua ..	Wairoa ..	2A	30	Perey, Juanita E. (Mrs.) ..	D	H F	265	
Rangiawhia ..	Mangonui ..	2B	39	Roberts, Harrold V. J. ..	..	H M	220
Rangitahi ..	Whakatane ..	3A	37	Roberts, Lillian M. (Mrs.) ..	..	A F	95
				Jamison, Mary ..		H F	285	
Rangitukia ..	Waiapu ..	4A	132	Mauriohoo, Sarah ..	..	A F	195
				Cumpsty, Charles E. ..		B	H M	415
				Cumpsty, Mary (Mrs.)	A F	200
				McLachlan, Linda	A F	195
				Tangaere, Annie	A F	75
Raukokore ..	Opotiki ..	3B	61	Forbes, Leslie ..	D	H M	300	
				Forbes, Winifred M. (Mrs.) ..		C	A F	190
				Tukaki Araporohe T.	A F	100
Reporua ..	Waiapu ..	2A	16	Mountfort, Herbert V. ..	C	H M	255	
				Houia, Mere R.	A F	75
Rotokawa ..	Rotorua ..	3A	44	Oulds, George F. ..	..	H M	285
				Oulds, Agnes W. (Mrs.)	A F	160
Ruatoki ..	Whakatane ..	4A	121	Vine, Henry G. ..	D	H M	395	
				Vine, Winifred M. (Mrs.)	A F	200
				Vine, Effie L.	A F	160
				Smith, Amanda E.	A F	120
				Seivewright, Alexander C.	H M	285
Taharoa ..	Kawhia ..	3A	37	Seivewright, Clara (Mrs.) ..	..	A F	160
Takahiwai ..	Whangarei ..	1	14	Goodson, Robert H. ..	..	M	200
Tangoio ..	Hawke's Bay	3A	37	McKenzie, Kenneth ..	B	H M	355	
				McKenzie, Beatrice (Mrs.)	A F	150
Tanoa ..	Otamatea ..	2B	27	Bloy, Alice (Mrs.) ..	C	H F	280	
Tautoro ..	Bay of Islands	3A	46	Bloy, Oliver D. M. ..	..	A M	85
				Smith, Gordon	H M	285
Te Ahuahua ..	Bay of Islands	3A	37	Smith, Mary A. M. (Mrs.) ..	..	A F	160
				Sullivan, Andrew J. ..		C	H M	355
				Sullivan, Martha A. A. (Mrs.)	A F	160
Te Araroa ..	Matakaoa ..	3C	82	McCowan, John T. ..	C	H M	385	
				McCowan, Marguerite (Mrs.)	A F	150
				Rogers, Hineawe	A F	140
				Hutana, Ina	A F	120
				Grindley, George ..		D	H M	355
Te Hapua ..	Mangonui ..	3B	54	Grindley, Catherine (Mrs.) ..	..	A F	160
				Grindley, Kathleen	A F	75
				Parr, Robert S. ..		C	H M	270
Te Haroto ..	East Taupo ..	2A	23	Parr, Olwen M. (Mrs.) ..	C	A F	105	
				Airey, Hubert B.	H M	285
Te Horo ..	Whangarei ..	3A	43	Airey, Annie C. (Mrs.) ..	..	A F	160
Te Kaha ..	Opotiki ..	3B	64	Cato, Anson H. ..	..	H M	295
				Cato, Netty F. L. (Mrs.)	A F	160
Te Kao ..	Mangonui ..	3B	57	Brown, Onehu ..	..	A F	120
				Watt, Archibald H. ..		H M	285	
				Watt, Bertha F. (Mrs.)	A F	160
				Ihaka, Rihipeti	A F	85
				Karena, R.	A F	75
Te Kopua ..	Waipa ..	1	18	Churton, Emily N. ..	..	F	190
Te Kotukutuku (44) and Rangiwaea (side school) (12)	Tauranga ..	3B	56	Snelling, William H. ..	C	H M	325	
				Snelling, Ethel M. (Mrs.)	A F	140
				Callaway, Christina	A F	190
Te Mahia ..	Wairoa ..	2B	28	Beer, Uno ..	C	H M	310	
Te Matai ..	Tauranga ..	3A	54	Beer, Frances M. (Mrs.) ..	..	A F	105
				Chappell, Kingsley G. ..		B	H M	325
Te Paroa - Totara	Whakatane ..	3C	111	Chappell, Winifred M. (Mrs.) ..	C	A F	200	
				Clark, Olive J. M. (Mrs.) ..		B	H F	385
				Clark, William M.	A M	160
Te Pupuke ..	Whangaroa ..	3A	45	Wright, Vivienne E. ..	..	A F	95
				King, Mary V.	A F	75
Te Rawhiti ..	Bay of Islands	2B	39	Goldsbury, Hugh ..	D	H M	335	
				Goldsbury, Annie J. (Mrs.) ..		E	A F	220
Te Reinga ..	Wairoa ..	2B	29	Thomson, Thomas ..	..	H M	250
				Thomson, Beatrice (Mrs.)	A F	105
Te Reinga ..	Wairoa ..	2B	29	Wright, Percy ..	..	H M	285
				Wright, Rebecca (Mrs.)	A F	160

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.
Te Teko ..	Whakatane ..	4A	110	Guest, Joseph J. ..	C	H M	£ 405
				Romans, Ina B. ..	D	A F	205
Te Waotu ..	West Taupo	1	20	Guest, Lilian R. (Mrs.) ..	..	A F	160
				Guest, Kate E. ..	..	A F	85
Te Whaiti ..	Whakatane ..	1	15	Worthington, Herbert ..	..	H M	250
Tikitiki ..	Waiapu ..	4A	121	Worthington, Sarah A. (Mrs.) ..	..	A F	105
Tokaanu ..	East Taupo ..	3B	56	Tweed, Sarah E. ..	..	F	190
				Bowman, Thomas W. ..	C	H M	375
Tokata ..	Matakaoa ..	2B	23	Bowman, Eva M. (Mrs.) ..	C	A F	240
				Walker, Elizabeth (Mrs.) ..	..	A F	165
Tokomaru Bay ..	Waiapu ..	3B	58	Bowman, Hilda C. ..	..	A F	85
				Wall, Harry ..	..	H M	295
Torere ..	Opotiki ..	3A	37	Wall, Fanny S. M. (Mrs.) ..	..	A F	160
				Asher, Harriet ..	..	A F	75
Tuhara ..	Wairoa ..	2B	39	Kennedy, Percival R. ..	Lic.	H M	270
				Kennedy, Eva (Mrs.) ..	..	A F	85
Tuparoa ..	Waiapu ..	3B	58	Frazer, William ..	..	H M	285
				Robertson, Margaret ..	..	A F	195
Waihua ..	Wairoa ..	1	15	Potae, Kupere H. ..	..	A F	85
				Wai-iti ..	Rotorua ..	3B	62	Drake, Armine G. ..	..	H M	285
Waikare ..	Bay of Islands	2B	29	Drake, Rosalind K. (Mrs.) ..	..	A F	160
				Cells, Louis J. ..	..	H M	250
Waikeri ..	Mangonui ..	2A	20	Cells, Maximilienne (Mrs.) ..	..	A F	105
				Young, Herbert W. ..	D	H M	230
Waima ..	Hokianga ..	3C	73	Young, Florence M. S. (Mrs.) ..	..	A F	65
				Johnston, George ..	D	H M	375
Waimamaku ..	Hokianga ..	3A	46	Johnston, Mary E. (Mrs.) ..	C	A F	230
				Johnston, Isabel M. ..	..	A F	85
Waimarama ..	Hawke's Bay	1	22	Handcock, Georgina ..	D	H F	345
				Waiohau ..	Rangitaiki ..	2B	24	Handcock, Martha A. ..	..	A F	160
Waiomatatini ..	Waiapu ..	3B	67	Ward, Violet ..	..	F	190
				Webber, Elsie E. ..	C	H F	330
Waiomio ..	Bay of Islands	3A	38	Cole, George N. ..	C	H M	340
				Boake, Marcella A. (Mrs.), B.A. ..	B	H F	335
Waiorongomai ..	Waiapu ..	1	11	Boake, Albert B. ..	..	A M	160
				Waiotapu ..	Whakatane ..	1	12	Kaua, Matekino H. ..	..	F	190
Waioweka ..	Opotiki ..	3A	33	Jefferis, Jessie (Mrs.) ..	C	F	260
				Watin, Arthur A. ..	D	H M	360
Waitahanui ..	East Taupo ..	2B	26	Watin, Mary Ann (Mrs.) ..	..	A F	160
				Jones, Marion F. (Mrs.) ..	D	H F	300
Waitapu ..	Hokianga ..	1	19	Jones, William E. ..	..	A M	105
				Werowero ..	Mangonui ..	1	24	Le Huray, Agnes M. ..	C	F	230
Whakaki ..	Wairoa ..	3A	54	Matini, Ratareria ..	..	F	170
				Whakapara ..	Whangarei ..	3A	33	Craig, William H. M. ..	D	H M	335
Whakarara ..	Whangaroa ..	3B	63	Rosevear, Vera D. M. ..	C	A F	235
				Rolland, Gertrude A. (Mrs.) ..	D	H F	310
Whakarewarewa ..	Rotorua ..	3C	96	Rolland, Albert F. ..	..	A M	140
				Robinson, Edna M. (Mrs.) ..	D	H F	320
Whakawhitira ..	Waiapu ..	2A	23	Robinson, Charles H. ..	..	A M	140
				Munn, Mary ..	..	A F	110
Whangamatino ..	Rotorua ..	3A	48	Banks, Joseph ..	..	H M	305
				England, Walter ..	C	H M	355
Whangaparaoa ..	Matakaoa ..	1	16	Banks, Anna (Mrs.) ..	D	A F	230
				Whangape ..	Hokianga	33	Mackenzie, Isabella H. ..	..	A F	110
Whangara ..	Cook ..	1	16	Foster, Phillip J. ..	B	H M	270
				Whangaruru ..	Bay of Islands	3B	43	Foster, Norah J. C. (Mrs.) ..	..	A F	105
Wharekahika ..	Matakaoa ..	3A	49	England, Eva (Mrs.) ..	..	A F	160
				Whareponga ..	Waiapu ..	2B	29	Saunders, Margaret O. ..	..	F	190
Whirinaki ..	Hokianga ..	3C	78	Dent, William ..	..	H M	275
				Barnett, David ..	Lic.	H M	335
Wharekarekare ..	Rotorua ..	3C	96	Dent, Laura M. (Mrs.) ..	..	A F	150
				Barnett, Sarah H. (Mrs.) ..	..	A F	160
Wharekarekare ..	Rotorua ..	3C	96	Hall, Anu G. ..	..	A F	130
				Wynyard, Emily ..	..	A F	85

Table H2.

LIST OF NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1928.
 [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, 1928.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1927.	Number belonging at End of Year 1928.	Average Weekly Roll Number. (Mean of the Four Quarters, 1928.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Manaia	35	34	34.8	34.4	98.9
Mataora Bay	11	16	14.0	13.8	98.6
Rangiawhia	41	40	40.3	39.2	97.3
Rakaumanga	64	73	71.8	69.8	97.2
Matangirau	66	61	61.3	59.6	97.2
Awarua	37	25	28.6	27.7	96.9
Opoutere	29	26	27.9	27.0	96.8
Motiti Island	33	38	36.1	34.9	96.7
Te Rawhiti	39	38	40.1	38.7	96.5
Karetu	38	36	35.6	34.2	96.1
Arowhenua	46	51	48.8	46.8	95.9
Rotokawa	47	49	46.4	44.5	95.9
Omaio	59	57	57.1	54.6	95.6
Te Kopua	14	17	19.9	18.9	95.0
Omarumutu	80	84	84.7	80.3	94.8
Paeroa	55	51	51.2	48.3	94.3
Te Pupuke	44	55	51.6	48.3	93.6
Whakarara	73	61	65.6	61.2	93.3
Te Kotukutuku	46	59	50.4	46.9	93.1
Whirinaki	85	88	85.2	79.1	92.8
Matahiwi*	16	24	20.9	19.4	92.8
Te Kao	57	68	65.2	60.5	92.8
Tanoa	32	30	28.8	26.7	92.7
Te Reinga	35	33	30.7	28.4	92.5
Kirioko	58	64	60.9	56.1	92.1
Omanaia	73	74	71.1	65.5	92.1
Rangiwaea Side	12	12	13.7	12.6	92.0
Papamoa	40	51	47.2	43.4	91.9
Taharoa	41	46	42.2	38.8	91.9
Tikitiki	129	140	136.0	125.0	91.9
Waitapu	21	23	22.1	20.3	91.9
Takahiwai	17	14	14.6	13.4	91.8
Wai-iti	66	63	66.9	61.4	91.8
Waimamaku	49	48	49.0	45.0	91.8
Waimarama	23	23	23.1	21.2	91.8
Ngawha	64	56	57.5	52.7	91.7
Te Paroa-Totara	122	126	121.2	111.1	91.7
Te Ahuahu	42	45	41.1	37.7	91.7
Whakapara	38	35	34.8	31.9	91.7
Hiruharama	101	95	92.1	84.4	91.6
Whakarewarewa	112	147	115.7	105.9	91.5
Otaua	76	80	79.4	72.6	91.4
Okautete	25	23	23.0	21.0	91.3
Pipiriki	39	31	32.3	29.5	91.3
Mohaka	75	92	86.1	78.5	91.2
Tautoro	43	50	53.2	48.5	91.2
Kenana	12	12	12.4	11.3	91.1
Oromahoe	22	24	23.5	21.4	91.1
Maungapohatu	49	47	53.3	48.5	91.0
Wai Kare	27	31	33.4	30.4	91.0
Motatau	33	44	40.6	36.9	90.9
Oturu	24	18	20.6	18.7	90.8
Whakaki	61	60	60.9	55.2	90.6
Waiomio	41	37	40.2	36.4	90.5
Te Haroto	24	26	25.7	23.2	90.3
Te Horo	46	47	47.5	42.9	90.3
Werowero	25	24	25.2	22.7	90.1
Matata	47	34	45.6	40.9	89.7
Te Kaha	64	83	75.9	68.0	89.6
Whangamarino	57	43	51.0	45.7	89.6
Maungatapu	55	70	63.6	56.9	89.5
Maraenui	29	41	40.5	36.2	89.4
Taemaro†	20	..	15.1	13.5	89.4
Manukau	33	35	30.9	27.6	89.3
Tuhara	42	42	43.1	38.5	89.3
Tuparoa	63	62	65.7	58.6	89.2
Manutahi	133	120	131.6	117.3	89.1
Pamapurua	47	47	48.6	43.2	88.9
Parikino	37	33	34.2	30.4	88.9
Tokaanu	61	63	64.9	57.7	88.9
Nuhaka	144	163	155.0	137.7	88.8
Torere	42	50	45.4	40.3	88.8
Matihetihe	23	32	28.8	25.5	88.5
Motuti	31	25	28.5	25.2	88.4
Pukepoto	71	63	68.0	60.1	88.4
Whangape	35	33	37.1	32.8	88.4
Mangamuka	93	94	98.4	86.9	88.3
Rangiahua	32	34	34.2	30.2	88.3
Te Whaiti	21	23	21.4	18.9	88.3
Parapara	27	23	23.3	20.5	88.0
Te Mahia	33	34	33.8	29.7	87.9
Te Waotu	26	18	21.6	18.9	87.5
Waiomatatini	78	86	78.4	68.6	87.5
Maraeroa	75	75	74.4	64.7	87.0
Waihua	16	18	18.9	16.4	86.8

* Reopened June quarter.

† Closed March 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, 1928.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1927.	Number belonging at End of Year 1928.	Average Weekly Roll Number. (Mean of the Four Quarters, 1928.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Matapihi	45	40	42.4	36.7	86.6
Whareponga	33	31	33.5	29.0	86.6
Makomako	37	30	32.7	28.3	86.5
Paparore	57	41	47.7	41.2	86.4
Ruatoki	136	132	135.6	117.2	86.4
Whangaparaoa	23	19	18.4	15.9	86.4
Tokomaru Bay	70	75	71.7	61.9	86.3
Whangaruru	50	52	50.3	43.4	86.3
Kokako	66	61	64.5	55.6	86.2
Parawera	46	51	50.7	43.7	86.2
Whakawhitira	28	24	24.9	21.4	85.9
Waiohau	27	27	27.3	23.4	85.7
Kaikohē	151	154	154.7	132.2	85.5
Orauta	34	42	40.4	34.5	85.4
Poroporo	70	73	74.6	63.6	85.3
Rangitahi	44	36	41.4	35.2	85.0
Raukokore	68	74	73.8	62.5	84.7
Tokata	30	32	28.9	23.7	84.6
Waima	94	73	83.0	69.6	83.9
Te Araroa	91	91	99.4	83.2	83.7
Parinui* .. .. .	..	19	15.1	12.6	83.4
Pukehina	30	25	27.1	22.6	83.4
Oruanui	41	37	35.3	29.4	83.3
Oruawharo† .. .. .	..	28	32.7	27.2	83.2
Whangara	19	15	18.4	15.3	83.2
Mangatuna	57	54	55.4	46.0	83.0
Pamoana	30	30	29.9	24.8	82.9
Ohautira	32	22	26.7	22.1	82.8
Tangoio	33	44	33.9	37.1	82.6
Te Matai	63	72	72.0	59.3	82.4
Waitahanui	32	45	34.5	28.4	82.3
Horoera	31	38	33.6	27.6	82.1
Huiarau	61	59	59.2	48.5	81.9
Waioweka	39	38	41.1	33.6	81.8
Rangitukia	152	154	161.3	131.2	81.3
Te Teko	137	124	132.6	107.3	80.9
Mangawhariki‡ .. .. .	..	17	19.3	15.5	80.7
Pawarenga	20	16	18.3	14.6	79.8
Rakaunui	20	18	15.6	12.4	79.5
Reporua	22	18	19.4	15.4	79.4
Ahipara	104	110	111.3	88.1	79.2
Otukou	33	22	25.8	20.3	78.4
Wharekahika	62	58	60.4	47.2	78.1
Kaharoa	29	31	34.1	26.4	77.4
Karakanui	22	23	20.7	15.9	76.8
Te Hapua	69	63	72.8	53.8	73.9
Waiorongomai	19	13	13.6	10.0	73.5
Waikeri	29	26	26.4	19.1	72.3
Waiotapu	24	16	15.5	11.2	72.3
Kakanui§	14	12	15.1	10.9	72.2
Karioi|| .. .. .	30	..	30.0	20.7	69.0
Otangaroa¶	19	..	14.8	9.3	62.8
Totals for 1928 .. .. .	..	6,671	6,770.2	5,964.2	88.1
Totals for 1927	6,620	..	6,655.1	5,816.5	87.4
<i>Maori Mission Schools, subject to Inspection.</i>					
Ranana Convent	32	27	30.0	29.0	96.6
Tokaanu Convent	31	36	34.6	32.2	93.0
Putiki Mission	28	36	31.2	29.1	93.0
Tanatana Mission	42	52	50.7	45.3	91.3
Jerusalem Convent	19	19	19.7	17.9	90.8
Matahi Mission	24	20	20.0	17.6	88.0
Whakarapa Convent	122	136	139.0	120.9	87.0
Waitaruke Convent .. .. .	..	74	72.5	61.0	84.1
Matata Convent	60	54	60.3	51.8	85.6
Pawarenga Convent	71	71	77.0	61.2	79.4
Te Hauke Mission	41	25	29.2	22.8	74.6
Totals for 1928 .. .. .	..	550	564.2	488.8	86.7
Totals for 1927	470	..	470.2	383.6	81.6
<i>Boarding-schools affording Secondary Education for Maoris.</i>					
Wesley College (boys), Paerata	26	29	29.0	29.0	100.0
Hikurangi College (boys), Carterton	23	32	30.5	30.3	99.0
St. Joseph's (girls), Napier	54	52	48.2	47.9	99.0
Waerenga-a-hika (boys), Gisborne	23	20	20.3	20.1	99.0
Te Aute College (boys), Hawke's Bay	92	80	83.2	82.1	98.6
Queen Victoria (girls), Auckland	56	47	46.2	45.2	97.8
Agricultural College (boys), Hastings	48	53	52.1	50.2	96.3
Turakina (girls), Marton	31	37	37.4	36.0	96.2
Hukarere (girls), Napier	52	58	58.2	54.0	93.0
St. Stephen's (boys), Auckland	63	63	63.3	58.7	92.7
Te Waipounamu (girls), Christchurch	14	18	18.5	13.7	88.6
Otaki (mixed), Otaki	42	44	44.9	39.4	87.7
Totals for 1928 .. .. .	..	533	531.8	506.6	95.2
Totals for 1927	524	..	523.4	504.3	96.3

* Closed March quarter.

† Transferred to Wanganui Education Board in June quarter.

‡ Reopened June quarter.

§ Opened September quarter.

|| Opened June quarter.

¶ Opened March quarter.

Table H 3.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1928.

School.	Government Pupils.	Private Pupils.	Total.
Otaki College (mixed), Wellington .. .. .	..	44	44
St. Stephen's (boys), Auckland	30	33	63
Te Aute College (boys), Hawke's Bay	24	56	80
Waerenga-a-hika College (boys), Gisborne	3	17	20
Hikurangi College (boys), Carterton .. .. .	..	32	32
Wesley College (boys), Paerata	10	19	29
Agricultural College (boys), Hastings .. .. .	..	53	53
Queen Victoria (girls), Auckland	25	22	47
Hukarere (girls), Napier	24	34	58
St. Joseph's (girls), Napier	22	30	52
Turakina (girls), Marton	10	27	37
Te Waipounamu (girls), Christchurch	2	16	18
Totals	150	383	533

N.B.—Two Government pupils were also in attendance at Sacred Heart College, Auckland.

(b) NURSING SCHOLARSHIPS.

One Maori girl held a nursing scholarship in 1928, and attended as a day pupil at Napier Hospital.

(c) APPRENTICESHIPS.

There were no Maori boys holding apprenticeships at the end of 1928.

(d) AGRICULTURAL SCHOLARSHIPS.

At the end of 1928 five Maori boys were holding agricultural scholarships at Te Aute College.

(e) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1928.

Number.	University Course.	University at which Scholarship is held.
2	Arts course	Victoria College.
1	Theology	Otago University.
1	Medicine .. .. .	..
1	Forestry	Canterbury College.

Table H 4.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1928.

Education District.	Number of Schools at which Maoris attend.	Number of Maori Pupils at End of December Quarter, 1928.			Number examined in S. VI.	S. VI Certificates awarded.			Total.
		Boys.	Girls.	Total.		Pro-ficiency.	Com-petency.	Endorsed Com-petency.	
Auckland	387	1,956	1,909	3,865	74	39	19	1	59
Taranaki	59	320	284	604	13	7	3	1	11
Wanganui	71	292	284	576	23	17	3	1	21
Hawke's Bay	88	743	687	1,430	50	32	7	3	42
Wellington	61	301	339	640	20	12	3	2	17
Nelson	9	22	22	44	6	4	2	..	6
Canterbury	40	143	116	259	6	3	..	..	3
Otago	17	37	48	85	5	4	1	..	5
Southland	14	48	42	90	4	3	..	1	4
Totals.. .. .	746	3,862	3,731	7,593	201	121	38	9	168

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 30TH JUNE, 1928.

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..	293	271	1	..	..	..	..	..	..	..	..	..	..	..	..	..	294	271
6 " 7..	433	385	4	6	..	..	..	..	..	..	..	..	..	..	..	..	437	391
7 " 8..	449	363	35	53	2	6	1	2	..	..	..	..	..	..	..	..	487	424
8 " 9..	322	252	121	130	43	26	4	5	..	..	..	..	..	..	..	..	490	413
9 " 10..	181	166	138	140	104	114	31	38	2	1	1	1	..	..	..	..	457	460
10 " 11..	102	77	118	83	147	127	85	99	15	21	1	3	..	..	..	..	468	410
11 " 12..	39	36	61	75	109	108	131	129	69	74	15	19	1	2	..	..	425	443
12 " 13..	27	29	30	29	64	45	110	91	105	101	53	68	8	17	1	..	398	380
13 " 14..	9	6	9	19	35	37	70	47	84	70	94	60	24	43	1	1	326	283
14 " 15..	1	3	7	1	10	12	28	21	38	34	43	37	41	35	2	1	170	144
15 " 16..	..	1	1	1	2	..	8	4	8	4	12	8	20	12	..	2	51	32
16 years and over	..	..	..	..	2	..	1	..	..	1	1	6	7	4	2	2	13	13
	1,856	1,589	525	537	518	475	469	436	321	306	220	202	101	113	6	6	4,016	3,664
Percentage ..	3,445	44.9	1,062	13.8	993	12.9	905	11.8	627	8.2	422	5.5	214	2.8	12	0.1	7,680	100
Median age in years and months	7.5	7.5	9.9	9.7	10.9	10.9	11.10	11.7	12.9	12.7	13.5	13.2	14.5	13.11	..	..	..	..

NOTE.—(1) For the purpose of this return half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori.

(2) In previous reports this table has been prepared to show the information as at the 31st December of the year concerned. For the Department's purposes, however, it has been found more convenient to obtain the information as at the 30th June in each year instead of at the end of the year. The information is accordingly presented in the above table as at the 30th June, 1928.

Table H 6.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 30TH JUNE, 1928.

NOTES.—(1) 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.

(2) In previous reports this table has been prepared to show the information as at the 31st December of the year concerned. For the Department's purposes, however, it has been found more convenient to obtain the information as at the 30th June in each year instead of at the end of the year. The information is accordingly presented in the following table as at the 30th June, 1928.

School.	Race.						Totals.		
	Maoris.			Europeans.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Ahipara	59	56	115	1	3	4	60	59	119
Arowhenua	17	22	39	9	3	12	26	25	51
Awarua	11	13	24	1	..	1	12	13	25
Hiruharama	46	53	99	..	..	..	46	53	99
Horoera	22	10	32	..	..	..	22	10	32
Huiarau	33	26	59	..	..	..	33	26	59
Kaharoa	15	13	28	4	1	5	19	14	33
Kaikōhe	83	71	154	..	1	1	83	72	155
Kakanui	10	9	19	..	..	..	10	9	19
Karakanui	10	7	17	..	2	2	10	9	19
Karetu	20	14	34	1	1	2	21	15	36
Kenana	7	6	13	..	..	..	7	6	13
Kiriōke	27	31	58	1	2	3	28	33	61
Kokako	11	27	38	15	8	23	26	35	61
Makomako	11	18	29	1	1	2	12	19	31
Manāia	16	20	36	..	..	..	16	20	36
Mangamuka	58	48	106	..	..	..	58	48	106
Mangatuna	20	25	45	5	5	10	25	30	55
Mangawhariki	12	7	19	2	1	3	14	8	22
Manukau	16	19	35	..	..	..	16	19	35
Manutahi	58	47	105	13	12	25	71	59	130
Maraenui	21	20	41	..	..	..	21	20	41
Maraeroa	29	44	73	1	..	1	30	44	74
Matahiwi	9	13	22	..	..	..	9	13	22
Matangirau	21	34	55	4	2	6	25	36	61
Mataora Bay	5	9	14	1	..	1	6	9	15
Matapihi	22	13	35	6	4	10	28	17	45
Matata	10	9	19	18	19	37	28	28	56
Matihitihī	18	9	27	..	..	..	18	9	27
Maungapohatu	30	25	55	..	..	..	30	25	55
Maungatapu	29	21	50	11	5	16	40	26	66
Mohaka	43	25	68	7	5	12	50	30	80
Motatau	13	10	23	9	9	18	22	19	41
Motiti Island	17	14	31	2	2	4	19	16	35
Motuti	14	17	31	..	..	..	14	17	31
Ngawha	27	31	58	2	..	2	29	31	60
Nuhaka	63	78	141	9	4	13	72	82	154
Ohautira	13	9	22	..	..	..	13	9	22
Okautete	8	13	21	2	..	2	10	13	23
Omaio	31	24	55	2	..	2	33	24	57
Omanaia	32	37	69	1	1	2	33	38	71
Omarumutu	37	33	70	9	2	11	46	35	81
Opoutere	11	14	25	2	2	4	13	16	29
Orauta	15	9	24	9	6	15	24	15	39
Oramahoe	15	5	20	4	..	4	19	5	24
Oruanui	12	11	23	7	7	14	19	18	37
Oruawhāro	16	19	35	..	..	..	16	19	35
Otaua	32	29	61	9	5	14	41	34	75
Otukou	11	14	25	..	..	..	11	14	25
Oturu	9	9	18	..	..	..	9	9	18
Paeroa	21	15	36	6	15	21	27	30	57
Pamapurua	23	27	50	3	2	5	26	29	55
Pamoana	15	10	25	1	3	4	16	13	29
Papamoā	21	19	40	3	2	5	24	21	45
Paparore	19	19	38	5	2	7	24	21	45
Parapara	8	6	14	2	2	4	10	8	18
Paravera	18	11	29	15	7	22	33	18	51
Parikino	12	16	28	3	2	5	15	18	33
Pawārenga	11	6	17	..	..	..	11	6	17
Pipiriki	13	12	25	4	..	4	17	12	29
Poroporo	40	21	61	6	6	12	46	27	73
Pukehina	8	14	22	4	5	9	12	19	31
Pukepoto	30	27	57	6	7	13	36	34	70
Rakaumanga	32	40	72	..	..	..	32	40	72
Rakaunui	11	5	16	..	..	..	11	5	16
Rangiahua	15	11	26	1	7	8	16	18	34
Rangiahua	26	10	36	2	2	4	28	12	40
Rangitahi	23	15	38	1	..	1	24	15	39
Rangitukia	85	75	160	1	1	2	86	76	162
Raukokore	29	38	67	4	6	10	33	44	77
Reporua	12	7	19	..	..	..	12	7	19
Rotokawa	22	22	44	4	3	7	26	25	51

Table H6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 30TH JUNE, 1928
—continued.

School.	Race.						Totals.		
	Maoris.			Europeans.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Ruatoki	72	58	130	2	1	3	74	59	133
Taharoa	25	17	42	..	..	..	25	17	42
Takahiwa	6	7	13	1	..	1	7	7	14
Tangoio	17	15	32	7	5	12	24	20	44
Tanoa	12	14	26	..	3	3	12	17	29
Tautoro	23	24	47	1	7	8	24	31	55
Te Ahuahu	14	19	33	4	1	5	18	20	38
Te Araroa	30	38	68	21	13	34	51	51	102
Te Hapua	40	35	75	..	..	..	40	35	75
Te Haroto	14	10	24	..	2	2	14	12	26
Te Horo	22	22	44	4	2	6	26	24	50
Te Kaha	35	36	71	1	1	2	36	37	73
Te Kao	35	31	66	..	..	..	35	31	66
Te Kopua	5	10	15	8	3	11	13	13	26
Te Kotukutuku }	25	21	46	..	..	..	25	21	46
Rangiwaea (side) }	7	8	15	..	..	..	7	8	15
Te Mahia	15	16	31	..	..	..	15	16	31
Te Matai	25	34	59	4	6	10	29	40	69
Te Paroa-Totara	46	46	92	13	15	28	59	61	120
Te Pupuke	30	21	51	..	1	1	30	22	52
Te Rawhiti	23	13	36	3	2	5	26	15	41
Te Reinga	11	16	27	..	3	3	11	19	30
Te Teko	48	57	105	7	12	19	55	69	124
Te Waotu	5	9	14	5	6	11	10	15	25
Te Whaiti	8	13	21	..	2	2	8	15	23
Tikitiki	72	56	128	5	6	11	77	62	139
Tokaanu	25	34	59	1	2	3	26	36	62
Tokata	12	12	24	2	..	2	14	12	26
Tokomaru Bay	38	37	75	..	..	..	38	37	75
Torere	21	21	42	..	2	2	21	23	44
Tuhara	13	15	28	9	10	19	22	25	47
Tuparoa	33	34	67	1	1	2	34	35	69
Waihua	5	5	10	5	4	9	10	9	19
Wai-iti	32	32	64	1	3	4	33	35	68
Waikare	12	21	33	1	..	1	13	21	34
Waikeri	12	12	24	1	2	3	13	14	27
Waima	41	43	84	1	1	2	42	44	86
Waimamuku	25	20	45	3	2	5	28	22	50
Waimarama	8	8	16	3	4	7	11	12	23
Waiobau	15	13	28	..	..	..	15	13	28
Waiomatatini	47	30	77	1	..	1	48	30	78
Waiomio	16	21	37	1	1	2	17	22	39
Waiorongomai	5	6	11	1	1	2	6	7	13
Waiotapu	3	1	4	4	6	10	7	7	14
Waioweka	13	12	25	12	8	20	25	20	45
Waitahanui	12	18	30	..	..	..	12	18	30
Waitapu	10	14	24	..	..	..	10	14	24
Werowero	13	12	25	3	2	5	16	14	30
Whakaki	22	24	46	8	9	17	30	33	63
Whakapara	7	21	28	3	3	6	10	24	34
Whakarara	33	28	61	..	..	..	33	28	61
Whakarewarewa	32	37	69	22	11	33	54	48	102
Whakawhitira	12	13	25	..	..	..	12	13	25
Whangamarino	21	24	45	8	3	11	29	27	56
Whangaparaoa	7	11	18	1	..	1	8	11	19
Whangape	24	13	37	..	2	2	24	15	39
Whangara	12	4	16	5	..	5	17	4	21
Whangaruru	27	27	54	..	1	1	27	28	55
Wharekahika	30	19	49	5	6	11	35	25	60
Whareponga	14	19	33	..	..	..	14	19	33
Whirinaki	38	39	77	6	5	11	44	44	88
Totals	3,024	2,912	5,936	433	365	798	3,457	3,277	6,734

Table H 7. CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE 30TH JUNE, 1928.

Table with columns for Ages, Class P., Standard I-IV, Standard V-VII, Race Totals, and Grand Totals. Rows include age groups (5 and under to 15 years and over), percentage, and median age in years and months. Data is categorized by race (European, Maoris) and gender (Boys, Girls).

NOTE.—(1) 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. (2) In previous reports this table has been prepared to show the information as at the 31st December of the year concerned. For the Department's purposes, however, it has been found more convenient to obtain the information as at the 30th June in each year instead of at the end of the year. The information is accordingly presented in the above table as at the 30th June, 1928.

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