

1930.  
NEW ZEALAND.

# EDUCATION OF NATIVE CHILDREN.

(In continuation of E.—3, 1929.)

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

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### No. 1.

#### (REPORT OF CHIEF INSPECTOR OF PRIMARY SCHOOLS ON THE EDUCATION OF NATIVE CHILDREN.)

SIR,—

I have the honour to present the following report for the year 1929 upon the work of those schools engaged in the education of Maori children—viz., Native village schools, Maori mission schools, and Maori secondary schools. Of these, the Native village schools are controlled directly by the Education Department, the others, which are registered schools, being established and conducted by various denominational authorities.

#### NATIVE VILLAGE SCHOOLS.

The number of Native village schools in operation at the end of the year was 137, an increase of three on the number existing at the close of the previous year. The new schools are *Otoko Pa* and *Kauangaroa* in the Wanganui district, and *Matawaia* in the Bay of Islands. All of these were provided, in part, by the Maoris themselves, a school building formerly in use in the district having been removed by the Maoris to Otoko Pa, a temporary building being given for Kauangaroa, while at Matawaia a small school was built by the parents. The school buildings at Taemaro will be removed to another locality when a suitable opportunity offers.

#### NEW BUILDINGS, ETC.

New buildings were erected at *Arowhenua* near Temuka, *Te Pupuke*, Whangaroa, and a new residence at *Tokata*, East Coast, the two last named replacing ones destroyed by fire.

Extensive repairs and alterations have also been made in several schools, new or additional classrooms having become necessary in some cases, making it advisable to remodel old buildings. Additions to the school-site have been made at *Kaikohe* and *Poroporo*. Maintenance of all buildings and better sanitary accommodation have received greater attention during the year.

Applications for new buildings or class-rooms at the following places are now under consideration : *Whangaparaoa* (Bay of Plenty), *Werovero* (Doubtless Bay), *Ruatoki* (Whakatane), *Whakarewarewa* (Rotorua), *Te Teko* (Whakatane), *Manukau* (Hokianga), *Whakarara* (Whangaroa).

During the year 1929 only one application was received for the establishment of a new school, that at *Te Werenga*, Hokianga. It has been considered advisable to defer the establishment of a school here until the consolidation of the land has been effected by the Maori Land Board.

#### MAORI MISSION SCHOOLS.

The following Mission Schools, established and conducted by various religious authorities and registered as primary schools, are inspected by the Inspectors of Native Schools: *Whakarapa*, *Pawarenga*, and *Waitaruke* Convents (North Auckland), *Matata* Convent (Bay of Plenty), *Tokaanu* Convent (Taupo), *Jerusalem* and *Ranana* Convent Schools (Wanganui River), *Tanatana* and *Matahi* Mission Schools (Urewera), *Putiki* Mission School, Wanganui. The total number on the roll of these schools was 532. On the whole, the standard of work reached in them is very satisfactory.

#### MAORI SECONDARY SCHOOLS.

In the early years of Maori education, the education of the Maori child was provided in central boarding-schools, the Government granting funds to the principal denominations engaged in the work, and, in cases, setting aside, with the consent of the Maoris, lands to be held in trust by these Church authorities for educational purposes. Of these, *St. Stephen's* Boys' School (Parnell, Auckland) and *Te Aute* and *Waerenga-a-hika* Colleges (Hawke's Bay), *St. Joseph's* Convent (Napier) still survive from the original number. Established at later periods are *Hukarere* Girls' School (Napier), *Victoria* Girls' School (Auckland), *Otaki* Maori College (Otaki), *Turakina* Maori Girls' College (Marton), *Hikurangi* Boys' College (Wairarapa), *Paerata* (Wesleyan) College (Auckland). Government assistance to these is provided in the form of free places, tenable for two years, for a number of pupils qualified from the Native village schools and a limited number for Maori pupils from public schools. In addition, the Maori Purposes Control Board awards twenty-five Continuation Scholarships, of which approximately seventeen are allotted to the above colleges. From my own experience with Maori people, extending now over some thirty years, I can speak with confidence of the important part these institutions have played in the development of the people. Their influence is shown in every village, and the present leaders of thought and enterprise amongst the people are their ex-pupils.

#### ATTENDANCE, ETC.

*Native Village Schools.*—At the end of the year 1929 there were 6,979 pupils on the rolls of the village schools, as compared with 6,671 at the end of 1928. The average weekly roll number was 6,955, and the percentage of regularity was 89.9. In several schools the average attendance reached over 90 per cent. of the possible. Considering the localities in which the schools are placed, the attendance must be regarded as comparing very favourably with that of the public schools, the average percentage of attendance in which is 90.9. The increase in roll number is also interesting. It shows, first, that the Maori population, if not increasing, is holding its own, and next that there is a growing desire amongst the Maoris for education. When the Department took over the schools in 1880 the roll number was 1,042. Some twenty years ago it was considered that the Maori race was passing away, and the Native-schools system was even suggested as one of the causes contributing to their physical decay. Time has, however, shown the view to be entirely wrong; the number of children on the roll, which was then 4,183, is now 6,734, and I confidently believe that the Native schools have materially added to the physical well-being as well as to the intellectual progress of the Maori.

The following table furnishes a summary of the position in attendance at all the schools specially connected with Maori education:—

Schools.	Number.	Roll at End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village .. ..	137	6,979	6,955	6,252	89.9
Native mission .. ..	10	532	532	460	86.6
Native secondary .. ..	12	533	533	512	96.0
	159	8,044	8,020	7,224	90.1

#### CONDITIONS OF BUILDINGS AND GROUNDS.

The Inspectors report that in the majority of the schools the care bestowed upon the cleanliness of the school is most creditable to both teachers and committee. While they think that the teachers are to be congratulated on maintaining a very high standard of cleanliness, they wish to draw attention to the lack of use of pictorial and other æsthetic aids in the decoration of the class-rooms. The interior walls in many cases present a bare and uninviting appearance, which cannot but affect the child's attitude to his school and school activities. In some schools much has been done to brighten the room by the use of pictures and friezes, which provide also subject-matter for conversation work.

In a few cases the supervision of the outbuildings was found by the Inspectors to be somewhat lacking. Regular daily inspection and care is necessary not only as a training in decent habits of health in the younger children, but also as an essential activity towards the maintenance of good health in the community.

The care and attention bestowed on the grounds in the different schools is reported as showing considerable variation. While many teachers take an enthusiastic interest in the development of play-ground facilities and in the improvement of the general appearance of the grounds, there are a few whose interest is almost negligible. In the majority of cases, however, the school-grounds are the pride and inspiration of the settlement. Particular mention is made by the Inspectors of the following schools: *Te Hapua, Whakarara, Otawa, Te Paroa Totara, Pamapurua, Te Kaha, Wharekahika, Tikitiki, Mangatuna, Rangiahua, Waimarama, Tangoio, Opoutere.*

#### SYLLABUS OF INSTRUCTION.

In keeping with the gradual advance in the standard of education, the new syllabus of instruction for primary schools is being introduced with some necessary modifications into the Native schools. While the cardinal subject of instruction in the primary school is the English language, in a Native school it is, of course, of pre-eminent importance, inasmuch as want of knowledge of the English language constitutes the greatest obstacle to be overcome by the teacher.

For many years past, English has been taught by the direct method, definite lessons being given from the earliest stages, while the Maori language is not used. Suggestions for the guidance of teachers in teaching English are provided in a special pamphlet on the subject, and it is surprising to note the success achieved in many schools where the children have come to school unable to speak a word of English.

#### CLEANLINESS AND HEALTH.

The Native schools still emphasize the importance of cleanliness and health, and the teachers give much gratuitous social service to the community in which they are placed. The importance of personal hygiene and the formation of good health habits are not neglected. It is only fitting that recognition should be given here to the assistance rendered in all health matters by the School Medical Officers of the Health Department, who have shown a particularly keen interest in the Maori child, and have rendered much valuable service in this important matter.

#### METHODS OF TEACHING.

Inspector D. G. Ball, who comes to the Native School Service direct from the work of organizing teacher in public schools, offers the following remarks on the methods of teaching in Native schools:—

“The methods of teaching employed in the lower division of the majority of the schools are intelligent and well applied. Here it is that the teachers are fully cognizant of the importance of oral teaching and practical application. A greater variety of teaching devices and the utilization of more home-made material, pictures, and games would result not only in increased interest and a brighter class-room atmosphere, but also in raising materially the standard of work.

“In many cases the methods employed in the standard classes are of a much less satisfactory nature. If teachers would give more preliminary thought to the ends actually attained by the use of their methods, more vital aims would emerge, thus necessitating more thoughtful methods. In many schools the methods in use are mechanical, inherited—without aim, purpose, or inspiration. Only by keeping professionally awake by discussion, reading, and thought, can one’s teaching ability remain vital. Teachers are well advised to subscribe to a modern educational journal, where the latest practices in teaching technique are discussed. Particularly uninspiring and lacking in any real purposive motivation are the methods commonly in use in teaching reading, recitation, arithmetic, and handwork.

“The pupils, when subjected to tests, show that in most cases they have been well grounded along certain definite lines, and that they have profited to that extent, but any departure from the standard test indicated, in the majority of cases, want of initiative and confidence. More modern methods would develop these characteristics.”

#### GENERAL REMARKS.

The opinions of the Inspectors (Messrs. G. M. Henderson, M.A., and D. G. Ball, B.A., LL.B.) in regard to the various subjects of the curriculum may be stated in the following extracts from their reports:—

##### *English.*

“*Oral Expression and Language Teaching.*—In practically all the schools oral English is now fairly efficiently taught in the primer class, though many teachers devote a great deal of time to the premature teaching of reading, which would be much better spent on speech-training. A good many teachers fail to realize the importance of continuing the oral-English training in the standard classes. This training should follow two main principles: (1) The expansion of the child’s knowledge of English and the enrichment of his means of expressing himself, and (2) the correction of errors and the forestalling of these errors which the experienced teacher knows the Maori child will make unless he is put through language drill in anticipation of the difficulties for the Polynesian, which the English language contains.

“In view of the large amount of time that must be spent in teaching oral and written English, it is not advisable that any ambitious schemes of work in either history or geography should be undertaken. It will therefore be necessary for teachers, when making out their programmes, to consider

carefully how much time they can afford to devote to these subjects while still ensuring that spoken English is in no way neglected.

“Of course, the history and geography (especially the nature-study) can be made excellent media for teaching oral English in the hands of a skilful teacher; and this is without doubt the method that should be adopted. There is need for more oral practice in the standard classes, and the history stories and nature-study talks can be made extensive use of for this purpose. In the schemes of work, therefore, it should be indicated how and to what extent these studies are utilized for increasing the command of spoken language.

“The quality of the instruction in some of the schools reaches a very high standard. The ability to speak correctly and fluently can be developed only by much practice. In many of our schools this practice is confined to sentence or word answers by the child in reply to oral questioning by the teacher. This is insufficient. Especially in the standards, the child should be given frequent opportunities of developing the faculty of continued narrative. The use of such play-way activities as dramatization, dialogues, and action stories should not be overlooked.

“The difficulty of overcoming the incorrect grammatical construction due to difference in idiomatic usage between the English and the Maori tongue has been largely overcome by most teachers, who, by the adoption of drill methods in emphasizing the correct English form are aiding the formation of correct speech habits. Practice, then, should continue until the child is completely confident of his ability to express himself concisely and correctly. In quite a number of the schools this lack of confidence is shown not only by halting, but also by a too weak oral delivery.

“Once again we feel constrained to say that insufficient opportunities for oral and conversational English are given in the upper standards.”

*Written English.*—“There is much need for improvement in many of the schools. This will not be attained by giving more time to this subject which, generally speaking, already monopolizes too much time, but by careful attention to the details and essentials which constitute good prose. Constructive sentence and paragraph work, use of adjectives and adverbs, vocabulary study, &c., should be emphasized, while less time might be given to the formal composition exercise. More teaching and less testing (the formal composition) is required. It is necessary to reiterate that, before a formal composition exercise, ample and adequate oral discussion and preparation are essential.”

#### *Reading.*

“Reading in the primer class is well taught owing to two factors: First, the teachers give a great deal of time and trouble to this subject; and, second, the phonic primers that the children learn to read from are admirably graded for difficulty, and contain at every stage the phonic drill necessary to enable the child to read the ensuing words. Two faults were very prevalent in the reading some years ago, but are now much less noticeable. These were monotony and want of comprehension. A vigorous campaign on the part of the Inspectors has gone far to eradicate these.

“During the year the Department decided to subsidize money raised for the purchase of library books, and a system has been introduced by which the Inspectors select suitable books which are purchased at wholesale prices. By this means quite a number of schools now have suitable libraries, which have given considerable impetus to the study of reading.

“In the preparatory divisions of the schools the methods employed are most successful in overcoming the mechanical difficulties of reading. Throughout the service, work of a high standard is general in this division.

“In some schools in the upper standards oral reading is well taught, the pupils reading with clear enunciation, fluency, and, less often, intelligence. In many cases the oral reading is monotonous and expressionless. Want of expression is not necessarily due to lack of comprehension as other language factors are present. The cure lies in bright, even exaggerated, pattern reading by the teacher as well as in much wider reading by the children.

“In very few schools are the methods employed bright and inspiring. On the contrary, they are such that any interest or desire to read is atrophied at a very early stage. Whilst the necessity exists to hear daily the weaker pupils read orally, there is no reason for this with the remainder of the class, who would be much better employed on some silent reading activity.

“Very little attention has been given to the development of silent-reading ability. There is insufficient reading material of a suitable type, but this will be remedied when larger and more interesting libraries are formed. (It is to be noted that many teachers have already made a beginning). Comprehension of a passage may be tested by illustration, dramatization, retelling, true-false questions, &c.

“A reading aim of great importance is the inculcation of the correct attitude to and care of books. Care should be taken to ensure that primer and other readers are not doubled back, and that *Journals* are covered and kept in a clean state.”

#### *Recitation.*

“This receives more or less mechanical treatment in a good proportion of the schools, and very good to excellent treatment in the remainder. It has been noticed that the selection of poems to be studied and memorized by the children is very often most unsuitable. Poems or prose extracts which are highly abstract in thought should be omitted. The teacher should devote some of the period to the reading of suitable dramatic narrative poems and prose passages to the children.”

*Writing.*—“Writing is usually good. The teachers are trying to teach by the rhythmic method, but in most schools the older pupils practically all use finger-action instead of free arm movements. It is probable that the older children will, in most cases, be unable to make the necessary change.”

*Spelling.*

“The quality of work done in this subject varies greatly. In many schools the spelling ability of the pupils is very good. In some schools greater care in the selection of words is required. On no account should formal spelling lists be used.”

*Arithmetic.*

“Arithmetic is well taught in some schools, but in general there is too much tendency to follow the text-books supplied, and a reluctance to prepare and use practical methods. Again when practical methods are used it is often the teacher who does the demonstrating with the material or apparatus while the children watch passively.

“A considerable number of teachers, especially in primer classes, make adequate use of concrete methods, and at one school, Oruanui, the teacher has built a miniature shop in one corner of his room, equipped with scales, counter, till, shelves full of groceries, books, and even a dummy telephone.

“There is no doubt that the text-books are a great temptation to unambitious teachers; but unless arithmetic is closely associated with materials, quantities, and actual spacial relations, it loses a great deal of its value, and its operations become a burden on the memory of the pupils instead of a process of reasoning based on their own activities.

“On its more formal side, this subject has been very well taught in a large number of schools. Many teachers fear that very much time spent on the practical application of number will mean a lowering of the standard of the more formal work. This fear is unfounded, and teachers have been informed that much more practice in practical arithmetic is not only necessary, but will prove beneficial.

“Regular practice for the development of speed in mechanical arithmetic and tables could receive more attention. There are now many types of speed tests available.

“In the preparatory division number work is very well done. It is perhaps necessary to remind teachers that in P. 4 the number facts are required to be memorized.”

*History.*

“As the year 1929 marked the introduction of the subject into the Native-school curriculum, little comment is, as yet, possible. Teachers have welcomed the innovation not only for its own sake, but because of the further opportunity it makes available for the development of oral expression. Stories told in an interesting and dramatic manner by the teacher, retold and dramatized by the children, is the method recommended.

“There are as yet few good schemes of work in this subject, and no special methods for teaching it, such as projects or dramatization. Time charts are used in two or three schools.

“Teachers have been advised to emphasize the Maori and New Zealand history, and to use the story method, especially in the lower classes.”

*Geography.*

“Satisfactory work continues to be done in a number of schools. As a general rule the methods employed are too formal. Much more practical and pictorial illustration would result in increased interest.”

“The children should record their observations of natural phenomena; they should also collect specimens of plants, including grasses, weeds, insects, &c.

“Weather records are kept in a number of schools. In a smaller number the seasonal changes in the relations of the earth to the sun and stars are observed, but the local physical geography is usually not well taught.”

*Agriculture.*

“Agriculture is a very important subject, and so far as the practical school-gardening is concerned it is well taught in a large number of schools. In some cases the children are encouraged to cultivate home gardens.

“The experimental side of the subject and the recording of results obtained in note-books, is carried out only in a few schools.

“The Instructors in Agriculture continue to visit most of the schools. Renewed activity and interest is now being evinced by many teachers. The development of home plots should be encouraged. Tree-planting and forestry work is becoming a feature in some districts.”

*Handwork.*

“Whilst some of the Native schools wisely make a feature of their handwork activities, in many cases this subject is sadly neglected, especially in the upper divisions. Handwork is such an excellent teaching-device that it is surprising such little use is made of this play-way activity. The real importance of this subject lies in the development of technical skill and of the creative faculty, and its technique is based on the training of hand and eye. To supplement the material supplied by the Department, teachers should make full use of natural and waste material obtained locally, *e.g.*, sugar-bags, tins, lace-bark, flax, pine-needles, raupo, paper, string, rubber, &c.

“In a few of the schools woodwork and cookery rooms, in which the children are receiving excellent training of a practical nature, have been established. The results are most gratifying and well repay the enthusiasm of the teachers.

“The materials supplied by the Department are plasticine, mat-weaving paper, carton, cardboard, paper for folding, crayon books and pastels, brushes and colours and coloured chalk. In several

schools special work is being done in clay-modelling, notably at Otaua, Matangirau, and Waikare. There are eighteen woodwork-rooms in the Native schools, which have been erected mainly by local effort in the past. Of these eleven are in operation: Pukepoto, Takahiwai, Opoutere, Te Kaha, Omaio, Manutahi, Raukokore, Tokaanu, Rangitukia, Oruanui, and Paparore. The other seven are not used because the teachers in them are not able to teach woodwork efficiently.

“One of these, Manutahi, has classes in woodwork and cookery, both doing very fine work.

“Useful woodwork is also done without a proper workshop at Pamoana and Oruawharo. At Paeroa School experiments are being made with paper-pulp work, and at Te Kotukutuku a sheep-skin was tanned and made into a number of handsome and useful articles.”

#### *Singing.*

“Singing is well taught in most Native schools, and some attain a high standard of excellence in this subject. In most cases the tonic sol-fa notation is taught, but at several schools, notably Pamoana, Parinui, and Oruawharo, the staff is also taught. In Oruawharo an attempt is made to teach instrumental music with good results.

“This subject is undoubtedly a feature of the Native schools. Very good singing indeed is heard in many of the schools.

“Ability to read at sight tonic sol-fa notation is present in a fair number of the schools.”

#### *Health.*

“It is the intention of the Director of Education that special attention should be given to this matter, and that a series of lessons should be planned and given in all schools. This has been the practice in a large number of schools, while in others the talks on health matters were given when occasion called for some reference to the subject. In a Native school there is usually no lack of these opportunities, as the teachers frequently have to deal with all kinds of ailments which in a European environment are the province of the medical profession.”

#### *Physical Instruction.*

“This subject does not receive the attention it merits in many of the Native schools. Teachers are expected to give the full fifteen minutes daily to physical training, and they have now been requested to teach as many organized games as possible. Physical Instructors visit some of the schools.

“In most schools there is a lack or total absence of material for games, such as bats, balls, racquets, &c. Before the War it was the practice for the Department to supply material for games in recognition of the Committee’s supplying firewood. This was discontinued as a measure of war economy. It is one indication of the efficiency of the teaching when the children all play vigorously during recess.”

#### *Drawing.*

“Drawing is satisfactory, although the most is certainly not made of the undoubted talent that exists among the Maori boys.

“Early in the year the Department was asked by Professor Paget of Liverpool University, England, for specimens of drawings by Maori children under ten years of age. The Professor found those sent in response to his request extraordinarily interesting from several points of view, notably the evidence of keen observation even in the youngest pupils and the fact that the Maori child, apparently unlike most children, began by drawing people profile instead of full face. It would seem that there is, in our schools, a good field of investigation in such subjects.

#### *Tone and Discipline, &c.*

“In general the tone and discipline of the Native schools is undoubtedly of a high standard and directly beneficial in the formation of useful habits. Playground supervision has *not* received the attention it warrants. In a few schools only are the teachers to be congratulated upon the well-organized play activities of the children. In far too many schools, no such provision is made at all.”

#### SECONDARY EDUCATION.

In regard to the secondary Maori schools referred to above, the Inspectors report that at all of them the boys and girls are receiving a very valuable social training. Discipline and tone are of a high standard.

“In the girls’ schools, emphasis is placed on homecraft. Valuable training in domestic duties, sewing, cooking, housecraft, home nursing, &c., is given.

“The cultural side is not neglected, singing, music, recitation, and literary appreciation being given special attention.

“In the boys’ schools, a closer relationship between the academic and practical side is advisable. There is a tendency for each to function in a watertight compartment.

“The boys are given much experimental work of a practical nature in agriculture.

“Secondary education up to Public Service Entrance and Matriculation standard is available.

“There are, also, classes with a very strong agricultural bias formed for boys who will ultimately return to farming pursuits.

“A number of changes have been made in the curriculum of St. Stephen's School, Auckland. The new head teacher in anticipation of the school being moved to the new premises at Bombay, where it will become a proper agricultural college, has cultivated every available yard of ground on the Parnell site, and supplies large quantities of green and root vegetables, which form a considerable portion of the daily rations of the scholars. In addition to this practical gardening, the boys are all expected to prepare for some external examination. For this reason the standard of work and industry in the school has been substantially raised.

“In one way the influence of these colleges is of the utmost importance, especially to the girls. Here they are accustomed for at least two years to a regular civilized way of living—sleeping in proper beds, dressing and undressing themselves daily, washing and tidying themselves regularly, eating three meals a day, and generally leading a regular and orderly life. This experience comes at the age of early adolescence when the social instincts are strong and their minds are most susceptible to the religious and moral influences that are brought to bear upon them by the men, and especially the women, in whose care they are placed. Here they have practical experience of a standard of living and comfort which is lacking in many of their homes, and they will form habits which they should have the desire to continue after they leave college. As it is impossible, even if it were desirable, for them to live in this fashion from infancy, this two or three years is probably the best experience that could be devised for them. In the case of the girls it would probably be more effective if, instead of their being all housed and fed in one large building, they were placed in groups of four or five in small cottages where each girl in turn could take charge and run the cottage as if it were a home. They could thus get more valuable experience for later life, especially if they were trained to buy economically and plan meals, and otherwise manage their little households.

“In the girls' colleges attention is concentrated upon teaching domestic arts—cooking, dress-making, laundry-work, first-aid, and home nursing. While these are very necessary, it would be worth while for a number of the more intellectual girls to study for the Training College Entrance Examination with a view to qualifying as teachers for the Native schools where a number of the girls find positions as junior assistants. It is found that few of these are suitable for promotion to better-paid positions owing partly to their educational limitations.

“Altogether these colleges are performing a very useful function. The pupils are under good discipline, and the tone of the schools and general behaviour and manners of the scholars are of a high order, and create a reputation among those with whom they come in contact, very favourable both to schools and scholars.”

#### SCHOLARSHIPS.

To afford children in Native village schools an opportunity of receiving a suitable form of secondary education suited to their requirements, the Department provides a number of free places or scholarships, tenable for two years, at one or other of the secondary Maori schools. A limited number is also available for Maori children attending public schools. There is no special examination for these scholarships, the selection being made by the Inspectors in consideration of attainment, race, and locality. The syllabus of instruction during the course of the scholarship is prescribed by the Department. The total number of these scholarships tenable during 1929 was 169. For those who have completed satisfactorily the two years' course opportunity for further practical education is provided by Senior Scholarships, available to those who desire to learn some trade approved by the Department. Some years ago these Industrial Scholarships, as they are termed, afforded the means of apprenticing boys to carpentry, blacksmithing, saddlery, and similar trades, as well as to farmers. The altered economic conditions do not now give Maori boys much opportunity of learning trades, but five Agricultural Scholarships are still in vogue and the gradual spread of the dairying industry amongst the Maoris will no doubt make these more useful. For girls the scholarship may be awarded to candidates for the nursing profession, but the age-limitation fixed by the hospital authorities apparently keeps the girls waiting too long, and not so many come forward now as formerly. It is hoped to make arrangements with the smaller hospitals in Maori centres for the admission of specially selected girls to a probationary course at a somewhat earlier age.

Two University scholarships are provided annually for Maori students who desire to qualify for a profession which may enable them to be of service to their people. Both of these scholarships were current at the end of the year—one in medicine and one in science. The scholar studying medicine has almost completed the medical course at Otago University—quite a creditable achievement for a young Maori.

I may mention here that Harold Reid, a former pupil of Matihetihe Native School, Hokianga, who was given a Junior Scholarship from Matihetihe Native School, has qualified for the B.Sc. degree, and won the Senior University Scholarship in Mathematics.

The usual examinations for the Te Makarini and Buller Scholarships, founded privately for the assistance of Maori boys, were held in December. The Junior Te Makarini Scholarship was won by Mahuika Allison, of Raukakore Native School, and the Senior by Archie Fabling, of Te Aute College. The Buller Scholarship was awarded to Manga Kamariora, of St. Stephen's School.

Comparison of the work of the present candidates with that of the earlier years will show to what extent the standard has improved. The scholarships have been of undoubted benefit to the winners, and the Te Makarini scholars, in particular, have, in their after career, well maintained the purpose which the founder of the scholarships desired. In this connection, it is but fitting that I should express regret at the death of Sir R. D. D. MacLean, who founded the Te Makarini Scholarships in memory of his father, one of the greatest Native Ministers that the Dominion has known.

## RETIREMENT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS.

Towards the end of the year Mr. John Porteous, M.A., who had held the position of Senior Inspector of Native Schools since 1920, retired from the service. Mr. Porteous joined the Department in 1905, and had thus completed twenty-five years in Native-school work. Himself an excellent teacher and organizer, he was able to give much assistance to the teachers in the schools, while his integrity and devotion to duty made him also a valued officer of the Department. The Maori people had in him a doughty champion, and his visits were looked forward to by both children and parents with great satisfaction. His tenure of office was accordingly marked with sound progress. He will be long remembered by those who were associated with him in the work and by the Maori people in whose cause he laboured for so many years.

## VISIT OF DIRECTOR OF EDUCATION AND CHIEF INSPECTOR OF PRIMARY SCHOOLS.

In the early part of the year, the Director of Education and the Chief Inspector of Primary Schools visited Native schools in the East Coast and Bay of Plenty districts.

Extracts from the Director's comments were as follow :—

“ I was very much impressed by the devotion of the teaching staff to their duties and by the excellence of the social work the teachers are doing among the Maoris.

“ A very high standard of cleanliness has been set and maintained in the Native schools. There is no doubt at all that this standard of cleanliness must in itself be a good training for the Native children.

“ I found that, as a general rule, the more mechanical parts of the subjects of instruction were well done. Very little bad writing was seen ; mechanical arithmetic was good. Naturally, the pupils, particularly in the more remote schools, found difficulty with the English subjects, but in this direction a great improvement could be effected if the practice of allowing simultaneous answering by the children were discontinued. In their reading, it is of paramount importance that they should endeavour to express the meaning of what they read. There is no doubt at all that greater attention should be paid to the systematic study of English.

“ Arithmetic should be taught in a thoroughly practical manner.

“ Nearly all the schools are equipped by the Health Department with some of the simpler remedial requisites and the teachers co-operate freely with the district nurses in attending to ailments among the Maoris.

“ There is no doubt that the missionary spirit is strongly developed among most of the Native-school teachers, and they do a great deal of social work among the Maoris that no one hears about.

“ A number of schools are equipped with manual-training rooms, but several have fallen into disuse. This should not be allowed, and I propose that greater interest should be taken in manual training for Maori children ”

## CONCLUDING REMARKS.

Looking back to the time when I entered upon Native-school work in 1901, and considering the present condition of the Maori people as revealed during two recent visits, I am struck by their great progress and development. From time to time the system has been criticized as being too little given to what is called the practical side of education. The Maori himself, however, knows what he wants. The present position is that the young Maori, whether from the Government primary school or from the private college turns his face to work. Dairying and sheep-farming now engage him and it is only where land is too poor in quality, too limited in area, or not available at all, that progress is not so marked. I feel satisfied that of this progress the Native schools have laid the foundation. Further, I am convinced that for the special needs of a Maori settlement, no other kind of school meets the requirements so well. Nor can there be shown anywhere a keener desire for, and interest in, education than amongst the Maoris. The responsibility of the teachers is, therefore, greater and the Department should be gratified at the manner in which they respond to the demands thus made upon them.

I have, &c.,

WILLIAM W. BIRD,

Chief Inspector of Primary 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, 1929.

In the column "Position," HM means Head Master; HF, 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 and Grading.	Position.	Annual Rate of Salary.
Ahipara ..	Mangonui ..	3C	84	Braik, Peter .. .. .	C 100	H M	£ 385
				Braik, Christine (Mrs.) .. .. .	C 145	A F	230
				Ihaka Maki .. .. .	..	A F	120
				Urlich, Mercia .. .. .	..	A F	85
Arowhenua ..	Geraldine ..	3A	48	Bremner, Hannah A. A. .. .. .	D 96	H F	355
				Bremner, Esther P. N. N. .. .. .	D 167	A F	220
Awarua ..	Bay of Islands	2B	27	Rose, Edwin .. .. .	B 189	H M	240
				Rose, Rosamund V. (Mrs.) .. .. .	C 191	A F	145
Hiruharama ..	Waiapu ..	3C	97	Rolland, Albert F. .. .. .	..	H M	265
				Rolland, Gertrude A. (Mrs.) .. .. .	D 153	A F	230
				Hopkinson, Kehi M. .. .. .	C 207	A F	170
				Kopua, May .. .. .	..	A F	100
Horoera ..	Matakaoa ..	2B	35	George, William G. .. .. .	D 177	H M	295
				George, Catherine M. (Mrs.) .. .. .	D 153	A F	155
Huiarau ..	Whakatane ..	3A	58	Clemance, Phyllis S. .. .. .	C 137	H F	335
				Clemance, Grace A. D. .. .. .	D 188	A F	210
Kaharoa ..	Raglan ..	2B	23	Worthington, Herbert .. .. .	..	H M	250
				Worthington, Sarah A. (Mrs.) .. .. .	..	A F	105
Kaikohe ..	Bay of Islands	4A	131	Rogers, Herbert .. .. .	D 78	H M	415
				Rogers, Ethel E. (Mrs.) .. .. .	C 123	A F	270
				Caldwell, Mary A. .. .. .	D 203	A F	225
				Maihi, P. .. .. .	..	A F	100
Kakanui ..	Helensville ..	1	13	Ward, Constance M. .. .. .	..	F	160
Karakanui ..	Otamatea ..	1	21	Birkby, John S. .. .. .	Lic.	M	200
Karetu ..	Bay of Islands	2B	34	McGowan, Howard G. .. .. .	C 152	H M	305
				McGowan, Winifred M. (Mrs.) .. .. .	..	A F	105
Kauangaroa ..	Wanganui ..	1	23	Churton, Emily N. .. .. .	..	F	190
Kenana ..	Mangonui ..	1	11	Foster, Jessie E. (Mrs.) .. .. .	..	F	160
Kirioko ..	Bay of Islands	3B	60	Grahame, Bruce .. .. .	..	H M	285
				Grahame, Dorothy (Mrs.) .. .. .	C 171	A F	220
				McLeod, Marion P. .. .. .	..	A F	100
Kokako ..	Wairoa ..	3A	44	Harlow, Wilhelmina .. .. .	D	H F	330
				Alford, Florence (Mrs.) .. .. .	..	A F	195
Makomako ..	Kawhia ..	2B	28	West, William E. .. .. .	D 121	H M	345
				West, Annie M. W. (Mrs.) .. .. .	..	A F	160
Manaia ..	Coromandel ..	2B	32	Bell, Eric W. .. .. .	C 165	H M	310
				Bell, Muriel S. (Mrs.) .. .. .	C 187	A F	135
Mangamuka ..	Hokianga ..	3C	89	Murray, James .. .. .	..	H M	305
				Williams, Susannah G. (Mrs.) .. .. .	..	A F	160
				Stancliffe, Olga E. .. .. .	..	A F	120
				Wright, Emily A. .. .. .	..	A F	100
Mangatuna ..	Waiapu ..	3A	49	Scammell, William H. .. .. .	..	H M	285
				Scammell, Agnes E. (Mrs.) .. .. .	..	A F	160
Mangawhariki ..	Waiapu ..	1	16	McDonald, Alexina .. .. .	D 194	F	210
Manukau ..	Mangonui ..	2B	29	Topia, Jane H. .. .. .	..	H F	220
				Shepherd, Margaret .. .. .	..	A F	140
Manutahi ..	Waiapu ..	3C	110	Woodley, Frederick T. .. .. .	B 82	H M	425
				Woodley, Georgina (Mrs.) .. .. .	..	A F	185
				Winge, Aziyade .. .. .	D 184	A F	215
				Tautau Rahia .. .. .	..	A F	100
Maraenui ..	Opotiki ..	2B	37	Baldock, Edgar, C., B.A. .. .. .	B 167	H M	250
				Baldock, Agnes M. (Mrs.) .. .. .	D 219	A F	115
Maraeroa ..	Hokianga ..	3B	65	Hulme, Maggie (Mrs.) .. .. .	..	H F	285
				Hulme, Russell H. .. .. .	..	A M	160
				Heperi, Rebecca .. .. .	..	A F	120
Matahiwi ..	Waimarino ..	1	26	Sparks, William .. .. .	D 196	H M	225
				Sparks, Lillian H. (Mrs.) .. .. .	C 186	A F	105
Matangirau ..	Whangaroa ..	3B	66	Dane, Hilda E. I. (Mrs.) .. .. .	Lic.	H F	310
				Dane, William M. .. .. .	Lic.	A M	170
				Shepherd, Winnie .. .. .	..	A F	75
Mataora Bay ..	Ohinemuri ..	1	18	Hamlin, George .. .. .	..	M	180
Matapihi ..	Tauranga ..	3A	36	McFarlane, Charles T. .. .. .	..	H M	285
				Irwin, Ellenor, A. .. .. .	..	A F	195
Matata ..	Whakatane ..	3A	36	King, Edmund A. .. .. .	C 115	H M	345
				King, Clara M. H. (Mrs.) .. .. .	D 191	A F	210

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

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification and Grading.	Position.	Annual Rate of Salary.
Mataiwaia ..	Bay of Islands	1	23	McKenzie, Marion W. (Mrs.) ..	..	F	£ 200
Matihetihe ..	Hokianga ..	2B	28	Minchin, Zara ..	..	H F	320
				Te Toko, Emma ..	..	A F	140
Maungapohatu ..	Whakatane ..	3A	44	Roseveare, Ethel A. ..	..	D 127	H F 345
				Paulger, Irene D. ..	..	D 192	A F 235
Maungatapu ..	Tauranga ..	3B	61	Roach, Patrick ..	..	C 103	H M 370
				Roach, Ruby (Mrs.) ..	..	..	A F 160
				Roach, Aileen F. M. ..	..	..	A F 85
Mohaka ..	Wairoa ..	3B	87	Wills, Edgar J. ..	..	C 104	H M 370
				Wills, Evelyn A. (Mrs.) ..	..	C 158	A F 200
				Findlay, Amy J. ..	..	..	A F 110
				Pickering, Doris M. ..	..	..	A F 100
Motatau ..	Whangarei ..	2B	43	Morris, Richard E. ..	..	C 148	H M 310
				Morris, Margaret J. (Mrs.) ..	..	C 188	A F 125
Motiti Island ..	Tauranga ..	2B	35	Clench, Charles McD. ..	..	..	H M 250
				Clench, Mary I. (Mrs.) ..	..	..	A F 105
Motuti ..	Hokianga ..	2B	28	Le Huray, Agnes M. ..	..	C 128	H F 270
				Fleury, Ellen J. ..	..	..	A F 120
Ngawha ..	Bay of Islands	3B	54	Russell, William E. ..	..	C 150	H M 350
				Russell, Agnes (Mrs.) ..	..	..	A F 160
				Ripia, Eva ..	..	..	A F 100
Nuhaka ..	Wairoa ..	4A	153	South, Moses ..	..	E 107	H M 405
				South, Emma S. (Mrs.) ..	..	..	A F 190
				Campbell, Marion B. ..	..	C 184	A F 245
				South, Joyce K. ..	..	..	A F 85
				Wharehinga, Raiha ..	..	..	A F 100
Ohautira ..	Raglan ..	2A	19	Childe, Marjorie (Mrs.) ..	..	D 188	H F 300
				Childe, Sydney H. ..	..	..	A M 105
Okautete ..	Masterton ..	2A	20	Dunwoodie, David W. ..	..	C 195	M 240
Omaio ..	Opotiki ..	3B	52	Coughlan, William N. ..	..	..	H M 295
				Coughlan, Isabella A. (Mrs.) ..	..	..	A F 160
				Coughlan, Alison A. ..	..	..	A F 65
Omanaia ..	Hokianga ..	3B	68	Bruford, Frederick C. B. ..	..	..	H M 275
				Bruford, Madge L. (Mrs.) ..	..	..	A F 150
				Wallace, Kathleen R. ..	..	..	A F 110
Omarumutu ..	Opotiki ..	3B	77	MacKay, Gordon ..	..	D 99	H M 385
				MacKay, Emily M. ..	..	..	A F 160
				Gaskill, Annie M. ..	..	..	A F 105
Opoutere ..	Thames ..	2B	25	Statham, William H. ..	..	..	H M 260
				Statham, Frances E. (Mrs.) ..	..	..	A F 105
Orauta ..	Bay of Islands	2B	38	Kelly, Felix ..	..	D 109	H M 345
				Brown, Mary ..	..	..	A F 105
Oromahoe ..	Bay of Islands	2A	26	Brighthouse, Kathleen (Mrs.) ..	..	..	H F 240
				Brighthouse, John R. ..	..	..	A M 105
Oruanui ..	East Taupo ..	2B	35	Ferguson, William ..	..	D 134	H M 345
				Ferguson, Alice (Mrs.) ..	..	..	A F 150
Oruawharo ..	..	2B	27	Thompson, Catherine (Mrs.), B.A. ..	..	B 107	H F 300
				Thompson, Robert W. ..	..	..	A M 95
Otaua ..	Hokianga ..	3B	73	Smith, Leonard H. ..	..	..	H M 285
				Smith, Phoebe M. (Mrs.) ..	..	..	A F 160
				Chapman, Inez P. L. ..	..	..	A F 120
Otoko Pa ..	Wanganui ..	1	18	Turner, Eva M. ..	..	C 158	F 250
Otukou ..	Taupo ..	2A	20	Bathwayt, Mary de V. W. ..	..	..	H F 220
				Bathwayt, Ellen E. C. ..	..	..	A F 85
Oturu ..	Mangonui ..	1	16	Leef, Kathleen ..	..	..	F 180
Paeroa ..	Tauranga ..	3A	54	Dale, Francis A. ..	..	C 86	H M 370
				Dale, Florence E. (Mrs.) ..	..	B 128	A F 230
Pamapurua ..	Mangonui ..	3A	41	Heal, Ethel A. (Mrs.) ..	..	C 143	H F 335
				Heal, Ernest R. ..	..	..	A M 160
Pamoana ..	Waimarino ..	2A	25	Pees, Katherine S. ..	..	C 163	H F 310
				Hicks, Blanche M. ..	..	..	A F 120
Papamoia ..	Tauranga ..	3A	48	Morris, Margery M. (Mrs.) ..	..	D 140	H F 320
				Morris, David O. ..	..	..	A M 130
Paparore ..	Mangonui ..	3A	36	Harper, Leslie M. (Mrs.) ..	..	C 116	H F 360
				Harper, Charles A. E. ..	..	..	A M 170
Parapara ..	Mangonui ..	2A	19	Sheeran, Alfred F. L. ..	..	..	H M 200
				Sheeran, Hazel G. (Mrs.) ..	..	..	A F 65
Parawera ..	West Taupo	3A	52	Lowe, Joseph E. ..	..	B 108	H M 370
				Lowe, Mary E. (Mrs.) ..	..	D 188	A F 200
				Jones, Marion W. E. ..	..	..	A F 100
Parikino ..	Wanganui ..	2B	30	Chenery, Honoria L. (Mrs.) ..	..	D 190	H F 300
				Chenery, James W. ..	..	..	A M 105
Parinui ..	Wanganui ..	1	15	White, Douglas H., B.A. ..	..	B 181	M 230
Pawaronga ..	Hokianga ..	1	11	Matthews, Emily ..	..	..	F 190
Pipiriki ..	Wanganui ..	2B	27	Jarratt, Herbert ..	..	C 110	H M 345
				Jarratt, Emily E. (Mrs.) ..	..	..	A F 160
Poroporo ..	Whakatane ..	3B	63	Ryde, Henry J. ..	..	D 98	H M 385
				Ryde, Emma G. (Mrs.) ..	..	..	A F 160
				Ryde, Edna R. ..	..	..	A F 85
Pukehina ..	Rotorua ..	2A	23	Burgoyne, Annette ..	..	..	H F 250
				Burgoyne, Constance ..	..	..	A F 105

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

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification and Grading.	Position.	Annual Rate of Salary.
Pukepoto ..	Mangonui ..	3B	56	Gracie, Thomas .. .. .	C 116	H M	£ 370
				Gracie, Mary L. S. (Mrs.) .. .. .	..	A F	160
				Cameron, Jane .. .. .	..	A F	85
Rakaumanga ..	Waikato ..	3B	85	Strong, Sydney J. .. .. .	D 118	H M	345
				Strong, Mildred F. (Mrs.) .. .. .	..	A F	160
				Mauriohooho, Rarangi .. .. .	..	A F	110
Rakaunui ..	Kawhia ..	1	16	Keith, Sydney M. .. .. .	..	M	190
Rangiahua ..	Wairoa ..	2B	29	Timms, William .. .. .	C 141	H M	320
Rangiawhia ..	Mangonui ..	3A	35	Timms, Dorothy B. T. (Mrs.) .. .. .	C 169	A F	135
				Roberts, Harold V. J. .. .. .	..	H M	255
Rangitahi ..	Whakatane ..	3A	30	Roberts, Lilian M. (Mrs.) .. .. .	..	A F	130
				Jamison, Mary .. .. .	..	H F	285
Rangitukia ..	Waiapu ..	4A	140	Mauriohooho, Sarah .. .. .	..	A F	195
				Cumpsty, Charles E., B.A. .. .. .	B 97	H M	415
				Cumpsty, Mary (Mrs.) .. .. .	..	A F	200
				McLachlan, Linda .. .. .	..	A F	195
Raukokore ..	Opotiki ..	3B	71	Waikari, Hera T. H. .. .. .	..	A F	100
				Forbes, Leslie .. .. .	D 170	H M	325
				Forbes, Winifred M. (Mrs.) .. .. .	C 188	A F	200
				Tukaki Araporohe T. .. .. .	..	A F	110
Reporua ..	Waiapu ..	1	16	Seatler, Jean P. (Mrs.) .. .. .	C 202	F	200
Rotokawa ..	Rotorua ..	3A	47	Oulds, George F. .. .. .	..	H M	285
				Oulds, Agnes W. (Mrs.) .. .. .	..	A F	160
Ruatoki ..	Whakatane ..	4A	109	Sinclair, Donald W. E. .. .. .	..	H M	300
				Sinclair, Martha (Mrs.) .. .. .	..	A F	200
				Riini, Mary .. .. .	..	A F	100
				Seivewright, Alexander C. .. .. .	..	H M	285
Taharoa ..	Kawhia ..	3A	41	Seivewright, Clara (Mrs.) .. .. .	..	A F	160
Takahiwai ..	Whangarei ..	1	15	Goodson, Robert H. .. .. .	..	M	200
Tangoio ..	Hawke's Bay	3A	39	McKenzie, Kenneth .. .. .	B 96	H M	355
				McKenzie, Beatrice (Mrs.) .. .. .	..	A F	160
Tanoa ..	Otamatea ..	2B	31	Bloy, Alice (Mrs.) .. .. .	C 170	H F	280
				Bloy, Oliver, D. M. .. .. .	..	A M	95
Tautoro ..	Bay of Islands	3A	50	Smith, Gordon .. .. .	..	H M	285
				Adams, Alice M. .. .. .	..	A F	190
				Sullivan Andrew J. .. .. .	C 89	H M	355
Te Ahuahu ..	Bay of Islands	3A	40	Sullivan Martha A. A. (Mrs.) .. .. .	..	A F	160
				McCowan, John T. .. .. .	C 100	H M	385
Te Araroa ..	Matakaoa ..	3C	85	McCowan, Marguerite (Mrs.) .. .. .	..	A F	160
				Rogers, Hineawe .. .. .	..	A F	140
				Hovell, Constance S. .. .. .	..	A F	65
				Rust, Gordon J. .. .. .	..	H M	285
Te Hapua ..	Mangonui ..	3B	54	Rust, Annie B. (Mrs.) .. .. .	..	A F	160
				McDonald, Annie G. .. .. .	..	A F	100
				Parr, Robert S. .. .. .	C 177	H M	295
Te Haroto ..	East Taupo ..	2A	24	Parr, Olwen M. (Mrs.) .. .. .	C 166	A F	125
				Airey, Hubert B. .. .. .	..	H M	285
Te Horo ..	Whangarei ..	3A	42	Airey, Annie C. (Mrs.) .. .. .	..	A F	160
				Cato, Anson H. .. .. .	..	H M	295
				Cato, Netty F. L. (Mrs.) .. .. .	..	A F	160
Te Kaha ..	Opotiki ..	3B	74	Brown, Onehu .. .. .	..	A F	120
				Watt, Archibald H. .. .. .	..	H M	285
				Watt, Bertha F. (Mrs.) .. .. .	..	A F	160
				Ihaka, Rhipeti .. .. .	..	A F	85
Te Kao ..	Mangonui ..	3B	68	Karena, R. .. .. .	..	A F	75
				Rutherford, Georgina H. .. .. .	..	F	160
				Snelling, William H. .. .. .	B 163	H M	325
Te Kopua ..	Waipa ..	1	15	Snelling, Ethel M. (Mrs.) .. .. .	..	A F	150
				Callaway, Christina .. .. .	..	A F	190
Te Kotukutuku (58) and Rangiwaea (side school) (11)	Tauranga ..	3B	69				
Te Mahia ..	Wairoa ..	2B	29	Beer, Uno .. .. .	C 157	H M	310
				Beer, Frances M. (Mrs.) .. .. .	..	A F	105
Te Matai ..	Tauranga ..	3B	65	Chappell, Kingsley G. .. .. .	B 150	H M	350
				Chappell, Winifred M. (Mrs.) .. .. .	C 183	A F	200
				Reweti, Lucy P. .. .. .	..	A F	110
Te Paroa-Totara	Whakatane ..	3C	117	Clark, Olive J. M. (Mrs.) .. .. .	B 80	H F	385
				Clark, William M. .. .. .	..	A M	160
				Wright, Vivienne E. .. .. .	..	A F	105
				King, Mary V. .. .. .	..	A F	85
Te Pupuke ..	Whangaroa ..	3A	55	Goldsbury, Hugh .. .. .	D 135	H M	335
				Goldsbury, Annie J. (Mrs.) .. .. .	E 169	A F	220
Te Rawhiti ..	Bay of Islands	2B	36	Bramley, Iris P. A. .. .. .	..	A F	65
				Thomson, Thomas .. .. .	..	H M	250
Te Reinga ..	Wairoa ..	2B	29	Thomson, Beatrice (Mrs.) .. .. .	..	A F	105
				Wright, Percy .. .. .	..	H M	285
Te Teko ..	Whakatane ..	3C	111	Wright, Rebecca (Mrs.) .. .. .	..	A F	160
				Butler, Fenton .. .. .	C 86	H M	370
				Butler, Rosalie (Mrs.) .. .. .	..	A F	130
				Cornes, Olive .. .. .	..	A F	130
				Guest, Kate E. .. .. .	..	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 and Grading.	Position.	Annual Rate of Salary.
Te Waotu ..	West Taupo	1	17	Macey, Russell S. ..	C 210	M	£ 200
Te Whaiti ..	Whakatane ..	1	21	Tweed, Sarah E. ..	..	F	190
Tikitiki ..	Waiapu ..	4A	147	Bowman, Thomas W. ..	C 80	H M	400
				Bowman, Eva M. (Mrs.) ..	C 107	A F	255
				Walker, Elizabeth (Mrs.) ..	..	A F	175
				Bowman, Hilda C. ..	..	A F	85
Tokaanu ..	East Taupo ..	3B	62	Wall, Harry ..	..	H M	295
				Wall, Fanny S. M. (Mrs.) ..	..	A F	160
				Asher, Harriet ..	..	A F	85
Tokata ..	Matakaoa ..	2A	27	Kennedy, Percival R. ..	Lic.	H M	270
				Kennedy, Eva (Mrs.) ..	..	A F	95
Tokomaru Bay ..	Waiapu ..	3B	70	Frazer, William ..	..	H M	285
				Robertson, Margaret ..	..	A F	195
				Potae, Kupere H. ..	..	A F	85
Torere ..	Opotiki ..	3A	43	Drake, Armine G. ..	..	H M	285
				Drake, Rosalind K. (Mrs.) ..	..	A F	160
Tuhara ..	Wairoa ..	3A	36	Astall, Annie (Mrs.) ..	D 122	H F	345
				Astall, John R. ..	C 186	A M	180
Tuparoa ..	Waiapu ..	3B	60	White, Hamilton H. ..	..	H M	285
				White, Isabel (Mrs.) ..	D 165	A F	220
				Grace, Hariata T. ..	..	A F	110
Waihua ..	Wairoa ..	1	17	Gillespie, Mary D. (Mrs.) ..	..	F	190
Wai-iti ..	Rotorua ..	3B	58	Munro, John B. ..	C 96	H M	370
				Munro, Florence M. (Mrs.) ..	..	A F	160
				Tough, Mary ..	D 219	A F	150
Waikare ..	Bay of Islands	2B	29	Cells, Louis J. ..	..	H M	250
				Cells, Maximilienne (Mrs.) ..	..	A F	105
Waikeri ..	Mangonui ..	1	17	Young, Herbert W. ..	D 206	M	245
Waima ..	Hokianga ..	3B	64	Johnston, George ..	D 127	H M	375
				Johnston, Mary E. (Mrs.) ..	C 125	A F	230
				Hall, Florence W. ..	..	A F	100
Waimamaku ..	Hokianga ..	3A	46	Handcock, Georgina ..	D 107	H F	355
				Handcock, Martha A. ..	..	A F	160
Waimarama ..	Hawke's Bay	1	27	Ward, Violet ..	..	H F	190
Waiohau ..	Rangitaiki ..	2A	23	Ropiha, Waina I. ..	..	A F	110
Waiomatatini ..	Waiapu ..	3B	78	Webber, Elsie E. ..	C 129	H F	330
				Natana, Amiria ..	..	A F	65
				Cole, George N. ..	C 167	H M	340
				Cole, Kate E. (Mrs.) ..	C 120	A F	220
				Collier, Kathleen ..	..	A F	85
Waiomio ..	Bay of Islands	3A	35	Boake, Marcella A. (Mrs.), B.A. ..	B 139	H F	335
				Boake, Albert B. ..	..	A M	160
Waiorongomai ..	Waiapu ..	1	12	Kaua, Matekino H. ..	..	F	190
Waiotapu ..	Whakatane ..	1	11	Jefferis, Jessie (Mrs.) ..	C 141	F	260
Waioweka ..	Opotiki ..	3A	42	Watkin, Arthur A. ..	D 107	H M	360
				Watkin, Mary Ann (Mrs.) ..	..	A F	160
				Casey, Ruby J. ..	..	A F	65
Waitahanui ..	East Taupo ..	2B	34	Jones, Marion F. (Mrs.) ..	D 172	H F	310
				Jones, William E. ..	..	A M	105
Waitapu ..	Hokianga ..	1	18	Lomba, Laura M. ..	..	F	160
Werowero ..	Mangonui ..	1	27	Matini, Ratareria ..	..	H F	180
				Greaves, Ngaeoma ..	..	A F	120
Whakaki ..	Wairoa ..	3B	53	Craig, William H. M. ..	D 135	H M	350
				Rosevear, Vera D. M. ..	C 162	A F	245
Whakapara ..	Whangarei ..	2B	32	Miller, Ethel (Mrs.) ..	E 121	H F	330
				Miller, Winifred E. ..	D 202	A F	135
Whakarara ..	Whangaroa ..	3B	61	Robinson, Edna M. (Mrs.) ..	D 149	H F	320
				Robinson, Charles H. ..	..	A M	150
				Broughton, J.a.e ..	..	A F	100
Whakarewarewa ..	Rotorua ..	3C	125	Banks, Joseph ..	..	H M	305
				Banks, Anna (Mrs.) ..	D 116	A F	230
				Mackenzie, Isabella H. ..	..	A F	130
				Gandy, Ethel T. ..	..	A F	120
Whakawhitira ..	Waiapu ..	2A	20	Foster, Phillip J. ..	B 178	H M	285
				Foster, Norah J. C. (Mrs.) ..	..	A F	105
Whangamarino ..	Rotorua ..	3A	41	MacLeod, George ..	C 97	H M	355
				MacLeod, Lillian H. (Mrs.) ..	D 169	A F	190
Whangaparaoa ..	Matakaoa ..	1	16	Saunders, Margaret O. ..	..	F	190
Whangape ..	Hokianga ..	2B	33	Templeton, William S. C. ..	C 190	H M	270
				Templeton, Isabel M. U. (Mrs.) ..	C 182	A F	125
Whangara ..	Cook ..	1	16	MacArthur, Arthur D. ..	D 185	M	240
Whangaruru ..	Bay of Islands	3A	44	Jones, Elizabeth (Mrs.) ..	..	H F	285
				Jones, Ernest ..	..	A M	160
Wharekahika ..	Matakaoa ..	3A	46	Tawhiri, Riwai H. ..	C 120	H M	360
				Patterson, Alice (Mrs.) ..	..	A F	160
Whareponga ..	Waiapu ..	2B	26	Cormach, George W. ..	D 201	H M	230
				Cormach, Margaret E. (Mrs.) ..	C 188	A F	145
Whirinaki ..	Hokianga ..	3C	82	Barnett, David ..	Lic.	H M	325
				Barnett, Sarah H. (Mrs.) ..	..	A F	160
				Wynyard, Emily ..	..	A F	85
				Riesterer, Catherine ..	..	A F	100

Table H2.

LIST OF NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1929.

[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 the Three Terms, 1929.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1928.	Number belonging at End of Year 1929.	Average Weekly Roll Number. (Mean of the Three Terms, 1929.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Mataora Bay .. .. .	16	19	20.1	19.7	98.0
Waiomio .. .. .	37	35	35.1	34.4	98.0
Opoutere .. .. .	26	26	26.1	25.4	97.3
Arowhenua .. .. .	51	54	50.6	49.1	97.0
Awarua .. .. .	25	30	29.7	28.8	97.0
Manaia .. .. .	34	35	33.4	32.4	97.0
Matangirau .. .. .	61	72	66.7	64.5	96.7
Rangiawhia .. .. .	40	28	31.7	30.6	96.5
Te Rawhiti .. .. .	38	37	36.9	35.5	96.2
Kauangaroa* .. .. .	..	28	25.3	24.3	96.0
Motiti Island .. .. .	38	34	35.2	33.7	95.7
Takahiwai .. .. .	14	16	17.2	16.4	95.3
Whirinaki .. .. .	88	91	88.3	84.1	95.2
Omarumutu .. .. .	84	83	80.6	76.6	95.0
Omaio .. .. .	57	56	55.3	52.5	94.9
Te Kotukutuku .. .. .	59	60	60.3	57.2	94.9
Te Pupuke .. .. .	55	70	62.1	58.8	94.7
Tikitiki .. .. .	140	168	163.4	154.8	94.7
Maungapohatu .. .. .	47	44	45.5	42.9	94.3
Parapara .. .. .	23	28	22.3	21.0	94.2
Reporua† .. .. .	18	23	19.1	18.0	94.2
Whakarara .. .. .	61	78	68.7	64.7	94.2
Karetu .. .. .	36	35	35.4	33.3	94.1
Mangamuka .. .. .	94	102	97.0	91.2	94.0
Tanoa .. .. .	30	35	34.8	32.7	94.0
Te Reinga .. .. .	33	31	29.4	27.6	93.9
Matata .. .. .	34	41	38.7	36.2	93.5
Oromahoe .. .. .	24	29	29.2	27.3	93.5
Paeroa .. .. .	51	59	61.0	57.0	93.4
Tokomaru Bay .. .. .	75	75	76.2	71.2	93.4
Oruawharo .. .. .	28	26	28.4	26.5	93.3
Pukepoto .. .. .	63	65	62.0	57.8	93.2
Whangaparoa .. .. .	19	19	17.6	16.4	93.2
Te Paroa-Totara .. .. .	126	135	129.3	120.4	93.1
Matahiwi .. .. .	24	37	31.6	29.4	93.0
Tuparoa .. .. .	62	64	66.0	61.4	93.0
Werowero .. .. .	24	33	33.0	30.7	93.0
Te Kao .. .. .	68	81	75.6	70.2	92.9
Tuhara .. .. .	42	39	38.2	35.5	92.9
Oturu .. .. .	18	15	15.0	13.9	92.7
Te Haroto .. .. .	26	26	25.7	23.8	92.6
Rotokawa .. .. .	49	53	53.1	49.1	92.5
Rakaumanga .. .. .	73	91	95.1	87.8	92.4
Omanaia .. .. .	74	83	76.3	70.3	92.1
Te Kopua .. .. .	17	14	15.2	14.0	92.1
Poroporo .. .. .	73	70	69.6	64.0	92.0
Waiomatatini .. .. .	86	90	85.9	78.9	91.9
Whakawhitira .. .. .	24	29	23.1	21.2	91.8
Pamapurua .. .. .	47	40	41.3	37.8	91.5
Maraenui .. .. .	41	46	41.6	38.0	91.3
Te Ahu Ahu .. .. .	45	43	43.5	39.7	91.3
Raukokore .. .. .	74	73	76.7	69.9	91.1
Waikare .. .. .	31	29	31.4	28.6	91.1
Waimarama .. .. .	23	38	36.0	32.8	91.1
Ngawha .. .. .	56	61	59.7	54.3	91.0
Otaua .. .. .	80	76	78.8	71.7	91.0
Whakaki .. .. .	60	53	56.6	51.5	91.0
Nuhaka .. .. .	163	174	173.7	157.9	90.9
Mohaka .. .. .	92	112	102.0	92.6	90.8
Hiruharama .. .. .	95	116	111.1	100.8	90.7
Waimamaku .. .. .	48	51	51.5	46.7	90.7
Parawera .. .. .	51	67	63.5	57.5	90.6
Rakaunui .. .. .	18	18	18.2	16.4	90.1
Mangatuna .. .. .	54	64	59.1	53.2	90.0
Ohautira .. .. .	22	28	21.2	19.0	89.6
Papamoa .. .. .	51	48	51.2	45.9	89.6
Maraeroa .. .. .	75	66	71.2	63.7	89.5
Pipiriki .. .. .	31	29	30.7	27.4	89.3
Wharekahika .. .. .	58	54	51.6	46.1	89.3
Horoera .. .. .	38	41	41.2	36.7	89.1
Motatau .. .. .	44	46	48.5	43.2	89.1
Otoko Pa* .. .. .	..	21	20.2	18.0	89.1
Te Matai .. .. .	72	71	72.7	64.8	89.1
Whangaruru .. .. .	52	55	49.7	44.3	89.1
Kenana .. .. .	12	10	11.7	10.4	88.9
Rangitahi .. .. .	36	36	34.1	30.3	88.9
Whakarewarewa .. .. .	147	110	124.8	110.9	88.9
Kirioko .. .. .	64	73	68.6	60.9	88.8
Tangoio .. .. .	44	36	43.8	38.9	88.8
Torere .. .. .	50	47	47.2	41.9	88.8
Motuti .. .. .	25	37	34.5	30.6	88.7
Paparore .. .. .	41	40	41.6	36.9	88.7
Te Kaha .. .. .	83	87	83.0	73.6	88.7
Tokaanu .. .. .	63	67	71.7	63.6	88.7
Whangara .. .. .	15	16	17.7	15.7	88.7
Parinui .. .. .	19	16	17.6	15.6	88.6
Rangitukia .. .. .	154	158	159.8	141.6	88.6

\* Opened first term, 1929.

† Opened 8th July, 1929.

Table H 2—continued.

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

School. (1.)	School Roll.			Mean of Average Attendance of the Three Terms, 1929. (5.)	Average Attendance as Percentage of Weekly Roll Number. (6.)
	Number belonging at End of Year 1928. (2.)	Number belonging at End of Year 1929. (3.)	Average Weekly Roll Number. (Mean of the Three Terms, 1929.) (4.)		
Te Waotu .. .. .	18	16	19.3	17.1	88.6
Mangawhariki .. .. .	17	12	17.4	15.4	88.5
Te Whaiti .. .. .	23	23	24.4	21.6	88.5
Waitahanui .. .. .	45	28	32.1	28.4	88.5
Whakapara .. .. .	35	36	36.6	32.4	88.5
Tokata .. .. .	32	27	27.7	24.5	88.4
Huiarau .. .. .	59	67	67.1	59.2	88.2
Whareponga .. .. .	31	23	26.2	23.1	88.2
Karakanui .. .. .	23	27	26.6	23.4	88.0
Kaharoa .. .. .	31	24	24.0	21.1	87.9
Matihetihe .. .. .	32	34	33.1	29.1	87.9
Taharoa .. .. .	46	42	46.1	40.5	87.9
Tautoro .. .. .	50	57	56.2	49.4	87.9
Okautete .. .. .	23	23	22.9	20.1	87.8
Otukou .. .. .	22	28	25.1	22.0	87.6
Waihua .. .. .	18	17	18.6	16.3	87.6
Matapihi .. .. .	40	43	41.6	36.3	87.3
Te Araroa .. .. .	91	99	99.4	86.8	87.3
Te Mahia .. .. .	34	29	30.6	26.7	87.3
Kakanui .. .. .	12	20	18.8	16.4	87.2
Maungatapu .. .. .	70	59	65.4	57.0	87.2
Rangiahua .. .. .	34	30	31.3	27.3	87.2
Whangape .. .. .	33	46	39.1	34.1	87.2
Kaikohe .. .. .	154	137	146.5	127.1	86.8
Makomako .. .. .	30	22	30.2	26.2	86.8
Manutahi .. .. .	120	106	118.4	102.8	86.8
Orauta .. .. .	42	42	42.5	36.9	86.8
Parikino .. .. .	33	36	34.9	30.3	86.8
Pamoana .. .. .	30	25	28.4	24.5	86.3
Wai-iti .. .. .	63	59	64.3	55.2	85.8
Te Teko .. .. .	124	137	137.6	117.8	85.6
Te Horo .. .. .	47	50	49.5	42.2	85.3
Kokako .. .. .	61	33	44.5	37.9	85.2
Waima .. .. .	73	71	74.0	63.0	85.1
Te Hapua .. .. .	63	82	71.7	60.7	84.7
Rangiwaia .. .. .	12	12	13.0	11.0	84.6
Waiorongomai .. .. .	13	15	14.3	12.0	83.9
Waiohau .. .. .	27	27	28.5	23.8	83.5
Ahipara .. .. .	110	98	100.7	83.9	83.3
Whangamarino .. .. .	43	57	53.2	44.3	83.3
Matawaia* .. .. .	..	29	27.3	22.7	83.2
Ruatoki .. .. .	132	132	126.1	103.4	82.0
Oruanui .. .. .	37	46	46.5	38.1	81.9
Waioweka .. .. .	38	74	62.8	51.4	81.8
Waiotapu .. .. .	16	16	14.2	11.6	81.7
Waikeri .. .. .	26	19	19.9	15.9	79.9
Pukehina .. .. .	25	31	30.5	24.1	79.0
Pawarenga .. .. .	16	12	11.7	9.0	76.9
Manukau .. .. .	35	36	38.1	29.2	76.6
Waitapu .. .. .	23	20	21.4	16.1	75.2
Totals for 1929 .. .. .	..	6,979	6,955.3	6,251.9	89.9
Totals for 1928 .. .. .	6,671	..	6,770.2	5,964.2	88.1
<i>Maori Mission Schools, subject to Inspection.</i>					
Ranana Convent .. .. .	27	23	24.1	22.8	94.6
Jerusalem Convent .. .. .	19	21	22.0	20.4	92.7
Tokaanu Convent .. .. .	36	38	39.6	36.2	91.4
Putiki Mission .. .. .	36	35	35.3	32.0	90.7
Matahi Mission .. .. .	20	23	20.3	18.0	88.7
Whakarapa Convent .. .. .	136	155	147.6	128.0	86.7
Waitaruke Convent .. .. .	74	74	73.3	63.0	85.9
Tanatana Mission .. .. .	52	49	53.1	44.8	84.4
Matata Convent .. .. .	54	51	53.7	44.0	81.9
Pawarenga Convent .. .. .	71	63	63.0	51.3	81.4
Totals for 1929 .. .. .	..	532	532.0	460.5	86.6
Totals for 1928 .. .. .	550	..	564.2	488.8	86.7
<i>Boarding-schools affording Secondary Education for Maoris.</i>					
Wesley College (boys), Auckland .. .. .	29	33	33.6	33.6	100.0
St. Joseph's (girls), Napier .. .. .	52	54	54.3	54.1	99.6
Queen Victoria (girls), Auckland .. .. .	47	51	49.2	48.6	98.8
Turakina (girls), Marton .. .. .	37	38	37.7	37.2	98.7
Waerenga-a-hika (boys), Gisborne .. .. .	20	28	25.9	25.5	98.5
Hikurangi College (boys), Carterton .. .. .	32	34	36.9	36.2	98.1
Te Aute College (boys), Hawke's Bay .. .. .	80	80	81.9	79.6	97.2
St. Stephen's (boys), Auckland .. .. .	63	52	52.4	50.7	96.8
Te Waipounamu (girls), Christchurch .. .. .	18	15	16.9	16.0	94.7
Agricultural College (boys), Hastings .. .. .	53	45	43.0	40.5	94.2
Hukarere (girls), Napier .. .. .	58	66	63.7	57.1	89.6
Otaki (mixed), Otaki .. .. .	44	37	37.8	32.9	87.0
Totals for 1929 .. .. .	..	533	533.3	512.0	96.0
Totals for 1928 .. .. .	533	..	531.8	506.6	95.2

\* Opened third term, 1929.

Table H 3.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1929.

School.	Government Pupils.	Private Pupils.	Total.
Otaki College (mixed), Wellington .. .. .	..	37	37
St. Stephen's (boys), Auckland .. .. .	36	16	52
Te Aute College (boys), Hawke's Bay .. .. .	30	50	80
Waerenga-a-hika College (boys), Gisborne .. .. .	2	26	28
Hikurangi College (boys), Carterton .. .. .	..	34	34
Wesley College (boys), Paerata .. .. .	12	21	33
Agricultural College (boys), Hastings .. .. .	..	45	45
Queen Victoria (girls), Auckland .. .. .	25	26	51
Hukarere (girls), Napier .. .. .	26	40	66
St. Joseph's (girls), Napier .. .. .	25	29	54
Turakina (girls), Marton .. .. .	10	28	38
Te Waipounamu (girls), Christchurch .. .. .	1	14	15
Totals .. .. .	167	366	533

N.B.—One Government pupil was in attendance at Sacred Heart College, Auckland, and also one at St. Patrick's College, Wellington.

## (b) NURSING SCHOLARSHIPS.

One Maori girl held a nursing scholarship in 1929, and attended as a day pupil at Napier Hospital

## (c) APPRENTICESHIPS.

There were no Maori boys holding apprenticeships at the end of 1929.

## (d) AGRICULTURAL SCHOLARSHIPS.

At the end of 1929 five Maori boys were holding agricultural scholarships at Te Aute College.

## (e) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1929.

Number.	University Course.	University at which Scholarship is held.
1	Arts .. .. .	Auckland.
1	Medicine .. .. .	Otago.
1	Theology .. .. .	..

Table H 4.

## MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1929.

Education District.	Number of Schools at which Maoris attend.	Number of Maori Pupils at End of 1929.			Number examined in S. VI.	S. VI Certificates awarded.		Total.
		Boys.	Girls.	Total.		Proficiency.	Competency.	
Auckland ..	398	2,054	1,870	3,924	97	48	22	70
Taranaki ..	63	341	294	635	17	11	6	17
Wanganui ..	70	311	290	601	21	14	5	19
Hawke's Bay ..	88	738	695	1,433	58	34	6	40
Wellington ..	62	307	323	630	31	19	7	26
Nelson ..	10	17	20	37	3	2	1	3
Canterbury ..	43	177	147	324	12	10	1	11
Otago ..	20	49	52	101	5	4	..	4
Southland ..	13	41	46	87	10	5	3	8
Totals ..	767	4,035	3,737	7,772	254	147	51	198

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, 1929

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	311	285	..	..	..	..	..	..	..	..	..	..	..	..	..	..	311	285
6 .. 7	446	383	1	2	..	1	..	..	..	..	..	..	..	..	..	..	447	386
7 .. 8	473	402	40	70	1	6	..	..	..	..	..	..	..	..	..	..	514	478
8 .. 9	338	254	145	126	33	52	..	6	..	1	..	..	..	..	..	..	516	439
9 .. 10	191	156	175	132	103	131	37	35	3	3	..	..	..	..	..	..	509	457
10 .. 11	89	82	119	92	132	124	80	87	18	28	1	..	..	..	..	..	439	413
11 .. 12	48	43	61	63	113	100	136	126	80	64	16	17	2	1	..	..	456	414
12 .. 13	20	20	23	36	63	57	108	96	95	86	56	52	10	15	..	..	375	362
13 .. 14	7	11	12	16	32	37	65	58	90	87	70	78	43	49	..	1	319	337
14 .. 15	1	1	6	4	9	8	17	11	43	31	52	45	60	50	1	2	189	152
15 .. 16	..	1	..	..	1	1	6	6	11	4	13	13	22	14	..	1	53	40
16 years and over.	..	..	..	1	..	..	1	..	3	1	1	3	..	2	..	2	10	3
	1,924	1,638	582	542	487	517	450	425	343	305	209	206	140	129	3	4	4,138	3,766
Percentage ..	3,562	45.1	1,124	14.2	1,004	12.7	875	11.1	648	8.2	415	5.2	269	3.4	7	0.1	7,904	100
Median age in years and months	7.5	7.5	9.7	9.7	10.10	10.7	11.10	11.8	12.9	12.8	13.5	13.5	14.3	14.0	..	..	..	..

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 30TH JUNE, 1929.

NOTE.—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 .. .. .	50	46	96	1	6	7	51	52	103
Arowhenua .. .. .	21	17	38	7	7	14	28	24	52
Awarua .. .. .	14	15	29	1	..	1	15	15	30
Hiruharama .. .. .	59	65	124	..	..	..	59	65	124
Horoera .. .. .	25	18	43	..	..	..	25	18	43
Huiarau .. .. .	34	30	64	..	..	..	34	30	64
Kaharoa .. .. .	12	12	24	1	..	1	13	12	25
Kaikohe .. .. .	73	71	144	..	..	..	73	71	144
Kakanui .. .. .	8	6	14	1	4	5	9	10	19
Karakanui .. .. .	14	9	23	1	3	4	15	12	27
Karetu .. .. .	18	15	33	..	2	2	18	17	35
Kauangaroa .. .. .	11	13	24	1	1	2	12	14	26
Kenana .. .. .	7	7	14	..	..	..	7	7	14
Kirioko .. .. .	35	31	66	1	3	4	36	34	70
Kokako .. .. .	15	19	34	..	1	1	15	20	35
Makomako .. .. .	11	18	29	1	1	2	12	19	31
Manaia .. .. .	14	17	31	..	..	..	14	17	31
Mangamuka .. .. .	47	47	94	1	2	3	48	49	97
Mangatuna .. .. .	22	25	47	4	7	11	26	32	58
Mangawhariki .. .. .	9	8	17	2	1	3	11	9	20
Manukau .. .. .	17	23	40	..	..	..	17	23	40
Manutahi .. .. .	48	40	88	18	11	29	66	51	117
Maraenui .. .. .	25	18	43	..	..	..	25	18	43
Maraeroa .. .. .	25	42	67	1	..	1	26	42	68
Matahiwi .. .. .	10	17	27	3	4	7	13	21	34
Matangirau .. .. .	23	40	63	4	2	6	27	42	69
Mataora Bay .. .. .	8	14	22	1	..	1	9	14	23
Matapihi .. .. .	20	16	36	3	..	3	23	16	39
Matata .. .. .	8	9	17	12	15	27	20	24	44
Matawaia* .. .. .	..	..	..	..	..	..	..	..	..
Mathetihe .. .. .	23	10	33	..	..	..	23	10	33
Maungapohatu .. .. .	25	20	45	..	..	..	25	20	45
Maungatapu .. .. .	23	24	47	11	12	23	34	36	70
Mohaka .. .. .	51	33	84	14	8	22	65	41	106
Motatau .. .. .	19	14	33	10	7	17	29	21	50
Motiti Island .. .. .	19	12	31	2	2	4	21	14	35
Motuti .. .. .	9	22	31	2	1	3	11	23	34
Ngawha .. .. .	28	30	58	1	..	1	29	30	59
Nuhaka .. .. .	79	78	157	11	11	22	90	89	179
Ohautira .. .. .	10	9	19	..	..	..	10	9	19
Okautete .. .. .	8	13	21	1	..	1	9	13	22
O'neio .. .. .	29	24	53	2	..	2	31	24	55
Omanaia .. .. .	33	40	73	2	2	4	35	42	77
Omarumutu .. .. .	41	28	69	5	2	7	46	30	76
Opoutere .. .. .	10	10	20	3	2	5	13	12	25
Orauta .. .. .	15	11	26	8	8	16	23	19	42
Oromahoe .. .. .	15	11	26	1	1	2	16	12	28
Oruanui .. .. .	17	20	37	8	5	13	25	25	50
Oruawhoro .. .. .	10	15	25	2	1	3	12	16	28
Otaua .. .. .	32	33	65	10	4	14	42	37	79
Otoko Pa .. .. .	9	11	20	..	..	..	9	11	20
Otukou .. .. .	10	14	24	..	..	..	10	14	24
Oturu .. .. .	9	7	16	..	..	..	9	7	16
Paeroa .. .. .	29	17	46	7	16	23	36	33	69
Pamapurua .. .. .	19	16	35	3	2	5	22	18	40
Pamoana .. .. .	11	10	21	1	4	5	12	14	26
Papamoia .. .. .	29	22	51	3	2	5	32	24	56
Paparore .. .. .	16	18	34	2	4	6	18	22	40
Parapara .. .. .	8	8	16	2	2	4	10	10	20
Parawera .. .. .	25	14	39	16	7	23	41	21	62
Parikino .. .. .	10	18	28	5	3	8	15	21	36
Parini .. .. .	13	7	20	..	..	..	13	7	20
Pawarenga .. .. .	6	7	13	..	..	..	6	7	13
Pipiriki .. .. .	12	9	21	4	3	7	16	12	28
Poroporo .. .. .	32	21	53	8	9	17	40	30	70
Pukehina .. .. .	7	14	21	3	6	9	10	20	30
Pukepoto .. .. .	24	22	46	9	8	17	33	30	63
Rakaumanga .. .. .	40	55	95	..	..	..	40	55	95
Rakaunui .. .. .	13	6	19	..	..	..	13	6	19
Rangiahua .. .. .	12	13	25	1	4	5	13	17	30
Rangiahua .. .. .	18	10	28	2	2	4	20	12	32
Rangitabi .. .. .	21	13	34	..	..	..	21	13	34
Rangitukia .. .. .	85	72	157	1	1	2	86	73	159

\* Not open at 30th June, 1929.

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 30TH JUNE, 1929  
—continued.

School.	Race.						Totals.		
	Maoris.			Europeans.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Rangiwaia	5	9	14	..	..	..	5	9	14
Raukokore	32	39	71	6	4	10	38	43	81
Reporua*	..	..	..	..	..	..	..	..	..
Rotokawa	25	22	47	3	3	6	28	25	53
Ruatoki	64	54	118	2	1	3	66	55	121
Taharoa	24	22	46	..	..	..	24	22	46
Takahiwai	6	8	14	4	..	4	10	8	18
Tangoio	15	17	32	9	6	15	24	23	47
Tanoa	17	16	33	1	2	3	18	18	36
Tautoro	21	26	47	3	6	9	24	32	56
Te Ahuahu	21	20	41	3	1	4	24	21	45
Te Araroa	27	34	61	22	16	38	49	50	99
Te Hapua	39	37	76	..	..	..	39	37	76
Te Haroto	14	9	23	..	3	3	14	12	26
Te Horo	24	23	47	2	1	3	26	24	50
Te Kaha	40	39	79	1	2	3	41	41	82
Te Kao	39	35	74	..	..	..	39	35	74
Te Kopua	5	10	15	2	..	2	7	10	17
Te Kotukutuku	36	29	65	..	..	..	36	29	65
Te Mahia	13	17	30	..	..	..	13	17	30
Te Matai	30	35	65	1	3	4	31	38	69
Te Paroa-Totara	50	37	87	18	21	39	68	58	126
Te Pupuke	35	26	61	..	2	2	35	28	63
Te Rawhiti	22	11	33	3	1	4	25	12	37
Te Reinga	13	15	28	1	1	2	14	16	30
Te Teko	59	66	125	9	14	23	68	80	148
Te Waotu	3	8	11	3	6	9	6	14	20
Te Whaiti	7	12	19	1	3	4	8	15	23
Tikitiki	84	70	154	5	7	12	89	77	166
Tokaanu	24	42	66	2	2	4	26	44	70
Tokata	14	14	28	..	..	..	14	14	28
Tokomaru Bay	40	33	73	2	1	3	42	34	76
Torere	21	24	45	1	4	5	22	28	50
Tuhara	12	9	21	9	8	17	21	17	38
Tuparoa	36	32	68	..	..	..	36	32	68
Waihua	6	4	10	5	3	8	11	7	18
Wai-iti	32	27	59	2	6	8	34	33	67
Waikare	14	18	32	1	..	1	15	18	33
Waikeri	9	8	17	1	2	3	10	10	20
Waima	35	38	73	..	1	1	35	39	74
Waimamaku	26	19	45	3	2	5	29	21	50
Waimarama	10	12	22	6	9	15	16	21	37
Waiohau	18	11	29	..	..	..	18	11	29
Waiomatatini	49	33	82	1	..	1	50	33	83
Waiomio	15	17	32	1	1	2	16	18	34
Waiorongomai	5	7	12	1	1	2	6	8	14
Waiotapu	4	1	5	3	7	10	7	8	15
Waioweka	27	23	50	10	6	16	37	29	66
Waitahanui	12	20	32	..	..	..	12	20	32
Waitapu	8	10	18	1	1	2	9	11	20
Werowero	15	19	34	..	..	..	15	19	34
Whakaki	18	22	40	7	8	15	25	30	55
Whakapara	8	20	28	3	3	6	11	23	34
Whakarara	40	29	69	1	..	1	41	29	70
Whakarewarewa	30	42	72	22	21	43	52	63	115
Whakawhitira	11	10	21	..	..	..	11	10	21
Whangamarino	23	21	44	8	1	9	31	22	53
Whangaparaoa	8	7	15	1	..	1	9	7	16
Whangape	23	19	42	..	..	..	23	19	42
Whangara	5	10	15	3	..	3	8	10	18
Whangaruru	24	23	47	..	..	..	24	23	47
Wharekahika	27	20	47	2	3	5	29	23	52
Whareponga	11	17	28	..	..	..	11	17	28
Whirinaki	36	40	76	6	5	11	42	45	87
Totals	3,103	3,016	6,119	425	407	832	3,528	3,413	6,951

\* Not open at 30th June, 1929.

Table H 7.

CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE 30TH JUNE, 1929.

Table with columns for Ages, Class P., Standard I, II, III, IV, V, VI, VII, Race Totals, and Grand Totals. It contains numerical data for various age groups (5 and under to 15+) and standards, categorized by European, Maori, and Boys/Girls.

NOTE.—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.

Approximate Cost of Paper.—Preparation, not given; printing (900 copies), £27 10s.

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