

1920.  
NEW ZEALAND.

# EDUCATION OF NATIVE CHILDREN.

[In continuation of E.—3, 1919.]

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

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### No. 1.

#### EXTRACT FROM THE FORTY-THIRD ANNUAL REPORT OF THE MINISTER OF EDUCATION.

##### EDUCATION OF NATIVE CHILDREN.

###### *Number of Schools.*

For the education of Native children the Department has established special schools in districts principally settled by Maoris, Native children living in European settlements attending for the most part the ordinary public schools. There were 119 Native village schools in operation in 1919, all excepting two being situated in the North Island. Two schools were temporarily closed during the year and one permanently so ; two schools were reopened and one new school was opened, so that the number of schools open at the end of the year was the same as in the preceding year.

In addition to the Native village schools, five primary mission schools for Maori children and ten boarding-schools affording more advanced education to Maoris were inspected by the Department's Inspectors. Throughout the Dominion there were also 531 public schools at which Maori children were in attendance, this number being twenty-two more than the corresponding number for the previous year. Thus the total number of schools under inspection where Maori children were receiving instruction was—

Native village schools .. .. .	119
Native mission schools subject to inspection by the Education Department ..	5
Public schools at which Maori scholars were in attendance .. .. .	531
Total number of primary schools .. .. .	655
Native boarding-schools affording secondary education to Maoris .. .. .	10
Total .. .. .	665

The following table shows the number of Native village schools classified according to grade for the years 1918 and 1919 :—

Grade				1918.	1919.
I (average attendance 9-20)	..	..	..	18	17
II i (average attendance 21-25)	..	..	..	13	14
II ii (average attendance 26-35)	..	..	..	27	27
IIIA i (average attendance 36-50)	..	..	..	37	38
IIIA ii (average attendance 51-80)	..	..	..	16	15
IIIB (average attendance 81-120)	..	..	..	8	8
IVA (average attendance 121-160)	..	..	..	..	..
				119	119

*Roll Number and Attendance.*

The number of pupils on the rolls of Native village schools at the end of 1919 was—Boys, 2,763 ; girls, 2,435 ; total, 5,198—134 more than in the previous year. Included in these numbers are 354 boys and 294 girls who are Europeans, leaving a total of 4,550 Maori children. There was a slight decrease in the numbers in 1918 owing, probably, to the withdrawal of a number of Maori children from a Native school for enrolment in a private school ; this loss in numbers has now been recovered.

The following are some figures for the years 1918 and 1919 in connection with attendance at Native village schools :—

				1918.	1919.
Number on rolls at end of year	..	..	..	5,064	5,198
Average weekly roll number	..	..	..	5,044	5,190
Average yearly attendance	..	..	..	4,338	4,485
Percentage of regularity of attendance	..	..	..	86.0	86.4

Small increases in all of the figures will be observed, the regularity of attendance being also better than in the previous year. When the special conditions pertaining to the Native schools are taken into account the attendance compared with the record for public schools may be regarded as reasonably good. Of 119 schools, forty schools attained a percentage regularity of 90 and upwards and ninety-seven schools reached the figure of 80 per cent. or over.

The number of pupils on the rolls of the Native mission schools at the end of 1919 was 167, and on the rolls of the Native boarding-schools 434. The total number of children on the roll, at the end of the year, of Native village, mission, and boarding schools visited and inspected by the Inspectors of this Department was therefore 5,799. The following are the figures for the years 1918 and 1919 in respect of the three classes of Native schools mentioned :—

				1918.	1919.
Combined rolls of Native schools	..	..	..	5,710	5,799
Combined average weekly roll number	..	..	..	5,694	5,803
Combined average yearly attendance	..	..	..	4,927	5,036
Percentage of regularity of attendance	..	..	..	86.5	86.6

The increase in the development of the Native village schools since the year 1881, when they were transferred to the control of this Department, is shown in the following table :—

NATIVE VILLAGE SCHOOLS.—NUMBER, ATTENDANCE, AND TEACHERS.

Year.	Number of Schools at End of Year.	Mean of Average Weekly Roll.	Average Attendance : Whole Year.	Average Attendance as Percentage of Weekly Roll.	Number of Teachers.			
					Teachers in Charge.		Assistant Teachers.	
					Male.	Female.	Male.	Female.
1881	60	..	1,406	..	54	6	..	4
1886	69	2,343	2,020	86.2	60	9	..	26
1891	66	2,395	1,837	76.7	59	8	1	26
1896	74	2,874	2,220	77.3	64	11	..	61
1902	98	3,650	3,005	82.3	77	20	..	83
1907	99	4,321	3,561	82.4	82	18	2	105
1912	108	4,644	4,042	87.0	86	22	4	122
1917	118	5,191	4,507	86.8	71	45	9	122
1918	119	5,044	4,338	86.0	73	43	8	119
1919	119	5,190	4,485	86.4	73	44	7	115

No account is taken in the above table of a number of schools that have from time to time been transferred to the various Education Boards. Table H2 herein supplies the information for each school in regard to the roll number and average attendance.

In addition to the Maori children in attendance at the schools specially instituted for Natives there were 5,020 Natives attending 531 different public schools at the end of 1919, the number of pupils being 166 more than in 1918, and exceeding the number of Maoris attending Native village schools. The great majority of these pupils are in the North Island, more than half of them being in the Auckland District. Details as to their age and classification are given in Table H5, from which it may be seen that the great majority of the pupils are in the lowest classes, the proportion reaching S5 and S6 being much smaller than in the case of Maori scholars attending the Native village schools.

The total number of Maori children receiving primary education at the end of 1919, including pupils of Native village schools, mission schools, and public schools, was 9,737.

#### *Classification of Pupils.*

Tables H6, H6A, H6B, and H7 give full information as to the races and classification of pupils on the rolls of the Native schools. As will be seen, 84·4 per cent. were Maoris speaking Maori in their homes, 3·1 per cent. were Maoris speaking English in their homes, and 12·5 per cent. were Europeans.

In comparing Native schools with public schools in respect to the classification of pupils it will be seen that in Native schools a larger proportion of the pupils are in the lower classes, and also that the average age of the children in the various classes is higher than in public schools. Taking into consideration the irregular and nomadic habits of the Natives, and the fact that the schools are in remote country districts, the difference is not greater than might be expected, and a comparison with small European schools similarly situated would probably show the Native schools at small, if any, disadvantage.

The following table shows in a summary form the classification of pupils in Native schools, the percentages of pupils in the various classes in public schools, and in the case of Natives attending public schools being also shown for comparison :—

Classes.				Maoris attending Native Schools.	Europeans attending Native Schools.	Total attending Native Schools.	Percentage of Roll.		
							Native Schools.	Public Schools.	Natives attending Public Schools.
Preparatory	..	..	..	2,109	202	2,311	44·4	35·05	55·4
Standard I	..	..	..	599	81	680	13·0	12·50	14·8
„ II	..	..	..	573	68	641	12·3	12·45	11·2
„ III	..	..	..	497	80	577	11·3	12·39	8·4
„ IV	..	..	..	374	69	443	8·5	11·24	5·2
„ V	..	..	..	242	85	327	6·3	9·70	3·2
„ VI	..	..	..	131	49	180	3·5	6·53	1·6
„ VII	..	..	..	25	14	39	0·7	0·14	0·2
Totals	..	..	..	4,550	648	5,198	100·00	100·00	100·0

#### *Efficiency of the Schools.*

The inspection of the schools was again carried out by the Inspector of Native Schools with the assistance of Public-school Inspectors who visited the schools of certain districts. This system has been in operation for four years, but in view of a certain amount of disorganization which was taking place it was decided to revert to the previous practice of having all Native schools inspected by special Native School Inspectors, and an additional Native School Inspector was appointed who took up his duties at the commencement of the current year. The experi-

ment served the useful purpose of affording Public-school Inspectors an opportunity of observing the much better progress made by Maori scholars in their own schools than in European schools.

According to the reports of the Public-school Inspectors the efficiency of the Native schools compares favourably with that of public schools, one Inspector remarking that the enthusiasm of the Native child for its studies was apparently greater than that manifested by the European child. The report of the Inspector of Native Schools, which deals critically with all the subjects of the curriculum, goes to show that a high standard of efficiency is expected and is in most cases reached. He remarks that, taken as a whole, the methods of teaching followed are very satisfactory indeed, and that the great bulk of the teachers, appreciating the responsibilities imposed upon them, endeavour to mould the character of the pupils placed under their charge and to lay the foundations of good citizenship.

The schools were classified by the Inspectors as follows:—

						Number of Schools.	
						1918.	1919.
Very good to excellent ..	..	..	..	..	..	45	45
Satisfactory to good ..	..	..	..	..	..	61	64
Inferior to weak ..	..	..	..	..	..	10	10

The number of certificates of proficiency awarded was forty-seven, and of competency (S6) twenty-five.

#### *Natives attending Public Schools.*

As stated above, there are more Native children attending European schools than Native village schools, with unfortunately much inferior results in the former case. So convinced have Public-school Inspectors become of the advantage to the Maori pupil of attending a school specially instituted to meet his needs that, in the interests of the Native, they are advocating the establishment of separate schools where practicable. The Maori pupils attending public schools make commendable progress as far as S4, although their age is almost invariably in advance of European pupils. The fact of the language difficulty not having been completely mastered places the work of the higher standards for the most part beyond their reach. It is stated that it is practically impossible for sole teachers with a number of Native children attending their schools to give the requisite special attention to the Maoris, so that poor results are inevitable. Lack of interest in the school and the want of the necessary special attention probably account for the very irregular attendance of Maoris in public schools, which is another reason for their general backwardness.

#### *Secondary Education and Free Places.*

The Government has not instituted any schools especially for the secondary education of Maoris, but a number of such schools having been established and being maintained by the various denominational bodies, the Government subsidizes them by providing at them a number of free places for Maori children possessing the requisite qualifications. The value of the free places is £30 per annum, and they are tenable for two years. The roll number of these schools (ten in number) at the end of 1919 was 433, of which number forty-two boys and forty-eight girls held the free places referred to. One free place was also held at a private secondary school. The great majority of the scholars were ex-pupils of Native schools. The syllabus of work to be followed by free-place holders is prescribed by the Department, and is designed to secure such industrial training as is considered desirable in the case of Maoris: the boys learn agriculture and woodwork, and the girls take a domestic course. The Makarini and Buller Scholarships were founded out of private bequests, and are tenable by Maori scholars at Te Aute College. Two senior and three junior Makarini Scholarships and one Buller Scholarship were awarded in 1919.

Senior free places are provided for boys in the form of industrial scholarships, which enable the holders to be apprenticed to suitable trades, but recently very few applications have been received for the scholarships, and at the end of 1919 no industrial scholarships were current. Senior free places for girls take the form of nursing-scholarships. At the end of 1919 one girl was in training as a day pupil and one as a probationer on the staff of two different hospitals.

### *Staffs and Salaries.*

The staffs of Native village schools in December, 1919, included seventy-three male and forty-four female head or sole teachers and 122 assistants. The average salary of male head or sole teachers was £274 18s. 7d., of female head or sole teachers £218 17s. 3d., and of both combined £253 13s. 3d. These figures do not include the value of residences or house allowance provided in every case. The averages show an increase of £62 18s., £54 11s. 8d., and £59 6s. respectively over the corresponding salaries in 1918, the large increases of 30 per cent. and over being due to the amended scale of salaries adopted in 1919. The average salary of the 115 female assistants was £115 15s. 8d., and of the seven male assistants £115, as compared with £89 11s. 1d. and £81 17s. 6d. respectively in 1918. The total expenditure on Native school teachers' salaries and allowances for the year ended 31st March, 1920, was £46,032, as compared with £37,285 (including war bonus) in 1918 and £29,148 for a practically similar staff in 1914. As will be observed, the expenditure on salaries since 1914 has increased by 58 per cent.

### *Expenditure.*

The total net expenditure on Native schools during the year ended the 31st March, 1920, was £59,166. The chief items of expenditure were teachers' salaries and allowances, £46,032; new buildings and additions, £2,885; maintenance of buildings, repairs, &c., £2,975; secondary education, £3,524; books and school requisites, £1,075.

## No. 2.

### REPORT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS.

SIR,—

I have the honour to submit the following report upon the work of Native village schools, Native mission schools, and the Maori secondary schools :—

#### NEW SCHOOLS, ETC.

At the close of the year 1918 there were 119 Native village schools in operation. Two schools which had been temporarily closed—*Pamoana*, Wanganui River, and *Taemaro*, Mangonui district—were reopened in the early part of 1919. The public school at *Motatau*, Bay of Islands, began work as a Native school during the year. *Taharoa* Native School, Kawhia, owing to the Department's inability to obtain the services of a suitable teacher, remained closed during the year, and *Rakaunui* School, Kawhia, was temporarily closed towards the end of the year. (Arrangements have now been made to reopen *Taharoa* and *Rakaunui* early during the current year.) *Waimahana* School, Hot Lakes district, which was conducted as a part-time school in connection with *Waiotapu*, was also closed. Arrangements have been made, however, to open *Waimahana* as a full-time school when the buildings in the course of erection are completed. The Native school at *Whakarapa*, Hokianga, from which practically the whole of the children had been withdrawn for the purpose of attending a Roman Catholic Convent school which had been established close by, was closed during the year. This school (one of the Department's best Native schools), with an attendance of upwards of eighty children, had been in existence for very many years, and it is to be regretted that a school which was doing such excellent work should meet such an untimely fate. There were thus 119 schools in operation at the end of the year 1919.

Building operations in connection with the establishment of a school at *Manutahi*, East Coast district, were put in hand, and were nearing completion at the end of the year. Arrangements were also made for the erection of school buildings at *Kaitaha* (*Whakawhitira*), in the East Coast district, where school had been conducted for over a year in buildings provided by the Maoris. The difficulties in connection with the acquisition of a site at *Tihiomanono*, East Coast, have been overcome, and it has been decided to proceed with the erection of the buildings. At *Waiohau*, Galatea country, where a school had been established in temporary buildings, a site of 6 acres has been acquired, and tenders will be called for the erection of a residence and school building. On account of increased attendances at *Ohaewai* and at *Kirioko*, both in the Bay of Islands district, open-air class-rooms are to be provided. Additional accommodation is also to be provided at *Rangitukia*, East Coast, and new schools to replace those now in existence are to be erected at *Pukepoto*, Mangonui district, and at *Matata*, Bay of Plenty district.

Application for the establishment of schools at *Kareponia*, near Awanui North; *Awaroa*, Bay of Islands; and *Waima Landing*, Hokianga, were received by the Department, and preliminary inquiries were made by the Inspectors who visited the districts. As far as *Kareponia* and *Waima Landing* are concerned, the applications were not entertained, as it was considered that the educational facilities provided by schools in the neighbourhood should be taken advantage of. In the case of *Awaroa*, however, it is considered that a good case for the establishment of a school exists, and the Department is now awaiting the survey of the site offered before proceeding further.

An application for the reopening of the *Rakaumanga* Native School, Huntly, which, owing to the apathy of the people generally, had been closed for some years, was received during the year. After a careful investigation of the existing conditions it was decided to reopen the school, and it is anticipated that after renovations have been carried out the school will be reopened early during the current year.

ATTENDANCE, ETC.

1. Native Village Schools.

At the close of the year the number of pupils on the rolls of the Native village schools was—Maoris, 4,550; Europeans, 648; total, 5,198—an increase of 134 pupils on the roll number of the previous year. The average weekly roll number was 5,266, the average attendance 4,551, and the average percentage of regularity was 86.4, the percentage in the preceding year being 86.2. Forty-one schools were successful in reaching 90 per cent. and upwards of the possible attendance, *Maniaia* School once again adding to its laurels in the matter of regular attendance, and occupying the premier position with the excellent record of 99.6 per cent. It is satisfactory to note that among the forty-one schools referred to, several schools appear whose attendance has much improved. Information regarding the attendances of each school is supplied in Table H 2, from which it will be observed that 80 per cent. or over of the possible attendances was attained by ninety-seven schools. In a number of the remaining twenty-two schools the attendance is not satisfactory; still, it has to be borne in mind that in quite a number of them the children have long distances to travel, and have creeks and rivers to cross which in bad weather often become impassable. In many parts the Maori people are dairying, and teachers of Native schools are experiencing irregularity of attendance and unpunctuality on the part of many pupils who are called upon to assist in the dairying operations. Good-attendance certificates were awarded to 505 pupils of the village schools.

2. Mission Schools.

In addition to the Native village schools five mission schools were also visited—viz., *Putiki* Mission School, *Tokaanu* Convent School, *Matata* Convent School, and the two convent schools at *Hiruharama* and *Ranana* on the Wanganui River. The roll number of these schools at the end of the year was 167, and the average percentage of regularity was 87.4.

3. Secondary Native Schools.

Ten schools which have been established in the educational interests of the Maoris by various denominational bodies in the Dominion were also visited. The combined roll of the schools at the close of the year was 433, and the average percentage of regularity was 90.7.

The following summary gives the particulars relating to roll number and attendance of the three classes of schools in tabulated form:—

Schools.	Number.	Roll Number at the End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village .. .. .	119	5,198	5,266	4,551	86.4
Native mission .. .. .	5	167	168	147	87.4
Native secondary .. .. .	10	433	445	404	90.7
Totals .. .. .	134	5,798	5,879	5,102	86.8

## CLASSIFICATION.

The standard classification of the pupils in the Native village schools as shown at the 31st December, 1919, is as follows :—

Classes.	Number on Roll.
Standard VII .. .. .	39
„ VI .. .. .	180
„ V .. .. .	327
„ IV .. .. .	443
„ III .. .. .	577
„ II .. .. .	641
„ I .. .. .	680
Preparatory .. .. .	2,311
Total .. .. .	5,198

## SCHOOL BUILDINGS AND GROUNDS.

Generally speaking, it is found that the condition of the schools in respect to cleanliness and tidiness is very satisfactory indeed. In a number of schools, however, the teachers do not secure that tidiness and arrangement which are calculated to impress habits of tidiness upon the children. In regard to general attractiveness of the school-rooms, resourceful teachers will readily find ways and means of improving the dingy and drab appearance of the walls. A clean school, bright walls, neat premises, and sanitary out-offices are evidence of careful supervision and keen interest. The grounds in a very large number of schools are very well kept, and are a credit to the teachers. In most of these schools the children are encouraged to take a pride in their gardens and in the general appearance of the school and grounds. As far as the residences are concerned, it may be remarked that the great majority of the teachers who occupy them keep them scrupulously clean, and recognize that the property provided for their use is under their care and protection. Unfortunately, however, there are exceptions, and complaints have been made, and with good reason, of the conditions in which some of the residences and their immediate surroundings have been left upon the resignation or the transfer of teachers who have occupied them.

In the matter of repairs and maintenance great difficulty has been experienced in having necessary work carried out, the extremely high prices of material and the difficulty of procuring labour being the chief contributing causes. The result is that some of the buildings show signs of deterioration; renovation repairs and painting-work, however, have been attended to as far as circumstances permitted. Good work has been done in several instances by the teachers and the pupils of their woodwork classes, and painting and general renovation have been satisfactorily carried out, the only expenses involved being that for the purchase of the materials required.

## ORGANIZATION.

Under this heading may be included such matters as methods of teaching, construction of time-tables, preparation of schemes of work, discipline, supervision of work of assistants, and management of the school generally.

Taking the schools as a whole, it may be said that the methods of teaching followed are very satisfactory indeed. In a very large number of the schools the quality of instruction is very good; in a considerable number of others, though some improvement has been observed, several defects are noticeable. The chief defect lies in the application of the methods of teaching in use, the result being a want of thoroughness. Another defect is that some teachers forget to realize that it is their business to see and supervise not only the members of the class being taught, but every pupil under their charge, and that unless this is done continuous efficient effort cannot be secured. Again, the part the pupil should take in his own education is very often forgotten, and the fact that he is an active, intellectual being whose co-operation is indispensable is overlooked. Simultaneous work is in many cases too largely employed; and teachers are often satisfied with simultaneous answering, not realizing how deceptive is such a method of ascertaining progress. Preparation for the work of the day is not always evident, and consequently a good deal of the teacher's time is sure to be badly spent.

In the preparation of the schemes of work a satisfactory improvement is observed in many schools where hitherto adverse comment has been necessary. It is, however, necessary to remind teachers in whose schools assistants are employed that it is their duty to arrange for the assistants having their own schemes of work, and to see that they are thoroughly conversant with the aim and purport of those schemes. In the best-organized schools arrangements are made for the close supervision of the work of the assistants, and for the careful preparation of it beforehand. In connection with the schemes of work it must be clearly understood that they are to be regarded as the property of the school, and that they are not to be removed upon the departure of the teacher. Moreover, a work-book in which the amount of ground covered during the week is entered up should be kept, and should indicate clearly to an incoming teacher where to proceed with the work in each subject. On a few occasions during the year neglect to conform with this regulation by teachers who had been transferred led to a considerable amount of confusion.

Generally, good order and discipline prevail in the schools, and very considerable attention is paid to manners and behaviour. The great bulk of the teachers, appreciating the responsibility imposed upon them, endeavour to mould the character of the pupils placed under their charge, and to lay the foundations of good citizenship.

With regard to the cleanliness of the children, the teachers as a whole have a proper conception of their duty in the matter, and exercise a close scrutiny over the personal cleanliness of their pupils, so that there are few cases where it has been found necessary to complain. The importance of this matter cannot be too highly stressed, and teachers are enjoined not to relax the rigorous daily inspection, and to take such steps as are necessary to secure cleanliness. In this respect the gospel of soap and water should be a perennial subject of discourse for the teachers.

The duties of Native-school Committees, which are not very extensive, consist for the most part in making arrangements for the supply of fuel, and in securing the regular attendance of the children. In many other directions, however, they prove to be very useful, and it is quite possible in almost every case for teachers to find the Chairman and his Committee very valuable allies—a fact which the tactful teacher is not slow to recognize and to turn to advantage. There are Committees who seem to be altogether inert, but this is not so in the majority of cases, and in many instances the Department owes a great deal to their enthusiasm, interest, and support.

#### SALARIES.

In accordance with the regulations made under the Education Amendment Act, 1919, the salaries and allowances of sole or head teachers in Native schools were, in conformity with those of public-school teachers in corresponding positions in public schools, further improved, the increases in salary being retrospective and payable from the 1st April, 1919. In regard to the assistants, a material improvement in the scale of salaries payable has also been made.

#### INSPECTION OF SCHOOLS.

As in previous years, the system of allotting groups of Native schools to the Public-school Inspectors was again followed, and the examination and inspection of the schools in the Hokianga, the Far North, and Hawkes's Bay districts were accordingly entrusted to them, the remaining schools being taken by the Inspector of Native Schools. The reports of the Inspectors indicate that generally a highly satisfactory efficiency has been maintained, and from that point of view the schools may be classified as follows: Very good to excellent, 45; satisfactory to good, 64; inferior to weak, 10. The following remarks were made by a Public-school Inspector: "I found the schools on the whole in a commendable state of efficiency, the enthusiasm of the Native child for its studies being apparently beyond that manifested by the European child. Much depends upon the enthusiasm of the teacher; and, above all, upon his sympathy with, and a belief in, a future for the Maori race." In another district the Inspector reports, "The efficiency of the schools will compare favourably with that of the Board schools."

The change which was made in 1916 in the system of inspection and examination of Native schools did not, owing to inherent defects, meet with the success that was anticipated, for, although it afforded the Public-school Inspectors an opportunity of gaining an insight into the working of Native schools and of appreciating the progress made by Maori children when specially catered for, it became more and more evident as time went on that very considerable disorganization was taking place in the schools. Moreover, from an administrative point of view the system became unsatisfactory, and a careful review of the position made it clear that a reversion to the system in vogue prior to 1916 was in the best interests of the schools. Accordingly it was decided to appoint an additional Inspector of Native Schools, and arrangements were made for him to take up his duties in the early part of the current year. The whole of the work connected with the examination and inspection of Native schools will again be undertaken by the Inspectors of Native Schools.

During the year forty-seven certificates of proficiency and twenty-five of competency were awarded to pupils in Native schools.

#### GENERAL REMARKS.

The following remarks on the individual subjects of the school course are submitted:—

*English Subjects.—Reading:* In the majority of the schools the reading is characterized by very satisfactory fluency and accuracy. More attention should be given, however, to correct phrasing and suitable expression. The comprehension of the subject is frequently unsatisfactory even in those classes where the mechanical difficulties of reading are no longer troublesome. It is very important that the pupils should grasp the thought of what they read, and in this connection there should be free oral reproduction of paragraphs, and often of the whole lesson. It is felt that there is not sufficient reading by the pupils, and more use should be made of the library books with which many of the schools are equipped. The importance of silent reading is not overlooked, but it has to be borne in mind that unless the practice is accompanied by questioning and by comments by the pupils themselves the silent-reading lesson may result in waste of time. In regard to the preparatory division, it is again necessary to say for the information of some teachers that the reading-material of the whole series of McDougall's primers must be dealt with before the pupils are to be considered fit for undertaking the work of Standard I. Instances were met with where teachers had forgotten that they had the full set of readers in their school. In connection with the continuous readers it is hoped that a completely new set of readers will before long be supplied to the schools.

In *recitation* the results in many schools are still disappointing, the chief defects being insufficiency of amount memorized, very faulty memorization, and lack of expression. The want of expression so often noticed is generally due to the choice of pieces which do not lend themselves to dramatic treatment. The recitation period should be one full of pleasure to the pupils, and one in which they should be led to appreciate as far as possible the beauty of the literary form and to render the thought with elocutionary effect.



*Spelling.*—In this subject more attention is being paid to words regarded as properly coming within the vocabulary of the pupils of the various classes, and the preparation of spelling-lists intelligently used is producing an improvement in the spelling. In quite a number of schools the spelling of pupils, particularly in the standard classes, leaves a good deal to be desired, and the results are no doubt in direct proportion to the quality of the methods adopted by the teachers.

*Writing* is dealt with very successfully in quite a large number of schools, and the work of the pupils is very good indeed. In several schools the writing of every child is found to be excellent. Such a result is brought about not merely by the actual methods of instruction, but largely by the discipline of the school and the personality of the teacher. In quite a number of schools, on the other hand, where such factors are more or less wanting, the writing is of poor quality, and it is evident that the pupils are allowed to practise without any instruction as to form or height of letters. Moreover, sufficient attention is not paid to the correct holding of the pen or to the correct position of the body. The use of the blackboard by the children for writing exercises and other purposes is gradually becoming more common, and an extension of the practice is strongly recommended. The children should be taught to write upon the board before attempting to write upon paper or slate, and it is essential that the teachers themselves should be able to use the blackboard skilfully, so that (particularly for the primary classes) they may demonstrate by illustration and description how to write well. "Since it requires much less skill to write well upon the blackboard than upon paper, no teacher has a valid excuse for writing poorly. The act of writing skilfully upon the board stirs the souls of the children more than the art performed. The act convinces that it can be done, and then they, too, think they can learn. Blackboard writing is an *art* and an *act* all teachers can and need to acquire, and skill in the matter is an evidence that the teacher has *wrought* and not merely *taught*."

*Language.—Oral and Written Composition:* Since all instruction is imparted in English, the intelligent teacher very soon appreciates the vitally important bearing that this subject has upon the general progress of his pupils, and equally soon does he recognize that the Maori children in their efforts to acquire the language are confronted with great difficulties. He conceives it to be his business to ascertain the nature of these difficulties; to fathom the reasons for their existence; to understand as far as possible the workings of the Maori mind; and to determine how far the mother tongue, with an idiomatic and grammatical construction peculiar to it, is a help or a hindrance in acquiring a new language. He quickly concludes from his inquiries that he himself is confronted with a problem requiring for its solution much consideration and thought. From his analysis of the problem he perceives that the mental process followed by the child will certainly be the natural one of thinking in its mother tongue, and then attempting through the idiom and grammar of that tongue to translate its thoughts and ideas by means of a newly acquired vocabulary. It becomes evident to him that if real progress in the acquisition of the new language is to be made, and if anything like facility of expression is to be gained, translation as a means to those ends must be checked at all costs, and replaced by the power to think in terms of the new language. He finally comes to the conclusion that this power can be acquired only by providing abundant oral practice for the child—that is, he adopts the direct method of teaching the subject.

In many schools much good work is accomplished both in oral and written composition, but in quite a considerable number not much improvement is observed. After seven or eight years of teaching, the results do not reach the standard they should. In these schools absence of preparation of work and of carefully mapped-out schemes of work explains largely the want of success. The oral work that is so important is not skilfully directed, and there is an absence of systematic correlation with other subjects, particularly reading. Mere mechanical facility in reading will not assist the English of the pupil very much. "No reading-lesson should be considered finally dealt with until the pupils have mastered not only the words but the *ideas* contained in it. When this has been achieved the pupils will, in revision work, &c., in answering questions on the subject-matter, make use of the language of the lessons as part of their own vocabulary, and the result will be not only intelligent reading but additional strength in English." In quite a number of schools the teachers do not sufficiently insist upon English being spoken in the playground: neglect in this respect indicates either carelessness or want of appreciation of the benefit and importance of the practice. In 1916 the Department issued to all schools a pamphlet, "Teaching of English—Direct Method," and it was considered that it would prove of assistance to teachers in drawing up their schemes. To many of the teachers it has proved of assistance, but there are some who appear to be unaware of its existence.

*Arithmetic.*—This subject continues to receive very satisfactory treatment generally, and in quite a considerable number of schools it is well taught. The importance of mental work, and the view that it is an essential part in all work in arithmetic, have been emphasized in previous reports, and yet it is still apparent that in many schools it is regarded as a separate subject. All problem work should be introduced by simple questions involving quantities that can be worked mentally and orally by the weaker pupils in the class. Failure to work problems very often arises from a want of confidence on the part of the pupils and a mistrust of their own powers, and, provided the necessary ground work has been thorough, practice such as indicated will do much to encourage such pupils to approach their work without fear of failure. In the use of text-books, where a disproportion exists as regards the space allotted to different parts of the course in arithmetic, the wise teacher will make judicious use of the material at his disposal. It is not at all necessary that every sum in the text-book should be worked by the pupils, and yet that is what is actually attempted in some schools, the result being that the teachers frequently complain that they have not been able to overtake the work prescribed by the syllabus.

In the preparatory division the composition of numbers is generally very thoroughly and systematically dealt with in most schools; in others, however, it is evident that much more study

should be made of the "Manual of Elementary Arithmetic" which was supplied to Native schools for the benefit of the teachers.

*Geography and Nature-study.*—Geography is taught efficiently in many of the schools; in others the instruction fails to produce real living interest. Too frequently it is found that the rational method of dealing thoroughly with the geography of the home district and then of the country in which the children live, before dealing with that of far-off lands, is not resorted to as generally as it should be. In a satisfactory number of schools nature-study is well treated; but in many, where the subject is regarded as purely of schoolroom significance, there is little attempt to make use of local conditions and surroundings, the result being that the lessons tend to become simply an accumulation of facts instead of offering a real training in observation, reasoning, and oral expression.

*Handwork, &c.—Sewing:* In the majority of schools the value and importance of sewing as a part of the industrial training of girls are thoroughly appreciated, and the display of work presented for inspection is generally distinctly creditable. Under enthusiastic and capable teachers the girls take keen interest in the work, and they proudly exhibit the articles they have made to the Inspector at his visit—even if it is only some small thing, such as a handkerchief. The articles, in addition to what are known as samplers, comprise dresses and clothes made for themselves and others, and in this connection instruction in cutting out is given to the bigger and elder girls. At the present time, however, a serious obstacle to the extension of this practical work is the difficulty of procuring material at a reasonable cost. In the more important schools the girls are also instructed in the use of the sewing-machine. Knitting is taught very successfully in many schools. In one school where very fine work is done in all branches the Inspector had the pleasure of seeing girls at work using spinning-machines with which the school had been supplied, and converting the fleece into material to be used by the girls in their knitting class.

In every school some form of *elementary manual training*—paper-folding, mat-weaving, paper-mounting, carton work, cardboard modelling, and plasticene modelling—is taken with more or less satisfactory results. The correlation of this work with the other subjects of the school course is not always evident, and consequently the fuller educational benefit of the work to the pupils is not obtained.

*Domestic Duties.*—The number of schools in which instruction of some kind in this subject finds a place is not so large as its importance demands; and teachers are urged, in view of the great value of such practical training to Maori girls, to endeavour as far as circumstances permit to arrange for the inclusion of instruction and practical work in domestic duties—sewing, cooking, and housewifery. Very fine work is done in this direction in quite a number of schools, and practical demonstration of the value of this instruction is given to the Inspector. In this work also, under capable and enthusiastic teachers, the girls show the keenest interest. The need for much greater attention to this side of the girls' training and education must be evident to most teachers.

*Woodwork.*—The number of schools which have workshops is not large, but good work is generally done. Industrial training of a valuable kind is provided for the boys, who, as soon as it is consistent with the instruction they have received, make useful articles either for themselves or for people in their settlements. The workshops are practically self-supporting as far as expenditure in material is concerned.

*Drawing.*—The treatment of this subject is gradually improving, and in many schools much good work is seen. Brushwork and crayon work are taken in many schools with creditable results. Drawing from flat copies is still to be found in some schools, and little or no attempt is made to draw from natural or fashioned objects.

*Elementary Practical Agriculture.*—The number of schools in which attention is given to this subject showed an increase during the year, and agricultural classes as part of the scheme adopted by the Auckland Education Board have now been formed in a large number of village schools. The teachers of the schools referred to have the benefit of advice from the Board's instructors, who periodically visit the schools for instructional purposes. The reports of the instructors regarding the work done are of a very favourable nature. It is very satisfactory to observe that the teachers recognize the value of such work for Maori boys, and consequently take much interest in the work. In this connection some interesting experiments were carried out in one school in a maize-growing district for the purpose of demonstrating the results of seed-selection, manuring, and careful observation. There was under observation a quarter of an acre of maize planted by the school-children under field conditions, and this plot has proved a splendid object-lesson in the district.

*Singing.*—In very many schools the singing of the pupils is very enjoyable; in others, again, it is rather the reverse. In the latter class of school no great improvement can be looked for until the teachers adopt more efficient methods of teaching this subject.

*Physical Instruction.*—In the majority of schools where the teachers have had the benefit of attending classes for instruction good work is being done; in a few schools where the teachers are enthusiasts in the matter the work is really excellent. In some schools, however, it is clearly evident that the exercises have become more or less mechanical, and the instruction accordingly fails in its educational and physical effects. This is very noticeable in schools where the discipline is not good. More attention to the value and importance of organized games is being given, but there are schools where still more attention is necessary. Neglect in this respect indicates that the playground supervision is not satisfactory.

#### SECONDARY INSTRUCTION.

No schools have been established by the Government to provide specially a secondary education suitable for Maori boys and girls. In the absence of such schools, however, the existence in different parts of the Dominion of several schools that have been established by various denominational bodies in the interest of the Maori is taken advantage of, and by means of a system of free places tenable at the schools referred to, an education and training of a more or less practical nature are

secured for pupils from Native village schools who have proved themselves qualified and likely to benefit by an extended educational course. The following are the Maori secondary schools which are visited and reported upon by officers of the Department: Queen Victoria School for Maori Girls, Auckland; Turakina Maori Girls' School, Wanganui; Hukarere Girls' School, Napier; St. Joseph's Convent School, Napier; Te Waipounamu Girls' School, Canterbury; St. Stephen's Boys' School, Auckland; Waerengaahika College, Gisborne; Te Aute College, Hawke's Bay; Hikurangi Boys' College, Carterton; and Otaki College, Wellington. The numbers of pupils on the rolls of the foregoing schools at the end of the year were—Boys, 228; girls, 205; total, 433; and of this total 42 boys and 48 girls were the holders of free places awarded by the Government. One Maori boy also held a free place at the Sacred Heart College, Auckland.

The syllabus of instruction ranges from the requirements of the various standards of the public school to those of the Public Service Entrance Examination, and no attempt is made to provide what is usually understood by "secondary education."

The primary function of these schools should be to provide an education such as will enable the pupils to become useful and efficient members of the communities to which they will eventually return. An education which fails to have such an aim is of very doubtful benefit either to the pupils themselves or to the Maori race.

The controlling authorities of the schools referred to above have undoubtedly this aim in view, and to a very large extent effect is given to this aim by the provision of facilities for training in industrial occupations. The importance of this aspect of the educational needs of the young Maori cannot be too highly stressed, and any tendency to regard this practical training as a subsidiary part of the school course instead of really the principal part of it is to be deprecated.

In the various schools for girls very good work is done, the syllabus of work embracing the ordinary English subjects and arithmetic, together with all the branches of domestic training suited to the requirements and conditions of the Maori people—namely, the general management of a house, cookery, laundry-work, dressmaking, hygiene, and home nursing. The need for knowledge of this kind in many Maori settlements is most pressing, and it is highly desirable that even greater attention should be devoted to it. As has been pointed out in former reports, "No girl should be regarded as having satisfactorily completed her course until she can cut out undergarments and dresses for herself, as well as clothes for infants and young children, and in a similar way emphasis should be laid upon home nursing and the care of the sick and of infants."

With regard to the boys' schools, the industrial training takes the form of instruction and practice in woodwork and practical agriculture, and generally an honest endeavour is made to direct the minds of the boys to industrial pursuits. At St. Stephen's arrangements are being made to include also a course of instruction in metal-work as part of the industrial training. At Waerengaahika, Hikurangi, and Otaki colleges considerable attention is given to practical training, and the work of the institutions is directed towards this end.

The results of the examinations conducted in these schools indicate that the pupils are generally efficiently taught. One cannot help being impressed when visiting any of the secondary schools with the splendid appearance of the scholars, who are on the whole of striking physique, well mannered, courteous, and obedient.

#### SCHOLARSHIPS, ETC.

The number of scholarships or free places open to Maori scholars was 134, of which 82 were held at the end of the year by scholars from Native village schools, and 9 by scholars from various other schools.

For many years a number of senior free places taking the form of industrial scholarships was annually awarded to boys who had passed through a two-years course at one of the Maori secondary schools and were anxious to learn some trade, but during the war period very few applications indeed were received by the Department, and at the end of the year under review no industrial scholarships were current. In this connection it is most satisfactory to learn that many lads have profited by this additional course of training, and are now doing well. Senior free places for Maori girls take the form of Nursing Scholarships, and are awarded to suitably qualified girls who are anxious to take up nursing among the Maori people. Since these scholarships were inaugurated quite a considerable number of girls have qualified as nurses, and have done good work in the various communities in which they have been stationed. The Hospitals Department, without whose co-operation the scheme would not have been successful, continues to render valuable assistance to this Department. At the end of the year there were two girls in training, one as a day pupil and one as a probationer, on the staff of hospitals. Another girl who was a probationer found it necessary for private reasons to give up her course of training.

The number of Maori nurses who are at present at work amongst the Maori people is comparatively small, and it is to be deeply regretted that their ranks have been further reduced by the death of Nurse Maud Mataira. Nurse Mataira, who had been at work for several years and had a record for good and faithful work, died at Hokianga in the early part of the current year of influenza, which she had contracted in the performance of her duty. By her untimely death the Department sustains a loss in this branch of its efforts on behalf of the Maori race which is distinctly unfortunate.

*Te Makarini Scholarships.*—These scholarships were founded out of private bequests, and are tenable at Te Aute College. The regulations and the syllabus of work prescribed for the examination were arranged by the Department, which also conducts the examination. Two scholarships were offered for competition for 1919, one senior and one junior scholarship—the latter being reserved for competition among candidates from Native village schools. The examination was held on the 1st and 2nd December last. For the senior examination there were twelve candidates—five from St. Stephen's Boys' School, Auckland; five from Te Aute College, Hawke's Bay; one from Porangahau Public School, Hawke's Bay; and one from Wharekahika Native School. For the junior

examination there were six candidates—four from Whakarewarewa Native School, one from Parapara Native School, and one from Wharekahika Native School. It is disappointing to find so few candidates from the village schools, and the reason is no doubt to be found in the apathy and carelessness of many of the teachers in the matter.

For the scholarships offered in 1918, the examination for which it was not possible to hold owing to circumstances connected with the influenza epidemic, an opportunity to sit at the examination held in December last was given, in accordance with the approval of the trustees, to the candidates for those particular scholarships. For the three scholarships nine candidates presented themselves—five for the junior examination and four for the senior examination.

The work of the majority of candidates who took the junior examination was distinctly creditable; that of the senior candidates was, however, relatively only satisfactory. Senior scholarships were awarded to George Leach and Julian Waretini, both of Te Aute College; and junior scholarships were awarded to Matauranga Wikiriwhi, of St. Stephen's Boys' School; to Edmund Wright, of Pukepoto Native School; and to Puhanui Waretini, of Whakarewarewa Native School.

*Buller Scholarship.*—This scholarship, which is tenable at Te Aute College, was founded out of a private bequest, and the terms of the trust expressly state that the candidates shall be predominantly Maori; half-castes are excluded. For the examination, the standard of which is somewhat higher than that of the Senior Makarini Examination, three candidates presented themselves—two from Te Aute College and one from St. Stephen's Boys' School. Rangi Waikari, of Te Aute College, was the best candidate, and he was accordingly awarded the scholarship.

#### CONCLUDING REMARKS.

The Department has every reason to be well satisfied with the general efficiency of the schools, and with the earnest and faithful manner in which the teachers carry out their duties. Apart from the actual work of teaching, the great bulk of the teachers take a live and practical interest in the people, and generally do valuable work in the communities in which they are placed. In view of the opinion often expressed in some quarters that Native-school work had nothing special in its character, the following considered opinion of a number of Public-school Inspectors who have for the past four years had an opportunity of acquiring at first hand some knowledge of Native schools and their work is interesting: "Maori children make better progress in Native than in European schools. In the former attendance is better, community stimulus is better, and the special treatment and training of the Maori is better understood."

As has been pointed out in an early part of this report, the system of inspection in force prior to 1916 has for various reasons been reverted to, and Mr. G. M. Henderson, M.A., an experienced teacher, has been appointed as an additional Inspector of Native Schools. Mr. Henderson took up his new duties in the early part of the current year.

I have, &c.,  
JNO. PORTEOUS,  
Senior Inspector of Native Schools.

### No. 3.

#### PROGRESS OF MAORI PUPILS IN EUROPEAN SCHOOLS.

(REPORT BY SENIOR INSPECTOR OF SCHOOLS, AUCKLAND.)

THERE is but little to add to what has already been said in former reports in regard to the progress of these pupils.

In general, the Native child, once he has become accustomed to the discipline and restraint of school life, and has overcome the initial language difficulty, makes commendable progress in school-work up to and including that prescribed for Standard IV, though the age of Maori children is almost invariably in advance of that of European children of corresponding attainments. One rarely finds a Maori pupil in either of the upper standards. When they reach these classes the language difficulty presents very serious obstacles to progress. Of the subjects of instruction, the most satisfactory are writing, drawing, and handwork; and the least satisfactory reading, spelling, and composition.

The attendance of Maori children in this district is still far from satisfactory. In some cases they openly and successfully defy the provisions of the compulsory-attendance clauses of the Act, with the result that absence from school is both frequent and prolonged. This not only retards their progress, but interferes very seriously with the normal advance of other school units. In some cases the presence of hākihaki (Maori itch) instinctively creates in the minds of both teacher and Committee a repugnance to the Maori, and probably a feeling of pleasure at the absence of Maori pupils. The remedy for this lies in regular and thorough inspection by the Health Department or by the Department's school medical officers.

For obvious reasons the Maori child requires much individual attention, and when this is not provided, as so frequently happens in sole-charge schools, progress inevitably suffers. I am of opinion that in all Grade II schools where an appreciable portion of the enrolment consists of Maori children an assistant should be added to the staff.

Several of the Inspectors again point out that Maori children make better progress in Native than in European schools. In the former attendance is better, community stimulus is better, and the special treatment and training required by the Maori is better understood.

The children are quiet and well behaved, and conform readily to school discipline.

No. 4.  
DETAILED TABLES.

Table H 1.  
NATIVE SCHOOLS AND TEACHERS.

LIST OF NATIVE VILLAGE SCHOOLS AND THE NAMES, CLASSIFICATION, GRADING, POSITION, AND  
EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1919.

In the column "Position in School," H M means Head Master; H F, Head Mistress; M, that there is a Master only; F, Mistress only; A M, Assistant Male Teacher; A F, Assistant Female Teacher.

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Grading.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.	
								£	s. d.
Ahipara ..	Mengonui ..	III A ii	65	Williams, Joseph W. ..	..	..	H M	290	0 0
				Williams, Mary G. (Mrs.) ..	..	..	A F	135	0 0
Arowhenua ..	Geraldine ..	III A i	37	Williams, Catherine B. O. ..	..	..	A F	95	0 0
				Bremner, Hannah A. A. ..	D	68	H F	295	0 0
Hapua ..	Mangonui ..	III B	69	Bremner, Esther P. N. N. ..	D	110	A F	145	0 0
				Vine, Henry G. ..	D	55	H M	345	0 0
				Vine, Winifred M. (Mrs.) ..	..	..	A F	165	0 0
				Vine, Effie L. ..	..	..	A F	125	0 0
Hiruharama ..	Waiapu ..	III A i	55	Norman, Nellie ..	..	..	A F	75	0 0
				Lee, John B. ..	Lic.	..	H M	290	0 0
Horoera ..	East Cape ..	II i	28	Lee, Elizabeth E. (Mrs.) ..	..	..	A F	145	0 0
				Astall, Annie (Mrs.) ..	Lic.	..	H F	190	0 0
Huiarau ..	Urewera ..	III A ii	52	Astall, John R. ..	..	..	A M	75	0 0
				Monfries, Abigail ..	D	81	H F	255	0 0
Kaikohe ..	Bay of Islands	III B	104	Tweed, Sarah E. ..	..	..	A F	150	0 0
				Grace, Charles W. ..	D	43	H M	335	0 0
				Erimana, Mere te R. ..	..	..	A F	115	0 0
				Paraire, Emere ..	..	..	A F	75	0 0
				Saville, Edith ..	..	..	A F	55	0 0
Kakanui ..	Helensville ..	I	14	Geissler, Aimee M. ..	..	..	F	150	0 0
Karetu ..	Bay of Islands	II i	23	Johnson, Ida V. C. (Mrs.) ..	C	65	H F	260	0 0
				Gratton, Bessie J. ..	..	..	A F	110	0 0
Karioi ..	Waimarino ..	II i	17	Clarke, Rosa ..	D	82	H F	240	0 0
				Hepetema, Alice ..	..	..	A F	13	0 0
Kenana ..	Mangonui ..	I	14	Benjamin, Julia ..	..	..	F	170	0 0
Kirioko ..	Bay of Islands	III A i	44	Grahame, Bruce ..	Lic.	..	H M	280	0 0
				Grahame, Mabel (Mrs.) ..	..	..	A F	135	0 0
Kokako ..	Wairoa ..	III A ii	44	Alford, Edward H. M. ..	..	..	H M	275	0 0
				Alford, Florence (Mrs.) ..	..	..	A F	135	0 0
Manaia ..	Coromandel ..	III A i	39	Greensmith, Edwin ..	D	49	H M	320	0 0
				Greensmith, Isabella C. (Mrs.) ..	..	..	A F	145	0 0
Mangamaunu ..	Kaikoura ..	I	17	Barnes, Ellen L. (Mrs.) ..	..	..	F	170	0 0
Mangamuka ..	Hokianga ..	III A i	40	Cameron, Duncan ..	D	69	H M	315	0 0
				Cameron, Margaret (Mrs.) ..	..	..	A F	135	0 0
Mangatuna ..	Waiapu ..	III A i	51	Scammell, William H. ..	..	..	H M	270	0 0
				Scammell, Agnes E. (Mrs.) ..	..	..	A F	135	0 0
Maraeroa ..	Hokianga ..	III A i	43	Hulme, Maggie (Mrs.) ..	Lic.	..	H F	275	0 0
				Hulme, Russell H. ..	..	..	A M	135	0 0
Matangirau ..	Whangaroa ..	III A i	45	Patience, Frederick ..	D	53	H M	310	0 0
				Patience, Evelyn G. (Mrs.) ..	..	..	A F	135	0 0
Mataora Bay ..	Ohinemuri ..	I	10	Hall, Annie E. ..	..	..	F	170	0 0
Matapihi ..	Tauranga ..	III A i	39	Clark, Catherine E. (Mrs.) ..	E	58	H F	270	0 0
				Clark, Herbert E. ..	..	..	A M	115	0 0
Matata ..	Whangaroa ..	III A i	34	Walker, Henry M. ..	D	62	H M	305	0 0
				Walker, Ethel C. (Mrs.) ..	..	..	A F	135	0 0
Matihetihe ..	Hokianga ..	II ii	26	Minchin, Zara ..	D	85	H F	210	0 0
				Matini, Ratareria ..	..	..	A F	110	0 0
Maungatapu ..	Tauranga ..	III A i	38	Roach, Patrick ..	C	49	H M	320	0 0
				Roach, Ruby (Mrs.) ..	..	..	A F	135	0 0
Moerangi ..	Raglan ..	I	22	Rayner, Henry H. ..	..	..	M	220	0 0
Motatau ..	Whangarei ..	III A i	38	Percy, Henry C. ..	..	..	H M	190	0 0
				Percy, Juanita E. (Mrs.) ..	D	..	A F	75	0 0
Motiti Island ..	Tauranga ..	I	22	Clench, Charles M. ..	..	..	M	220	0 0
Motuti ..	Hokianga ..	II i	26	Leef, Kathleen ..	..	..	H F	210	0 0
				Hone, Mary ..	..	..	A F	75	0 0
Nuhaka ..	Wairoa ..	III B	87	South, Moses ..	E	61	H M	325	0 0
				South, Emma S. (Mrs.) ..	..	..	A F	145	0 0
				Pond, Marjorie A. ..	..	..	A F	90	0 0
Ohacawai ..	Bay of Islands	III A i	45	Young, James ..	B	62	H M	305	0 0
				Young, Alice G. A. (Mrs.) ..	C	86	A F	170	0 0

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

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Grading.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.
								£ s. d.
Ohautira ..	Raglan ..	II i	21	Robinson, George ..	..	..	H M	220 0 0
Okautete ..	Masterton ..	I	12	Robinson, Ethel A. (Mrs.) ..	..	..	A F	55 0 0
Omaio ..	Opotiki ..	IIIA i	53	Ward, Violet ..	..	..	F	170 0 0
Omanaia ..	Hokianga ..	IIIA i	45	Coughlan, William N. ..	..	..	H M	270 0 0
Omarumutu ..	Opotiki ..	IIIA ii	59	Coughlan, Isabella A. M. (Mrs.) ..	..	..	A F	135 0 0
Oparure ..	Waitomo ..	IIIA i	44	Nisbet, Robert J. ..	Lic.	..	H M	290 0 0
Opoutere ..	Thames ..	II ii	30	Nisbet, Janet (Mrs.) ..	..	..	A F	135 0 0
Orauta ..	Bay of Islands	IIIA i	38	Mackay, Gordon ..	D	53	H M	320 0 0
Oromahoe ..	Bay of Islands	II ii	23	Mackay, Jane (Mrs.) ..	..	..	A F	135 0 0
Oruanui ..	East Taupo ..	I	22	Timbers, Arthur D. ..	D	53	H M	310 0 0
Otangaroa ..	Whangaroa ..	I	18	Timbers, Joaquina Q. (Mrs.) ..	..	..	A F	135 0 0
Otaua ..	Hokianga ..	IIIA i	52	Grindley, George ..	Lic.	..	H M	230 0 0
Owhataiti ..	Whakatane ..	II ii	27	Grindley, Catherine (Mrs.) ..	..	..	A F	95 0 0
Pacroa ..	Tauranga ..	IIIA i	45	Kelly, Felix ..	D	52	H M	320 0 0
Pamapurua ..	Mangonui ..	II ii	21	Parker, Eleanor E. ..	..	..	A F	170 0 0
Pamoana ..	Waimarino ..	II i	24	Macarthur, Arthur D. ..	D	78	H M	250 0 0
Papamoa ..	Tauranga ..	II ii	33	Macarthur, Elizabeth G. ..	..	..	A F	75 0 0
Paparore ..	Mangonui ..	IIIA i	41	Hutchinson, Walter H. ..	..	..	H M	220 0 0
Parapara ..	Mangonui ..	II ii	22	(Assistantship vacant.)	..	..		
Parawera ..	West Taupo ..	IIIA i	42	Matthews, Emily ..	..	..	F	170 0 0
Parikino ..	Wanganui ..	II ii	21	Andrews, Samuel H. ..	D	81	H M	275 0 0
Pawarenga ..	Hokianga ..	II ii	40	Guerin, Annie M. ..	..	..	A F	170 0 0
Pipiriki ..	Wanganui ..	IIIA i	42	Gibbons, Elizabeth M. L. ..	..	..	H F	250 0 0
Poroporo ..	Whakatane ..	IIIA ii	57	Ramsay, Eileen ..	..	..	A F	130 0 0
Poroti ..	Auckland ..	II i	23	Baker, Frances E. E. ..	D	49	H F	320 0 0
Pukehina ..	Rotorua ..	II ii	26	Baker, Henrietta A. ..	..	..	A F	145 0 0
Pukepoto ..	Mangonui ..	IIIA ii	56	Murray, James ..	..	..	M	170 0 0
Ranana ..	Rotorua ..	IIIA i	40	Jones, Elizabeth (Mrs.) ..	..	..	F	120 0 0
Rangiahua ..	Wairoa ..	I	12	Lundon, Clara J. ..	..	..	H F	270 0 0
Rangiawhia ..	Mangonui ..	II i	21	Hennessey, Ellen M. ..	..	..	A F	170 0 0
Rangitahi ..	Whakatane ..	IIIA i	33	Richards, Hilda E. I. ..	..	..	H F	270 0 0
Rangitukia ..	Waiapu ..	IIIB	91	Richards, Vere I. M. ..	..	..	A F	135 0 0
Rangiwhaka (side school), (see under Te Kotuku tuku).				Church, Lilian ..	..	..	F	210 0 0
Raukokore ..	Opotiki ..	IIIA i	43	McKenzie, Kenneth ..	C	64	H M	305 0 0
Reporua ..	Waiapu ..	II ii	28	McKenzie, Beatrice (Mrs.) ..	..	..	A F	115 0 0
Ruatoki ..	Whakatane ..	IIIB	86	Kidd, Wilfred W. ..	..	..	H M	190 0 0
Taemaro ..	Mangonui ..	II ii	29	Kidd, Isabella A. (Mrs.) ..	E	..	A F	75 0 0
Takahiwai ..	Whangarei ..	II ii	34	Foley, Hugh M. ..	B	58	H M	310 0 0
				Foley, Anstice J. (Mrs.) ..	..	..	A F	135 0 0
				Kinross, Ethel M. ..	B	..	H F	265 0 0
				Keremeneta, Rangirangi ..	..	..	A F	150 0 0
				Ryde, Henry J. ..	D	48	H M	310 0 0
				Ryde, Emma G. (Mrs.) ..	..	..	A F	135 0 0
				Thompson, Richard H. ..	Lic.	..	H M	290 0 0
				Thompson, Elizabeth D. F. ..	..	..	A F	135 0 0
				Burgoyne, Annette ..	..	..	H F	210 0 0
				Burgoyne, Constance ..	..	..	A F	95 0 0
				Clark, Olive J. M. (Mrs.) ..	B	45	H F	305 0 0
				Clark, William M. ..	..	..	A M	135 0 0
				England, Walter ..	C	54	H M	315 0 0
				England, Eva E. (Mrs.) ..	..	..	A F	135 0 0
				Harlow, Wilhelmina ..	D	67	F	210 0 0
				Taua, Ramari ..	..	..	H F	170 0 0
				Umuroa, Erana ..	..	..	A F	55 0 0
				Jamison, Mary ..	Lic.	..	H F	250 0 0
				Mauriohoo, Sarah ..	..	..	A F	160 0 0
				Gracie, Thomas ..	Lic.	..	H M	250 0 0
				Gracie, Mary S. L. ..	..	..	A F	115 0 0
				Korimete, Janie ..	..	..	A F	120 0 0
				Tuhaka, Hareti ..	..	..	A F	55 0 0
				Saunders, William S. ..	..	..	H M	280 0 0
				McLachlan, Linda ..	..	..	A F	160 0 0
				(Head-teachership vacant).	..	..		
				Wareham, Agnes (Mrs.) ..	..	..	A F	110 0 0
				Mahoney, Cornelius ..	C	34	H M	365 0 0
				Mahoney, Harriet I. (Mrs.) ..	E	84	A F	195 0 0
				Mahoney, Flora M. L. ..	..	..	A F	125 0 0
				Lee, Sophie E. ..	..	..	A F	55 0 0
				Morris, Margery M. (Mrs.) ..	D	76	H F	200 0 0
				Morris, David O. ..	..	..	A F	75 0 0
				Woodley, Frederick T. ..	..	..	H M	230 0 0
				Woodley, Georgina (Mrs.) ..	..	..	A F	75 0 0

Table H 1—continued.

## LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Grading.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.
								£ s. d.
Tangoio ..	Wairoa ..	II i	26	Arthur, Cyril L. ..	..	..	H M	200 0 0
				Arthur, Ethel (Mrs.) ..	..	..	A F	75 0 0
Tanoa ..	Otamatea ..	II i	21	Woodhead, Ambler ..	D	67	H M	260 0 0
				Barach, Annie ..	..	..	A F	55 0 0
Tautoro ..	Bay of Islands	II ii	31	Oulds, George F. ..	..	..	H M	180 0 0
				Oulds, Agnes W. (Mrs.) ..	..	..	A F	75 0 0
Te Ahuahū ..	Bay of Islands	II ii	33	Bush, Margaret R. (Mrs.) ..	..	..	H F	170 0 0
				(Assistantship vacant.) ..	..	..	..	..
Te Araroa ..	Waiapu ..	III B	97	Whitehead, Admiral ..	D	52	H M	325 0 0
				Whitehead, Rachel E. (Mrs.) ..	..	..	A F	145 0 0
				Puha, Heni te Ao ..	..	..	A F	5 0 0
Te Haroto ..	Wairoa ..	II i	24	Harper, Leslie M. (Mrs.) ..	..	..	H F	170 0 0
				Harper, Charles A. E. ..	..	..	A M	75 0 0
Te Horo ..	Whangarei ..	II ii	27	Wall, Harry ..	..	..	H M	190 0 0
				Wall, Fanny S. M. (Mrs.) ..	..	..	A F	95 0 0
Te Kaha ..	Opotiki ..	III A ii	60	Cato, Anson H. ..	..	..	H M	260 0 0
				Cato, Netty F. L. (Mrs.) ..	..	..	A F	135 0 0
				Pahewa, Lucy ..	..	..	A F	75 0 0
Te Kao ..	Mangonui ..	III A ii	55	Watt, Archibald H. ..	..	..	H M	260 0 0
				Watt, Bertha F. (Mrs.) ..	..	..	A F	135 0 0
				Smith, Ani ..	..	..	A F	55 0 0
Te Kotukutuku and Rangiwaea (side school)	Tauranga ..	III A i	43	Dale, Francis A. ..	C	48	H M	310 0 0
				Dale, Florence E. (Mrs.) ..	C	86	A F	170 0 0
Te Mahia ..	Wairoa ..	II ii	38	Callaway, Elizabeth ..	..	..	A F	170 0 0
				Handcock, Georgina ..	D	54	H F	310 0 0
				Handcock, Martha A. ..	..	..	A F	135 0 0
Te Matai ..	Tauranga ..	III A i	30	Godwin, Horace P. E. ..	..	..	H M	200 0 0
				Bathwayt, Ellen E. C. ..	..	..	A F	170 0 0
Te Pupuke ..	Whangaroa ..	III A i	31	Cumber, Kenneth M. H. ..	C	71	H M	275 0 0
				Hakaraia, Victoria ..	..	..	A F	150 0 0
Te Rawhiti ..	Bay of Islands	II ii	26	Barnett, David (on active service)	Lic.	..	H M	220 0 0
				Barnett, Sarah H. (Mrs.) ..	..	..	A F	95 0 0
Te Reinga ..	Cook ..	III A i	32	Wright, Percy ..	..	..	H M	270 0 0
				Wright, Rebecca (Mrs.) ..	..	..	A F	135 0 0
Te Teko ..	Whakatane ..	III A ii	58	Broderick, Henry W. ..	Lic.	..	H M	290 0 0
				Broderick, Jessie S. ..	E	..	A F	135 0 0
				Broderick, Mary A. ..	..	..	A F	55 0 0
Te Waotu ..	West Taupo ..	III A i	53	Proctor, Florence M. (Mrs.) ..	C	48	H F	300 0 0
				Proctor, William ..	..	..	A M	135 0 0
Te Whaiti ..	Whakatane ..	I	18	Gorrie, Annie (Mrs.) ..	..	..	F	160 0 0
Tikitiki ..	Waiapu ..	III B	91	Sinclair, Donald W. E. ..	..	..	H M	290 0 0
				Sinclair, Martha (Mrs.) ..	..	..	A F	145 0 0
				Walker, Elizabeth (Mrs.) ..	..	..	A F	130 0 0
				Sinclair, Verna ..	..	..	A F	55 0 0
Tokaanu ..	East Taupo ..	II ii	36	Hayman, Frederick J. ..	E	60	H M	295 0 0
				Clough, Doris E. ..	..	..	A F	130 0 0
Tokomaru Bay ..	Waiapu ..	III A ii	76	McIntyre, John ..	D	57	H M	290 0 0
				Haerewa, Areta ..	..	..	A F	150 0 0
				McIntyre, Margaret ..	..	..	A F	55 0 0
Torere ..	Opotiki ..	III A ii	50	Drake, Armine G. ..	..	..	H M	280 0 0
				Drake, Rosalind K. (Mrs.) ..	..	..	A F	135 0 0
				Mio, Ngawiki ..	..	..	A F	55 0 0
Tuhara ..	Wairoa ..	III A i	31	Guest, Joseph J. ..	C	48	H M	310 0 0
				Guest, Lilian R. (Mrs.) ..	..	..	A F	135 0 0
Tuparoa ..	Waiapu ..	III A ii	51	White, Hamilton H. ..	..	..	H M	280 0 0
				White, Isabel (Mrs.) ..	..	..	A F	145 0 0
Waihua ..	Wairoa ..	I	15	Carswell, Janet (Mrs.) ..	..	..	F	140 0 0
Wai-iti ..	Rotorua ..	III A i	41	Munro, John B. ..	C	49	H M	320 0 0
				Munro, Florence M. (Mrs.) ..	..	..	A F	135 0 0
Waikare ..	Bay of Islands	III A i	31	Sullivan, Andrew J. ..	C	51	H M	310 0 0
				Sullivan, Martha A. A. (Mrs.) ..	..	..	A F	135 0 0
Waikeri ..	Hokianga ..	II ii	27	Topia, Ellena M. ..	..	..	H F	200 0 0
				Topia, Heni H. ..	..	..	A F	95 0 0
Waima ..	Hokianga ..	III A i	60	Johnston, George ..	D	59	H M	320 0 0
				Johnston, Mary E. (Mrs.) ..	D	74	A F	175 0 0
				Tawhai, Mary ..	..	..	A F	90 0 0
Waimamaku ..	Hokianga ..	II ii	29	Hodson, Susan ..	..	..	H F	220 0 0
				Newton, Lucy B. ..	..	..	A F	130 0 0
Waimarama ..	Hawke's Bay	II ii	34	Kernahan, Richard I. ..	..	..	H M	220 0 0
				Kernahan, Frances A. A. ..	..	..	A F	75 0 0
Waiohau ..	Rangitaiiki ..	II ii	29	Webber, Elsie E. ..	C	73	H F	210 0 0
				Johnston, Grace L. ..	..	..	A F	110 0 0
Waiomatatini ..	Waiapu ..	III A ii	51	Owen, Sarah A. (Mrs.) ..	D	68	H F	285 0 0
				Owen, Henry ..	..	..	A M	135 0 0
				Reid, Ripeka ..	..	..	A F	90 0 0

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

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on the Staff at End of Year.	Classification.	Grading.	Position in School.	Annual Rates of Payment during Last Month of Year for Salary, including Lodging-allowance.		
								£	s.	d.
Waiomio ..	Bay of Islands	II ii	37	Lloyd, Kate B. ..	Lic.	..	H F	280	0	0
Waiorongomai ..	Waiapu ..	I	15	Matini, Roharima ..	..	..	A F	130	0	0
Waiotapu ..	Whakatane ..	I	16	Kaua, Matekino H. ..	..	..	F	210	0	0
Waioweka ..	Opotiki ..	IIIA i	37	Blathwayt, Mary de V. ..	..	..	F	160	0	0
				Watkin, Arthur A. ..	D	62	H M	295	0	0
Waitahanui ..	East Taupo ..	IIIA i	21	Watkin, Mary A. (Mrs.) ..	..	..	A F	135	0	0
				West, William E. ..	D	73	H M	285	0	0
Waitapu ..	Hokianga ..	II ii	25	West, Annie M. W. (Mrs.) ..	..	..	A F	135	0	0
				Lisle, Frank ..	..	..	H M	220	0	0
Werowero ..	Mangonui ..	II i	22	Lisle, Marion F. D. (Mrs.) ..	..	..	A F	75	0	0
Whakaki ..	Wairoa ..	IIIA i	51	Taua, Jane ..	..	..	F	140	0	0
				Jack, James ..	D	53	H M	310	0	0
Whakarara ..	Whangaroa ..	II i	39	Mackay, Emily M. ..	..	..	A F	170	0	0
				Smith, Gordon ..	..	..	H M	210	0	0
Wkakarewarewa	Rotorua ..	IIIB	110	Smith, Mary A. M. (Mrs.) ..	..	..	A F	55	0	0
				Banks, Joseph ..	..	..	H M	285	0	0
				Banks, Hannah (Mrs.) ..	D	73	A F	175	0	0
				Callaway, Christina ..	..	..	A F	130	0	0
Whakawhitira ..	Waiapu ..	II ii	30	Irwin, Ellenor A. ..	..	..	A F	110	0	0
				Hill, Joanna ..	..	..	H F	190	0	0
Whangaparaoa ..	Opotiki ..	I	18	Padlie, Florence ..	..	..	A F	130	0	0
Whangape ..	Hokianga ..	IIIA i	37	Ellis, Hilda (Mrs.) ..	..	..	F	190	0	0
				Smith, Leonard H. ..	..	..	H M	260	0	0
Whangara ..	Cook ..	II ii	31	Smith, Phoebe M. (Mrs.) ..	..	..	A F	135	0	0
				Frazer, William ..	..	..	H M	220	0	0
Whangaruru ..	Bay of Islands	IIIA i	32	Reid, Adelaide ..	..	..	A F	75	0	0
				Anderson, William ..	..	..	H M	240	0	0
Wharekahika ..	Waiapu ..	IIIA ii	59	Anderson, Mabel (Mrs.) ..	..	..	A F	125	0	0
				Tawhiri, Riwai H. ..	C	71	H M	275	0	0
Whareponga ..	Waiapu ..	II ii	23	Patterson, Alice (Mrs.) ..	..	..	A F	125	0	0
				McFarlane, Charles T. ..	..	..	H M	220	0	0
Whirinaki ..	Hokianga ..	IIIA ii	52	Gillespie, Mary D. (Mrs.) ..	..	..	A F	130	0	0
				Rogers, Herbert ..	D	36	H M	325	0	0
				Rogers, Ethel E. (Mrs.) ..	D	64	A F	175	0	0
				Dargaville, Martha ..	..	..	A F	110	0	0
				Total ..	..	..	..	44,110	0	0



Table H 2.

LIST OF THE NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1919.

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

Schools.	School Roll.			Mean of Average Attendance of Four Quarters, 1919.	Regularity of Attendance : Percentage of Weekly Roll Number.
	Number belonging at End of Year 1918.	Number belonging at End of Year 1919.	Average Weekly Number. (Mean of the Four Quarters.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Manaia .. .. .	41	40	38.89	38.74	99.6
Omaio .. .. .	46	58	54.73	53.25	97.3
Pamoana (1) .. .. .	..	26	24.30	23.54	96.9
Mataora .. .. .	11	10	10.03	9.70	96.7
Whakarewarewa .. .. .	115	119	113.77	109.82	96.5
Omanaia .. .. .	45	45	46.67	44.95	96.3
Matapihi .. .. .	45	40	39.86	38.35	96.2
Motiti (2) .. .. .	18	28	23.33	22.45	96.2
Whakarapa (3) .. .. .	8	..	5.00	4.80	96.0
Te Waotu .. .. .	45	60	55.25	53.00	95.9
Te Kao .. .. .	63	60	56.80	54.41	95.8
Motatau (4) .. .. .	..	41	40.00	38.20	95.5
Opoutere .. .. .	33	30	31.12	29.65	95.3
Raukokore .. .. .	45	46	45.80	43.28	94.5
Waiomatatini .. .. .	50	53	54.04	50.98	94.3
Takohiwai .. .. .	30	38	35.70	33.33	93.4
Te Haroto .. .. .	26	24	25.20	23.53	93.3
Te Kaha .. .. .	68	56	63.75	59.48	93.3
Wai-iti .. .. .	39	45	43.43	40.48	93.2
Karetu .. .. .	23	26	24.75	23.03	93.1
Waima .. .. .	62	67	64.46	59.95	93.0
Pukepoto .. .. .	57	74	60.71	56.38	92.9
Ohautira (5) .. .. .	24	22	23.01	21.25	92.4
Pipiriki .. .. .	47	42	45.00	41.55	92.3
Waiomio .. .. .	33	44	40.28	37.15	92.2
Whakaki .. .. .	48	60	54.20	49.87	92.0
Tikitiki .. .. .	85	98	98.53	90.37	91.7
Whangape .. .. .	46	39	40.23	36.90	91.7
Kirioko .. .. .	51	43	47.65	43.63	91.6
Te Ahuahu .. .. .	32	38	35.28	32.23	91.4
Pawarenga .. .. .	33	52	43.43	39.63	91.3
Arowhenua .. .. .	41	41	39.93	36.40	91.2
Omarumutu .. .. .	63	61	64.87	59.09	91.0
Waikare .. .. .	35	38	33.50	30.50	91.0
Whirinaki .. .. .	59	54	57.14	52.02	91.0
Rangitukia .. .. .	94	107	99.94	90.89	90.9
Waimarama .. .. .	31	41	37.48	34.02	90.8
Whangaparaoa .. .. .	18	22	19.02	17.25	90.7
Wharekahika .. .. .	59	67	65.42	59.13	90.4
Okautete .. .. .	14	11	12.63	11.38	90.1
Whareponga .. .. .	30	28	30.62	27.60	90.1
Te Mahia .. .. .	34	42	42.05	37.83	90.0
Te Kotukutuku and Rangiwaea (side school) .. .. .	44	50	46.88	42.11	89.8
Te Reinga .. .. .	42	35	35.45	31.82	89.8
Otangaroa .. .. .	21	21	19.47	17.47	89.7
Tautoro .. .. .	34	32	34.23	30.65	89.5
Moerangi .. .. .	18	27	24.34	21.76	89.4
Werowero .. .. .	23	24	25.29	22.57	89.2
Parawera .. .. .	45	43	47.07	41.92	89.1
Te Rawhiti .. .. .	33	30	28.68	25.56	89.1
Otaua .. .. .	54	60	59.50	52.98	89.0
Torere .. .. .	54	54	55.36	49.29	89.0
Waihua .. .. .	22	17	17.90	15.93	89.0
Kenana .. .. .	13	21	15.30	10.58	88.8
Maungatapu .. .. .	46	45	42.83	38.05	88.8
Rangiwahia .. .. .	23	20	22.43	19.91	88.8
Tuhara .. .. .	47	32	34.70	30.79	88.7
Matihetihe .. .. .	29	29	28.85	25.46	88.3
Kaikohe .. .. .	109	125	119.08	104.39	87.7
Oparure .. .. .	46	54	50.43	44.08	87.4
Poroporo .. .. .	65	63	65.80	57.49	87.4
Paeroa .. .. .	47	46	51.57	45.02	87.3
Kokako .. .. .	56	50	50.34	43.90	87.2
Reporua .. .. .	28	30	32.13	28.02	87.2
Ohacawai .. .. .	59	50	52.00	45.25	87.0
Whakawhitira .. .. .	39	32	34.56	30.05	87.0
Te Teko .. .. .	59	72	67.19	58.22	86.7
Tangoio .. .. .	29	29	30.06	25.99	86.5
Waiohau (5) .. .. .	34	30	34.13	29.50	86.4
Matangirau .. .. .	44	55	52.18	44.95	86.1
Waioweka .. .. .	43	36	40.44	34.68	85.8
Horoera .. .. .	22	32	32.52	27.75	85.3
Oromahoe (5) .. .. .	31	27	26.00	22.17	85.3
Poroti .. .. .	32	32	27.09	23.11	85.3
Whangara .. .. .	28	33	35.44	30.21	85.2
Kakanui .. .. .	11	20	16.62	14.15	85.1
Mangatuna .. .. .	51	59	60.18	50.92	84.6
Maracra .. .. .	47	51	50.33	42.45	84.3

(1) Reopened at beginning of year.  
(5) Closed first quarter.

(2) Closed second quarter.

(3) Closed at end of year.

(4) Opened during year.

Table H2—continued.

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

Schools.	School Roll.			Mean of Average Attendance of Four Quarters, 1919.	Regularity of Attendance : Percentage of Weekly Roll Number.
	Number belonging at End of Year 1918.	Number belonging at End of Year 1919.	Average Weekly Number. (Mean of the Four Quarters.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Parapara .. .. .	29	23	26·03	21·90	84·1
Whakarara .. .. .	28	45	46·50	39·10	84·1
Tuparoa .. .. .	59	62	61·09	51·32	84·0
Tokomaru Bay .. .. .	83	90	90·50	75·84	83·9
Whangaruru .. .. .	39	33	39·43	33·08	83·9
Hiruharama .. .. .	55	61	66·00	55·18	83·6
Te Arawa .. .. .	126	102	115·53	96·33	83·4
Rakaunui (¹) .. .. .	10	..	10·80	9·10	83·3
Nuhaka .. .. .	112	94	104·35	86·59	83·0
Mangamaunu .. .. .	19	19	20·27	16·74	82·6
Matata .. .. .	45	47	41·55	34·27	82·5
Ranana .. .. .	47	58	48·50	40·01	82·5
Taemaro (²) .. .. .	..	33	34·75	28·48	82·0
Te Horo .. .. .	35	30	33·47	27·36	81·7
Karioi .. .. .	22	20	20·97	16·93	80·7
Ahipara .. .. .	92	68	80·58	64·91	80·6
Orata .. .. .	42	42	46·72	37·61	80·5
Pamapurua .. .. .	31	22	23·29	18·73	80·4
Waitahanui .. .. .	33	23	26·06	20·94	80·4
Rangiahua (³) .. .. .	22	14	14·95	11·95	79·9
Ruatoki .. .. .	118	98	107·13	85·38	79·7
Waikeri .. .. .	33	35	31·41	24·92	79·3
Mangamuka .. .. .	53	49	50·83	40·25	79·2
Huiarau .. .. .	61	56	66·53	52·33	78·7
Motuti .. .. .	25	33	30·55	24·01	78·6
Rangitahi .. .. .	46	42	41·72	32·69	78·4
Waimamaku .. .. .	37	35	37·28	28·93	77·6
Parikino .. .. .	31	25	27·38	21·23	77·5
Waitapu .. .. .	26	35	31·88	24·65	77·3
Te Whaiti .. .. .	26	20	23·00	17·75	77·2
Waioapu .. .. .	14	19	20·00	15·41	77·1
Pukehina .. .. .	42	34	33·41	25·58	76·6
Papamoa .. .. .	43	37	42·87	32·64	76·1
Te Hapua .. .. .	92	81	86·90	65·95	75·9
Oruanui .. .. .	26	34	29·05	21·50	74·0
Tokaanu .. .. .	32	46	48·45	35·70	73·7
Tanoa .. .. .	28	25	28·08	20·56	73·2
Owhataiti .. .. .	40	42	37·40	27·33	73·1
Waiorongomai .. .. .	23	20	20·94	14·89	71·1
Paparore .. .. .	59	58	58·08	41·00	70·6
Pupuke .. .. .	42	43	43·83	30·59	69·8
Waimahana (¹) .. .. .	18	..	19·11	12·96	67·8
Te Matai .. .. .	45	43	45·11	29·84	66·2
Totals for 1919 .. .. .	..	5,198	5,266·45*	4,551·60*	86·4*
Totals for 1918 .. .. .	5,064	..	5,281·38	4,551·20	86·2
Mission schools subject to inspection by Education Department:—					
Ranana Convent .. .. .	17	16	15·53	15·12	97·4
Matata Convent .. .. .	72	62	69·58	62·40	89·7
Jerusalem Convent .. .. .	26	26	27·05	23·85	88·2
Putiki Mission .. .. .	16	25	19·71	17·01	85·4
Tokaanu Convent .. .. .	44	38	36·20	28·49	78·7
Totals for 1919 .. .. .	..	167	168·07	146·87	87·4
Totals for 1918 .. .. .	175	..	171·10	154·40	90·2
Boarding - schools affording secondary education:—					
St. Stephen's (boys), Auckland .. .. .	64	65	58·00	57·55	99·2
Te Waipounamu (girls) .. .. .	9	11	9·65	9·52	98·7
St. Joseph's Convent (girls), Napier .. .. .	56	39	35·25	34·01	96·5
Waerengaahika College (boys) .. .. .	33	35	34·79	33·21	95·5
Hikurangi College (boys) .. .. .	28	26	29·63	27·51	92·9
Turakina (girls) .. .. .	27	27	29·00	26·75	92·2
Hukarere (girls) .. .. .	89	79	84·65	76·95	90·9
Queen Victoria (girls), Auckland .. .. .	58	35	34·00	30·88	90·8
Te Aute College (boys) .. .. .	75	75	86·57	75·86	87·6
Otaki College (boys and girls) .. .. .	32	41	43·64	31·54	72·3
Sacred Heart College (boys), Auckland .. .. .	..	1	1·00	1·00	100·0
Totals for 1919 .. .. .	..	434	446·18	404·78	90·7
Totals for 1918 .. .. .	471	..	478·98	434·62	90·7

(¹) Closed at end of year.

(²) Reopened at beginning of year.

(³) Closed first and second quarter.

\* The totals do not agree with the figures relating to roll number and attendance given in the report of the Minister, for the reason that the former represent the average attendance and average roll number for the mean of the four quarters of each Native school taken separately, and the latter the mean of the combined quarterly totals of all schools.

Table H3.

(a.) NUMBER OF MAORI PUPILS ATTENDING SECONDARY SCHOOLS AT THE END OF 1919.

Schools.	Government Pupils.	Private Pupils.	Totals.
Otaki College, Wellington .. .. .	..	41	41
St. Stephen's (boys), Auckland .. ..	27	38	65
Te Aute (boys), Hawke's Bay .. .. .	15	60	75
Waerengaahika (boys), Gisborne .. ..	..	35	35
Hikurangi College (boys), Clareville, Carterton .. ..	..	26	26
Hukarere (girls), Napier .. .. .	18	61	79
St. Joseph's (girls), Napier .. .. .	9	30	39
Queen Victoria (girls), Auckland .. ..	17	18	35
Turakina (girls), Wanganui .. .. .	3	24	27
Te Waipounamu (girls), Canterbury .. ..	1	10	11
Sacred Heart College, Auckland .. .. .	1	..	1
Totals .. .. .	91	343	434

(b.) MAORI PUPILS, FORMERLY ATTENDING NATIVE BOARDING-SCHOOLS, HOLDING HOSPITAL NURSING SCHOLARSHIPS AT THE END OF 1919.

Number.	Nature of Scholarship.	Boarding-school.	Hospital.
1	Probationer .. ..	Queen Victoria .. ..	Auckland.
1	Day pupil .. ..	Hukarere .. ..	Napier.

Table H4.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1919.

Education District.	Number of Schools at which Maoris attend.	Number of Maori Pupils.			Number examined in S6.	S6 Certificates granted.			
		Boys.	Girls.	Total.		Proficiency Certificates.		Competency Certificates.	
						Number.	Per- centage.	Number.	Per- centage.
Auckland .. .. .	255	1,442	1,182	2,624	23	17	73.91	6	26.09
Taranaki .. .. .	43	195	142	337	1	..	..	..	..
Wanganui .. .. .	60	231	158	389	5	3	60.00	1	20.00
Hawke's Bay .. ..	60	439	409	848	9	1	11.11	1	11.11
Wellington .. .. .	49	246	225	471	16	14	87.50	2	12.50
Nelson .. .. .	6	7	20	27	1	..	..	1	100.00
Canterbury .. .. .	28	87	88	175	3	1	33.33	1	33.33
Otago .. .. .	15	36	42	78	5	3	60.00	1	20.00
Southland .. .. .	15	39	32	71	3	2	66.66	..	..
Totals for 1919 .. .. .	531	2,722	2,298	5,020	66	41	62.12	13	19.70
Totals for 1918 .. .. .	509	2,622	2,232	4,854	52	35	67.31	7	13.46
Difference .. .. .	22	100	66	166	14	6	— 5.19	6	6.24

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

Table H 5.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1919.

Years.	Class P.		S. I.		S. II.		S. III.		S. IV.		S. V.		S. VI.		S. VII.		Totals.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6..	130	124	..	..	..	..	..	..	..	..	..	..	..	..	..	..	130	124
6 " 7..	228	219	1	..	..	..	..	..	..	..	..	..	..	..	..	..	229	219
7 " 8..	349	286	11	8	..	..	..	..	..	..	..	..	..	..	..	..	360	294
8 " 9..	309	249	47	57	5	7	2	3	..	..	..	..	..	..	..	..	363	316
9 " 10..	217	195	91	82	35	32	9	10	..	..	..	..	..	..	..	..	352	319
10 " 11..	127	117	98	85	89	61	34	36	2	6	1	1	1	..	..	..	352	306
11 " 12..	76	51	91	62	86	73	57	48	22	22	4	5	3	2	..	..	339	263
12 " 13..	41	34	30	39	77	48	58	49	48	40	15	14	2	4	..	..	271	228
13 " 14..	14	10	11	13	31	14	44	39	44	30	37	27	15	13	..	1	196	147
14 " 15..	5	3	8	4	12	5	17	8	17	20	16	21	13	5	2	..	90	66
15 " 16..	..	2	..	1	..	1	2	1	3	3	9	2	13	4	2	1	29	15
16 years and over	..	..	1	..	2	..	2	..	2	..	3	..	1	2	1	..	12	2
Totals, 1919 ..	1,496	1,290	389	351	337	241	225	194	138	121	85	70	48	30	5	2	2,723	2,299
Totals, 1918 ..	1,355	1,175	454	343	314	266	236	216	152	130	75	65	35	34	1	3	2,622	2,232
Difference ..	141	115	-65	8	23	-25	-11	-22	-14	-9	10	5	13	-4	4	-1	101	67

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

Table H 6.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1919.

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

Schools.	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Ahipara .. ..	5	4	9	24	32	56	..	3	3	29	39	68
Arowhenua .. ..	21	20	41	..	..	..	..	..	..	21	20	41
Hapua .. ..	..	..	..	43	35	78	2	1	3	45	36	81
Hiruharama .. ..	..	..	..	29	32	61	..	..	..	29	32	61
Horoera .. ..	..	..	..	17	14	31	1	..	1	18	14	32
Huiarau .. ..	1	..	1	26	29	55	..	..	..	27	29	56
Kaikohe .. ..	..	..	..	53	46	99	15	11	26	68	57	125
Kakanui .. ..	..	..	..	10	10	20	..	..	..	10	10	20
Karetu .. ..	..	..	..	8	14	22	2	2	4	10	16	26
Karioi .. ..	..	..	..	7	6	13	5	2	7	12	8	20
Kenana .. ..	..	..	..	13	7	20	..	1	1	13	8	21
Kirioko .. ..	..	..	..	22	17	39	..	4	4	22	21	43
Kokako .. ..	..	..	..	27	19	46	2	2	4	29	21	50
Manaia .. ..	..	..	..	17	20	37	2	1	3	19	21	40
Mangamaunu .. ..	5	6	11	..	..	..	5	3	8	10	9	19
Mangamuka .. ..	..	..	..	23	22	45	3	1	4	26	23	49
Mangatuna .. ..	3	2	5	20	28	48	6	..	6	29	30	59
Maraeroa .. ..	1	2	3	24	20	44	2	2	4	27	24	51
Matangirau .. ..	..	..	..	23	20	43	7	5	12	30	25	55
Mataora Bay .. ..	..	..	..	7	3	10	..	..	..	7	3	10
Matapihi .. ..	..	..	..	18	21	39	1	..	1	19	21	40
Matata .. ..	..	..	..	17	6	23	14	10	24	31	16	47
Matihetihe .. ..	..	..	..	9	19	28	1	..	1	10	19	29
Maungatapu .. ..	..	..	..	20	13	33	6	6	12	26	19	45
Moerangi .. ..	..	1	1	7	14	21	2	3	5	9	18	27
Motatau .. ..	5	5	10	13	16	29	2	..	2	20	21	41
Motiti Island .. ..	..	..	..	14	9	23	3	2	5	17	11	28
Motuti .. ..	..	..	..	15	18	33	..	..	..	15	18	33
Nuhaka .. ..	2	2	4	41	40	81	4	5	9	47	47	94
Ohacawai .. ..	2	3	5	22	10	32	11	2	13	35	15	50
Ohautira .. ..	..	..	..	11	9	20	..	2	2	11	11	22
Okautete .. ..	..	..	..	4	4	8	2	1	3	6	5	11
Omaio .. ..	..	..	..	36	16	52	2	4	6	38	20	58
Omanaia .. ..	..	..	..	16	23	39	5	1	6	21	24	45
Omarumutu .. ..	..	..	..	31	23	54	5	2	7	36	25	61
Oparure .. ..	1	1	2	14	11	25	8	19	27	23	31	54
Opoutere .. ..	2	3	5	11	7	18	4	3	7	17	13	30
Oranua .. ..	..	..	..	20	10	30	4	8	12	24	18	42
Oromahoe .. ..	..	..	..	12	10	22	3	2	5	15	12	27
Oruanui .. ..	4	6	10	15	9	24	..	..	..	19	15	34
Otangaroa .. ..	2	3	5	7	9	16	..	..	..	9	12	21
Otaua .. ..	..	..	..	31	8	39	9	12	21	40	20	60
Owhataiti .. ..	..	..	..	18	14	32	3	7	10	21	21	42

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1919  
—continued.

Schools	Race.									Totals.		
	Maoris.						Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Paeroa .. .. .	..	..	..	19	14	33	9	4	13	28	18	46
Pamapurua .. ..	..	..	..	14	8	22	..	..	..	14	8	22
Pamoana .. .. .	3	2	5	10	9	19	..	2	2	13	13	26
Papamoa .. .. .	..	..	..	18	14	32	2	3	5	20	17	37
Paparore .. .. .	..	..	..	30	17	47	6	5	11	36	22	58
Parapara .. .. .	..	..	..	12	10	22	..	1	1	12	11	23
Parawera .. .. .	..	..	..	21	17	38	3	2	5	24	19	43
Parikino .. .. .	..	..	..	11	9	20	3	2	5	14	11	25
Pawarenga .. ..	..	..	..	30	20	50	..	2	2	30	22	52
Pipiriki .. .. .	..	..	..	17	22	39	3	..	3	20	22	42
Poroporo .. .. .	..	..	..	31	30	61	1	1	2	32	31	63
Poroti .. .. .	..	..	..	9	4	13	13	6	19	22	10	32
Pukehina .. .. .	..	..	..	17	11	28	3	3	6	20	14	34
Pukepoto .. .. .	..	..	..	22	26	48	11	15	26	33	41	74
Pupuke .. .. .	..	..	..	23	17	40	1	2	3	24	19	43
Ranana .. .. .	1	..	1	30	25	55	1	1	2	32	26	58
Rangiahua .. ..	..	..	..	9	4	13	1	..	1	10	4	14
Rangiawhia .. ..	..	..	..	9	11	20	..	..	..	9	11	20
Rangitahi .. .. .	..	..	..	22	17	39	1	2	3	23	19	42
Rangitukia .. ..	..	..	..	56	50	106	..	1	1	56	51	107
Rangiwaia (side school)	..	..	..	7	8	15	..	..	..	7	8	15
Reporua .. .. .	..	1	1	16	13	29	..	..	..	16	14	30
Ruakokore .. ..	..	..	..	13	22	35	4	7	11	17	29	46
Ruatoki .. .. .	..	2	2	54	41	95	..	1	1	54	44	98
Taemaro .. .. .	..	..	..	16	17	33	..	..	..	16	17	33
Takahiwai .. ..	..	..	..	18	20	38	..	..	..	18	20	38
Tangoio .. .. .	..	..	..	8	8	16	5	8	13	13	16	29
Tanoa .. .. .	..	..	..	12	12	24	1	..	1	13	12	25
Tautoro .. .. .	..	..	..	20	12	32	..	..	..	20	12	32
Te Ahuahu .. ..	..	..	..	11	25	36	1	1	2	12	26	38
Te Araroa .. ..	1	..	1	45	32	77	16	8	24	62	40	102
Te Haroto .. ..	..	..	..	13	9	22	1	1	2	14	10	24
Te Horo .. .. .	..	..	..	20	8	28	2	..	2	22	8	30
Te Kaha .. .. .	..	..	..	27	29	56	..	..	..	27	29	56
Te Kao .. .. .	..	..	..	33	27	60	..	..	..	33	27	60
Te Kotukutuku ..	..	..	..	14	18	32	2	1	3	16	19	35
Te Mahia .. .. .	3	2	5	13	17	30	7	..	7	23	19	42
Te Matai .. .. .	..	..	..	22	20	42	..	1	1	22	21	43
Te Rawhiti .. ..	..	..	..	10	19	29	1	..	1	11	19	30
Te Reinga .. ..	..	..	..	18	17	35	..	..	..	18	17	35
Te Teko .. .. .	..	..	..	29	33	62	6	4	10	35	37	72
Te Waotu .. .. .	3	1	4	14	14	28	18	10	28	35	25	60
Te Whaiti .. ..	..	..	..	12	8	20	..	..	..	12	8	20
Tikitiki .. .. .	..	..	..	41	54	95	2	1	3	43	55	98
Tokaanu .. .. .	..	..	..	19	19	38	6	2	8	25	21	46
Tokomaru Bay ..	..	..	..	50	40	90	..	..	..	50	40	90
Torere .. .. .	..	..	..	24	29	53	1	..	1	25	29	54
Tuhara .. .. .	..	..	..	12	12	24	3	5	8	15	17	32
Tuparoa .. .. .	..	..	..	32	20	52	8	2	10	40	22	62
Waihua .. .. .	..	..	..	7	6	13	2	2	4	9	8	17
Wai-iti .. .. .	..	..	..	29	14	43	2	..	2	31	14	45
Waikare .. .. .	..	..	..	23	15	38	..	..	..	23	15	38
Waikeri .. .. .	..	..	..	21	14	35	..	..	..	21	14	35
Waima .. .. .	..	1	1	35	29	64	1	1	2	36	31	67
Waimamaku .. ..	4	5	9	12	14	26	..	..	..	16	19	35
Waimarama .. ..	..	..	..	12	12	24	9	8	17	21	20	41
Waiohau .. .. .	..	..	..	16	14	30	..	..	..	16	14	30
Waiomatatini ..	..	..	..	28	25	53	..	..	..	28	25	53
Waiomio .. .. .	..	..	..	23	21	44	..	..	..	23	21	44
Waiorongomai ..	..	..	..	9	9	18	1	1	2	10	10	20
Waiotapu .. .. .	..	..	..	8	1	9	5	5	10	13	6	19
Waioweka .. ..	1	5	6	8	5	13	8	9	17	17	19	36
Waitahanui .. ..	4	..	4	9	8	17	..	2	2	13	10	23
Waitapu .. .. .	3	3	6	11	12	23	6	..	6	20	15	35
Werowero .. .. .	..	..	..	11	12	23	1	..	1	12	12	24
Whakaki .. .. .	..	..	..	30	26	56	2	2	4	32	28	60
Whakarara .. ..	..	..	..	19	25	44	..	1	1	19	26	45
Whakarewarewa ..	..	..	..	55	32	87	13	19	32	68	51	119
Whakawhitira ..	..	..	..	16	16	32	..	..	..	16	16	32
Whangaparaoa ..	..	..	..	4	14	18	1	3	4	5	17	22
Whangape .. .. .	..	..	..	24	15	39	..	..	..	24	15	39
Whangara .. .. .	..	..	..	10	10	20	13	..	13	23	10	33
Whangaruru .. ..	..	3	3	16	10	26	3	1	4	19	14	33
Wharekahika .. .	3	1	4	32	30	62	1	..	1	36	31	67
Whareponga .. ..	..	..	..	12	13	25	..	3	3	12	16	28
Whirinaki .. ..	..	..	..	21	24	45	3	6	9	24	30	54
Totals .. .. .	80	84	164	2,329	2,057	4,386	354	294	648	2,763	2,435	5,198

SUMMARY OF TABLE H 6.—RACE OF CHILDREN ATTENDING NATIVE VILLAGE SCHOOLS.

Race.	1919.			
	Boys.	Girls.	Total.	Percentage.
Maoris speaking Maori in the home .. ..	2,329	2,057	4,386	84·4
Maoris speaking English in the home .. ..	80	84	164	3·1
Europeans .. ..	354	294	648	12·5
Totals .. ..	2,763	2,435	5,198	100·0

Table H 6A.

CLASSIFICATION AS REGARDS AGES AND RACE OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE END OF THE YEAR 1919.

Ages.	Race.												Totals.		
	Maoris.									Europeans.					
	Speaking English in the Home.			Speaking Maori in the Home.			Total Maoris.								
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
5 and under 6	3	5	8	154	115	269	157	120	277	21	24	45	178	144	322
6 „ 7	8	10	18	214	207	421	222	217	439	36	23	59	258	240	498
7 „ 8	9	11	20	284	219	503	293	230	523	43	33	76	336	263	599
8 „ 9	7	13	20	247	236	483	254	249	503	34	40	74	288	289	577
9 „ 10	11	6	17	285	269	554	296	275	571	48	40	88	344	315	659
10 „ 11	11	14	25	290	232	522	301	246	547	28	19	47	329	265	594
11 „ 12	8	7	15	285	261	546	293	268	561	44	37	81	337	305	642
12 „ 13	9	7	16	259	201	460	268	208	476	46	30	76	314	238	552
13 „ 14	4	5	9	185	176	361	189	181	370	28	27	55	217	208	425
14 „ 15	6	3	9	94	95	189	100	98	198	18	17	35	118	115	233
15 years and over	4	3	7	32	46	78	36	49	85	8	4	12	44	53	97
Totals ..	80	84	164	2,329	2,057	4,386	2,409	2,141	4,550	354	294	648	2,763	2,435	5,198

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

Table H 6B.

CLASSIFICATION AS REGARDS STANDARDS AND RACE OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE END OF THE YEAR 1919.

Standards.	Race.												Totals.			
	Maoris.									Europeans.						
	Speaking English in the Home.			Speaking Maori in the Home.			Total Maoris.									
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Per-centage.
Preparatory classes	32	39	71	1,087	951	2,038	1,119	990	2,109	113	89	202	1,232	1,079	2,311	44·4
Standard I ..	14	12	26	319	254	573	333	266	599	44	37	81	377	303	680	13·0
„ II ..	8	5	13	310	250	560	318	255	573	36	32	68	354	287	641	12·3
„ III ..	14	12	26	234	237	471	248	249	497	46	34	80	294	283	577	11·3
„ IV ..	7	3	10	182	182	364	189	185	374	39	30	69	228	215	443	8·5
„ V ..	3	9	12	122	108	230	125	117	242	48	37	85	173	154	327	6·3
„ VI ..	2	4	6	66	59	125	68	63	131	22	27	49	90	90	180	3·5
„ VII ..	..	..	..	9	16	25	9	16	25	6	8	14	15	24	39	0·7
Totals ..	80	84	164	2,329	2,057	4,386	2,409	2,141	4,550	354	294	648	2,763	2,435	5,198	100·0

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



