

SESSION II.
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NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

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

CONTENTS.

	Page.			Page.
No. 1.—Extract from Report of Minister.	1	No. 3.—Detailed Tables :—		
No. 2.—Report of the Inspector of Native Schools :—		Table H1. Native Schools and Teachers . . . . .	..	12
New Schools, &c.	5	H2. Attendance at Schools . . . . .	..	16
Attendance, &c.	5	H3. Higher Education . . . . .	..	18
Native Village Schools	5	H4. Maori Children at Public Schools . . . . .	..	18
Mission Schools	6	H5. Classification of Maori Children at		
Secondary Native Schools	6	Public Schools . . . . .	..	19
School Buildings and Grounds	6	H6. Race of Children . . . . .	..	19
Inspection of Schools	6	H6A. Ages and Race of Children . . . . .	..	21
Salaries	7	H6B. Standards and Race of Children . . . . .	..	21
General Remarks	7	H7. Ages and Standards . . . . .	..	22
Secondary Education	10	H8. Summary of Expenditure . . . . .	..	22
Scholarships, &c.	10			
Concluding Remarks	11			

No. 1.

EXTRACT FROM THE FORTY-FOURTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

EDUCATION OF NATIVE CHILDREN.

Number of Schools.

SPECIAL primary schools are maintained by the Government for the education particularly of Native children, the schools being under the direct control of the Education Department. Native schools are situated in country districts principally settled by Maoris, all excepting two being in the North Island. At the end of 1920 119 such schools were in operation, the same number as in the two previous years. The schools were graded as follows :—

Grade	I (average attendance 9-20)				13
	„ II i (average attendance 21-25)				7
	„ II ii (average attendance 26-35)				16
	„ IIIA i (average attendance 36-50)				30
	„ IIIA ii (average attendance 51-80)				31
	„ IIIB (average attendance 81-120)				22
	„ IVA (average attendance 121-160) . . . . .				..

In addition to the Native village schools, six primary mission schools for Maori children and ten boarding-schools established by private enterprise, the latter affording more advanced education to Maoris, were inspected by the Department's Inspectors. In districts more or less settled by Europeans, Native children attend the ordinary public schools, 568 of these schools having some Maori children in attendance in 1920; 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 ..	6
Public schools at which Maori scholars were in attendance	568
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Total number of primary schools	693
Native boarding-schools affording secondary education to Maoris	10
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Total	703

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of 1920 was—Boys, 2,917; girls, 2,591: total, 5,508—310 more than in the previous year. Included in these numbers are 385 boys and 342 girls who are Europeans, leaving a total of 4,781 Maori children, or 231 more than in 1919. The following figures refer to attendance at Native schools:—

	1919.	1920.
Number on rolls at end of year	5,198	5,508
Average weekly roll number	5,190	5,416
Average yearly attendance	4,485	4,639
Percentage of regularity of attendance	86·4	85·7

A considerable increase is observable in the roll number and average attendance compared with the previous year, the greater part of the increase being in the number of Maori scholars. The regularity of attendance compares well with that of public schools for 1920, serious epidemics affecting the position in both cases. Of 119 Native village schools thirty-seven attained a percentage regularity of 90 and upwards, and ninety-four 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 1920 was 267, and on the rolls of the Native boarding-schools 474. 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 6,249. The following are the figures for the years 1919 and 1920 in respect of the three classes of Native schools mentioned:—

	1919.	1920.
Combined rolls of Native schools	5,799	6,249
Combined average weekly roll number	5,803	6,134
Combined average yearly attendance	5,036	5,277

The following table records the development of the Native village schools since the year 1881, when they were transferred to the control of the Education Department; no account is taken of schools which, as the European element has become predominant in them, have been handed over to the various Education Boards:—

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
1919 ..	119	5,190	4,485	86·4	73	44	7	115
1920 ..	119	5,416	4,639	85·7	73	46	9	125

In addition to the Maori children in attendance at the schools specially instituted for Natives there were 5,086 Natives attending 568 different public schools at the end of 1920, the number exceeding the Maori pupils attending Native village schools. The 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 1920, including pupils of Native village schools, mission schools, and public schools, was 10,134.

Classification of Pupils.

Tables H6 and H7 show in detail the classification of pupils on the rolls of the Native schools. As will be seen, 83·8 per cent. of the pupils were Maoris speaking Maori in their homes, 3 per cent. were Maoris speaking English in their homes, and 12·5 per cent. were Europeans. The average age of the Native pupils in the various classes is higher than in public schools, although not more so than the peculiar condition and habits of life of the Native would account for. The proportion of pupils in the lower classes is also greater than in the case of public schools, not so many children remaining at school to pass the upper standards. Compared with the Maoris in attendance at public schools, however, the pupils of Native schools are younger in their classes and much more successful in reaching the higher standards. The following table shows in 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 ..	2,320	239	2,559	46·5	34·85	54·7
Standard I ..	546	80	626	11·4	12·72	15·0
" II ..	591	88	679	12·3	12·10	11·5
" III ..	515	77	592	10·7	12·23	8·7
" IV ..	357	79	436	7·9	11·34	5·5
" V ..	273	75	348	6·3	9·73	2·9
" VI ..	154	67	221	4·0	6·92	1·5
" VII ..	25	22	47	0·9	0·11	0·2
Totals ..	4,781	727	5,508	100·0	100·00	100·0

Efficiency of the Schools.

The inspection of Native schools was carried out in 1920 by two Inspectors of Native Schools, the experiment of having the schools inspected by the Inspectors of Public Schools having been abandoned. The efficiency of the schools, generally speaking, is reported as being very satisfactory indeed, the Inspectors' detailed criticisms and remarks going to show that as high a standard of excellence is aimed at as is achieved in public schools. There is little doubt that in point of efficiency Native schools compare favourably with public schools of similar size. The schools were classified by the Inspectors as follows:—

Very good to excellent ..	..	..	..	..	..	..	47
Satisfactory to good ..	..	..	..	..	..	..	63
Inferior to weak ..	..	..	..	..	..	..	9

The pupils of S6 were examined for the award of certificates of proficiency and competency, sixty-five of the former and twenty-eight of the latter certificates being awarded.

Natives attending Public Schools.

There is no reason to depart from the opinion expressed in previous reports that Maori children make better progress in schools specially instituted for their particular need than they do in the ordinary public schools. The public schools they attend are generally small sole-teacher schools in which it is impossible for the Maori pupils to receive the special attention in language-training they require, and thus they become seriously handicapped in almost every branch of school-work. Maoris at public schools also display a lack of interest and an irregularity of attendance not at all apparent when they are attending their own schools, with the result, remarked upon before, that they are found principally in the lower classes and are generally more backward than European pupils.

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 scholarships or 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 1920 was 474, of which number forty-eight boys and fifty 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. One senior and one junior Makarini Scholarship and one Buller Scholarship were awarded in 1920.

Senior free places are provided for boys in the form of industrial scholarships, which enable the holders to be apprenticed to suitable trades, but for some years past, unfortunately, there have been no candidates for these scholarships. Senior free places for girls take the form of nursing-scholarships. At the end of 1920 two girls had completed their course as day pupils, and were then to be engaged as probationers in public hospitals. Another scholarship-holder is now nearing the completion of her training as a nurse.

University scholarships are available for Maoris possessing the necessary qualifications, one such scholarship being at present current and being held by a Maori engineering student studying at Canterbury College.

Staffs and Salaries.

The staffs of Native village schools in December, 1920, included seventy-three male and forty-six female head or sole teachers and 144 assistants, of whom nine were males, making a total of 263 teachers.

The amended regulations of 1920 provided for further increases in the salaries of Native-school teachers, with the result that the average salaries show a substantial increase over those of the previous year. The great advance that has taken place in salaries since 1914 is made clear in the following figures indicating the average salaries for the years shown:—

	1914.	1918.	1919.	1920.
	£	£	£	£
Male head or sole teachers	180	212	275	310
Female head or sole teachers	144	164	219	236
All head or sole teachers	172	194	254	281
Male assistants	} 66 {	82	115	124
Female assistants		90	116	139

The increases since 1914 range from 63 to 109 per cent., and the salaries now payable must be regarded at least as approaching what may be deemed adequate remuneration. In the majority of Native schools husband and wife both teach, drawing separate salaries, and in addition to salary they either receive a house

allowance or have a residence provided. The total expenditure on salaries and allowances for the year ended 31st March, 1921, was £53,712, as compared with £46,032 in 1919 and £29,148 in 1914.

Expenditure.

The total net expenditure on Native schools during the year ended the 31st March, 1921, was £71,430. The chief items of expenditure were teachers' salaries and allowances, £53,712; new buildings and additions, £4,284; maintenance of buildings, repairs, &c., £4,746; secondary education, £2,512; books and school requisites, £1,907.

No. 2.

REPORT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS.

SIR,—

I have the honour to submit herewith the following report upon the general condition of the Native village schools, Mission schools, and Maori secondary schools during the year 1920.

NEW SCHOOLS, ETC.

At the end of the year under review 119 Native village schools were in operation, the same number as at the end of the previous year. In the early part of the year two schools which had been temporarily closed—*Taharoa* and *Rakaunui*, both in the Kawhia district—were reopened. The *Rakaunui* Native School, Waikato, which, owing to the apathy of the people, had remained closed for several years, was again reopened with a very satisfactory attendance. The necessary school buildings at *Manutahi*, Ruatorea, East Coast, were completed early in the year, and the new school began work with a very large enrolment. At *Kaitaha* (*Whakawhitira*), East Coast, the erection of the school and residence was postponed on account of the large expenditure involved, and towards the end of the year the school which had been conducted in the Maori meeting-house was closed on account of the resignation of the teacher, owing to ill health. Arrangements, however, were made for the erection of the buildings during the current year, and as they are now well on the way towards completion the school will be reopened under more satisfactory conditions. As an illustration of the interest shown by the Maoris in the education of their children, and as an example of willingness to help the Government in a time of financial difficulty, it is worthy of special mention that, in addition to providing a valuable site in each case, the people at *Manutahi* contributed £200 towards the cost of the buildings, and the people at *Whakawhitira* have contributed £225.

Decreased attendance at *Ohautira* School, Raglan, necessitated the closing of the school; and *Poroti* Native School, Whangarei, where the pupils in attendance were predominantly European, was transferred, in accordance with the policy of the Department, to the Auckland Education Board. The Native school at *Karioi*, Ruapehu, was closed towards the end of the year on account of the difficulty of obtaining a suitable teacher.

Applications for the establishment of Native schools were made by the Maori people at *Otakou*, Tongariro district, and by the people at *Karakanui*, Kaipara, and as the result of the investigations made it has been decided to establish schools in the places mentioned. It is not proposed to erect buildings at the present time, however, as fairly suitable buildings are being placed by the Maoris at the disposal of the Department. In regard to *Awarua*, Bay of Islands, authority has been obtained to proceed with the erection of a school and residence on a site to which a title has now been obtained. In the case of *Waimahana*, Hot Lakes District, no reasonable tender for the erection of a teacher's cottage could be obtained, and consequently it was not possible to reopen the school. The proposal to establish a Native school at *Tihiomanono*, East Coast, was abandoned, as it was not considered that the prospects of the success of a school in that locality were sufficiently encouraging. At *Waiohau*, Galatea country, where the erection of school buildings has been approved, very little progress has been made, a difficulty having arisen in getting the work put in hand.

During the past year additional accommodation rendered necessary by increased attendance has been provided at the following schools: *Wharekahika*, Hicks Bay; *Rangitukia*, East Coast; and *Ohaeawai*, Bay of Islands. The erection of two-roomed schools at *Pukepoto*, Mangonui district, and at *Matata*, Bay of Plenty, to replace the old schools which had become unsuitable through age and faultiness of design, was put in hand towards the end of the year, and should be completed early during the current year. The need for more suitable school buildings at *Waiohau*, *Waikeri*, *Whangaruru*, and *Huiarau* is very pressing, and these should be put in hand as soon as financial conditions and circumstances permit.

ATTENDANCE, ETC.

(1.) *Native Village Schools.*

A substantial increase was shown in the attendance at the village schools during the past year, at the end of which the total number of children on the school rolls was 5,508. This number represents an increase of 310 on the corresponding number of the previous year. The average weekly roll number was 5,404, the average attendance 4,789, and the average percentage of regularity 88.6, as against 86.4 for the previous year. A reference to Table H2, in which information regarding

the attendance of the individual schools is supplied, shows that ninety-four schools gained 80 per cent. and over of the possible attendance, and that of this number thirty-seven schools gained 90 per cent. and over of the possible attendance. Special mention must again be made of the excellent attendance of the pupils of the *Manaiā* Native School, Coromandel. This school has held the record for regularity of attendance for a great many years. The attendance of many schools was affected during the year by epidemics of measles and mumps, and it has also to be borne in mind that in many districts adverse conditions militate against the regular attendance of a large number of pupils. Still, even when allowance is made in the directions indicated, the attendance at a considerable number of the schools near the bottom of the list cannot be regarded as satisfactory. In a number of schools where the attendance has been irregular it was found necessary to take action under the compulsory clauses of the Education Act, which apply equally to Maori and European children attending Native schools. Nevertheless, experience indicates that the most potent factor in securing regularity of attendance consists in the personal influence of the teacher on both the children and the parents, and it is almost certain that the excellent attendance in many schools is due to no other cause. In such schools the need for enforcing attendance does not arise: the teacher's devotion to duty and to the interests of the people commands their whole-hearted support, and so strong is the bond of sympathy and affection between them that it would be difficult to prevent the children from attending school. There is generally something radically wrong in a school where regularity of attendance is secured only by invoking the power of the law. Good-attendance certificates were gained by 329 pupils of Native schools.

(2.) *Mission Schools.*

In addition to the 119 Native village schools, six mission schools were also inspected—viz., *Putiki* Mission School, *Tokuānu* Convent School, *Matata* Convent School, *Whakarapa* Convent School, and the convent schools at *Hirukarama* and *Ranana*, on the Wanganui River. The roll number of these schools was 267, and the average percentage of regularity of attendance was 81·3. The attendance at *Putiki* Mission School and at *Whakarapa* Convent is not altogether satisfactory.

(3.) *Secondary Native Schools.*

Ten schools which have been established in the educational interests of the Maoris by various denominational bodies were also examined. The combined rolls of the schools at the end of the year was 474, and the average percentage of regularity of attendance was 93·7.

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 End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village	119	5,508	5,404	4,789	88·6
Native mission	6	267	273	222	81·3
Native secondary	10	474	443	416	93·7
Totals	135	6,249	6,120	5,427	88·7

SCHOOL BUILDINGS AND GROUNDS.

In a very large number of our schools the teachers deserve credit for the condition of the grounds and buildings. Their own gardens are well kept, the fences are in good order, and the hedges have a trim appearance. The playgrounds are clean and tidy, and the children are encouraged by means of the school-gardens and by the planting of shrubs and trees to beautify and improve the surroundings. Under the supervision of the teachers the pupils attend to the sweeping and washing of the schoolrooms, and generally the buildings are found to be scrupulously clean. In this matter and in the cleanly appearance of their desks the children take great pride. In a number of schools the conditions of the shed and out-offices show that there is a lack of supervision and inspection on the part of the teachers.

During the year it was found possible to have the painting and general renovation of a very fair number of school buildings carried out. The Department has been compelled, however, on account of the unreasonably high cost, to hold over several important and necessary works. The Auckland Education Board has rendered valuable assistance to the Department in carrying out certain works. With regard to minor repairs, it is well to remind teachers that the regulations require that "they shall effect such repairs as are required to maintain the residence, fences, and gates in good order and condition." The garden must be cared for, and the teacher is expected to "do such work on the remainder of the school-grounds as will keep them in good order." It cannot be said that in the case of every school the obligations referred to are faithfully observed.

INSPECTION OF SCHOOLS.

In last year's report it was stated that for various reasons it had become necessary to revert to the system of inspection which had been followed prior to 1916, and accordingly during the past year the work connected with the examination and inspection of the schools was conducted by the Inspectors of Native Schools. The schools in the South Island were, however, inspected by the local Inspectors. The reports upon the work indicate that the efficiency of the schools, generally

speaking, is very satisfactory indeed. The schools from the point of view of efficiency may be classified as follows: Very good to excellent, 47; satisfactory to good, 63; inferior to weak, 9. During the year sixty-five certificates of proficiency and twenty-eight of competency were awarded to pupils in the Sixth Standard of the village schools.

The methods of teaching employed in the great majority of the schools may be described as very effective, the pupils on the whole receiving a good training in the habits of initiative and self-reliance, and their reasoning and observing powers being well developed. In a considerable number of schools the preparation of the schemes of work leave much to be desired; particularly is this the case in language instruction, oral and written English. The importance of careful supervision of the work of the assistants by the head teachers, and of the need, on the part of all teachers, for the preparation of the lessons to be taught, must again be stressed. The number of certificated teachers in the service is gradually increasing, and it is gratifying to observe that several teachers were successful at the last teachers' examination. As all certificated teachers throughout the Dominion are now graded, and as a grading increment is paid in addition to the scale salary, the possession of a certificate carries with it a monetary consideration which should prove an inducement to teachers to improve their status.

A few more schools have introduced the system by which children who bring their lunch to school are supplied during the winter months with a cup of hot cocoa at the midday meal. The teachers of the schools where the practice is now in vogue are to be commended for their efforts in this direction. They report that the making of the necessary arrangements involved little trouble, and that the interest and co-operation of the parents were readily obtained. They are confident that their pupils have benefited from a health point of view.

The annual picnic and the annual concert are now recognized as regular institutions in a very large number of schools.

The standard classification of the pupils in the Native village schools as shown at the 31st December, 1920, was as follows:—

Classes.					Number on Roll.
Standard VII	..	..	..	..	47
„ VI	..	..	..	..	221
„ V	..	..	..	..	348
„ IV	..	..	..	..	436
„ III	..	..	..	..	592
„ II	..	..	..	..	679
„ I	..	..	..	..	626
Preparatory	..	..	..	..	2,559
Total	..	..	..	..	5,508

SALARIES.

During the past year further amendments were made, under the Education Act, 1914, in the regulations relating to salaries; and the salaries and allowances of head and sole teachers of Native schools were, in conformity with those of public-school teachers in corresponding positions, further improved as from the 1st April, 1920. The salaries of assistants were also materially improved.

The following table shows the increase in the amount paid to teachers as salaries for each period of five years from 1905:—

Year.	Number of Teachers.	Average Attendance of Pupils.	Total Salaries.
1905	182	3,428	£ 15,980
1910	208	3,714	23,184
1915	244	4,604	30,927
1920	263	4,639	53,712

Of the total expenditure on Native schools during the year 1920 the salaries, including allowances paid to the teachers, form 75 per cent.

GENERAL REMARKS.

The following remarks are submitted in regard to the various subjects of the school course:—

English Subjects.—Reading: The chief defect in reading in quite a large number of schools is the failure of the pupils to show that they satisfactorily comprehend the subject-matter of what they read. The main purpose in the teaching of reading is to enable the pupils to comprehend the thought of what they read, and this aim must ever be before the mind of the teacher. Reading is too often regarded by teachers as vocal expression, and the result is that many children are not taught to read in the true sense. This attitude on the part of the teacher may be assumed unconsciously, because the mechanical aspect of the teaching of reading bulks so largely in the work, particularly in the junior classes. It requires little reflection, however, to perceive that the mere pronouncing of words not associated by the pupils with their experience and knowledge is practically of no value; consequently, although importance must naturally be attached to the mechanical part of reading, the thought side must not be neglected, and the mastery of new thoughts related to the experience of

the pupils should receive much more attention. In the senior classes, where it is expected that the mechanical difficulties have been mastered, the comprehension is frequently very unsatisfactory. It is felt that much of the time spent during the reading-lesson in hearing one child after another read in a more or less perfunctory mechanical manner, without comment or thought-provoking questions before, during, or after the lesson, is simply wasted. "The fact that a pupil reads well orally is not a test of his power to read. The best proof of his power to read is his ability to get the thought while reading silently, and his power to read silently depends on the use made of the time spent with the teacher in the reading-lesson." Much more attention should be given to thought-getting during the reading-lessons, and the pupils should be questioned for the leading thoughts and facts of the passages read, and called upon to explain certain words and passages. The pupils will thus be trained in close thinking and oral expression, with the result that the lessons will guide their mental activities in independent study. Reading, in the true sense, is getting the thought from the printed page, and, since the greater part of this reading in after-life is done silently, the importance of the value of silent reading becomes evident. It is therefore highly important that their power to read silently should be developed and strengthened, and to this end the best possible use of all the books available should be made. In those schools where there is no library, or where the selection of books is limited, a portion of the proceeds from the annual concert should be devoted to the purchase of suitable books. As has been said before, "Along with the ability to read, the desire to read should be strongly encouraged."

In *recitation*, the defects referred to in previous reports are still noticeable in a large number of schools. Very frequently the choice of pieces is found to be unsuitable, and teachers are again advised in their selections to choose to a large extent those which permit of dramatic treatment. Simple dialogues should also be taken in connection with the recitation. Generally the pupils are much interested in this part of their work, and every effort should be made by the teachers to secure the strictest accuracy in memorization and pronunciation, and to exploit the value of the subject in connection with the pupils' English.

Language Instruction : English (Oral and Written).—Language instruction, the aim of which is to lead the pupils to speak and write correctly, constitutes the most important single subject of study in the Native-school course; and, since it is the key to the educational advancement of the Maori child, it behoves teachers to give their utmost consideration and attention to the best means of attaining the aim referred to. On account of the inherent difficulties involved, no subject of the school course demands greater teaching skill, and no subject, it is safe to say, requires to a greater extent the exercise of initiative, resource, and originality on the part of the teacher. Much unsatisfactory work is met with in too many schools, the chief reasons for this result being (1) the failure of teachers to appreciate the value and importance of systematic practice in oral expression by the pupils; (2) the employment of methods of teaching more or less mechanical and stereotyped; (3) the absence, as disclosed by the schemes of work, of some system and plan of work; (4) the neglect to prepare lessons with a definite aim in view; (5) the insufficient use of story-telling by the pupils, of dialogues, of the subject-matter of what the pupils read, of colloquial English, and of questioning on the part of the pupils; (6) the unsatisfactory methods of correcting characteristic Maori errors; (7) the lack of careful supervision of the work of the assistants, whose teaching is often not only lifeless but aimless. It is felt, too, that much better use might be made, in the schools referred to, of the Department's pamphlet, "Teaching of English," and of the copy of "Morals and Right Conduct," which were supplied for the use of the teachers.

Writing.—The remarks made in last year's report in regard to this subject are still applicable to a good many schools. The use of paper for all written work in the upper classes has led to a falling-off in the quality of the writing in quite a number of schools, and this is due no doubt to careless work and scribbling being permitted by the teachers. Under such circumstances it is futile to expect that the writing-lessons themselves will counteract the harm that is done. It is not expected that in lessons other than writing-lessons overlaborious attention should be given to copy-book neatness: the aim should be to secure a maximum degree of speed and ease of movement consistent with good legibility.

Spelling.—Generally this subject may be regarded as satisfactory. The spelling list of words prepared by some teachers is much too short to satisfy the requirements.

Arithmetic.—In the preparatory divisions number work is very successfully dealt with in a majority of the schools; in a considerable number, however, it is evident that the concrete method is not sufficiently made use of. The important point in this respect is that the pupils themselves should make use of the counters, sticks, &c., in ascertaining and mastering arithmetical facts, the teacher acting in the capacity of director of operations only. In the upper classes of the schools the work may be regarded as on the whole satisfactory. Too little attention, however, is paid to the demonstration, by concrete methods, of important arithmetical principles. The common failure of children to solve arithmetical problems is due largely to their inability to grasp the elementary principles involved; and not until they thoroughly understand the inwardness of a process will they be able to apply the underlying principle for themselves. With many teachers the teaching of the subject does not extend beyond the pages of the text-book, and little, if any, provision is made to teach, by means of easily prepared apparatus, arithmetic in a practical manner. A noticeable defect is the absence of logical arrangement in the setting-out of the work by many of the pupils. With regard to mental arithmetic and oral work in arithmetic generally, it is evident that many teachers fail to realize that the neglect of this important part of arithmetic is largely responsible for the unsatisfactory results obtained.

Geography and Nature-study.—A very fair proportion of the teachers treat the work in geography in the right spirit, and their pupils show much interest. The results in many of the schools,

however, are not as satisfactory as they might be. Much more use should be made of maps, of the globe, and of models in the teaching. In the best schools weather-charts are kept, and daily readings of the thermometer and barometer are made.

Handwork: Elementary Manual Training.—In this connection paper folding and cutting, mat-weaving, carton work, and plasticine-modelling are taken in the junior classes, while the senior classes do cardboard-modelling and plasticine work. The work is satisfactorily done, but the correlation with other subjects is not practised as it might be. For example, cardboard work in addition to forming a training for the hand and eye in precision and accuracy should on that account be recognized as affording valuable assistance in the teaching of arithmetic.

In *sewing*, excellent results are obtained in many schools, and the work done by the girls during the year makes a very fine display at the annual visit. The girls are taught to make their own garments and other useful articles. To quite a large number of schools sewing-machines have been supplied, and the girls are instructed in their use and care. The necessary material is in most cases supplied by the parents; in others it is supplied by the teachers, to whom, after the garment is made up, the actual cost of the material is refunded. In some of the larger schools the girls wear a uniform dress made by themselves in the sewing class. This is a practice which might with advantage be adopted in many more schools.

Domestic Duties.—Although the need for much greater attention to this aspect of the girls' training and education is evident to most teachers, the number of schools where provision is made in some way for instruction and practical work in cookery and general housewifery is comparatively very small. It is recognized that there are difficulties in the way, but it is felt that teachers with a genuine desire to avail themselves of the opportunity afforded to impart instruction of real practical value to the girls will find ways and means of doing so. When one sees the results achieved in some of the Native schools in this direction under circumstances practically common to all Native schools, the reasons advanced for the neglect to provide this kind of instruction are not always altogether satisfactory.

Woodwork.—This subject provides a valuable form of industrial training for Maori boys, and in the majority of schools where workshops have been established good work is done. Useful articles are made either for themselves or their parents, the only cost being that for the timber used. There are several other schools where this subject might be taken with advantage, and it is to be hoped that provision will be made at a later date. One difficulty is to find teachers who are capable instructors in the subject. Boys from Native village schools which are conveniently near manual-training centres have the opportunity of attending classes in woodwork.

Drawing.—In many schools creditable work is produced in nature drawing. This is largely due to the fact that it is interesting to the pupils because they are drawing something real. Object-drawing, on the other hand, is often unsatisfactory, the reason being that, in addition to lack of teaching, unsuitable objects are frequently chosen. In nature drawing suitable examples are generally easily procurable, but in the case of fashioned objects it becomes necessary for teachers to exercise some foresight. Unless this branch of the drawing is definitely planned and provision made for obtaining suitable objects much waste of time will result in looking vainly round the schoolroom for an object when the time for the drawing-lesson arrives; and the pupils are likely to be discouraged in their attempts to draw an object which will probably be too difficult. The number of schools in which very creditable brushwork and design work are done is increasing. In the lower classes of the schools much more profitable use of the blackboard is being made.

Elementary Practical Agriculture.—This subject receives attention in quite a large number of schools, many of which, where agricultural classes have been formed, receive visits from the Education Boards' instructors. Very favourable reports upon the work done and upon the interest shown by the teachers have been received by the Department. A school which deserves special mention for the success achieved in this subject is *Whakarewarewa* Native School, Rotorua, where, in addition to other valuable work, the principle of the rotation of crops is demonstrated in a series of plots reserved for the purpose. Although the importance of this subject, both from the purely educational point of view and from the industrial-training point of view, has been stressed over and over again, yet it is found that in a very considerable number of schools, as a result either of the indolence or of the apathy of the teachers, there is practically no provision made for a satisfactory treatment of the subject. The fact that the children have flower-gardens at the school—very desirable in itself—must not be regarded—as it appears to be by some teachers—as meeting the requirements. The condition of the garden tools and the care that is taken of them are generally indications of the success or failure of the teaching.

In every school there should be a garden, quite apart from the teacher's own garden, where experimental work is carried out, and where crops suitable for food are grown. Moreover, since the purpose of the training and instruction should be to lead the pupils to act, not merely to know how to act, the work should be extended to their homes, where they should be encouraged to have gardens of their own. Occasional visits by the teachers to the homes of the children would do much to make the home garden a success, and a means of adding variety to the food-supply of the family. Only in an exceedingly few schools is such a practice carried out.

“The school-garden should be regarded as an essential adjunct to all well-conducted schools, and as forming a link between the schoolroom and the field in a course of training in nature-study or agriculture. Apart from this value, children are influenced to take a pride in the surroundings, to realize the importance of systematic and constant effort, to recognize the response which nature will make if properly questioned, and to appreciate the attraction of beautiful surroundings in the case of their own homes. A well-planned, well-kept, and well-stocked garden forms a most pleasing and attractive landmark.”

Physical Instruction.—Good work is done in many of the schools, and the physique and general bearing of the pupils indicate that they are benefiting by the instruction. Breathing-exercises and handkerchief drill also form an important part of the work. Needless to say, the teachers in the schools referred to are keenly alive to the value of the instruction. In other schools the value of the instruction is doubtful. It is necessary to emphasize again the importance of organized games, and to remind teachers that playground supervision cannot be regarded as satisfactory where organized games are neglected. Teachers should have no difficulty in procuring a suitable book of organized games.

Singing.—In quite a large number of schools the subject is well taught, and good singing is the result. In many schools, however, insufficient attention is paid to the mechanics of the notation used, and exercises in voice-training, in time, and in ear-training appear to be neglected. In other schools the subject cannot be said to be taught at all, and boys particularly are frequently heard using the wrong voice register in their efforts to sing.

SECONDARY EDUCATION.

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. There were on the rolls of the foregoing schools at the end of the year 257 boys and 217 girls—total 474—of which total forty-eight boys and fifty girls were the holders of free places or scholarships awarded by the Government. One Maori boy also held a free place at Sacred Heart College, Auckland.

The institutions above referred to are situated in different parts of the Dominion, and have been established by various denominational bodies in the interests of the Maori race. Scholarships or free places tenable for two years at such of them as provide a course of training closely approximating to that prescribed in the regulations relating to Native schools are granted by the Government to suitable pupils. This course is designed to secure as full an industrial training as possible. In the girls' schools much importance is attached to training in domestic duties, including sewing and dressmaking, laundry-work, cookery, hygiene, first aid, and home nursing. In the boys' schools instruction in wood-work and elementary practical agriculture occupies a prominent place.

SCHOLARSHIPS.

The regulations relating to Native schools make provision for the granting of a limited number of Junior Scholarships to Maori boys and girls who possess the requisite qualifications. At the end of the year under consideration there were ninety-nine scholarships current, of which eighty-one were held by scholars from Native village schools and eighteen by scholars from other schools.

Senior Scholarships take the form of (1) industrial scholarships or apprenticeships, (2) agricultural scholarships, and (3) nursing-scholarships, and may be awarded to scholars who have completed a two-years course at one of the Maori secondary schools, and who, in the case of the boys, are anxious to learn some trade or to take up farming pursuits, and in the case of the girls to become nurses. No industrial scholarships have been awarded for some years past, and it is to be regretted that the opportunity thus afforded for vocational training is not now being taken advantage of. In connection with the industrial scholarships and the agricultural scholarships the initiative must be taken by the relatives of the scholars or by their teachers. The applications for nursing-scholarships indicate that the girls are more anxious than the boys to take up some useful calling, but even in their case the Department experiences difficulty in securing a sufficient number of suitably qualified applicants. Valuable assistance is rendered by the Hospitals Department in finding positions on the staff of various hospitals for those girls who successfully complete their first year as day pupils. At the end of the past year two girls completed the preliminary course, and will, it is understood, be taken on as probationers—one in the Napier Hospital and the other in the Wanganui Hospital. Another girl on the staff of the Auckland Hospital is well on towards the completion of her course as a nurse. Two other girls who began the preliminary course were found unsuitable.

District nurses encourage Maori girls who take an interest in nursing, and, if they prove suitable for training, efforts are made by the district Superintendents to find places for them as ordinary probationers. There are at the present time six or seven girls receiving training, apart from those referred to under the Department's scheme.

University Scholarships.—These scholarships are available for young Maoris who possess the necessary qualifications and are anxious to study for one of the learned professions. One such scholarship is at present current, and is held by a student who has taken up a course of civil and electrical engineering at Canterbury College.

Te Makarini Scholarships.—These scholarships, provided from a fund established in accordance with the views and wishes of the late Sir Donald McLean, and in remembrance of him, are of the annual value of £35, and are tenable for two years 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. For the year 1920 two scholarships were offered for competition—one senior and one junior—the latter being reserved for competition among candidates from Native village schools. For the senior examination there were eleven entries—three from St. Stephen's Boys' School and eight from Te Aute College; for the junior examination there were only six candidates—four from Whakarewarewa Native School and two from Wharekahika Native School. In the junior examination the work of the candidates was generally satisfactory; in the senior, six of the candidates did very satisfactory work. The junior scholarship was awarded to Autiti Wikiriwhi, of Whakarewarewa Native School, and the senior to Ihaha Kereopa, of St. Stephen's Boys' School.

Buller Scholarship.—This scholarship was founded out of a bequest by the late Sir Walter Buller. It is of the annual value of £30, and is tenable for one year at Te Aute College. The standard of the examination is somewhat higher than that of the Senior Makarini Examination. There were three candidates, all from St. Stephen's Boys' School. The work done was generally disappointing, and below the standard of former years. The only candidate who did fairly good work was Pekoene Mika, to whom the scholarship was accordingly awarded.

CONCLUDING REMARKS.

The foregoing review of the condition of the Native schools and of the nature of the work accomplished by them would be incomplete were no reference made to the earnestness and devotion to duty shown by the teachers generally. It is recognized by the great majority of them that, while their activities are concerned primarily with the rising generation of Maori children, it is part of their mission—and an important part—to take a live and practical interest in the concerns of the community with which they are each associated, and to promote as far as possible the welfare and progress of the members of it. In very many instances the teachers by their work amongst the people have won the affection and esteem of the Maoris, who, like other people, readily discern and appreciate earnest efforts to help them and do them service. In some cases—fortunately comparatively few—teachers are so evidently unwilling to be troubled out of school hours with the Maori people and their concerns that the people in turn become indifferent about the school and its concerns, and withdraw such help as they might otherwise give to the master. Teachers who feel that they are unable to take genuine interest in the Maori people and their concerns are clearly out of place in the service. This aspect of Native-school work done by teachers deserves recognition in this place, since the influence thus exercised by them is very important in its effects so far as the improvement and uplifting of the race are concerned.

In the early part of the year Mr. G. M. Henderson, M.A., was appointed as an additional Inspector of Native Schools, and with the assistance of his services, the value of which I take this opportunity of acknowledging, the work connected with the inspection and examination of all the Native schools in the North Island was carried out.

I have, &c.,

JOHN PORTEOUS,
Senior Inspector of Native Schools.

The Director of Education, Wellington.

No. 3.

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, 1920.

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

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 ..	Mangonui ..	IIIA ii	82	Williams, Joseph W. ..	..	..	HM	320 0 0
				Williams, Mary G. (Mrs.) ..	..	..	AF	165 0 0
				Williams, Kathleen M. Le C. ..	..	..	AF	75 0 0
Arowhenua ..	Geraldine ..	IIIA i	38	Bremner, Hannah A. A. ..	D	63	HF	340 0 0
				Bremner, Esther P. N. N. ..	D	106	AF	195 0 0
Hapua ..	Mangonui ..	IIIA ii	72	Vine, Henry G. ..	D	54	HM	390 0 0
				Vine, Winifred M. (Mrs.) ..	..	..	AF	185 0 0
				Vine, Effie L. ..	..	..	AF	155 0 0
				Norman, Nellie ..	..	..	AF	95 0 0
				Lee, John B. ..	..	..	HM	310 0 0
Hiruharama ..	Waiapu ..	IIIA ii	48	Lee, Elizabeth E. (Mrs.) ..	..	..	AF	165 0 0
				Astall, Annie (Mrs.) ..	Lic.	..	HF	220 0 0
Horoera ..	East Cape ..	II ii	26	Astall, John R. ..	..	..	AM	105 0 0
Huiarau ..	Urewera ..	IIIA ii	46	Monfries, Abigail ..	D	78	HF	300 0 0
				Tweed, Sarah E. ..	..	..	AF	180 0 0
				Te Kauru, Horiara ..	..	..	AF	110 0 0
				Grace, Charles W. ..	D	41	HM	390 0 0
				Guerin, Nellie ..	..	..	AF	135 0 0
Kakanui ..	Helensville ..	I	19	Erimana, Mere te R. ..	..	..	AF	115 0 0
				Parairi, Emere ..	..	..	AF	95 0 0
Karetu ..	Bay of Islands	II i	23	Geissler, Aimee M. ..	..	..	F	210 0 0
Karioi ..	Waimarino ..	..	..	Padlie, Florence ..	..	..	HF	190 0 0
				Padlie, Lucy ..	..	..	AF	110 0 0
Kenana ..	Mangonui ..	I	21	(Vacant.) ..	..	..	F	190 0 0
Kirioko ..	Bay of Islands	IIIA i	45	Benjamin, Julia ..	..	..	F	190 0 0
				Grahame, Bruce ..	Lic.	..	HM	310 0 0
Kokako ..	Wairoa ..	IIIA i	42	Grahame, Mabel (Mrs.) ..	..	..	AF	155 0 0
				Alford, Edward H. M. ..	..	..	HM	300 0 0
Manaia ..	Coromandel ..	IIIA i	41	Alford, Florence (Mrs.) ..	..	..	AF	165 0 0
				Greensmith, Edwin ..	D	48	HM	370 0 0
Mangamaunu ..	Kaikoura ..	I	18	Greensmith, Isabella C. (Mrs.) ..	..	..	AF	165 0 0
Mangamuka ..	Hokianga ..	IIIA i	41	Barnes, Ellen L. (Mrs.) ..	..	..	F	190 0 0
				Cameron, Duncan ..	D	68	HM	350 0 0
Mangatuna ..	Waiapu ..	IIIA ii	54	Cameron, Margaret (Mrs.) ..	..	..	AF	155 0 0
				Scammell, William H. ..	..	..	HM	300 0 0
Manutahi ..	Waiapu ..	IIIA ii	80	Scammell, Agnes E. (Mrs.) ..	..	..	AF	155 0 0
				Black, William ..	D	57	HM	340 0 0
				Black, Sarah (Mrs.) ..	..	..	AF	135 0 0
				Mangakahia, Rangi ..	..	..	AF	110 0 0
				Hulme, Maggie (Mrs.) ..	Lic.	..	HF	300 0 0
Maraeroa ..	Hokianga ..	IIIA i	46	Hulme, Russell H. ..	..	..	AM	155 0 0
				Patience, Frederick ..	D	53	HM	360 0 0
Matangirau ..	Whangaroa ..	IIIA i	48	Patience, Evelyn G. (Mrs.) ..	..	..	AF	155 0 0
Mataora Bay ..	Ohinemuri ..	I	9	Hall, Annie E. ..	..	..	F	190 0 0
Matapihi ..	Tauranga ..	IIIA i	47	Clark, Catherine E. (Mrs.) ..	E	53	HF	320 0 0
				Clark, Herbert E. ..	..	..	AM	145 0 0
Matata ..	Whakatane ..	II ii	44	Walker, Henry M. ..	D	61	HM	350 0 0
				Walker, Ethel C. (Mrs.) ..	..	..	AF	155 0 0
Matihetihe ..	Hokianga ..	II ii	29	Minchin, Zara ..	D	84	HF	270 0 0
				Matini, Ratareria ..	..	..	AF	140 0 0
Maungatapu ..	Tauranga ..	IIIA i	44	Roach, Patrick ..	C	48	HM	370 0 0
				Roach, Ruby (Mrs.) ..	..	..	AF	155 0 0
Moerangi ..	Raglan ..	II i	24	Rayner, Henry H. ..	..	..	HM	250 0 0
				Rayner, Flora (Mrs.) ..	..	..	AF	95 0 0
Motatau ..	Whangarei ..	IIIA i	40	Percy, Henry C. ..	..	..	HM	250 0 0
				Percy, Juanita E. (Mrs.) ..	D	97	AF	175 0 0
Motiti Island ..	Tauranga ..	II i	22	Clench, Charles McD. ..	..	..	HM	250 0 0
				Clench, Mary I. (Mrs.) ..	..	..	AF	95 0 0
Motuti ..	Hokianga ..	II i	21	Leef, Kathleen ..	..	..	HF	240 0 0
				Hone, Mary ..	..	..	AF	140 0 0
				South, Moses ..	E	59	HM	380 0 0
				South, Emma S. (Mrs.) ..	..	..	AF	165 0 0
				Roseveare, Ethel A. ..	D	70	AF	210 0 0
Nuhaka ..	Wairoa ..	IIIB	86	Pond, Marjorie A. ..	..	..	AF	110 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.
Ohacawai ..	Bay of Islands	IIIA i	59	Young, James .. Young, Alice G. A. (Mrs.) ..	B C	61 86	H M A F	350 0 0 205 0 0
Ohautira ..	Raglan ..	..	..	(Vacant.) ..	..	..	F	190 0 0
Okautete ..	Masterton ..	I	11	Ward, Violet ..	..	..	H M	300 0 0
Omaio ..	Opotiki ..	IIIA ii	67	Coughlan, William N. .. Coughlan, Isabella A. M. (Mrs.) .. Gribble, Bedelia M. C. (Mrs.) ..	.. .. ..	.. .. ..	A F A F H M	155 0 0 110 0 0 310 0 0
Omanaia ..	Hokianga ..	IIIA i	52	Nisbet, Robert J. .. Nisbet, Janet (Mrs.) ..	Lic. ..	.. ..	H M A F	310 0 0 165 0 0
Omarumutu ..	Opotiki ..	IIIA ii	63	Mackay, Gordon .. Mackay, Jane (Mrs.) .. Mio, Ngawiki ..	D	51	H M A F A F	360 0 0 155 0 0 120 0 0
Oparure ..	Waitomo ..	IIIA i	53	Timbers, Arthur D. .. Timbers, Joaquina Q. (Mrs.) ..	D ..	52 ..	H M A F	360 0 0 155 0 0
Opoutere ..	Thames ..	II ii	29	Grindley, George .. Grindley, Catherine (Mrs.) ..	Lic. ..	.. ..	H M A F	260 0 0 115 0 0
Orauta ..	Bay of Islands	IIIA i	41	Kelly, Felix .. Hakaraia, Victoria ..	D ..	50 ..	H M A F	360 0 0 180 0 0
Oromahoe ..	Bay of Islands	II i	28	Jefferis, Jessie (Mrs.) ..	C	..	F	220 0 0
Oruanui ..	East Taupo ..	II i	26	Hutchinson, Walter H. ..	..	..	M	250 0 0
Otangaroa ..	Whangaroa ..	I	15	Matthews, Emily ..	..	..	F	190 0 0
Otaua ..	Hokianga ..	IIIA ii	56	Smith, Leonard H. .. Smith, Phoebe M. (Mrs.) .. Pouri, Makoro ..	.. .. ..	.. .. ..	H M A F A F	290 0 0 155 0 0 110 0 0
Owhataiti ..	Whakatane ..	II ii	41	Gibbons, Elizabeth M. L. .. Ramsay, Eileen ..	.. ..	.. ..	H F A F	280 0 0 150 0 0
Paeroa ..	Tauranga ..	IIIA i	42	Baker, Frances E. E. .. Baker, Henrietta A. ..	D ..	49 ..	H F A F	360 0 0 165 0 0
Pamapurua ..	Mangonui ..	II i	27	Murray, James .. Williams, Susannah G. (Mrs.) ..	.. ..	.. ..	H M A F	190 0 0 75 0 0
Pamoana ..	Waimarino ..	II i	22	Robinson, George .. Robinson, Ethel A. (Mrs.) ..	.. ..	.. ..	H M A F	250 0 0 85 0 0
Papamoa ..	Tauranga ..	II ii	25	Lundon, Clara J. .. Hennessey, Ellen M. ..	.. ..	.. ..	H F A F	300 0 0 190 0 0
Paparore ..	Mangonui ..	IIIA i	67	Richards, Hilda E. I. .. Richards, Vereia I. M. .. Richards, Lottie B. ..	.. .. ..	.. .. ..	H F A F A F	300 0 0 155 0 0 75 0 0
Parapara ..	Mangonui ..	II i	22	Church, Lilian .. Clough, Elizabeth J. ..	.. ..	.. ..	H F A F	240 0 0 110 0 0
Parawera ..	West Taupo ..	IIIA i	40	McKenzie, Kenneth .. McKenzie, Beatrice (Mrs.) ..	C ..	57 ..	H M A F	360 0 0 145 0 0
Parikino ..	Wanganui ..	II i	23	Kidd, Wilfred W. .. Kidd, Isabella A. (Mrs.) ..	.. ..	.. ..	H M A F	220 0 0 95 0 0
Pawarenga ..	Hokianga ..	IIIA i	59	Lloyd, Kate B. .. Matini, Roharima ..	Lic. ..	.. ..	H F A F	310 0 0 170 0 0
Pipiriki ..	Wanganui ..	IIIA i	52	Jarratt, Herbert .. Jarratt, Emily E. (Mrs.) ..	C ..	65 ..	H M A F	350 0 0 135 0 0
Poroporo ..	Whakatane ..	IIIA ii	61	Ryde, Henry J. .. Ryde, Emma G. (Mrs.) .. Saunders, Eveline Mary ..	D	48	H M A F A F	370 0 0 155 0 0 110 0 0
Pukehina ..	Rotorua ..	II ii	32	Burgoyne, Annette .. Burgoyne, Constance ..	.. ..	.. ..	H F A F	240 0 0 125 0 0
Pukepoto ..	Mangonui ..	IIIA ii	68	Clark, Olive J. M. (Mrs.) .. Clark, William M. .. Robson, Winnie ..	B	44	H F A M A F	360 0 0 155 0 0 75 0 0
Rakaumanga ..	Waikato ..	IIIA i	38	Hyde, Alfred E. .. Hyde, Louisa R. (Mrs.) ..	.. D	.. ..	H M A F	210 0 0 95 0 0
Rakaunui ..	Kawhia ..	I	10	Cowern, Mirama L. ..	..	..	F	160 0 0
Ranana ..	Rotorua ..	IIIA i	71	England, Walter .. England, Eva E. (Mrs.) ..	C ..	52 ..	H M A F	360 0 0 155 0 0
Rangiahua ..	Wairoa ..	I	22	Harlow, Wilhelmina ..	D	65	F	260 0 0
Rangiawhia ..	Mangonui ..	II i	19	Taua, Ramari .. Umuroa, Erana ..	.. ..	.. ..	H F A F	200 0 0 85 0 0
Rangitahi ..	Whakatane ..	II ii	37	Jamison, Mary .. Mauriohooho, Sarah ..	Lic. ..	.. ..	H F A F	280 0 0 190 0 0
Rangitukia ..	Waiapu ..	IIIB	98	Gracie, Thomas .. Gracie, Mary S. L. (Mrs.) .. Wareham, Agnes (Mrs.) .. Tuhaka, Hareti ..	Lic. .. .. ..	.. .. .. ..	H M A F A F A F	280 0 0 145 0 0 140 0 0 85 0 0
Rangiwaia (side school), (see under Te Kotuku tuku).								
Raukokore ..	Opotiki ..	IIIA i	42	Saunders, William S. .. McLachlan, Linda ..	.. ..	.. ..	H M A F	300 0 0 190 0 0
Reporua ..	Waiapu ..	II ii	26	Clarke, Rosa .. Korimote, Janie ..	D ..	79 ..	H F A F	290 0 0 150 0 0
Ruatoki ..	Whakatane ..	IIIB	96	Mahoney, Cornelius .. Mahoney, Harriet I. (Mrs.) .. Mahoney, Flora M. L. .. Lee, Sophie E. ..	C E	33 84	H M A F A F A F	420 0 0 245 0 0 145 0 0 120 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.
Taemaro ..	Mangonui ..	II ii	23	Morris, Margery M. (Mrs.) ..	D	74	H F	250 0 0
				Morris, David O. ..			A M	105 0 0
Taharoa ..	Kawhia ..	II ii	34	Seivewright, Alex. C. ..			H M	190 0 0
				Seivewright, Clara (Mrs.) ..			A F	95 0 0
Takahiwai ..	Whangarei ..	II ii	39	Woodley, Frederick T. ..			H M	260 0 0
				Woodley, Georgina (Mrs.) ..			A F	105 0 0
Tangoio ..	Wairoa ..	II ii	29	Arthur, Cyril L. ..			H M	230 0 0
				Arthur, Ethel (Mrs.) ..			A F	105 0 0
Tanoa ..	Otamatea ..	II i	16	Woodhead, Ambler ..	D	66	M	310 0 0
Tautoro ..	Bay of Islands	II ii	30	Oulds, George F. ..			H M	210 0 0
				Oulds, Agnes W. (Mrs.) ..			A F	95 0 0
Te Ahuahū ..	Bay of Islands	II ii	37	Bagnall, Isabel A. (Mrs.) ..			H F	190 0 0
				Bagnall, Douglas P. ..			A M	95 0 0
Te Araroa ..	Waiapu ..	III B	87	Whitehead, Admiral ..	D	42	H M	380 0 0
				Whitehead, Rachel E. (Mrs.) ..			A F	175 0 0
				Puha, Henri te Ao ..			A F	105 0 0
				Kohere, Ruinga ..			A F	110 0 0
Te Haroto ..	Wairoa ..	II i	30	Harper, Leslie M. (Mrs.) ..			H F	200 0 0
				Harper, Charles A. E. ..			A M	105 0 0
Te Horo ..	Whangarei ..	II ii	29	Wall, Harry ..			H M	220 0 0
				Wall, Fanny S. M. (Mrs.) ..			A F	115 0 0
Te Kaha ..	Opotiki ..	III A ii	54	Cato, Anson H. ..			H M	290 0 0
				Cato, Netty F. L. (Mrs.) ..			A F	155 0 0
				Pahewa, Lucy ..			A F	95 0 0
Te Kao ..	Mangonui ..	III A ii	52	Watt, Bertha F. (Mrs.) ..			H F	250 0 0
				Smith, Ani ..			A F	135 0 0
				Walker, Lizzie ..			A F	75 0 0
Te Kotukutuku (32) and Rangiwaea (side school) (16)	Tauranga ..	III A i	48	Dale, Francis A. ..	C	46	H M	370 0 0
				Dale, Florence E. (Mrs.) ..	C	82	A F	215 0 0
				Callaway, Elizabeth ..			A F	190 0 0
Te Mahia ..	Wairoa ..	III A i	38	Handcock, Georgina ..	D	54	H F	360 0 0
				Handcock, Martha A. ..			A F	155 0 0
Te Matai ..	Tauranga ..	II ii	37	Godwin, Horace P. E. ..			H M	300 0 0
				Blathwayt, Ellen E. C. ..			A F	190 0 0
Te Pupuke ..	Whangaroa ..	II ii	45	Airey, Hubert B. ..			H M	230 0 0
				Airey, Annie C. (Mrs.) ..			A F	95 0 0
Te Rawhiti ..	Bay of Islands	II ii	26	Barnett, David ..	Lic.		H M	280 0 0
				Barnett, Sarah H. (Mrs.) ..			A F	115 0 0
Te Reinga ..	Cook ..	II ii	40	Wright, Percy ..			H M	300 0 0
				Wright, Rebecca (Mrs.) ..			A F	155 0 0
Te Teko ..	Whakatane ..	III A ii	65	Broderick, Henry W. ..	Lic.		H M	310 0 0
				Broderick, Jessie S. (Mrs.) ..	E		A F	155 0 0
				Broderick, Mary A. ..			A F	75 0 0
Te Waotu ..	West Taupo ..	III A ii	47	Proctor, Florence M. (Mrs.) ..	C	46	H F	360 0 0
				Proctor, William ..			A M	155 0 0
Te Whaiti ..	Whakatane ..	I	14	Johnston, Grace L. ..			F	160 0 0
Tikitiki ..	Waiapu ..	III B	98	Sinclair, Donald W. E. ..			H M	320 0 0
				Sinclair, Martha (Mrs.) ..			A F	165 0 0
				Walker, Elizabeth (Mrs.) ..			A F	150 0 0
				Sinclair, Jessie V. M. ..			A F	75 0 0
Tokaanu ..	East Taupo ..	III A i	46	Hayman, Frederick J. ..	E	59	H M	350 0 0
				Hayman, Margaret A. (Mrs.) ..			A F	115 0 0
Tokomaru Bay ..	Waiapu ..	III A ii	79	McIntyre, John ..	D	55	H M	340 0 0
				Haerewa, Areta ..			A F	180 0 0
				McIntyre, Margaret ..			A F	85 0 0
Torero ..	Opotiki ..	III A i	51	Drake, Armine G. ..			H M	300 0 0
				Drake, Rosalind K. (Mrs.) ..			A F	165 0 0
Tuhara ..	Wairoa ..	II ii	33	Guest, Joseph J. ..	C	48	H M	370 0 0
				Guest, Lilian R. (Mrs.) ..			A F	155 0 0
Tuparoa ..	Waiapu ..	III A ii	50	White, Hamilton H. ..			H M	300 0 0
				White, Isabel (Mrs.) ..			A F	165 0 0
Waihua ..	Wairoa ..	I	14	Carswell, Janet P. (Mrs.) ..			F	170 0 0
Wai-iti ..	Rotorua ..	III A i	46	Munro, John B. ..	C	48	H M	370 0 0
				Munro, Florence M. (Mrs.) ..			A F	155 0 0
Waikare ..	Bay of Islands	II ii	34	Sullivan, Andrew J. ..	C	50	H M	360 0 0
				Sullivan, Martha A. A. (Mrs.) ..			A F	155 0 0
Waikeri ..	Hokianga ..	II ii	25	Topia, Ellen M. ..			H F	230 0 0
				Topia, Henri H. ..			A F	115 0 0
Waima ..	Hokianga ..	III A ii	67	Johnston, George ..	D	59	H M	360 0 0
				Johnston, Mary E. (Mrs.) ..	D	74	A F	215 0 0
				Tawhai, Mary ..			A F	110 0 0
Waimamaku ..	Hokianga ..	II ii	27	Hodson, Susan ..			H F	250 0 0
				Newton, Lucy B. ..			A F	150 0 0
Waimarama ..	Hawke's Bay	II ii	27	Kernahan, Richard I. ..			H M	250 0 0
				Kernahan, Frances A. A. (Mrs.) ..			A F	105 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.
Waiohau ..	Rangitaiki ..	II ii	29	Webber, Elsie E. ..	C	72	H F	260 0 0
				Hepetema, Alice ..	..	..	A F	150 0 0
Waiomatatini ..	Waiapu ..	IIIA ii	56	West, William E. ..	D	70	H M	330 0 0
				West, Annie M. W. (Mrs.) ..	..	..	A F	155 0 0
				Reid, Ripeka ..	..	..	A F	120 0 0
Waiomio ..	Bay of Islands	IIIA i	42	Foley, Hugh M. A. ..	B	58	H M	350 0 0
				Foley, Anstice J. (Mrs.) ..	..	..	A F	155 0 0
Waiorongomai ..	Waiapu ..	I	16	Kaua, Matekina H. ..	..	..	F	240 0 0
Waiotapu ..	Whakatane ..	I	20	Blathwayt, Mary de V. W. ..	..	..	F	180 0 0
Waioweka ..	Opotiki ..	IIIA i	39	Watkin, Arthur A. ..	D	59	H M	350 0 0
				Watkin, Mary A. (Mrs.) ..	..	..	A F	155 0 0
Waitahanui ..	East Taupo ..	II i	16	Johnson, Ida V. C. (Mrs.) ..	C	63	F	310 0 0
Waitapu ..	Hokianga ..	II i	32	Lisle, Frank ..	..	..	H M	250 0 0
				Lisle, Marian F. D. (Mrs.) ..	..	..	A F	105 0 0
Werowero ..	Mangonui ..	II i	30	Taua, Parehūia ..	..	..	F	190 0 0
Whakaki ..	Wairoa ..	IIIA ii	52	Jack, James ..	D	51	H M	360 0 0
				Mackay, Emily M. ..	..	..	A F	190 0 0
Whakarara ..	Whangaroa ..	IIIA i	34	Smith, Gordon ..	..	..	H M	250 0 0
				Smith, Mary A. M. (Mrs.) ..	..	..	A F	135 0 0
Whakarewarewa	Rotorua ..	IIIB	129	Banks, Joseph ..	..	..	H M	315 0 0
				Banks, Anna (Mrs.) ..	D	72	A F	225 0 0
				Callaway, Christina ..	..	..	A F	150 0 0
				Irwin, Ellenor Ann ..	..	..	A F	130 0 0
Whakawhitira ..	Waiapu ..	II ii	30	Hill, Joanna ..	..	..	F	220 0 0
Whangaparaoa ..	Opotiki ..	I	18	Ellis, Hilda (Mrs.) ..	..	..	F	190 0 0
Whangape ..	Hokianga ..	IIIA i	42	Thompson, Richard H. ..	Lic.	..	H M	310 0 0
				Thompson, Elizabeth D. F. ..	..	..	A F	155 0 0
Whangara ..	Cook ..	II ii	31	Frazer, William ..	..	..	H M	250 0 0
				Reid, Adelaide ..	..	..	A F	105 0 0
Whangaruru ..	Bay of Islands	II ii	53	Jones, Elizabeth (Mrs.) ..	..	..	H F	190 0 0
				Jones, Ernest ..	..	..	A M	95 0 0
Wharekahika ..	Waiapu ..	IIIA ii	72	Tawhiri, Riwai H. ..	C	64	H M	320 0 0
				Patterson, Alice (Mrs.) ..	..	..	A F	155 0 0
				Tawhiri, Maria (Mrs.) ..	..	..	A F	75 0 0
Whareponga ..	Waiapu ..	II ii	39	McFarlane, Charles T. ..	..	..	H M	250 0 0
				Gillespie, Mary D. (Mrs.) ..	..	..	A F	150 0 0
Whirinaki ..	Hokianga ..	IIIA ii	57	Rogers, Herbert ..	D	35	H M	370 0 0
				Rogers, Ethel E. (Mrs.) ..	D	64	A F	225 0 0
				Dargaville, Martha ..	..	..	A F	130 0 0
				Total ..	..	..	..	52,045 0 0

Table H 2.

LIST OF THE NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1920.

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

Schools. (1.)	School Roll.			Mean of Average Attendance of Four Quarters, 1920. (5.)	Regularity of Attendance: Percentage of Weekly Roll Number. (6.)
	Number belonging at End of Year 1919. (2.)	Number belonging at End of Year 1920. (3.)	Average Weekly Number. (Mean of the Four Quarters, 1920.) (4.)		
Manaia	40	37	39.15	38.84	99.2
Omanaia	45	53	50.05	48.64	97.2
Te Rawhiti	30	25	25.92	24.78	95.6
Omaio	58	67	66.51	63.54	95.5
Whakarewarewa	119	136	134.38	127.84	95.1
Pukepoto	74	62	67.08	63.35	94.4
Takahiwai	38	40	40.00	37.75	94.4
Te Kao	60	54	53.45	50.45	94.4
Matapihi	40	50	45.77	43.13	94.2
Waiomio	44	41	42.72	40.25	94.2
Taharoa (1) .. .. .	..	35	35.26	33.18	94.1
Tuhara	32	37	32.62	30.56	93.7
Waiohau	30	30	29.07	27.17	93.5
Mataora Bay	10	9	9.53	8.88	93.2
Pipiriki (2)	42	58	54.66	50.83	93.0
Werowero	24	33	29.88	27.75	92.9
Te Reinga	35	43	41.44	38.45	92.8
Rangiawhia	20	18	19.27	17.87	92.7
Te Kaha	56	57	56.95	52.75	92.6
Te Waotu	60	47	48.50	44.75	92.3
Arowhenua	41	36	38.77	35.72	92.1
Whangape	39	39	40.90	37.52	91.7
Te Haroto	24	32	28.05	25.70	91.6
Waima	67	73	70.62	64.59	91.5
Whirinaki	54	62	58.39	53.40	91.5
Tikitiki	98	102	100.46	91.83	91.4
Rakaumanga (3) .. .. .	..	42	41.50	37.90	91.3
Tautoro	32	34	30.27	27.65	91.3
Whangaruru	33	57	46.77	42.46	90.8
Omarumutu	61	64	66.15	59.98	90.7
Pamoana	26	23	23.43	21.65	90.7
Pamapurua	22	30	29.24	26.46	90.5
Motiti Island	28	21	23.42	21.18	90.4
Waihua	17	16	15.05	13.60	90.4
Whakaki	60	52	53.71	48.42	90.2
Waikeri	35	27	26.45	23.82	90.1
Kenana	21	24	22.00	19.80	90.0
Moerangi	27	26	26.47	23.76	89.8
Motatan	41	50	42.80	38.40	89.7
Wai-iti	45	48	46.72	41.90	89.7
Tuparoa	62	46	47.93	42.80	89.3
Waikare	38	32	33.40	29.82	89.3
Waiorongomai	20	14	12.70	11.31	89.1
Kakanui	20	17	17.68	15.73	89.0
Matihetihe	29	28	29.99	26.67	88.9
Te Kotukotuku and Rangiwaia (side school)	50	50	50.23	44.65	88.9
Rangiahua	14	24	22.27	19.73	88.6
Rangitukia	107	104	105.10	93.10	88.6
Otangaroa	21	17	15.79	13.97	88.5
Parapara	23	26	23.87	21.04	88.1
Kirioko	43	45	48.26	42.22	87.5
Torere	54	48	55.68	48.58	87.3
Okautete	11	9	11.00	9.59	87.2
Te Ahuahu	38	40	39.98	34.85	87.2
Parikino	25	20	23.25	20.25	87.1
Ahipara	68	95	81.39	70.80	87.0
Opoutere	30	32	30.68	26.69	87.0
Ohacawai	50	55	60.25	52.32	86.8
Raukokore	46	45	47.21	40.96	86.8
Matangirau	55	50	53.25	46.15	86.7
Wharekahika	67	78	70.80	61.37	86.7
Tangoio	29	30	30.68	26.58	86.6
Waiomatatini	53	62	59.71	51.60	86.4
Te Teko	72	74	73.58	63.24	86.0
Nuhaka	94	100	94.25	80.76	85.7
Whareponga	28	42	38.42	32.91	85.7
Reporua	30	28	27.80	23.80	85.6
Manutahi (2) .. .. .	..	98	87.90	74.97	85.3
Te Whaiti (2)	20	15	15.33	13.00	84.8
Paeroa	46	55	45.96	38.77	84.4
Maraeroa	51	56	52.18	43.92	84.2
Whakawhitira (4)	32	..	32.62	27.37	83.9
Maungatapu	45	50	45.80	38.37	83.8
Waioweka	36	37	41.05	34.40	83.8
Kaikohe	125	144	131.44	109.80	83.5
Waimarama	41	28	30.48	25.44	83.5
Te Mahia	42	46	40.65	33.89	83.4
Oparure	54	58	60.00	49.95	83.3
Karetu	26	25	23.35	19.37	83.0

(1) Reopened first quarter.

(2) Closed first quarter.

(3) Opened last quarter.

(4) Closed second, third, and fourth quarters.

Table H 2—continued.

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

Schools (1.)	School Roll.			Mean of Average Attendance of Four Quarters, 1920. (5.)	Regularity of Attendance: Percentage of Weekly Roll Number. (6.)
	Number belonging at End of Year 1919. (2.)	Number belonging at End of Year 1920. (3.)	Average Weekly Number. (Mean of the Four Quarters, 1920.) (4.)		
Pawarena	52	69	65.35	54.15	82.9
Waitahanui (1)	23	17	14.75	12.22	82.9
Parawera	43	44	43.73	36.12	82.6
Te Horo	30	31	32.61	26.91	82.5
Ranana	58	78	67.90	55.87	82.3
Mangatuna	59	60	63.50	52.16	82.1
Te Ararou	102	108	103.47	84.85	82.0
Poroti (2)	32	..	29.90	24.47	81.8
Horoera	32	26	27.32	22.18	81.2
Tokomaru Bay	90	82	90.25	73.22	81.1
Waimamaku	35	31	33.06	26.63	80.6
Hiruharama	61	56	57.25	46.00	80.4
Mangamuka	49	51	46.78	37.60	80.4
Whangaparaoa	22	20	20.22	16.25	80.4
Waitapu	35	41	37.82	30.29	80.1
Owhataiti	42	41	45.35	36.17	79.8
Motuti	33	26	24.66	19.66	79.7
Kokako	50	46	49.48	39.35	79.5
Orauta	42	47	49.49	39.34	79.5
Whangara	33	25	32.52	25.71	79.1
Karioi (3)	20	..	19.69	15.56	79.0
Te Matai	43	39	42.31	33.38	78.9
Rangitahi	42	40	41.03	32.31	78.8
Otaua	60	61	66.48	52.17	78.5
Hapua	81	85	86.62	67.00	77.4
Whakarara	45	48	48.95	33.79	76.9
Pukehina	34	38	36.10	27.65	76.6
Huiarau	56	48	54.52	41.70	76.5
Papamoā	37	36	31.18	23.80	76.3
Ruatoki	98	101	108.05	82.22	76.1
Pupuke (4)	43	56	53.33	40.59	76.1
Oromahoe (4)	27	39	28.95	21.93	75.8
Oruanui	34	32	32.95	24.92	75.6
Matata	47	61	55.47	41.78	75.3
Poroporo	63	68	75.77	56.40	74.4
Paparore	58	82	80.80	59.65	73.8
Taemaro	33	30	29.30	21.39	73.0
Tanoa	25	16	20.38	14.88	73.0
Rakaunui (5) .. .. .	..	11	13.26	9.63	72.6
Waiotapu	19	30	23.56	16.70	70.9
Ohautira	22	11	16.14	11.38	70.5
Tokaanu	46	46	54.41	37.59	69.1
Mangamaunu	19	18	19.83	13.62	68.7
Totals for 1920 .. .. .	..	5,508	5,404.79*	4,789.53*	88.6*
Totals for 1919	5,198	..	5,266.45	4,551.60	86.4
Mission schools subject to inspection by Education Department:—					
Ranana Convent	16	20	19.14	18.94	99.0
Jerusalem Convent	26	30	29.40	26.06	88.6
Tokaanu Convent	38	30	34.61	29.45	85.1
Matata Convent	62	65	58.97	50.00	84.8
Putiki Mission	25	28	34.86	26.11	74.9
Whakarapa Convent .. .. .	..	94	96.55	71.91	71.9
Totals for 1920 .. .. .	..	267	273.53	222.47	81.3
Totals for 1919	167	..	168.07	146.87	87.4
Boarding-schools affording secondary education:—					
Waerengaahika College (boys)	35	28	26.70	26.70	100.0
St. Joseph's Convent (girls), Napier	39	47	45.10	45.20	99.8
St. Stephen's (boys), Auckland	65	73	65.22	64.93	99.6
Te Aute College (boys)	75	85	76.70	74.62	97.3
Queen Victoria (girls), Auckland	35	49	41.80	40.42	96.7
Turakina (girls)	27	25	22.07	20.30	92.0
Hikurangi College (boys)	26	23	25.40	23.25	91.5
Hukarere (girls)	79	74	71.70	65.00	90.7
Te Waipounamu (girls)	11	22	19.07	16.95	88.9
Otaki College (boys and girls)	41	48	49.37	37.68	76.3
Sacred Heart College (boys), Auckland	1	1	1.00	1.00	100.0
Totals for 1920 .. .. .	..	475	444.13	416.05	93.7
Totals for 1919	434	..	446.18	404.78	90.7

(1) Closed second quarter. (2) Transferred to Auckland Education Board. (3) Closed third and fourth quarters. (4) Closed third quarter. (5) Reopened 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 1920.

Schools.	Government Pupils.	Private Pupils.	Total.
Otaki College, Wellington .. .. .	..	48	48
St. Stephen's (boys), Auckland	27	46	73
Te Aute (boys), Hawke's Bay	17	68	85
Waerengaahika (boys), Gisborne	4	24	28
Hikurangi College (boys), Clareville, Carterton .. .. .	..	23	23
Hukarere (girls), Napier	12	62	74
St. Joseph's (girls), Napier	14	33	47
Queen Victoria (girls), Auckland	21	28	49
Turakina (girls), Wanganui	2	23	25
Te Waipounamu (girls), Canterbury	1	21	22
Sacred Heart College, Auckland	1	..	1
Totals	99	376	475

(b.) MAORI PUPILS HOLDING HOSPITAL NURSING SCHOLARSHIPS AT THE END OF 1920.

Number.	Nature of Scholarship.	Hospital.
1	Day pupil	Otaki Sanatorium.
1	Day pupil	Napier Hospital.
1	Probationer	Auckland Hospital.

(c.) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT THE END OF 1920.

Number.	University Course.	University at which Scholarship is held.
1	Civil and electrical engineering	Canterbury College.

Table H4.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1920.

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.	Percentage.	Number.	Percentage.
Auckland	278	1,411	1,209	2,620	16	8	50.00	4	25.00
Taranaki	48	208	148	356	7	3	42.85	3	42.85
Wanganui	65	223	178	401	5	4	80.00	..	..
Hawke's Bay	61	460	418	878	11	8	72.73	1	9.09
Wellington	57	262	214	476	8	5	62.50	3	37.50
Nelson	5	11	22	33	..	..	..	..	..
Canterbury	28	84	80	164	2	..	..	1	50.00
Otago	13	33	25	58	4	3	75.00	..	..
Southland	13	57	43	100	6	6	100.00	..	..
Totals for 1920	568	2,749	2,337	5,086	59	37	62.71	12	20.34
Totals for 1919	531	2,723	2,299	5,022	66	41	62.12	13	19.70
Difference	37	26	38	64	- 7	- 4	0.59	- 1	0.64

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, 1920.

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..	140	118	..	..	..	..	..	..	..	..	..	..	..	..	..	..	140	118
6 „ 7..	219	229	..	..	..	..	..	..	..	..	..	..	..	..	..	..	219	229
7 „ 8..	328	283	7	12	..	..	..	..	..	..	..	..	..	..	..	..	335	295
8 „ 9..	333	279	53	49	3	6	..	..	..	..	..	..	..	..	..	..	389	334
9 „ 10..	213	161	93	86	43	32	8	3	1	1	..	..	..	..	..	..	358	283
10 „ 11..	137	117	104	87	72	68	38	22	5	6	..	..	..	..	..	..	356	300
11 „ 12..	77	55	85	56	78	56	63	50	28	30	1	4	..	..	..	..	332	251
12 „ 13..	27	34	40	41	89	53	71	64	44	32	15	22	2	5	..	..	288	251
13 „ 14..	17	10	20	14	38	31	43	38	54	35	36	18	9	11	2	..	219	157
14 „ 15..	2	2	6	7	8	5	21	12	12	22	17	25	15	14	1	1	82	88
15 „ 16..	..	..	..	1	1	2	5	3	4	6	5	6	10	7	3	1	28	26
16 years and over	..	..	..	1	..	1	..	..	1	1	..	1	2	1	..	..	3	5
Totals, 1920 ..	1,493	1,288	408	354	332	254	249	192	149	133	74	76	38	38	6	2	2,749	2,337
Totals, 1919 ..	1,496	1,290	389	351	337	241	225	194	138	121	85	70	48	30	5	2	2,723	2,299
Difference ..	-3	-2	19	3	-5	13	24	-2	11	12	-11	6	-10	8	1	..	26	38

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 6.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1920.

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.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Ahipara ..	8	5	13	33	42	75	2	5	7	43	52	95
Arowhenua ..	19	17	36	..	..	..	..	..	..	19	17	36
Hapua ..	..	..	..	42	34	76	3	6	9	45	40	85
Hiruharama ..	4	4	8	20	28	48	..	..	..	24	32	56
Horoera ..	1	1	2	14	9	23	..	1	1	15	11	26
Huiarau ..	1	..	1	21	26	47	..	..	..	22	26	48
Kaikohe ..	..	..	..	61	55	116	18	10	28	79	65	144
Kakanui ..	..	..	..	7	10	17	..	..	..	7	10	17
Karetu ..	..	..	..	8	13	21	2	2	4	10	15	25
Kenana ..	..	..	..	15	8	23	..	1	1	15	9	24
Kirioko ..	..	..	..	22	18	40	..	5	5	22	23	45
Kokako ..	..	..	..	24	15	39	6	1	7	30	16	46
Manaia ..	..	..	..	16	19	35	1	1	2	17	20	37
Mangamaunu ..	6	6	12	..	..	..	4	2	6	10	8	18
Mangamuka ..	..	..	..	25	24	49	1	1	2	26	25	51
Mangatuna ..	2	2	4	20	28	48	4	4	8	26	34	60
Manutahi ..	9	3	12	39	28	67	10	9	19	58	40	98
Maraeroa ..	1	3	4	25	21	46	4	2	6	30	26	56
Matangirau ..	..	..	..	21	19	40	3	7	10	24	26	50
Mataora Bay ..	..	..	..	8	1	9	..	..	..	8	1	9
Matapihi ..	..	..	..	21	26	47	2	1	3	23	27	50
Matata ..	..	..	..	17	9	26	19	16	35	36	25	61
Matihetihe ..	..	..	..	8	19	27	..	1	1	8	20	28
Maungatapu ..	..	..	..	20	16	36	8	6	14	28	22	50
Moerangi ..	..	..	..	9	10	19	4	3	7	13	13	26
Motatau ..	3	1	4	22	14	36	7	3	10	32	18	50
Motiti Island ..	..	..	..	9	8	17	3	1	4	12	9	21
Motuti ..	3	8	11	9	6	15	..	..	..	12	14	26
Nuhaka ..	..	..	..	38	44	82	9	9	18	47	53	100
Ohacawai ..	1	4	5	21	17	38	6	6	12	28	27	55
Ohautira ..	..	..	..	5	6	11	..	..	..	5	6	11
Okautete ..	..	..	..	3	5	8	1	..	1	4	5	9
Omaio ..	..	..	..	39	26	65	..	2	2	39	28	67
Omanaia ..	..	..	..	21	27	48	3	2	5	24	29	53
Omarumutu ..	..	..	..	35	23	58	4	2	6	39	25	64
Oparure ..	..	..	..	14	12	26	10	22	32	24	34	58
Opoutere ..	2	3	5	14	7	21	4	2	6	20	12	32
Orauta ..	..	..	..	21	10	31	6	10	16	27	20	47
Oromahoe ..	..	..	..	16	13	29	5	5	10	21	18	39
Oruanui ..	3	3	6	12	11	23	2	1	3	17	15	32
Otangaroa ..	1	1	2	8	7	15	..	..	..	9	8	17
Otaua ..	..	..	..	38	17	55	2	4	6	40	21	61
Owhataiti ..	..	..	..	19	12	31	4	6	10	23	18	41

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1920
—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.						
Paetoa	23	17	40	12	3	15	35	20	55
Pamapurua	17	10	27	3	..	3	20	10	30
Pamoana	14	7	21	..	2	2	14	9	23
Papamoa	15	16	31	3	2	5	18	18	36
Paparore	39	29	68	8	6	14	47	35	82
Parapara	15	10	25	..	1	1	15	11	26
Parawera	22	15	37	5	2	7	27	17	44
Parikino	10	10	20	..	..	..	10	10	20
Pawarenga	42	26	68	..	1	1	42	27	69
Pipiriki	21	26	47	8	3	11	29	29	58
Poroporo	35	30	65	1	2	3	36	32	68
Pukehina	23	11	34	1	3	4	24	14	38
Pukepoto	19	25	44	8	10	18	27	35	62
Pupuke	26	20	46	5	5	10	31	25	56
Rakaumanga	22	17	39	2	1	3	24	18	42
Rakaunui	5	6	11	..	..	..	5	6	11
Ranana	33	39	72	3	3	6	36	42	78
Rangiahua	13	6	19	2	3	5	15	9	24
Rangiawhia	9	9	18	..	..	..	9	9	18
Rangitahi	24	14	38	1	1	2	25	15	40
Rangitukia	54	49	103	..	1	1	54	50	104
Rangiwaia (side school)	8	11	19	..	..	..	8	11	19
Raukokore	11	18	29	5	11	16	16	29	45
Reporua	16	12	28	..	..	..	16	12	28
Ruatoki	2	2	50	45	95	3	1	4	53	48	101
Taemaro	14	16	30	..	..	..	14	16	30
Taharoa	18	15	33	1	1	2	19	16	35
Takahiwai	18	21	39	..	1	1	18	22	40
Tangoio	6	11	17	5	8	13	11	19	30
Tanoa	5	11	16	..	..	..	5	11	16
Tautoro	21	12	33	1	..	1	22	12	34
Te Ahuahu	1	..	1	13	22	35	1	3	4	15	25	40
Te Araroa	47	33	80	18	10	28	65	43	108
Te Haroto	20	10	30	..	2	2	20	12	32
Te Horo	17	13	30	1	..	1	18	13	31
Te Kaha	26	31	57	..	..	..	26	31	57
Te Kao	30	24	54	..	..	..	30	24	54
Te Kotukutuku	10	18	28	2	1	3	12	19	31
Te Mahia	2	..	2	17	18	35	7	2	9	26	20	46
Te Matai	24	14	38	..	1	1	24	15	39
Te Rawhiti	9	15	24	1	..	1	10	15	25
Te Reinga	21	19	40	..	3	3	21	32	43
Te Teko	31	31	62	9	3	12	40	34	74
Te Waotu	1	1	2	14	11	25	11	9	20	26	21	47
Te Whaiti	10	5	15	..	..	..	10	5	15
Tikitiki	48	51	99	2	1	3	50	52	102
Tokaanu	23	20	43	3	..	3	26	20	46
Tokomaru Bay	45	36	81	..	1	1	45	37	82
Torere	3	..	3	19	24	43	2	..	2	24	24	48
Tuhara	16	15	31	3	3	6	19	18	37
Tuparoa	21	16	37	5	4	9	26	20	46
Waihua	8	5	13	2	1	3	10	6	16
Wai-iti	29	14	43	4	1	5	33	15	48
Waikare	18	13	31	1	..	1	19	13	32
Waikeri	9	18	27	..	..	..	9	18	27
Waijima	39	31	70	2	1	3	41	32	73
Waimamaku	3	3	6	9	14	23	2	..	2	14	17	31
Waimarama	9	8	17	5	6	11	14	14	28
Waiohau	2	2	15	13	28	..	..	..	15	15	30
Waiomatatini	2	3	5	26	28	54	1	2	3	29	33	62
Waiomio	20	19	39	..	2	2	20	21	41
Waiorongomai	4	8	12	1	1	2	5	9	14
Waiotapu	11	6	17	10	3	13	21	9	30
Waioweka	1	6	7	9	6	15	7	8	15	17	20	37
Waitahanui	6	11	17	..	..	..	6	11	17
Waitapu	18	16	34	6	1	7	24	17	41
Werowero	17	16	33	..	..	..	17	16	33
Whakaki	25	22	47	3	2	5	28	24	52
Whakarara	21	26	47	..	1	1	21	27	48
Whakarewarewa	57	30	87	24	25	49	81	55	136
Whangaparaoa	7	13	20	..	..	..	7	13	20
Whangape	24	14	38	1	..	1	25	14	39
Whangara	8	8	16	9	..	9	17	8	25
Whangaruru	5	4	9	20	22	42	3	3	6	28	29	57
Wharekahika	3	1	4	37	30	67	3	4	7	43	35	78
Whareponga	23	17	40	..	2	2	23	19	42
Whirinaki	29	25	54	2	6	8	31	31	62
Totals	85	83	168	2,447	2,166	4,613	385	342	727	2,917	2,591	5,508

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

Race.	1920.			
	Boys.	Girls.	Total.	Percentage.
Maoris speaking Maori in the home	2,447	2,166	4,613	83.8
Maoris speaking English in the home	85	83	168	3.0
Europeans	385	342	727	13.2
Totals	2,917	2,591	5,508	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 1920.

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	7	6	13	170	144	314	177	150	327	27	28	55	204	178	382
6 " 7	8	6	14	252	201	453	260	207	467	48	39	87	308	246	554
7 " 8	9	9	18	289	272	561	298	281	579	51	38	89	349	319	668
8 " 9	7	12	19	297	255	552	304	267	571	41	34	75	345	301	646
9 " 10	9	11	20	270	247	517	279	258	537	40	44	84	319	302	621
10 " 11	12	5	17	296	273	569	308	278	586	33	45	78	341	323	664
11 " 12	11	11	22	285	236	521	296	247	543	38	32	70	334	279	613
12 " 13	10	7	17	243	224	467	253	231	484	51	33	84	304	264	568
13 " 14	7	9	16	195	182	377	202	191	393	32	20	52	234	211	445
14 " 15	3	3	6	114	92	206	117	95	212	16	23	39	133	118	251
15 years and over	2	4	6	36	40	76	38	44	82	8	6	14	46	50	96
Totals ..	85	83	168	2,447	2,166	4,613	2,532	2,249	4,781	385	342	727	2,917	2,591	5,508

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 1920.

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	33	37	70	1,214	1,036	2,250	1,247	1,073	2,320	135	104	239	1,382	1,177	2,559	46.5
Standard I ..	11	7	18	276	252	528	287	259	546	38	42	80	325	301	626	11.4
" II ..	12	10	22	304	265	569	316	275	591	42	46	88	358	321	679	12.3
" III ..	10	7	17	263	235	498	273	242	515	38	39	77	311	281	592	10.7
" IV ..	7	5	12	176	169	345	183	174	357	42	37	79	225	211	436	7.9
" V ..	6	8	14	131	128	259	137	136	273	48	27	75	185	163	348	6.3
" VI ..	5	6	11	71	72	143	76	78	154	34	33	67	110	111	221	4.0
" VII ..	1	3	4	12	9	21	13	12	25	8	14	22	21	26	47	0.9
Totals ..	85	83	168	2,447	2,166	4,613	2,532	2,249	4,781	385	342	727	2,917	2,591	5,508	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.

