

1922.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

[a continuation of E.—3, 1921.]

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

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No. 1.

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

EDUCATION OF NATIVE CHILDREN.

Number of Schools.

THE primary education of Maori children living in districts principally settled by Natives is provided by means of Native village schools specially instituted by the Government and under the direct control of the Education Department. All of these schools (numbering 123 at the end of 1921) excepting two are situated in the North Island. The schools were graded as follows :—

Grade	I (average attendance 9–20)	..	..	..	..	17
„	II i (average attendance 21–25)	..	..	..	..	16
„	II ii (average attendance 26–35)	..	..	..	..	22
„	IIIA i (average attendance 36–50)	..	..	..	..	33
„	IIIA ii (average attendance 51–80)	..	..	..	..	27
„	IIIB (average attendance 81–120)	..	..	..	..	7
„	IVA (average attendance 121–160)	..	..	..	..	1
Total	..	..	..	..	..	123

In addition to the Government schools there are in operation for the benefit of Maori children six primary mission schools and ten boarding-schools, the latter affording a rather more advanced educational programme. These schools have been established by private enterprise, but they are inspected by the Department's officers, and the Government provides a number of free places for Maori children at the boarding-schools. Maori children living in districts more or less settled by Europeans attend the ordinary public schools, 620 of these schools having some

Maoris in attendance in 1921 ; thus the total number of schools under inspection at which Native children were receiving instruction in 1921 was—

Native village schools	123
Native mission schools subject to inspection by the Education Department ..	6
Public schools at which Maori scholars were in attendance	620
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Total number of primary schools	749
Native boarding-schools affording secondary education to Maoris	10
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Total	759

Roll Number and Attendance.

The number of pupils on the rolls of Native village schools at the end of 1921 was 5,822, including 5,043 Maoris and 779 Europeans, the latter representing 13 per cent. of the roll. The roll exceeds that of the previous year by 314, 252 of this number being Maoris. The fact that in the last two years the number of Maori pupils in these schools has increased by 500, and that the number of Natives attending public schools shows a corresponding increase, goes to support the evidence of the recent census as to the arrest in the decline in numbers of the Native race. The following figures refer to attendance at Native schools :—

	1920.	1921.
Number on rolls at end of year	5,508	5,822
Average weekly roll number	5,416	5,738
Average yearly attendance	4,639	4,988
Percentage of regularity of attendance	85·7	86·9

The figures in each case continue to show an increase, and the regularity of attendance was better than in the previous year, comparing not unfavourably, considering the circumstances, with that of public schools. One-third of the schools achieved a regularity of attendance of 90 per cent. or over, and 87 per cent. reached a percentage regularity of 80 or over.

The number of pupils on the rolls of the Native mission schools at the end of 1921 was 237, and on the rolls of the Native boarding-schools 488. 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 6,547. The following are the figures for the years 1920 and 1921 in respect of the three classes of Native schools mentioned :—

	1920.	1921.
Combined rolls of Native schools	6,249	6,547
Combined average weekly roll number	6,134	6,464
Combined average yearly attendance	5,277	5,653

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
1920 ..	119	5,416	4,639	85·7	73	46	9	125
1921 ..	123	5,738	4,988	86·9	72	49	11	131

As mentioned above, Maori children living in European settlements attend the ordinary public schools, the total number so attending in 1921 being 5,577, or 491 more than in the previous year. The majority of these pupils are in the North Island schools, about half of them being in the Auckland District.

The total number of Maori children receiving primary education at the end of 1921, including pupils of Native village schools, mission schools, and public schools, was thus 11,636, the corresponding number for the previous year being 10,134.

Classification of Pupils.

The statistics of the classification of the pupils of Native schools show that a higher percentage of the pupils are in the lower classes than is the case in public schools, and that a proportionately smaller number of pupils reach the higher standards. Likewise, the average age of the pupils in the various classes is higher. The difference, however, is not greater than can be reasonably accounted for by the peculiar conditions of Maori life, and if the comparison were made with public schools of similar size in country districts the difference would be much less marked. A comparison of the classification of Maoris in their own schools and in the public schools shows a much smaller percentage of Maoris reaching the higher classes in public schools, and is fairly conclusive evidence of the superiority of the schools specially instituted for them in meeting the particular needs of the Maori children.

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.				Pupils attending Native Schools.	Percentage of Roll.		
					Native Schools.	Public Schools.	Natives attending Public Schools.
Preparatory	..	..	..	2,659	45·7	34·4	54·0
Standard I	..	..	..	718	12·3	12·7	16·2
„ II	..	..	..	673	11·6	12·2	11·3
„ III	..	..	..	617	10·6	12·0	8·7
„ IV	..	..	..	466	8·0	11·2	5·1
„ V	..	..	..	373	6·4	10·0	3·2
„ VI	..	..	..	259	4·4	7·4	1·5
„ VII	..	..	..	57	1·0	0·1	..
Totals	..	..	..	5,822	100·0	100·0	100·0

Inspection of the Schools.

Native village schools were inspected as usual by the departmental officers, who report that the general very satisfactory efficiency of the schools was well maintained, and that in a number of schools where there was previously room for improvement increased efficiency was noticed. The methods of teaching are judged by a high standard, and results as good as those obtained in public schools are expected, and are obtained in the majority of cases. The fact that the number of certificated teachers in this service is increasing will tend also to raise the standard of the school-work. The Inspectors classified the schools as follows: Excellent, 10; very good, 35; good, 30; very fair, 26; fair, 12; inferior to weak, 10.

The pupils of S6 were examined for the award of certificates of proficiency and competency, eighty-two of the former and forty-four of the latter class of certificate being awarded; these figures represent a distinct improvement on the results of the previous year.

Community Interest.

Probably in no other class of school is so much community interest displayed as in the Native village school. This is largely due to the efforts of the teachers, the majority of whom far exceed their duties in merely teaching their pupils the subjects of the syllabus. The personal cleanliness and health of the children are regarded as a concern of the teacher, and the co-operation of the parents having been secured, invaluable work in improving the clothing and feeding of the children and in raising the standard of living generally among the Natives has been accomplished. The entertainments and functions held in connection with the school are also a great source of interest and pleasure to the parents, and help materially in improving and brightening the social life of the district. The more or less missionary work undertaken by Native-school teachers is most praiseworthy, and it is highly satisfactory to the Department to observe that the great bulk of the teachers are keenly alive to this aspect of their work.

Natives attending Public Schools.

As has been frequently remarked before, 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 above, that they are found principally in the lower classes, and are generally more backward than European pupils. The number of S6 proficiency and competency certificates awarded was sixty-five, as compared with 126 in Native schools, although the number of pupils in the latter schools only slightly exceeds the number of Maoris in public schools.

Staffs of Native Village Schools.

The staffs of Native village schools in December, 1921, included seventy-two male and forty-nine female head or sole teachers and 142 assistants, of whom eleven were males, making a total of 263 teachers, the same number as in 1920.

Although the scale of salaries was not again raised in 1921, the automatic increases have resulted in higher average salaries being paid than in the previous year. The following figures indicate the improvement in salaries that has taken place since 1914:—

		1914.	1918.	1920.	1921.
		£	£	£	£
Male head or sole teachers	.. ..	180	212	310	319
Female head or sole teachers	.. ..	144	164	236	259
All head or sole teachers	.. ..	172	194	281	295
Male assistants	.. ..	66	82	124	139
Female assistants	.. ..		90	139	145

In the majority of Native schools husband and wife both teach, drawing separate salaries and, in addition, house allowance if no residence is provided. It must be admitted, therefore, that whatever hardships may be involved in the work the remuneration is adequate. The total expenditure on salaries and allowances for the year ended 31st March, 1922, was £56,338, as compared with £53,712 in 1920-21 and £29,148 in 1914. The staff is reported to be showing increased efficiency; the proportion of certificated teachers is gradually increasing, and those still uncertificated, although they may be excellent teachers, are urged by the Inspectors to attempt to improve their status by passing the necessary examinations. Included in the staff there are now no less than thirty-eight young Maori women.

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 secures free

continued education for qualified Maori children by providing at these schools a number of scholarships or free places. 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 1921 was 488, of which number fifty boys and sixty-two girls held the free places referred to. One free place was also held at an ordinary 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 wood-work, and the girls take a domestic course. A farm of 600 acres is being worked in conjunction with Te Aute College—one of the schools referred to. In some of the schools the more capable pupils are prepared for the Public Service Entrance Examination, a satisfactory number of candidates being successful at the last examination. 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 1921.

Senior free places are provided for boys in the form of industrial and agricultural scholarships, which enable the holders to be apprenticed to suitable trades, or, under recently amended regulations, to obtain agricultural training at Te Aute College. Two scholarships of the latter type have been awarded to promising boys. Senior free places for girls take the form of nursing scholarships. These scholarships have proved very satisfactory, a number of Maori girls having qualified as nurses and now being at work in the field. At the end of 1921 three scholarship-holders were in training.

University scholarships are available for Maoris possessing the necessary qualifications, and two such scholarships were held at University colleges by Maori youths in 1921.

Expenditure.

The total net expenditure on Native schools during the year ended the 31st March, 1922, was £77,650. The chief items of expenditure were teachers' salaries and allowances, £56,338; new buildings and additions, £7,072; maintenance of buildings, repairs, &c., £4,058; secondary education, £4,297; books and school requisites, £1,546.

No. 2.

REPORT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS.

SIR,—

In compliance with instructions, I have the honour to submit herewith the following report upon the general condition of the Native village schools, and also upon that of the various Maori mission schools and Maori secondary schools, which were inspected and examined during the year 1921.

NEW SCHOOLS, ETC.

The number of village schools in operation at the end of 1920 was 119. During the year the schools at *Karioi*, Ruapehu, and *Whakawhitira* (*Kaitaha*), East Coast, which had been closed towards the end of the previous year, were reopened. The *Ohautira* School, Raglan, owing to the small number of children available, remained closed during the year. Arrangements, however, were made to reopen it early during the current year. New schools were established at *Otukou*, Tongariro district, and at *Karakanui*, Kaipara. In connection with the former of these schools the people contributed £75 towards the expense of making alterations considered necessary in the buildings which they offered for use, a similar amount being expended by the Government. For the expenditure thus incurred the buildings will be available for school purposes for a number of years free of charge. In the case of *Karakanui*, school is conducted in a church building offered for the purpose, and accommodation has been found for the teacher with a neighbouring European settler. The two schools referred to are now fulfilling a useful purpose. There were thus 123 Native village schools in operation at the close of the year under review.

The schools at *Matata*, Bay of Plenty, *Pukepoto*, Mangonui district, and *Whangaruru*, Bay of Islands, which owing to age and faultiness of design had become quite unsuitable for further use, were replaced during the past year with up-to-date schoolrooms. The old buildings at *Pukepoto* and *Whangaruru* are as far as possible to be used as workshops. The erection of school buildings at *Awarua*, Bay of Islands, and at *Waiohau*, Galatea country, has been put in hand, and the work should be completed during the current year. Additional accommodation was provided at *Kirioko*

and *Ohaeawai* (Ngawha), Bay of Islands. At *Waikeri*, Herekino, the school building erected by the Maoris has been greatly improved and made more habitable; the need for better living-quarters for the teachers is urgent, as is also the need for more suitable school buildings at *Huiarau*, Ruatahuna, in the Urewera country.

During the year representations were made to the Department that, on account of increased attendance, additional accommodation was necessary at the following schools: *Omanaia*, Hokianga; *Kaikohe*, Bay of Islands; *Ranana*, Te Ngae, Rotorua; *Te Teko*, Poroporo, and *Waioweka*, Bay of Plenty; *Manutahi*, East Coast; and *Nuhaka*, Hawke's Bay. At the last-mentioned place the Committee are prepared to assist by contributing £50. In connection with these applications no definite decisions have been come to.

Applications for the establishment of schools at the following places were received: *Matahiwi* and *Parinui*, Wanganui River; *Korohe*, Taupo; *Waimana*, Bay of Plenty; *Tanehiha*, near Kawhia; *Kauangaroa*, Wanganui district; and also a request for the reopening of a school at *Te Kopua*, Waikato. All the foregoing places, with the exception of *Tanehiha* and *Parinui*, were visited and reported upon by an Inspector. In the cases of *Matahiwi*, *Korohe*, and *Waimana* it is considered that the facilities provided by schools in the districts concerned should be taken advantage of, either by means of a conveyance system or by means of boarding arrangements. With regard to *Kauangaroa*, the difficulty of obtaining a suitable site has not yet been got over, and another visit by an Inspector will be necessary. *Tanehiha* and *Parinui* will be visited and reported upon during the current year. In connection with *Te Kopua*, where the Native school was closed several years ago, the people have been informed that when the building available for a school is put into good order and repair a teacher will be appointed.

ATTENDANCE, ETC.

(1.) *Native Village Schools.*

In the report for 1920 it was shown that there had been a substantial increase (310) in the roll number as compared with that of the previous year. The total number of children on the rolls of the schools at the end of 1921 was 5,822, this number representing an increase of 314 on the corresponding number at the end of the year 1920. Thus in two years the number of children has increased by 624 pupils, of whom about 80 per cent. are Maori. The average weekly roll number was 5,786, the average attendance 5,021, and the average percentage of regularity 86·8. Information regarding the attendance of the individual schools is furnished in Table H2, from which it will be seen that of the 123 Native schools, 107 gained 80 per cent. and over of the possible attendance, and of that number forty-two schools gained 90 per cent. and over. In regard to the remaining sixteen schools, the attendance, even when allowance is made for the various factors which militate against good attendance in many settlements, cannot be regarded as satisfactory. In the large majority of districts there was an absence of serious sickness of any kind, and no doubt this is responsible for the higher position which many schools occupy in the list, and also for the increased percentage in the regularity of attendance. The excellence in the regularity with which the pupils of *Manaia* School attend accounts for its appearance once more at the head of the list of schools. The improved attendance of many schools hitherto unsatisfactory in this respect is a particularly pleasing feature. As was pointed out in the last report, it is the personal influence of the teacher on both the pupils and their parents which counts for so much in the regularity of attendance at his school. Certificates for good attendance were awarded to 501 pupils of Native schools.

(2.) *Mission Schools.*

The following schools under this heading were inspected and examined during the year: *Putiki* Mission School, *Tokaanu* Convent School, *Matata* Convent School, *Whakarapa* Convent School, and the convent schools at *Ranana* and *Hiruharama*, on the Wanganui River. The roll number of these schools at the end of the year was 237, and the average percentage of regularity of attendance was 84·4.

(3.) *Secondary Native Schools.*

The schools coming within this category have been established in various parts of the Dominion by various denominational bodies. They number ten—four schools for boys, five schools for girls, and one mixed school. These schools were also inspected and examined during the year. The combined roll number of the schools at the end of the year was 488, and the average percentage of regularity of attendance was 95·2.

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	123	5,822	5,786	5,021	86·8
Native mission	6	237	248	210	84·4
Native secondary	10	488	478	455	95·2
Totals	139	6,547	6,512	5,686	87·3

SCHOOL BUILDINGS AND GROUNDS.

With regard to tidiness, cleanliness, attractiveness of the interior of schoolrooms and general surroundings, the very satisfactory conditions obtaining hitherto in a very large number of schools have been well maintained, and much credit is due to the teachers and their pupils for the interest and pride shown. In a considerable number of schools, however, the teachers cannot be complimented on their efforts in the matters referred to. Indeed, there would appear to be an almost entire absence of effort in some schools where evidently the teachers fail to realize that these matters contribute in a large measure to the education of their pupils and also of the people of the settlements. The following schools deserve to be singled out for the attention they give to the matters discussed in this section of the report: Whakarewarewa, Pukepoto, Wai-iti, Mangatuna, Opoutere, Matapihi, Te Kotukutuku, Te Reinga, and Wharekahika. It is well to remind teachers of the schools referred to adversely in this connection that in considering their claims for promotion much weight is attached to their record in this important aspect of the education of their pupils.

During the year general renovation in the way of painting and of necessary repairs has been carried out in a considerable number of schools. The need for economy during the present financial difficulties has been closely observed as far as Native schools are concerned, and as a consequence much important work has necessarily been held over in the meantime.

INSPECTION OF SCHOOLS, ORGANIZATION, ETC.

The general very satisfactory efficiency of the schools has been well maintained throughout the year, and it is pleasant to record that increased efficiency has been noted in quite a number of schools where there was room for improvement. From the point of view of efficiency the schools may be classified as follows: Excellent, 10; very good, 35; good, 30; very fair, 26; fair, 12; inferior to weak, 10.

With regard to the methods of teaching, it may be said that they generally proceed on good, sound lines, the result being that the pupils make good progress in a very large number of schools. In other schools where the results are not so satisfactory the explanation is to be found not in defective methods alone, but in the application of the methods, and in the lack of thoroughness at every stage. The value of constant revision of the work by the pupils, including the work done in their previous classes, is not always recognized. The preparation of the schemes of work shows improvement in a number of schools hitherto unsatisfactory in this respect, and the aim and purpose of such schemes are better appreciated. Instances are met with where the schemes of work of the assistants are not always available for use, and a request for them by the Inspector necessitates a search. Preparation of lessons is still neglected in a good many schools, the consequence being that the quality of the instruction suffers. Teachers should be in a position to show written evidence of the preparation of the daily lessons.

In the preparation of the time-tables the relative importance of the various subjects is usually recognized, and generally little fault can be found with the apportionment of the time available. In most schools it is found necessary from time to time to make adjustments and modifications in the time-tables, but there are a few schools where it would appear that a time-table once drawn up will serve almost for a lifetime, the only alteration made being the change in the date.

As a rule, little fault can be found with the manner in which the school registers and records are attended to. In a few schools, however, the entries are made in a more or less slovenly manner.

In most of the schools the order and discipline may be described as good; in a number, however, the position in this respect is not as satisfactory as it should be. The conduct and behaviour of the pupils in the playground, the manner in which they assemble, march into school, and set about the work set for them, their attitude and attention during the physical-instruction exercises, are an almost infallible index of the discipline of the school and of the personality of the teacher. Maori children are particularly amenable to the discipline of the school, and consequently in those schools where the discipline is unsatisfactory the fault, notwithstanding the latitude allowed the children in their own homes, lies undoubtedly with the teacher. In some schools monitors or troop-leaders are used with good results.

The necessity for personal cleanliness on the part of the pupils receives close attention from the teachers, who as a body cannot be reproached with neglect in this important part of the children's training and education. The teachers also rightly regard themselves as seriously concerned with the health of the children under their charge, and to their credit valuable work in this connection is done in the majority of the schools.

The number of certificated teachers in the service is gradually increasing, and it is noted with satisfaction that at the last examination a few more teachers have succeeded in raising their status. Their success should furnish an incentive to others, who really should have little difficulty in gaining the teachers' certificate. Teachers are aware that as an encouragement to effort in this direction the Department is prepared to assist them by defraying part of the expense they may be put to in securing instruction; and it would appear that instead of entering into futile discussions about the respective merits of certificated and uncertificated teachers the time might be more profitably employed in making an attempt to improve their educational status. It is frequently stated by teachers that, owing to the lack of opportunity of attending classes for instruction in those subjects where—as, for example, in elementary agriculture—a certificate of practical work is required, it is impossible for them to gain their certificates; and this assumption forms the basis of their reason for more or less complete inaction. Such assumption, however serviceable it may be as an excuse, is negated by the success of teachers who with no better opportunities *do* qualify for certificates. In order to do so, and instead of cherishing as an excuse what appears to be an

obstacle, they have convinced the authorities by means of a programme of experimental work satisfactorily carried out in the school-garden and by their success in teaching elementary practical agriculture as a school subject that they are entitled to receive the necessary certificate. Moreover, applications from teachers for leave to attend classes for instruction in the subjects referred to have always received favourable consideration.

Reference was made in last year's report to the increasing number of schools where the pupils are supplied during the winter months with a cup or mug of hot cocoa at the midday recess. It is a distinct pleasure to be able to record a further increase in the number of such schools. The idea is an excellent one from the point of view of the physical welfare of the child, and the teachers themselves are highly pleased with the results. The pupils, as a result of their insistent demands upon their parents, now come to school provided with lunch—probably a piece of bread or a large biscuit—which they enjoy with their cocoa; and when it is borne in mind that very many Maori children have only two meals a day—often of indifferent quality—it is not a difficult matter to appreciate the value of the innovation and what it means to the children. The parents in these districts now recognize that the activities of the school include not only the educational welfare of their children, but also their physical welfare, and as a consequence they have become enthusiastic in the matter. The expenses connected with the practice are met in various ways by local effort on the part of the teachers and the parents concerned: all that is evidently required is some enthusiasm, initiative, and organization, and the thing is done. It is worthy of record that in one district where there is a large school a sum of £50 was raised for the purpose of providing, in addition to the supply of cocoa, sugar, &c., one or two large nutritious biscuits to each child. At another school where hot cocoa is supplied it is an amusing sight to see the small children marching proudly to the teacher's residence at the midday recess to claim their daily rations from supplies of these biscuits, which have been placed under the charge of the teacher by their individual parents.

The annual picnic and the annual concert are institutions which are extremely popular with the pupils and parents alike in those settlements where the teachers are alive to the value of this means of securing interest in the schools and the co-operation of the parents. These social events, which are anticipated all the year, are valuable from many points of view, not the least important being the pleasure and happiness which are radiated by their means through the community. As a result of the concerts many schools have funds which are devoted to school purposes. The school which does not run an annual concert and an annual picnic cannot be regarded as a "live" concern.

In another respect which leads the children and parents to take a pride in their school, it is pleasing to note that in competitions that are held in various parts of the country for specimens of work done by children the pupils of many Native schools have been wonderfully successful.

The standard classification of the pupils in the Native village schools as shown at the 31st December, 1921, was as follows:—

Class.	Number on Roll.
Standard VII	57
„ VI	259
„ V	373
„ IV	466
„ III	617
„ II	673
„ I	718
Preparatory	2,659
Total	5,822

GENERAL REMARKS.

The following comments are made in connection with the various subjects of the school course:—

Reading.—Within the last few years substantial progress has been made in the great majority of schools in the direction of securing better articulation, clearness in enunciation, and distinctness in pronunciation, with the result that the habit of pronouncing words carelessly or indistinctly is not met with in many schools. It is when the ability of the pupils to get at the thought-content of what they read is gauged that the principal defect of the reading becomes apparent. Teachers will no doubt read with profit the following extract from the report of the departmental committee appointed by the President of the Board of Education to inquire into the position of English in the educational system of England: "Explicit rules for reading are not what is wanted: they are apt to lead to a stilted and artificial delivery. The essentials, in addition to speech-training, are that the children should understand and feel what they read, and that the teacher himself should be a good reader. From the very beginning reading should be treated, not as a mechanical trick, but as a means of getting at ideas. An infant-school headmistress tells us: 'Too many teachers fail to realize that reading is the recognition of the script equivalent of the spoken word. They fail to get their pupils to read for "content." Children should from the beginning realize that the writing is speaking to them silently.' In reading aloud, so soon as sentences are reached, it is the phrase and not the word that should be the unit. The monotonous, expressionless way in which children even high up in the senior school sometimes read is usually traceable to bad habits acquired in the lower standards or in the infants' class. They read each word separately, each in the same tone, as if it bore no relation to any other word in the sentence, ticking them off like beads on a string, and this exasperating trick often proves most difficult to eradicate. A very common source of bad reading is that the children have been pressed forward too fast on the purely mechanical side, and have been given difficult books too soon. If the

phrase is beyond them they revert to the word as the unit, and bad habits are started. With a difficult book the subject should be studied first, and reading aloud should follow, not precede, the comprehension by the pupil of the passage read.

"Further, it ought not to be necessary to insist that the teacher should be a good reader himself, capable of showing by his own example that reading is not a mechanical process, but a social and humane accomplishment, and a method of interpreting literature. Above all, he should be able to read poetry so as to reveal its beauty and to awaken poetic emotion. Reading aloud by the teacher should be much more frequent than it is, and it is most important that children should be practised not only in the art of speaking and reading, but also in the art of listening. Just as they are apt to read by words instead of phrases, so they are apt to listen for words and not for the sense. They should be trained to follow attentively the sense of what is read to them, and this remains true when the reading is for the purpose of dictation, which should be given to them in phrases and not word by word. Reading aloud will be greatly helped by dramatic work and by good teaching of recitation. But, in view of the associations which have gathered round the term 'reading,' we suggest that when the mere technique, the recognition and use of symbols, has been mastered, the lesson should be called 'literature' rather than reading. Reading aloud will then fall into its proper place as an aspect of the study of literature."

Language Instruction: English (Oral and Written).—The results achieved in this subject vary very considerably in the schools, and it is felt that although some degree of improvement is noticed in many cases the general standard of proficiency is not by any means as high as might reasonably be expected. In a fair number of schools the results are very good; in a fairly large number they range from fair to good; and in a very considerable number the results are disappointing. This condition of affairs can only be attributed to the ineffectiveness of the teaching, due, no doubt, in many instances to lack of skill on the part of the teachers in dealing with the problem. The proficiency of the pupils in this subject provides a very accurate measure of teaching-skill. In last year's report and also in previous reports an attempt was made to point out the defects in the methods of teaching adopted, and to make suggestions for a more methodical and intelligent treatment of the subject. The importance of providing the pupils with ample opportunities for practice in oral expression was emphasized. It is just in connection with this vital matter that many of the teachers fail; they lack resource and originality in securing for their pupils the maximum of oral practice, with the result that they monopolize the greater part of the conversational work. In the preparatory divisions it is clearly evident, if the pupils' interests are to be conserved, that their acquisition of a working vocabulary as quickly as possible becomes a necessity, and the best efforts of the teacher must be directed towards this end before attempting to teach them to read and write. The sooner the pupils learn to talk freely and naturally on things within the range of their observation and experience the better. "Oral work is, we are convinced, the foundation upon which the proficiency of writing English must be based: more than that, it is a condition of the successful teaching of all that is worth being taught."

The work of the preparatory divisions and S1 and S2 is relatively better than that in the upper divisions from, say, S3 upwards, and the explanation of this feature appears to be that from this stage there is more or less an abrupt change of method, with results that are correspondingly harmful. An undue proportion of the pupils' time is devoted to written work in this subject, and there is a falling-off in their power of self-expression. The pupils in the upper classes are denied the opportunity for free expression and for developing the power of connected and continuous speech. As a matter of fact every lesson should afford this opportunity, and neglect in this respect deprives the pupils of the readiest means to fluency and naturalness in their written work. "Composition cannot be regarded merely as a subject. It is a measure of all that has been truly learnt, and of the habits of mind which have been formed. In fact, the capacity for self-expression is essentially the measure of the success or failure of a school, at any rate, on the intellectual side. If the habit of merely perfunctory or artificial writing is allowed to usurp its place the avenues to mental development will have been partly closed."

Writing.—In schools where the subject is satisfactorily taught the writing of the pupils is generally good; in many instances it is excellent. In many schools the copybook is discarded, and the writing is taught entirely from the blackboard with good results. There is a tendency, however, to sacrifice speed and ease of movement to copybook neatness. In schools where the writing is of inferior quality it is felt that there is little real teaching of the subject, the method being to hand out the copybooks and to allow the pupils to get along as best they can. Incorrect posture of the body and incorrect methods of holding the pen or pencil are frequently observed.

Geography and Nature-study.—In a very fair proportion of the schools there is an intelligent treatment of the subject; in quite a number of schools, however, the results cannot be regarded as particularly satisfactory. Insufficient use is made of maps, atlases, newspapers, and of the globe; and direct observation on the part of the pupils is not properly appealed to. The schemes of work and the programmes of the work actually covered are frequently uninspiring.

Arithmetic.—Generally speaking, the subject is taught very satisfactorily in many of the schools, and in a fair proportion of them it is well taught. There are, however, too many schools where the work is poor—a result due not to the inability of the pupils to make progress, as many of the teachers would lead one to believe, but rather to the inefficiency of the teaching. In the preparatory divisions the composition of numbers is generally well dealt with, and in a large number of the schools the proficiency of the children is distinctly creditable. It appears necessary, however, to remind quite a number of teachers that the aim and purpose of their teaching, as far as the preparatory divisions and S1 are concerned, should be to ensure that the pupils, according to their stages of progress, acquire by concrete methods a thorough grasp and mastery of the first hundred numbers, and the power of working mentally questions involving the use of the four processes. In S1 the pupils should be called upon to explain orally the various operations they perform.

A thorough knowledge of the numbers referred to necessarily includes all the arithmetical facts contained in what is known as "tables." The tendency to set the children in these classes to work "sums" must be avoided; in the higher classes they will have ample opportunities for working sums, as they are called. The importance of mental and oral arithmetic in all classes is again stressed, as many teachers still fail to realize that upon its proper treatment the proficiency of the pupils in arithmetic largely depends.

Physical Instruction.—In schools where the value and importance of this subject are fully realized good results are achieved. In regard to organized games, attention has again to be drawn to their comparative neglect in quite a number of schools. In some quarters the only attention organized games receive is during the period of physical instruction. This is not the correct attitude, for such attention should extend to the periods of recreation which the pupils enjoy out-of-doors. It is evident that in some instances the teachers busy themselves with their own concerns during those periods, and the pupils are left to their own devices. A much wider interpretation of "supervision" is necessary. All schools have been supplied with manuals of instruction, and it is expected that they will be thoroughly studied. In several districts competitions among schools have been organized, and much enthusiasm is displayed by the schools which take part. In the Hokianga district there is an annual sports fixture in which all schools, public and Native, may take part. In a recent sports meeting held at Rawene the Waima Native School was again successful in winning the banner. This result was due to good organization and the training of the pupils in their games. On the East Coast there is a football organization which arranges matches among the schools in the Waiapu district. In that district some years ago it was the custom to hold a large sports gathering annually, but owing to some unfortunate dispute the annual gathering was abandoned. An effort should be made by the teachers, in the interests of the schools, to revive the sports gathering.

Singing.—This subject continues to receive very satisfactory attention indeed in our best schools, where it is a pleasure to listen to the singing of the children. In many schools, however, the singing of the pupils indicates a very indifferent treatment of the subject. The schemes of work presented are frequently valueless. Without some definite aim on the part of the teacher it is quite impossible for any real proficiency in the subject to be made by the pupils. Such matters as ear-training, sight reading, and voice-training, although they should form part of every lesson, are much neglected. With regard to sight reading, it is necessary to point out that in so far as the pupils are unable to read simple music at sight by the time they leave school their elementary musical education is incomplete. In many schools the number of songs learned by the pupils is much smaller than it should be, and it is found that the same songs are repeated year after year. The learning by the pupils of as many good songs as possible during the year should be the aim of the teacher, so that with a large stock of such songs the pupils may be able to sing for the pure joy of singing. The need for a sweet musical tone should be impressed on the children, and to this end the tendency to sing loudly should be counteracted.

Handwork: Elementary Manual Training.—In all schools several forms of this training are taken, such as paper-folding, paper cutting and mounting, carton-work, plasticine and cardboard modelling. In most schools the work is done very well, and quite interesting displays of the children's handwork are presented for inspection.

Drawing.—In a large number of schools very creditable work is done in nature drawing, drawing from fashioned objects, brushwork, and crayon-work. The remarks made in last year's report about object-drawing are more or less still applicable to a comparatively large number of schools. It is satisfactory to note that blackboard drawing by the pupils is receiving an increased amount of attention. It is also worthy of note that from quite a large number of schools pupils have been successful in competitions arranged in various centres for the pupils of primary schools; and both the teachers and the pupils are to be congratulated upon their success in this direction.

In *sewing*, the work of many schools continues to be excellent in quality, and it is quite a pleasure to inspect and examine the handicraft of the girls in this subject. Many schools make an excellent display, and it is very evident that the girls show much interest and pride in their work. This attitude on the part of the girls is the result of the enthusiasm of the teacher in this branch of her work. A large number of schools possess machines which have been supplied by the Department at one time or another, and the girls are instructed in their use. It is quite refreshing to record that in one or two schools the teachers, recognizing the importance of this subject, and realizing the convenience and value of a sewing-machine for school purposes, have succeeded by local effort in providing a machine for their pupils. In those schools where the sewing is well taught the girls learn to use patterns, by means of which they cut out garments for themselves and other members of their families. The parents usually supply the materials; in some cases they empower the teacher to purchase the material, and in this way to better advantage; and in other cases the teachers supply the material, the cost of which is refunded by the girls who make the garments, or by some one else who is prepared to take them. The practice in some schools where the girls make articles for the teacher is one which for obvious reasons should be avoided. In many of our more important schools the girls wear a uniform which they have made as part of their work, and of which they are deservedly proud. The effect of this uniform on the girls is striking. In a number of schools the instruction in the subject is of poor quality.

Domestic Duties.—In the report for last year, and indeed in the reports for many years back, the opinion was expressed that this aspect of a Maori girl's training and education deserved very close attention from our teachers, and that it was essential that some provision should be made in all schools in some way or other for instruction and for practical work in cookery and general housewifery. The opinion was further expressed that since the importance and value of such training were recognized by the teachers themselves, perhaps more clearly than by most people, those with a

genuine desire to avail themselves of the opportunity of imparting instruction of such real practical value to the girls would find, in spite of difficulties, imaginary or real, ways and means of doing so. It is to be regretted that it is not possible to record any material advance in this direction, and it can only be concluded that in those schools where there is no such instruction the teachers are neglecting a plain duty. Very fine results are achieved in a number of schools, the teachers of which are to be highly commended for their efforts. It seems necessary to state that in estimating the educational attainments of pupils credit is certainly given for proficiency in a subject such as domestic duties for girls, and woodwork and agriculture for boys. The value of this instruction to the girls in the village schools is all the more important as only a comparatively few of them proceed to the boarding-schools where prominence is given to the subject.

Woodwork.—The number of schools where this valuable form of training is carried out is not large, but where workshops have been established satisfactory work is generally done. The boys are taught the care and use of the ordinary workshop tools, and as early as possible they begin to make useful articles either for themselves or for their parents. The cost incurred by the Department, once a workshop is established, is not great, the only expense being the payment for the instruction. As far as the cost of timber is concerned, the workshop is practically self-supporting, since there is little or no difficulty in disposing of the articles made. In one or two schools the instruction is not of a high standard—a state of affairs that might be expected from the unsatisfactory condition in which the tools are kept. The proper care of the tools is a most important part of the training, and where this is not adequately provided for the teacher in charge of a workshop lacks one of the first qualifications that are required. The drawing-work, so necessary with this form of instruction, cannot be described as always satisfactory. Woodwork as a form of industrial training is one which is peculiarly suitable for Maori boys, and no doubt it would be a good thing if it were carried out in a much larger number of our village schools. There are, however, many difficulties in the way which prevent its extension, and these are apparently not always realized. In the first place, very few indeed of our male teachers are competent to give efficient instruction in the subject. Then, there is the expense involved in building workshops. Again, many of our schools are under the charge of women. Consequently, since it is a *sine qua non*, as far as schools remote from manual-training centres are concerned, that the instruction in woodwork must be undertaken by a member of the staff of a school, any pronounced progress in this direction will depend upon securing for vacancies that may arise teachers of practical ability and capable of giving instruction in woodwork. Under present financial conditions it is not likely that the question of erecting any more workshops will be considered by the Department. In several localities where there are large schools it might be possible for teachers who are keen in their desire to see this form of training introduced to initiate and organize local effort in the direction of building a suitable workshop, in which case it is fairly certain that the Department would recognize such local effort by providing the necessary tools, benches, and supplies of timber for the use of the pupils. The pupils from several village schools within fairly easy reach of manual-training centres have an opportunity of attending the woodwork class.

Elementary Practical Agriculture.—This important subject receives attention with varying degrees of success in a large number of schools. In a fairly large proportion of these the work is excellent, but in a considerable number the work is of indifferent or poor quality. In a number of schools the subject is practically neglected altogether. The following schools deserve special mention for the quality of the instruction in this subject and for the results achieved: Whakarewarewa, Pukepoto, Te Waotu, Parawera, Kaikohe, Matangirau, Te Kaha, Poroporo, and Wharekahika. For some years past classes in agriculture have been established in many schools, and these schools have been visited by instructors in agriculture, who have inspected the work and given advice to the teachers. In most instances the reports received by the Department have been of a distinctly favourable nature. The system has been explained in previous reports, but in view of the misconception still existing in the minds of some teachers it becomes necessary to explain it once more. The Department, with the object of fostering and extending as far as possible the instruction, made arrangements for the inclusion, in the Auckland Education Board's scheme of agricultural instruction, of such Native schools as gave promise by the work they had already done that the establishment of a class would be a success. Only in schools approved of by the Department are classes established. The arrangement secures the supervision and advice of the instructors, whose reports are forwarded to the Department. The teachers naturally take their instructions from the experts. Classes for teachers were held in various centres where instructors were available for the purpose of assisting the scheme. The scheme, however, was not confined to schools where the teachers had attended classes, nor was it applied to all such schools. Some of the best work is done in schools which have not been visited by the experts, and where the teachers have not attended special classes. The teachers have simply tackled the subject, and persevered until success attended their efforts.

As was pointed out in last year's report, school flower-gardens and the beautification of the school-grounds—highly desirable works in themselves and worthy of every commendation—must not be regarded as substitutes for instruction in agriculture or meeting the requirements therein. The school-garden should be quite apart from the teacher's own garden, in order that there may be no suggestion that the pupils' instruction and labour are being utilized to supply garden-products for the teacher's use. The practice of extending the work of the school-garden to the homes is being taken up in several schools with very satisfactory results. It is proposed in one school to form an agricultural club, the object of which will be to encourage the pupils by means of exhibitions of home products and by competitions to put to practical use the instruction they receive at school. It is hoped by this means to arouse the interest of the parents in the matter and to include them eventually in the competitions. This method of linking up the school-work with the activities and interests of the home is recommended to the teachers as worthy of adoption.

Training in Industrial Occupation.—The importance of this form of education for the pupils of village schools and of secondary schools, though it has been stressed year after year in the annual reports, accounts for the more extended reference than usual in the preceding paragraphs. The subject has been exercising the minds of the teachers, and has been discussed, it is satisfactory to note, at the annual conferences. Any form of industrial training additional to the forms already mentioned will be welcomed from teachers who are competent to undertake it, for in any further progress that is to be made it is evident that the chief factor must be the teacher. It is, however, felt that for a great many of the teachers the subject has merely an academic interest. The comparative failure in many schools to utilize elementary agriculture as a subject providing a useful practical training is suggestive of a lack of honest endeavour in this respect. While the possibilities of the value and benefit of industrial training are undoubted, it is fairly certain that in itself industrial training is not a panacea for all the delinquencies that are laid at the door of the Maori as far as his inclination or disinclination to work is concerned. The natural indolence of the Maori arises to a large extent from the fewness of his needs, the comparative ease with which they are satisfied, and his limited outlook upon life; and it is just as foolish to imagine that the Maori, given an industrial training, will automatically take to regular work, as it is to imagine that his white brother, freed from economic necessity, will continue to engage in work that is no longer necessary to earn a living. When economic necessity becomes a greater factor in the life of the Maori he will be driven to regular and constant employment, from which he will learn to appreciate the material benefits to be thus derived; and if this economic necessity is brought about by ambitions and by higher ideals that have been implanted within him regarding the need for a higher standard of living and comfort—the need for better living-conditions, better houses and furniture, better food and clothing for his family, better realization of the importance and value of the healthy upbringing of his children—he will be more likely to engage in regular and constant employment, and thus become a more useful member of the community. His education, therefore, in addition to an industrial training that he can turn to practical advantage, must give him a wider outlook and implant within him ideals and ambitions that will serve as an incentive to advancement and progress.

SECONDARY EDUCATION.

Various institutions the purpose and aim of which are to provide a form of secondary education for Maori boys and girls have been established by religious bodies in different parts of the Dominion. These institutions are—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, Christchurch; St. Stephen's Boys' School, Auckland; Waerenga-a-hika College, Gisborne; Te Aute College, Hawke's Bay; Hikurangi College, Carterton; and Otaki College, Wellington. The schools mentioned being really continuation schools, their existence affords the Government the opportunity of securing by means of free places or scholarships a further educational course or pupils selected principally from Native village schools. Scholarships are tenable at all of the schools mentioned above, with the exception of Hikurangi and Otaki Colleges. At the end of the year there were in attendance at the schools 258 boys and 230 girls, a total of 488 pupils. Of this total, fifty boys and sixty-two girls were holders of scholarships. One Maori girl attending the Christchurch Girls' High School was also a scholarship-holder.

The course of work followed in these schools is designed to provide as far as possible a training in such manual occupations as are considered likely to be of benefit to the pupils upon their return to their own settlements. The principal feature of the work in the girls' schools is the instruction in general domestic duties—cookery, sewing and dressmaking, including the cutting-out of garments, laundry-work, preparation of food for the sick and for infants, home nursing and first aid, and gardening. In the boys' schools the principal manual occupations are woodwork and elementary practical agriculture. In regard to agriculture it is very satisfactory to note that at Te Aute College a farm of 600 acres is now being worked in conjunction with the college, and that the upper boys, in addition to the work in their own gardens and experimental plots, receive a practical training in work connected with farming operations.

The results of the inspection of the secondary schools indicate that good work is being done. In one or two of the schools where the scholars return to school for a third and even a fourth year the more capable pupils are prepared and entered for the Public Service Entrance Examination. At the last examination quite a satisfactory number of the candidates were successful. At Te Aute College selected boys who return after passing the Public Service Examination may be prepared for Matriculation.

Many of the girls on leaving the schools find employment as junior teachers in the village schools; others take up nursing. At the present time there are over thirty-eight Maori girls engaged in teaching, some of whom have upwards of ten years' service.

In all the schools referred to such matters as personal hygiene and health knowledge receive special attention, and a visitor to the schools cannot fail to be impressed with the fine appearance of the scholars, who are evidently well cared for. The authorities of the schools are fortunate in having in their service as teachers men and women who take a keen and sympathetic interest in their scholars as far as their moral, intellectual, and physical welfare is concerned.

SCHOLARSHIPS, ETC.

Scholarships or junior free places, tenable at such of the boarding-schools referred to in the foregoing section as provide a suitable course of instruction for Maori scholars, are awarded to pupils of Native village schools and other schools who have reached a certain standard of attainment

and are regarded as worthy of an extended course of education. Of the 153 scholarships available there were current during the year 113.

Senior scholarships (limited in number) are provided for scholars who have undergone a two-years course in one of the Maori secondary schools. They take the form of (1) industrial, or (2) agricultural scholarships for boys, and (3) nursing scholarships for girls. In connection with the industrial scholarships or apprenticeships no applications were received during the year. The opportunity thus afforded of learning a trade evidently does not appeal to the Maori lads, who recognize, it must be inferred, that the pursuit of such trade or calling thus acquired involves practically complete separation from their people and the settlements to which they belong. The great majority of them prefer to return to their own settlements; and since they have had during their two-years course industrial training in woodwork and elementary agriculture they should be able to engage in some useful work. With regard to agricultural scholarships, not much success has attended the scheme hitherto. Provision has now been made, under amended regulations, for agricultural scholarships to be held at Te Aute College, where the holders will devote practically the whole of their time to agricultural work, including a training and practice in work connected with a farm. Two such scholarships (senior) have been awarded to two lads from Te Kaha who have shown themselves keenly interested in agriculture, and who did very satisfactory work during the tenure of their ordinary Government scholarships.

Nursing Scholarships, as senior scholarships, are provided for suitably qualified girls who wish to become nurses and eventually work among their own people. The girls are selected principally from those who have spent at least two years at one of the secondary schools. Better results have been achieved by this form of senior scholarship than from the other forms, as a very satisfactory number of girls have succeeded in qualifying as nurses, and are now at work in the field and doing well. At the end of the year there were three girls in training—one probationer at Waikato Hospital, and one probationer and one day pupil at Napier Hospital. During the current year arrangements are to be made to place a day pupil at Napier and two day pupils at Otaki Hospital. The Hospitals Department assists the Department in carrying out the nursing scheme by finding places for the Maori girls. District nurses also give assistance in securing places in hospitals for Maori girls, quite apart from the Department's scheme, and it is thus satisfactory to learn that the number of girls in training is comparatively large.

University Scholarships.—During the past year two of these scholarships were current—one in electrical engineering and one in law. The students are attending Canterbury College. An application for a University scholarship has been received from a Maori student who has already begun his medical course at Otago University.

Te Makarini Scholarships.—These scholarships, which are tenable at Te Aute College, and are of the annual value of £35, are provided from a private bequest. The examination is conducted by the Department. For the year 1921 two scholarships were offered for competition—one senior and one junior. The junior scholarship is open to competition among candidates from Native village schools; the senior scholarship is open to Maori lads from any school. For the senior scholarship there were seventeen candidates—six boys from St. Stephen's School, Auckland, ten from Te Aute College, and one from Wharekahika Native School; and for the junior scholarship there were five candidates—three from Whakarewarewa Native School, one from Wharekahika Native School, and one from Rangiahua Native School. The senior scholarship was awarded to Puhani Waretini, of Te Aute College, and the junior to Wharewhiti Cotter, of Rangiahua Native School. In this examination it is satisfactory to note the increased number of candidates for the senior scholarship. The number, however, that competed for the junior scholarship was disappointingly small, and it is to be regretted that the explanation of this can be found only in the apathetic interest of the teachers in the matter. It is ridiculous to suppose that the village schools cannot produce more than five candidates for this examination.

Buller Scholarship.—This scholarship, of the annual value of £30, and tenable for one year at Te Aute College, is also provided for by a private bequest. It is open for competition amongst lads who are predominantly Maori, half-castes being ineligible. The examination, which is of a somewhat higher standard than that prescribed for the Senior Makarini Examination, is also conducted by the Department. Twelve candidates presented themselves for the examination, five from St. Stephen's School, Auckland, and seven from Te Aute College. The candidate who gained the highest marks in the examination was Puhani Waretini, of Te Aute College. This lad also stood highest on the list in the Te Makarini Scholarship Examination, which scholarship he elected to take, the Buller Scholarship being accordingly awarded to Taimuri Rapana, of St. Stephen's School. The increase in the number of candidates for this scholarship is gratifying.

CONCLUSION.

An Inspector of Native Schools in his annual visits to the schools in the various Maori settlements has no doubt a unique opportunity of observing the conditions under which the people live, and of noting indications of their progress and advancement. His visits are regarded as of much local interest, and the people, as a rule, are anxious to hear what he has to say regarding their schools and their children, also regarding other matters in which they are concerned. They are keenly interested in hearing how the Maoris in other parts of the Dominion are progressing, and in this way they are often urged not to fall behind in the general progress of the race. There is little doubt that the race, generally speaking, is making steady progress, and the manner in which they are engaging in different kinds of work, such as dairying, ordinary farming, and sheep-farming, is evidence of this. There is also a desire in many places to improve the conditions of living. It is gratifying to those who take an interest in the welfare and advancement of the Maori to learn that the recent census reveals the fact that the

gradual decline in the population so noticeable for many years has been arrested, and that an increase on the previous census is shown. This evidence is supported by the number of Maori children in attendance at the schools, both Native and public, which shows a very substantial increase on the number attending, say, five years ago. Probably never in the history of Native schools has the Department had so many requests for increased accommodation in Native schools. Moreover, inquiries in the various settlements show that there are large numbers of children under school age. Hitherto the serious mortality of infants and young children has been a strong contributing factor in the decline of the population; the improvement in this respect, although still far from satisfactory, no doubt accounts largely for the results of the census. The gradual improvement in the living-conditions of the people, the activity of the Health Department, the work of the nurses, and the efforts of the Native-school teachers have contributed largely to the reduced mortality of the children. The work of the great majority of the teachers in their endeavours to promote the welfare and advancement of the people is deserving of all praise, and they are urged to continue their campaign among the people for better housing-conditions, better sanitary conditions, better attention on the part of the parents to the proper feeding and clothing of their children. It is to be regretted that one of the most demoralizing influences at work is the amount of drunkenness that is rife in many settlements. The Maoris appear to be able to obtain with comparative ease supplies of liquor for their tangis and for other meetings. In this demoralizing work pakehas assist, usually for the profit attached to their nefarious business. The education of the people in all these matters largely devolves upon the teachers, and should they go about their work in a half-hearted way, not only the children, but the parents and the settlements as a whole, will show a lack of ambition. The work of a teacher in a Maori settlement provides a wide field for community service, and it is most satisfactory to know that the great bulk of the teachers are keenly alive to this aspect of their work. The Maori race, notwithstanding the doctrine of the survival of the fittest, has a place in the economic scheme of things. "The people are entitled to their place in the sun, and it is the bounden duty of the dominant race to lead them to it, gently if possible, firmly if necessary, but at all times patiently."

I have again to acknowledge the services of Mr. G. Henderson in connection with the work of examining and inspecting the schools.

I have, &c.,

The Director of Education, Wellington.

JNO. PORTEOUS,
Senior Inspector of Native Schools.

No. 3.

DETAILED TABLES.

Table H1.

NATIVE SCHOOLS AND TEACHERS.

LIST OF NATIVE VILLAGE SCHOOLS AND THE NAMES, CLASSIFICATION, POSITION, AND EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1921.

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 Staff.	Classification.	Position in School.	Annual Rate of Payment, including Lodging-allowance.
							£ s. d.
Ahipara ..	Mongonui ..	III B	73	Williams, Joseph W. ..	..	H M	340 0 0
				Williams, Mary G. (Mrs.) ..	..	A F	175 0 0
Arowhenua ..	Geraldine ..	III A i	36	Williams, Kathleen M. Le C. ..	..	A F	85 0 0
				Bremner, Hannah A. A. ..	D	H F	360 0 0
Hiruharama ..	Waiapu ..	III A i	55	Bremner, Esther P. N. N. ..	D	A F	205 0 0
				Lee, John B. ..	Lic.	H M	310 0 0
				Lee, Elizabeth E. (Mrs.) ..	..	A F	175 0 0
				Lee, Sophie E. ..	..	A F	75 0 0
Horoera ..	East Cape ..	II i	21	Burley, Joseph W. ..	..	H M	220 0 0
				Burley, Elsie L. K. (Mrs.) ..	..	A F	75 0 0
Huiarau ..	Urewera ..	III A i	40	Monfries, Abigail ..	D	H F	320 0 0
				Tweed, Sarah E. ..	..	A F	200 0 0
Kaikohe ..	Bay of Islands	III B	117	Grace, Charles W. ..	D	H M	390 0 0
				Guerin, Nellie ..	..	A F	155 0 0
				Erimana, Mere te R. ..	..	A F	115 0 0
				Paraire, Emere ..	..	A F	95 0 0
Kakanui ..	Helensville ..	I	18	Geissler, Aimee M. ..	..	F	200 0 0
Karakanui ..	Otamatea ..	II i	23	Wykes, Elva H. ..	..	F	170 0 0
Karetu ..	Bay of Islands	II i	24	Padlie, Florence ..	..	H F	210 0 0
				Padlie, Lucy ..	..	A F	75 0 0
Karioi ..	Waimarino ..	I	18	Gillespie, Mary D. (Mrs.) ..	..	F	170 0 0
Kenana ..	Mongonui ..	II i	25	Johnson, Ida V. C. (Mrs.) ..	C	H F	320 0 0
				(Assistantship vacant.)	..	..	..
Kirioko ..	Bay of Islands	III A i	40	Grahame, Bruce ..	Lic.	H M	310 0 0
				Grahame, Mabel (Mrs.) ..	..	A F	165 0 0
Kokako ..	Wairoa ..	III A i	37	Alford, Edward H. M. ..	..	H M	300 0 0
				Alford, Florence (Mrs.) ..	..	A F	175 0 0
Manaja ..	Coromandel ..	III A i	39	Greensmith, Edwin ..	D	H M	370 0 0
				Greensmith, Isabella C. (Mrs.) ..	..	A F	175 0 0
Mangamaunu ..	Kaikoura ..	I	11	Barnes, Ellen L. (Mrs.) ..	..	F	200 0 0
Mangamuka ..	Hokianga ..	III A i	41	Cameron, Duncan ..	D	H M	350 0 0
				Cameron, Margaret (Mrs.) ..	..	A F	165 0 0
Mangatuna ..	Waiapu ..	III A ii	59	Scammell, William H. ..	..	H M	320 0 0
				Scammell, Agnes E. (Mrs.) ..	..	A F	165 0 0
				Harding, Elizabeth L. ..	..	A F	110 0 0
Manutahi ..	Waiapu ..	III A ii	84	Black, William ..	D	H M	360 0 0
				Black, Sarah (Mrs.) ..	..	A F	155 0 0
				Nicol, Jessie L. ..	..	A F	130 0 0
				Green, Mahora ..	..	A F	110 0 0
Maraeroa ..	Hokianga ..	III A i	45	Hulme, Maggie (Mrs.) ..	..	H F	320 0 0
				Hulme, Russell H. ..	..	A M	165 0 0
Matangirau ..	Whangaroa ..	III A i	36	Patience, Frederick ..	D	H M	360 0 0
				Patience, Evelyne G. (Mrs.) ..	..	A F	165 0 0
Mataora Bay ..	Ohinemuri ..	I	10	Hall, Annie E. ..	..	F	200 0 0
Matapihi ..	Tauranga ..	III A i	43	Clark, Catherine E. (Mrs.) ..	E	H F	340 0 0
				Clark, Herbert E. ..	..	A M	165 0 0
Matata ..	Whakatane ..	III A i	51	Walker, Henry M. ..	D	H M	350 0 0
				Walker, Ethel C. (Mrs.) ..	..	A F	165 0 0
Matihetihe ..	Hokianga ..	II ii	30	Minchin, Zara ..	D	H F	290 0 0
				Matini, Ratareria ..	..	A F	150 0 0
Maungatapu ..	Tauranga ..	III A i	52	Roach, Patrick ..	C	H M	370 0 0
				Roach, Ruby (Mrs.) ..	..	A F	165 0 0
Moerangi ..	Raglan ..	II i	22	Rayner, Henry H. ..	..	H M	260 0 0
				Rayner, Flora (Mrs.) ..	..	A F	95 0 0
Motatau ..	Whangarei ..	III A i	39	Percy, Henry C. ..	..	H M	270 0 0
				Percy, Juanita E. (Mrs.) ..	D	A F	215 0 0
Motiti Island ..	Tauranga ..	II i	18	Clench, Charles M. ..	..	H M	260 0 0
				Clench, Mary I. (Mrs.) ..	..	A F	95 0 0
Motuti ..	Hokianga ..	II i	23	Leef, Kathleen ..	..	H F	260 0 0
				(Assistantship vacant.)	..	..	..
Nuhaka ..	Wairoa ..	III B	91	South, Moses ..	E	H M	380 0 0
				South, Emma S. (Mrs.) ..	..	A F	175 0 0
				Roseveare, Ethel A. ..	D	A F	210 0 0
				Paulger, Irene D. ..	..	A F	100 0 0

Table H1—continued.

LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position in School.	Annual Rate of Payment, including Lodging-allowance.		
							£	s.	d.
Ohacawai ..	Bay of Islands	IIIA ii	52	Young, James ..	B	H M	350	0	0
				Young, Alice G. A. (Mrs.) ..	C	A F	215	0	0
Okautete ..	Masterton ..	I	10	Te Haara, Louisa ..		A F	75	0	0
Omaio ..	Opotiki ..	IIIA ii	57	Ward, Violet ..		F	200	0	0
				Coughlan, William N. ..		H M	320	0	0
				Coughlan, Isabella A. M. (Mrs.) ..		A F	165	0	0
Omanaia ..	Hokianga ..	IIIA i	58	August, Mocawa ..		A F	110	0	0
				Nisbet, Robert J. ..	Lic.	H M	310	0	0
Omarumutu ..	Opotiki ..	IIIA ii	67	Nisbet, Janet (Mrs.) ..		A F	175	0	0
				MacKay, Gordon ..	D	H M	360	0	0
				MacKay, Jane (Mrs.) ..		A F	165	0	0
				Small, Roberta ..		A F	110	0	0
Oparure ..	Waitomo ..	IIIA ii	56	Timbers, Arthur D. ..	D	H M	360	0	0
				Timbers, Joaquina Q. (Mrs.) ..		A F	165	0	0
Opoutere ..	Thames ..	II ii	27	Grindley, George ..	Lic.	H M	290	0	0
				Grindley, Catherine (Mrs.) ..		A F	115	0	0
Orauta, ..	Bay of Islands	IIIA i	36	Kelly, Felix ..	D	H M	360	0	0
				Hakaraia, Victoria ..		A F	200	0	0
Oromahoe ..	Bay of Islands	II ii	30	Jefferis, Jessie (Mrs.) ..	C	H F	260	0	0
				Brown, Mary ..		A F	130	0	0
Oruanui ..	East Taupo ..	II ii	29	Miller, Ethel (Mrs.) ..	E	H F	260	0	0
				Miller, David W. ..		A M	95	0	0
Otangaroa ..	Whangaroa ..	I	15	Matthews, Emily ..		F	200	0	0
Otaua ..	Hokianga ..	IIIA ii	51	Smith, Leonard H. ..		H M	320	0	0
				Smith, Phoebe M. (Mrs.) ..		A F	165	0	0
				Pouri, Makere ..		A F	110	0	0
Otukou ..	Taupo ..	I	19	Hayman, Frederick J. ..		M	230	0	0
Owhataiti ..	Whakatane ..	IIIA i	37	Gibbons, Elizabeth M. L. ..		H F	300	0	0
				Ramsay, Eileen ..		A F	190	0	0
Paeroa ..	Tauranga ..	IIIA i	38	Baker, Frances E. E. ..		H F	360	0	0
				Baker, Henrietta A. ..		A F	175	0	0
Pamapurua ..	Mongonui ..	II ii	28	Murray, James ..		H M	210	0	0
				Williams, Susannah G. (Mrs.) ..		A F	95	0	0
Pamoana ..	Waimarino ..	II i	18	Robinson, George ..		H M	260	0	0
				Robinson, Ethel A. (Mrs.) ..		A F	95	0	0
Papamoa ..	Tauranga ..	II i	32	Lundon, Clara J. ..		H F	300	0	0
				Hennessey, Ellen M. ..		A F	130	0	0
Paparoro ..	Mongonui ..	IIIA ii	65	Dane, Hilda E. I. (Mrs.) ..		H F	320	0	0
				Dane, William M. ..		A M	165	0	0
				Richards, Lottie B. ..		A F	75	0	0
Parapara ..	Mongonui ..	II i	24	Church, Lilian ..		H F	260	0	0
				Clough, Elizabeth J. ..		A F	120	0	0
Parawera ..	West Taupo	IIIA i	44	McKenzie, Kenneth ..	C	H M	360	0	0
				McKenzie, Beatrice (Mrs.) ..		A F	165	0	0
Parikino ..	Wanganui ..	II i	17	Kidd, Wilfred W. ..		H M	240	0	0
				Kidd, Isabella A. (Mrs.) ..		A F	155	0	0
Pawarenga ..	Hokianga ..	IIIA ii	52	Lloyd, Kate B. ..	Lic.	H F	330	0	0
				Matini, Roharima ..		A F	190	0	0
				Tahana, Isabella ..		A F	110	0	0
Pipiriki ..	Wanganui ..	IIIA ii	51	Jarratt, Herbert ..	C	H M	350	0	0
				Jarratt, Emily E. (Mrs.) ..		A F	155	0	0
				Churton, Elena ..		A F	85	0	0
Poroporo ..	Whakatane ..	IIIA ii	61	Ryde, Henry J. ..		H M	370	0	0
				Ryde, Emma G. (Mrs.) ..		A F	165	0	0
				Saunders, Eveline M. ..		A F	110	0	0
Pukchina ..	Rotorua ..	II ii	33	Burgoyne, Annette ..		H F	280	0	0
				Burgoyne, Constance ..		A F	125	0	0
Pukepoto ..	Mongonui ..	IIIA ii	61	Clark, Olive J. M. (Mrs.) ..	B	H F	370	0	0
				Clark, William M. ..		A M	165	0	0
				Robson, Winnie ..		A F	85	0	0
Rakaumanga ..	Waikato ..	IIIA i	53	Hyde, Alfred E. ..		H M	270	0	0
				Hyde, Louisa R. (Mrs.) ..		A F	155	0	0
Rakaunui ..	Kawhia ..	I	9	Cowern, Mirama L. ..		F	180	0	0
Ranana ..	Rotorua ..	IIIA ii	69	England, Walter ..	C	H M	360	0	0
				England, Eva E. (Mrs.) ..		A F	165	0	0
Rangiahua ..	Waioa ..	II i	26	Harlow, Wilhelmina ..	D	H F	280	0	0
				Williams, Mabel ..		A F	110	0	0
Rangiawhia ..	Mongonui ..	I	20	Taua, Ramari ..		F	200	0	0
Rangitahi ..	Whakatane ..	IIIA ii	34	Jamison, Mary ..		H F	320	0	0
				Mauriohooho, Sarah ..		A F	200	0	0
Rangitukia ..	Waiapu ..	IIIB	101	Gracie, Thomas ..	Lic.	H M	320	0	0
				Gracie, Mary S. L. ..		A F	165	0	0
				Wareham, Agnes (Mrs.) ..		A F	150	0	0
				Tuhaka, Harete ..		A F	95	0	0
Rangiwaia (side school to Te Kōtuitukū).									
Raukokore ..	Opotiki ..	IIIA i	43	Saunders, William S. ..		H M	300	0	0
				McLachlan, Linda ..		A F	200	0	0

Table H1—continued.

LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position in School.	Annual Rate of Payment, including Lodging-allowance.
							£ s. d.
Reporua ..	Waiapu ..	II ii	22	Clarke, Rosa	D	H F	310 0 0
				Horimete, Janie .. ..	..	A F	150 0 0
Ruatoki ..	Whakafane ..	III B	85	(Headmastership vacant).	..	..	..
				Mahoney, Harriet I. (Mrs.)	..	A F	245 0 0
				Mahoney, F. N. L. .. ..	..	A F	165 0 0
				Trainor, Violet .. ..	..	A F	110 0 0
Taemaro ..	Mongonui ..	II i	25	Morris, Margery M. (Mrs.)	D	H F	270 0 0
				Morris, David O. .. ..	..	A M	115 0 0
Taharoa ..	Kawhia ..	II ii	34	Seivewright, Alexander C.	..	H M	220 0 0
				Seivewright, Clara (Mrs.)	..	A F	105 0 0
Takahiwai ..	Whangarei ..	III A i	38	Woodley, Frederick T. ..	..	H M	290 0 0
				Woodley, Georgina (Mrs.)	..	A F	155 0 0
Tangoio ..	Wairoa ..	II ii	36	Arthur, Cyril L. .. ..	..	H M	270 0 0
				Arthur, Ethel (Mrs.) ..	..	A F	115 0 0
Tanoa ..	Otamatea ..	I	17	Woodhead, Ambler	D	M	320 0 0
Tautoro ..	Bay of Islands	II ii	33	Oulds, George F. .. ..	..	H M	230 0 0
				Oulds, Agnes W. (Mrs.) ..	..	A F	115 0 0
Te Ahuahu ..	Bay of Islands	III A i	32	Sullivan, Andrew J. .. ..	..	H M	360 0 0
				Sullivan, Martha A. A. (Mrs.)	..	A F	165 0 0
Te Araroa ..	Waiapu ..	III B	101	Whitehead, Admiral	D	H M	390 0 0
				Whitehead, Rachel E. (Mrs.)	..	A F	185 0 0
				Puha, Henri te Ao .. ..	..	A F	115 0 0
				Black, May .. ..	..	A F	75 0 0
Te Hapua ..	Mongonui ..	III A ii	59	Vine, Henry G.	D	H M	400 0 0
				Vine, Winifred M. (Mrs.)	..	A F	185 0 0
				Vine, Effie L. .. ..	..	A F	165 0 0
Te Haroto ..	Wairoa ..	II ii	30	Harper, Leslie M. (Mrs.)	..	H F	220 0 0
				Harper, Charles A. E. ..	..	A M	115 0 0
Te Horo ..	Whangarei ..	II ii	28	Goldsbury, Hugh	D	H M	280 0 0
				Goldsbury, Annie J. (Mrs.)	..	A F	95 0 0
Te Kaha ..	Opotiki ..	III A ii	62	Cato, Anson H. .. ..	..	H M	320 0 0
				Cato, Netty F. L. (Mrs.)	..	A F	165 0 0
				Waititi, Annie .. ..	..	A F	110 0 0
Te Kao ..	Mongonui ..	III A ii	57	Watt, Archibald H. .. ..	..	H M	320 0 0
				Watt, Bertha F. (Mrs.) ..	..	A F	165 0 0
				Walker, Lizzie .. ..	..	A F	85 0 0
Te Kotukutuku (30) and Rangiwaea (side school) (16)	Tauranga ..	III A i	46	Dale, Francis A.	C	H M	370 0 0
				Dale, Florence E. (Mrs.)	C	A F	225 0 0
				Callaway, Elizabeth .. ..	..	A F	200 0 0
Te Mahia ..	Wairoa ..	III A i	40	Handcock, Georgina	D	H F	360 0 0
				Handcock, Martha A. ..	..	A F	165 0 0
Te Matai ..	Tauranga ..	III A i	31	Godwin, Horace P. E. ..	..	H M	300 0 0
				Blathwayt, Ellen E. C. ..	..	A F	200 0 0
Te Pupuke ..	Whangaroa ..	III A i	43	Airey, Hubert B. .. ..	..	H M	270 0 0
				Airey, A. C. (Mrs.) .. ..	..	A F	155 0 0
Te Rawhiti ..	Bay of Islands	II ii	26	Barnett, David	Lic.	H M	290 0 0
				Barnett, Sarah H. (Mrs.)	..	A F	115 0 0
Te Reinga ..	Cook ..	III A i	40	Wright, Percy .. ..	..	H M	320 0 0
				Wright, Rebecca (Mrs.) ..	..	A F	165 0 0
Te Teko ..	Whakatane ..	III A ii	68	Guest, Joseph J.	C	H M	370 0 0
				Guest, Lilian R. .. ..	..	A F	165 0 0
				Broderick, Mary A. .. ..	..	A F	120 0 0
Te Waotu ..	West Taupo ..	III A i	45	Proctor, Florence M.	C	H F	370 0 0
				Proctor, William .. ..	..	A M	165 0 0
Te Whaiti ..	Whakatane ..	I	15	Johnston, Grace L. .. ..	..	F	180 0 0
Tikitiki ..	Waiapu ..	III B	102	Sinclair, Donald W. E. ..	..	H M	320 0 0
				Sinclair, Martha (Mrs.) ..	..	A F	175 0 0
				Walker, Elizabeth (Mrs.)	..	A F	150 0 0
				Sinclair, Jessie V. .. ..	..	A F	85 0 0
Tokaanu ..	East Taupo ..	III A i	31	Wall, Harry .. ..	..	H M	270 0 0
				Wall, Fanny S. M. .. ..	..	A F	155 0 0
Tokomaru Bay ..	Waiapu ..	III A ii	69	McIntyre, John	D	H M	360 0 0
				Haerewa, Areta .. ..	..	A F	200 0 0
				McIntyre, Margaret .. ..	..	A F	95 0 0
Torere ..	Opotiki ..	III A ii	42	Drake, Armine G. .. ..	..	H M	320 0 0
				Drake, Rosalind K. .. ..	..	A F	175 0 0
Tuhara ..	Wairoa ..	II ii	31	Astall, Annie (Mrs.) .. ..	..	H F	260 0 0
				Astall, John R. .. ..	..	A M	115 0 0
Tuparoa ..	Waiapu ..	III A ii	48	White, Hamilton H. .. ..	..	H M	300 0 0
				White, Isabel (Mrs.) .. ..	..	A F	175 0 0
Waihua ..	Wairoa ..	I	10	Carswell, Janet (Mrs.) ..	..	F	190 0 0
Wai-iti ..	Rotorua ..	III A i	46	Munro, John Bain .. ..	..	H M	370 0 0
				Munro, Florence M. (Mrs.)	..	A F	165 0 0
Waikare ..	Bay of Islands	II ii	27	Bagnall, Isabel A. .. ..	..	H F	210 0 0
				Bagnall, Douglas P. .. ..	..	A M	105 0 0

Table H1—continued.

LIST OF NATIVE VILLAGE SCHOOLS, ETC.—continued.

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position in School.	Annual Rate of Payment, including Lodging-allowance.
							£ s. d.
Waikeri ..	Hokianga ..	II i	21	Topia, Ellen M. ..	..	H F	250 0 0
				Topia, Henri H. ..	..	A F	115 0 0
Waima ..	Hokianga ..	IIIA ii	82	Johnston, George ..	D	H M	360 0 0
				Johnston, Mary E. (Mrs.) ..	D	A F	225 0 0
				Wilcox, Paerau ..	..	A F	75 0 0
Waimamaku ..	Hokianga ..	II ii	31	Hodson, Susan ..	..	H F	280 0 0
				Newton, Lucy B. ..	..	A F	150 0 0
Waimarama ..	Hawke's Bay	II ii	26	Kernahan, Richard I. ..	..	H M	260 0 0
				Kernahan, Frances A. A. ..	..	A F	115 0 0
Waiohau ..	Rangitaiki ..	II ii	27	Webber, Elsie E. ..	C	H F	280 0 0
				Hepetema, Alice ..	..	A F	150 0 0
Waiomatatini ..	Waiapu ..	IIIA ii	58	West, William E. ..	D	H M	350 0 0
				West, Annie M. W. (Mrs.) ..	..	A F	165 0 0
				Collier, Kate ..	..	A F	75 0 0
Waiomio ..	Bay of Islands	IIIA i	45	Foley, Hugh M. (M.A.) ..	B	H M	360 0 0
				Foley, Anstice J. (Mrs.) ..	..	A F	165 0 0
Waiorongomai ..	Waiapu ..	I	12	Kaua, Matekino H. ..	..	F	260 0 0
Waiotapu ..	Whakatane ..	I	23	Blathwayt, Mary de V. ..	..	F	190 0 0
Waioweka ..	Opotiki ..	IIIA i	38	Watkin, Arthur A. ..	D	H M	360 0 0
				Watkin, Mary A. (Mrs.) ..	..	A F	165 0 0
Waitahanui ..	East Taupo ..	I	16	Benjamin, Julia ..	..	F	200 0 0
Waitapu ..	Hokianga ..	II ii	30	Lisle, Frank ..	..	H M	260 0 0
				Lisle, Marian F. D. (Mrs.) ..	..	A F	115 0 0
Werowero ..	Mongonui ..	II ii	26	Taua, Parehuia ..	..	H F	210 0 0
				Reihana, Ngareta ..	..	A F	110 0 0
Whakaki ..	Wairoa ..	IIIA ii	53	Jack, James ..	D	H M	360 0 0
				Mackay, Emily M. ..	..	A F	200 0 0
Whakarara ..	Whangaroa ..	II ii	42	Smith, Gordon ..	..	H M	270 0 0
				Smith, Mary A. M. (Mrs.) ..	..	A F	155 0 0
Whakarewarewa	Rotorua ..	IVA	134	Banks, Joseph ..	Lic.	H M	355 0 0
				Banks, Anna (Mrs.) ..	D	A F	235 0 0
				Callaway, Christina ..	..	A F	150 0 0
				Irwin, Ellenor A. ..	..	A F	150 0 0
Whakawhitira ..	Waiapu ..	II i	25	Le Huray, Agnes M. ..	..	H F	240 0 0
				Fleury, Ellen J. ..	..	A F	110 0 0
Whangaparaoa ..	Opotiki ..	I	18	Savage, Lucy ..	..	F	170 0 0
Whangape ..	Hokianga ..	IIIA i	44	Thompson, Richard H. ..	Lic.	H M	310 0 0
				Thompson, Elizabeth D. F. ..	..	A F	165 0 0
Whangara ..	Cook ..	II i	21	Frazer, William ..	..	H M	280 0 0
				Reid, Adelaide ..	..	A F	150 0 0
Whangaruru ..	Bay of Islands	IIIA ii	57	Jones, Elizabeth (Mrs.) ..	..	H F	190 0 0
				Jones, Ernest ..	..	A M	155 0 0
				Jones, Edna A. A. ..	..	A F	75 0 0
Wharekahika ..	Waiapu ..	IIIA ii	77	Tawiri, Riwai H. ..	C	H M	340 0 0
				Patterson, Alice (Mrs.) ..	..	A F	165 0 0
				Tawhiri, Maria (Mrs.) ..	..	A F	85 0 0
Whareponga ..	Waiapu ..	IIIA i	45	McFarlane, Charles T. ..	..	H M	270 0 0
				McFarlane, Margaret (Mrs.) ..	..	A F	155 0 0
Whirinaki ..	Hokianga ..	IIIA ii	58	Rogers, Herbert ..	D	H M	370 0 0
				Rogers, Ethel E. (Mrs.) ..	..	A F	235 0 0
				Wynyard, Emily ..	..	A F	75 0 0
				Total ..	..	..	£56,135 0 0

Table H2.

[LIST OF NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1921.]

[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, 1921.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1920.	Number belonging at End of Year 1921.	Average Weekly Roll Number. (Mean of the Four Quarters, 1921.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Manaia	37	42	39.8	39.2	98.5
Matapihi	50	43	44.5	42.9	96.4
Arowhenua	36	38	36.9	35.5	96.2
Whakarewarewa	136	133	139.4	133.8	96.0
Te Waotu	47	45	47.0	45.0	95.8
Omanaia	53	64	60.4	57.7	95.5
Motiti Island	21	13	18.5	17.7	95.7
Omarumutu	64	80	70.2	67.0	95.4
Te Haroto	32	26	31.0	29.4	94.9
Whirinaki	62	52	60.9	57.6	94.6
Waiomio	41	52	47.1	44.6	94.7
Maungatapu	50	66	54.6	51.5	94.3
Tautoro	34	35	35.1	23.1	94.3
Kenana	24	25	26.3	24.7	93.9
Ranana	78	74	73.5	68.4	93.1
Reporua	28	25	23.2	21.6	93.1
Te Rawhiti	25	27	27.5	25.8	93.8
Whakaki	52	50	56.8	53.3	93.8
Te Kotukutuku and Rangiwaea (side school) ..	50	48	49.3	46.0	93.5
Te Kao	54	59	61.2	57.0	93.1
Werowero	33	23	27.6	25.7	93.1
Waimarama	46	26	27.1	25.2	93.0
Tikitiki	102	113	109.6	101.6	92.7
Wai-iti	48	54	49.5	43.8	92.7
Whareponga	42	48	47.7	44.2	92.7
Whakawhitira ⁽¹⁾	26	26.9	24.9	92.6
Karetu	25	30	25.2	23.3	92.5
Pipiriki	58	46	51.0	46.9	92.0
Opoutere	32	25	28.4	26.2	92.3
Rangitukia	104	114	109.5	101.1	92.3
Te Reinga	43	43	43.6	40.2	92.2
Pukepoto	62	67	65.3	60.5	92.7
Te Whaiti	15	17	16.0	14.7	91.9
Rangiahua	24	30	26.5	24.3	91.7
Tuhara ⁽²⁾	37	37	33.7	30.9	91.7
Taharoa	35	38	37.5	34.3	91.5
Te Kaha	57	71	67.7	61.8	91.3
Waima	73	94	89.1	81.2	91.1
Kokako	46	41	40.5	36.8	90.9
Mataora Bay	9	12	10.9	9.9	90.9
Te Mahia	46	43	44.4	40.0	90.1
Takahiwai	40	42	41.8	37.8	90.5
Whangaruru	57	65	63.1	56.7	89.9
Rakaumanga	42	63	59.4	53.2	89.6
Otukou ⁽³⁾	23	20.8	18.6	89.4
Tuparoa	46	56	53.8	48.1	89.4
Parawera	44	49	48.8	43.5	89.1
Pamapurua	30	31	31.2	27.8	89.1
Te Teko	74	93	76.3	67.9	89.0
Parikino	20	19	18.0	16.0	88.9
Tangoio	30	42	40.9	36.3	88.8
Otataroa	17	17	16.7	14.8	88.6
Torere	48	48	48.0	42.5	88.6
Waiohau	30	30	29.7	26.3	88.6
Kakanui	17	26	19.9	17.6	88.4
Mangatuna	60	69	66.2	58.5	88.4
Whangaparaoa	20	20	20.0	17.6	88.0
Hiruharama	56	60	62.5	55.0	88.0
Oruanui	32	35	33.1	29.1	87.9
Rangiahua	18	21	21.0	18.4	87.9
Kirioko	45	47	45.1	39.6	87.8
Oparure	58	62	63.9	55.9	87.5
Horoera	26	25	24.3	21.2	87.2
Nuhaka	100	108	103.9	90.4	87.0
Waiomatatini	62	64	66.6	57.9	86.9
Moerangi	26	26	25.5	22.1	86.7
Ohaeawai	55	63	60.0	52.0	86.7
Pamoana	23	22	20.6	17.8	86.4
Maraeroa	56	51	52.0	44.9	86.3
Matihetihe	28	33	35.5	30.6	86.2
Okautete	9	11	11.6	10.0	86.2
Raukokore	45	49	49.7	42.8	86.1
Ahipara	95	79	85.4	73.4	85.9
Waioweka	37	44	43.7	37.5	85.8
Tokomaru Bay	82	77	80.0	68.5	85.6
Te Ahuahu	40	37	37.4	31.9	85.3
Parapara	26	26	27.9	23.7	84.9
Waikeri	27	24	25.0	21.2	84.8
Te Araroa	108	112	119.4	100.5	84.2
Waitapu	41	32	35.0	29.6	84.6

⁽¹⁾ Closed first, second, and third quarters.⁽²⁾ Closed first quarter.⁽³⁾ Closed first and second quarters.

Table H2—continued.

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

Schools.	School Roll.			Mean of Average Attendance of Four Quarters, 1921.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1920.	Number belonging at End of Year 1921.	Average Weekly Roll Number. (Mean of the Four Quarters, 1921.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Karioi	39	26	21.3	17.9	84.0
Whangape	41	59	52.3	43.8	83.7
Owhataiti	55	48	43.4	36.2	83.4
Paeroa	36	42	45.3	37.6	83.0
Papamoa	101	39	38.7	32.0	82.9
Ruatoki	144	106	102.1	84.5	82.7
Kaikohe	16	134	141.2	116.7	82.6
Waihua	30	14	11.9	9.9	82.6
Taemaro	31	32	29.6	24.4	82.5
Te Horo	61	33	33.5	27.6	82.4
Otaua	39	63	61.6	50.7	82.3
Oromahoe	32	36	36.6	30.1	82.2
Waikare	26	32	32.6	26.8	82.2
Motuti	31	31	26.3	21.6	82.1
Waimamaku	61	37	38.1	31.2	81.9
Matata	47	59	61.4	50.2	81.7
Orauta	82	44	44.2	36.1	81.7
Paparore	68	79	79.2	64.6	81.6
Poroporo	50	81	74.5	60.8	81.6
Motatau	25	50	48.1	39.1	81.3
Whangara	51	21	23.8	19.4	81.5
Mangamuka	98	49	50.5	40.9	81.0
Manutahi	67	99	103.3	83.4	80.7
Omaio	69	70	71.0	57.3	80.7
Pawarenga	14	55	63.8	51.5	80.7
Waiorongomai	85	16	15.2	12.2	80.2
Te Hapua	40	66	73.9	59.2	80.1
Rangitahi	38	44	42.1	33.6	79.8
Pukehina	30	41	40.4	32.0	79.3
Waiotapu	78	32	29.4	23.1	78.6
Wharekahika	48	103	97.1	76.6	78.9
Huiarau	39	49	48.1	37.6	78.1
Te Matai	56	40	39.4	30.4	77.2
Pupuke	50	54	55.3	42.6	77.0
Matangirau	48	40	47.2	36.3	76.9
Whakarara	16	56	55.0	41.7	75.9
Tanoa	11	23	22.8	17.0	74.6
Rakaunui	46	10	11.1	8.0	72.1
Tokaanu	18	37	44.4	31.0	69.9
Mangamaunu	17	16	16.5	11.1	67.3
Waitahanui .. .. .	..	34	24.0	15.8	65.8
Karakanui (1) .. .. .	..	26	25.5	22.8	89.4
Totals for 1921 .. .. .	..	5,822	5,786.3*	5,021.8*	86.8*
Totals for 1920	5,508	..	5,404.8	4,789.5	88.6
Mission schools subject to inspection by Education Department :—					
Ranana Convent	20	18	18.1	16.4	90.6
Jerusalem Convent	30	27	26.0	23.4	90.0
Putiki Mission	28	32	32.2	28.2	87.5
Matata Convent	65	50	54.5	45.8	84.0
Whakarapa Convent	94	85	87.5	71.5	81.7
Tokaanu Convent	30	25	30.2	24.5	81.1
Totals for 1921 .. .. .	..	237	248.5	209.8	84.4
Totals for 1920	267	..	273.5	222.5	81.3
Boarding - schools affording secondary education :—					
St. Stephen's (boys), Auckland	73	85	77.9	77.8	99.8
St. Joseph's (girls), Napier	47	44	42.4	42.0	99.0
Te Aute College (boys)	85	86	90.0	88.5	98.3
Waerenga-a-hika College (boys)	28	23	24.0	23.0	97.9
Queen Victoria (girls), Auckland	49	48	46.6	45.1	96.8
Turakina (girls)	25	25	24.2	22.8	94.2
Hukarere (girls)	74	86	86.7	79.8	92.0
Te Waipounamu (girls)	22	16	16.0	14.1	88.1
Otaki College (boys and girls)	48	53	51.2	44.8	87.5
Hikurangi College (boys), Carterton	23	22	18.7	17.0	90.9
Totals for 1921 .. .. .	..	488	477.7	454.9	95.2
Totals for 1920	475	..	444.1	416.0	93.7

(1) Opened December 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 1921.

Schools.	Government Pupils.	Private Pupils.	Total.
Otaki College, Wellington .. .. .	..	53	53
St. Stephen's (boys), Auckland	28	57	85
Te Aute (boys), Hawke's Bay	18	68	86
Waerenga-a-hika (boys), Gisborne	4	19	23
Hikurangi (boys), Carterton .. .. .	..	22	22
Hukarere (girls), Napier	20	66	86
St. Joseph's (girls), Napier	15	29	44
Queen Victoria (girls), Auckland	24	24	48
Turakina (girls), Wanganui	1	24	25
Te Waipounamu (girls), Canterbury	2	14	16
Girls' High School, Christchurch	1	..	1
Totals	113	376	489

(b.) MAORI PUPILS HOLDING NURSING SCHOLARSHIPS AT THE END OF 1921.

Number.	Nature of Scholarship.	Hospital.
1	Probationer	Napier.
1	Day pupil	„
1	Probationer	Waikato.

(c.) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT THE END OF 1921.

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

Table H4.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1921.

Education District.	Number of Schools at which Maoris attend.	Number of Maori Pupils.			Number examined in S6.	S6 Certificates awarded.			
		Boys.	Girls.	Total.		Pro- ficiency.	Com- petency.	Endorsed Com- petency.	Total.
Auckland	302	1,565	1,258	2,823	26	17	4	1	22
Taranaki	55	264	205	469	5	3	1	..	4
Wanganui	68	247	198	445	4	2	..	..	2
Hawke's Bay	70	464	457	921	18	12	2	..	14
Wellington	55	254	229	483	16	10	3	1	14
Nelson	6	19	21	40	..	..	..	..	..
Canterbury	34	124	97	221	5	2	1	..	3
Otago	13	32	26	58	5	3	..	1	4
Southland	17	72	45	117	4	2	..	..	2
Totals	620	3,041	2,536	5,577	83	51	11	3	65

Table H 5.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1921.

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..	139	150	..	..	..	..	..	..	..	..	..	..	..	..	..	..	139	150
6 " 7..	304	265	..	2	..	..	..	..	..	..	..	..	..	..	..	..	304	267
7 " 8..	365	292	7	11	..	..	..	..	..	..	..	..	..	..	..	..	372	303
8 " 9..	287	260	59	52	9	6	..	..	..	..	..	..	..	..	..	..	355	318
9 " 10..	221	196	132	113	37	39	2	2	..	..	..	..	..	..	..	..	392	350
10 " 11..	154	112	140	92	78	84	34	28	2	2	2	..	..	..	..	..	410	318
11 " 12..	84	66	95	63	80	76	60	49	23	13	6	5	..	1	..	..	348	273
12 " 13..	46	33	57	32	62	47	82	62	49	33	18	14	3	3	..	..	317	224
13 " 14..	18	18	23	9	42	37	68	47	50	45	24	33	12	15	..	..	237	204
14 " 15..	1	1	10	3	14	9	20	18	27	26	31	21	23	12	1	..	127	90
15 " 16..	1	..	..	..	4	3	2	6	8	5	10	10	6	6	1	1	32	31
16 years and over	..	..	..	..	..	1	..	1	2	1	1	3	5	2	..	..	8	8
	1,620	1,393	523	377	326	302	268	213	161	125	92	86	49	39	2	1	3,041	2,536
	3,013		900		628		481		286		178		88		3		5,577	
	=54.0 %		=16.2 %		=11.3 %		=8.7 %		=5.1 %		=3.2 %		=1.5 %					

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, 1921.

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.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Ahipara	33	41	74	1	4	5	34	45	79
Arowhenua	19	18	37	..	1	1	19	19	38
Hiruharama	29	31	60	..	..	..	29	31	60
Horoera	18	7	25	..	..	..	18	7	25
Huiarau	21	28	49	..	..	..	21	28	49
Kaikohe	56	54	110	12	12	24	68	66	134
Kakanui	14	12	26	..	..	..	14	12	26
Karakanui	13	13	26	..	..	..	13	13	26
Karetu	11	14	25	3	2	5	14	16	30
Karioi	9	4	13	10	3	13	19	7	26
Kenana	16	8	24	..	1	1	16	9	25
Kirioko	19	21	40	..	7	7	19	28	47
Kokako	19	16	35	4	2	6	23	18	41
Manaia	20	19	39	1	2	3	21	21	42
Mangamaunu	6	4	10	3	3	6	9	7	16
Mangamuka	20	28	48	..	1	1	20	29	49
Mangatuna	24	30	54	7	8	15	31	38	69
Manutahi	46	34	80	8	11	19	54	45	99
Maraeroa	27	21	48	3	..	3	30	21	51
Matangirau	16	14	30	3	7	10	19	21	40
Mataora Bay	7	5	12	..	..	..	7	5	12
Matapihi	20	19	39	3	1	4	23	20	43
Matata	16	7	23	21	15	36	37	22	59
Matihetihe	13	18	31	2	..	2	15	18	33
Maungatapu	25	21	46	15	5	20	40	26	66
Moerangi	10	10	20	4	2	6	14	12	26
Motatau	24	16	40	6	4	10	30	20	50
Motiti Island	7	6	13	..	..	..	7	6	13
Motuti	13	18	31	..	..	..	13	18	31
Nuhaka	47	42	89	7	12	19	54	54	108
Ohaeawai	27	24	51	5	7	12	32	31	63
Okautete	6	4	10	..	1	1	6	5	11
Omaio	37	26	63	5	2	7	42	28	70
Omanaia	25	33	58	4	2	6	29	35	64
Omarumutu	42	27	69	10	1	11	52	28	80
Oparure	16	15	31	11	20	31	27	35	62
Opoutere	11	9	20	3	2	5	14	11	25
Orauta	18	9	27	5	12	17	23	21	44
Oromahoe	17	11	28	4	4	8	21	15	36
Oruanui	16	16	32	2	1	3	18	17	35
Otangaroa	6	11	17	..	..	..	6	11	17
Otaua	34	20	54	5	4	9	39	24	63
Otukou	10	12	22	1	..	1	11	12	23
Owhataiti	18	17	35	7	6	13	25	23	48
Paeoa	17	15	32	9	1	10	26	16	42
Pamapuria	16	10	26	4	1	5	20	11	31

Table H 6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1921
—continued.

Schools.	Race.						Totals.		
	Maoris.			Europeans.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Pamoana	14	5	19	..	3	3	14	8	22
Papamoa	17	18	35	2	2	4	19	20	39
Paparore	38	29	67	7	5	12	45	34	79
Parapara	15	10	25	..	1	1	15	11	26
Parawera	20	20	40	6	3	9	26	23	49
Parikino	8	10	18	..	1	1	8	11	19
Pawarenga	36	17	53	..	2	2	36	19	55
Pipiriki	17	22	39	5	2	7	22	24	46
Poroporo	41	35	76	4	1	5	45	36	81
Pukehina	24	12	36	2	3	5	25	15	41
Pukepoto	22	27	49	10	8	18	32	35	67
Pupuke	24	22	46	6	2	8	30	24	54
Rakaumanga	26	31	57	5	1	6	31	32	63
Rakaunui	5	5	10	..	..	..	5	5	10
Ranana	33	30	63	6	5	11	39	35	74
Rangiahua	14	10	24	2	4	6	16	14	30
Rangiawhia	15	6	21	..	..	..	15	6	21
Rangitahi	24	18	42	1	1	2	25	19	44
Rangitukia	60	50	110	2	2	4	62	52	114
Rangiwaea (side school) ..	6	9	15	..	..	..	6	9	15
Raukokore	16	17	33	6	10	16	22	27	49
Repurua	15	10	25	..	..	..	15	10	25
Ruatoki	59	47	106	..	..	..	59	47	106
Taemaro	15	17	32	..	..	..	15	17	32
Taharoa	21	15	36	1	1	2	22	16	38
Takahiwai	19	22	41	..	1	1	19	23	42
Tangoio	15	16	31	4	7	11	19	23	42
Tanoa	10	13	23	..	..	..	10	13	23
Tautoro	20	14	34	1	..	1	21	14	35
Te Ahuahu	14	22	36	1	..	1	15	22	37
Te Araroa	44	39	83	19	10	29	63	49	112
Te Hapua	34	29	63	2	1	3	36	30	66
Te Haroto	16	8	24	..	2	2	16	10	26
Te Horo	15	17	32	1	..	1	16	17	33
Te Kaha	35	34	69	2	..	2	37	34	71
Te Kao	34	25	59	..	..	..	34	25	59
Te Kotukutuku	11	19	30	2	1	3	13	20	33
Te Mahia	19	16	35	6	2	8	25	18	43
Te Matai	25	15	40	..	..	..	25	15	40
Te Rawhiti	12	13	25	2	..	2	14	13	27
Te Reinga	19	20	39	..	4	4	19	24	43
Te Teko	40	34	74	11	8	19	51	42	93
Te Waotu	11	13	24	14	7	21	25	20	45
Te Whaiti	11	6	17	..	..	..	11	6	17
Tikitiki	56	52	108	3	2	5	59	54	113
Tokaanu	14	19	33	2	2	4	16	21	37
Tokomaru Bay	43	32	75	1	1	2	44	33	77
Torere	22	25	47	1	..	1	23	25	48
Tuhara	13	14	27	6	4	10	19	18	37
Tuparoa	26	20	46	6	4	10	32	24	56
Waihua	5	5	10	3	1	4	8	6	14
Wai-iti	31	20	51	2	1	3	33	21	54
Waikare	18	11	29	1	2	3	19	13	32
Waikeri	11	13	24	..	..	..	11	13	24
Waima	46	43	89	3	2	5	49	45	94
Waimamaku	12	21	33	4	..	4	16	21	37
Waimarama	9	8	17	5	4	9	14	12	26
Waiohau	17	13	30	..	..	..	17	13	30
Waiomatatini	32	30	62	..	2	2	32	32	64
Waiomio	22	28	50	..	2	2	22	30	52
Waiorongomai	3	11	14	2	..	2	5	11	16
Waiotapu	10	9	19	7	6	13	17	15	32
Waioweka	15	13	28	9	7	16	24	20	44
Waitahanui	18	15	33	..	1	1	18	16	34
Waitapu	15	13	28	4	..	4	19	13	32
Werowero	10	13	23	..	..	..	10	13	23
Whakaki	27	22	49	..	1	1	27	23	50
Whakarara	30	25	55	..	1	1	30	26	56
Whakarewarewa	59	36	95	19	19	38	78	55	133
Whakawhitira	12	14	26	..	..	..	12	14	26
Whangaparaoa	7	13	20	..	..	..	7	13	20
Whangape	35	20	55	1	3	4	36	23	59
Whangara	6	5	11	9	1	10	15	6	21
Whangaruru	31	28	59	5	1	6	36	29	65
Wharekahika	41	31	72	19	12	31	60	43	103
Whareponga	22	25	47	..	1	1	22	26	48
Whirinaki	30	20	50	1	1	2	31	21	52
Totals	2,671	2,372	5,043	431	348	779	3,102	2,720	5,822

