

1928.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

[In continuation of E.-3, 1927.]

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

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No. 1.

REPORT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS.

SIR,—

I have the honour to submit herewith my annual report upon the work of those schools which are particularly concerned with the education of Maori children—viz., Native village schools, Maori mission schools, and Maori secondary or boarding schools. The mission schools and the secondary schools are registered private schools under the control of various religious denominations. Matters regarded as more or less relevant to the activities of the village schools and their administration are referred to in this report.

VILLAGE SCHOOLS IN OPERATION AT THE END OF THE YEAR.

During the year new schools were opened at *Tokata*, East Coast District; *Maraenui*, Bay of Plenty; and at *Oturu*, near Kaitaia, North Auckland. The *Waikeri* School, North Auckland, which had been closed temporarily at the end of 1926, was reopened. The number of schools in operation at the end of the year under review was 134, an increase of four upon the number operating at the end of the previous year.

NEW BUILDINGS (COMPLETED OR PROJECTED).

During the year the following works were completed:—New school and residence at each of the following places: *Tokata*, East Coast; *Maraenui*, Bay of Plenty; *Otukou*, Tongariro district; new school at *Waikeri*, North Auckland; new school at *Te Pupuke*, Whangaroa Harbour; new residence at *Mangamuka*, Hokianga. On account of increased attendances, additional class-rooms were provided at *Manutahi*, Ruatoria, East Coast; *Tangoio*, Hawke's Bay; *Te Paroa-Totara*, Bay of Plenty.

The following works were put in hand and should be completed early in the current year: School and residence, *Parinui*, Wanganui River; and school and residence, *Oruawharo*, Kaipara Harbour. In view of the inadequacy of existing accommodation it has been decided to provide an additional class-room at *Tikitiki*, East Coast, and also at *Matangirau*, Whangaroa Harbour. The extent of the Department's activities outlined in this section is an indication of the efforts made to meet the educational requirements of the more or less purely Maori districts of the Dominion.

APPLICATIONS FOR THE ESTABLISHMENT OF NATIVE SCHOOLS.

Applications were received by the Department during the year for the establishment of schools at *Otoko Pa*, Wanganui River; *Mangawhariki*, Waiapu, East Coast; and *Matawaia*, Bay of Islands. As the result of investigations it was decided to establish schools at *Otoko Pa* and at *Mangawhariki*. At the former the necessary buildings will have to be provided, while at the latter a school will be opened early in the current year in a suitable building provided by the Maoris for the purpose of a schoolroom. In regard to *Matawaia*, the inquiries indicated that the number of children available did not warrant the erection of buildings, and the people were requested to provide a suitable building. The Maoris at *Te Kiekie*, East Coast, renewed their application for a school, towards the expense of which they have offered to contribute a very considerable sum of money. Before consideration can be given to this renewed application, however, a visit by an Inspector must be made for the purpose of further investigation.

ATTENDANCE, ETC.

(1) *Native Village Schools.*

At the close of the year under review there were 6,620 pupils on the roll of the village schools, this number representing an increase of twenty-nine on the corresponding number for the previous year. This small increase is partly accounted for by the withdrawal of seventy pupils from a village school in a settlement where a convent school had been opened. The average weekly roll number was 6,655, and the percentage of regularity of attendance was 87.4. Information respecting the attendance is supplied in Table H 2, from the particulars of which it will be observed that of the 134 schools in operation at the end of the year 120 gained from 80 to 98.9 per cent. of the possible attendance for the year, and of this number forty-four schools succeeded in gaining over 90 per cent. of the possible attendances. The regularity of attendances during the year was not so good as in the previous year, weather conditions and epidemics of sickness being the principal factors militating against a better attendance. An inspection of the quarterly attendance returns reveals the fact that in a considerable number of schools the number of "excepted" half-days was very large. The exclusion of these half-days from the computation of the average attendance has the result of giving such schools a higher percentage of regularity than the actual regularity of attendance warrants. Nevertheless when all the conditions are taken into consideration the regularity of attendance of a very large number of schools is very creditable indeed. Good attendance certificates were gained by only 424 pupils in Native village schools.

(2) *Mission Schools.*

The following mission schools are visited by the Inspectors of Native schools: *Putiki*, Wanganui; *Te Hauke*, Hawke's Bay; *Tokaanu* Convent School, Lake Taupo; *Matata* Convent School, Bay of Plenty; *Tanatana* and *Matahi*, Bay of Plenty; *Ranana* and *Jerusalem* Convents, Wanganui River; *Whakarapa* Convent, Hokianga; *Pawarenga* Convent, Whangape. The total number of children on the rolls of these schools at the end of the year 1927 was 470, and the average percentage of regularity was 81.6. The regularity of the attendance of the pupils at the *Whakarapa* and *Pawarenga* Convent Schools cannot be considered entirely satisfactory.

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

These schools, which have been established by various religious denominations for the higher education of Maori scholars, are inspected and examined by officers of the Department. A list of the schools, twelve in number, will be found in the section of the report dealing with secondary education. The number of scholars in attendance at the close of the year 1927 was 524.

The particulars regarding the roll number and attendance of the three classes of schools are summarized in the following table:—

Schools.	Number.	Roll Number at End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village	134	6,620	6,655.1	5,816.5	87.4
Native mission	10	470	470.2	383.6	81.6
Native secondary	12	524	523.4	504.3	96.3
	156	7,614	7,648.7	6,704.4	87.7

SCHOOL BUILDINGS AND GROUNDS.

In almost all Native schools efforts are made to beautify and generally improve the school-grounds, and the condition of the school property in this connection in a large number of the schools is a credit to all concerned. The pupils prove themselves willing workers, and very fine work is done where the teachers themselves are enthusiastic and energetic enough to direct the energies of their pupils. In some schools the teachers are able to secure the co-operation of the parents, and by this means valuable assistance is obtained. The Maori people as a rule take very considerable interest in this matter, and show pride in their school when the grounds and surroundings present an attractive appearance. Tree-planting and the raising of trees from seed are carried out in a large number of schools. There are schools, however, where there is evidence of apathy or a lack of energy to make the conditions of the school-grounds serve as an object-lesson to the people, and in these the value of an attractive environment is not appreciated by the teachers. The instructors in agriculture who visit the Native schools give valuable assistance in suggesting schemes for the improvements in the grounds. The following schools deserve special commendation for the condition of the school-grounds: Te Horo, Awarua, Otatau, Matangirau, Mangatuna, Manutahi, Wharekahika, and Te Paroa-Totara.

The teachers almost without exception give close attention and supervision to the cleanliness of the schoolrooms. No grant is made by the Department for school-cleaning purposes, as far as Native schools are concerned. The Department, however, supplies the necessary school-cleaning materials, and the regular work of sweeping and dusting is carried out by the elder pupils under the supervision of the teacher, who also arranges for periodical scrubbing of the schoolroom floors. This arrangement is found to work most satisfactorily, and the children take much pride in keeping the school-rooms clean and tidy. The outbuildings and offices are generally kept in good condition, although occasionally evidence of unsatisfactory supervision is noticed. Visitors to Native schools are generally impressed by the clean condition of the desks and the cleanliness of the rooms. Reference must be made again to the unattractive interior appearance of a number of schoolrooms.

INSPECTION ; ORGANIZATION ; METHODS OF TEACHING.

During the year visits were made by the Inspectors to 133 village schools, ten mission schools, and twelve Maori secondary schools. Visits were also made to districts for the purpose of making inquiries regarding applications received by the Department for the establishment of Native schools. So far as the village and mission schools are concerned, the reports upon the schools indicate that in a very large number of schools good work is being done, and that improvement is noted in most of those schools whose efficiency does not reach that standard. From the point of view of efficiency the schools may be classified as follows: Weak, 12; fair, 16; satisfactory to good, 47; good to very good, 56; excellent, 12. The work of the Maori secondary schools is dealt with in the section of the report under "Secondary Education."

The methods of teaching employed in the great majority of the schools are intelligent and are well applied. The pupils when subjected to tests show that they have generally been well taught and that they have profited by the instruction. The teachers as a general rule are eager to profit by advice and instruction, and to adopt suggestions likely to improve their methods of teaching. The tone and discipline of the schools are generally good, and the pupils are subjected to wholesome influence. The schemes of work are on the whole satisfactorily prepared, and the value of the work-book is becoming much better appreciated. There are still schools where the work of the junior assistants is not satisfactorily supervised by the head teachers, and in a number of schools the supervision of the children's activities in the playground is not as satisfactory as it should be. The registers and records are, as a rule, carefully attended to in the schools.

In Native schools the teachers pay particular attention to the cleanliness, health, and comfort of their pupils, and in many of the districts they have a trying time in dealing with outbreaks of sickness. They are backed up by the Health Department, which keeps the schools well supplied with stocks of medicine. In all schools teachers should regard it as part of their duty to secure by means of regular inspection that the children's clothing is kept reasonably neat and clean, and that their bodies are not only clean but free from ailments. In this connection the importance of personal hygiene and of home and community sanitation should be stressed; and to this end instruction should be given which leads to the formation of hygienic and sanitary habits.

In quite a large number of schools the pupils as a result of the teachers' organization are supplied during the winter months with hot cocoa at the mid-day recess. Little difficulty is met with in raising the necessary funds by one means or another with the co-operation of the parents, who thoroughly appreciate the benefit to their children from such effort.

The annual picnic and the annual concert still continue to be regarded as most important events in a great majority of the school districts. The funds raised are devoted to various purposes for the benefit of the children.

It is hoped that teachers will receive during the current year a copy of the amended regulations. A new syllabus of instruction for Native Schools will be issued at a later date.

GENERAL REMARKS.

English (Language Teaching).—The quality of the instruction in oral and written English varies very considerably indeed in the schools, and it is only in those schools where effective methods are employed that really good work is done. In a fairly large number of the schools the work is of more or less indifferent quality, and there is little doubt that this condition of affairs is due to inefficient teaching. The progress of the pupils in practically every subject of the school course is so largely

dependent upon their proficiency in the use of English that it is highly important for teachers to concentrate their skill and attention upon discovering and applying the best methods and means of teaching the subject. The aim of the language teaching is to enable their pupils to express their thoughts in correct, clear, and concise language, both orally and in writing. In acquiring a mastery of the new language the pupils are confronted with very considerable difficulties, due to the fundamental difference in grammatical and idiomatic construction between it and their mother-tongue. To overcome these difficulties teachers have been recommended to rely upon the direct method of instruction. The primary aim of the instruction being to enable the pupils to speak correctly, the teachers must provide abundant opportunities for oral expression, and must be careful not to take up too much of the time themselves. The successful teachers keep in the background and let the pupils do much of the talking. The oral work must include conversational English, which is necessary to give the pupils the ability to speak readily and correctly about their common everyday interests. Conversational English should include conversation about current events, and the activities of the pupils in the school and outside of it. The outside interests of the pupils should receive special attention in connection with this subject, and these should form topics of discussion. Dialogues and dramatizations may also be very profitably used. It is felt that in very many of the schools the pupils in the upper standards receive very few opportunities for oral and conversational English.

In the written work in English there is much need for improvement in many of the schools. The crude attempts at composition that are often met with result from the failure of the teachers to prepare their pupils properly. Before any attempts are made in either oral or written composition, the subjects for composition, after being decided upon, should be developed orally. One of the most difficult problems of composition is to find something worth saying, and in order to assist the pupils in forming their thoughts they should be prepared for the work by suggestions and questions. The pupils themselves may also be given opportunities to suggest methods of treatment and to question their class mates. They should also be given opportunity to write on subjects of special interest to them. Ample preparation will produce increased interest, more definite motive, clearer thinking, and better work. The schemes of work in both oral and written English are in many schools frequently defective both in aim and scope.

Reading and Recitation.—The reading in a very large number of the schools is well taught, and the pupils read with clearness, fluency, and intelligence. The comprehension of what is read, and the ability to express the meaning, are very satisfactory in those schools where language teaching is efficiently dealt with. In the case of Maori children inability to express, clearly and fluently, the meaning of what has been read is not always evidence of a lack of comprehension, as other factors enter into the calculation. Reading in the proper sense means *getting the thought* from the printed page, the understanding of "*visible talking*," and no effort should be spared by teachers in securing on the part of their pupils the meaning of what they read. In many schools monotonous and expressionless reading is still frequently heard—a fault which is entirely due to the teachers' method of teaching reading. In the preparatory divisions of the schools the method of teaching adopted aims at overcoming the mechanical difficulties of the subject thoroughly and expeditiously, and in the great majority of the schools the pupils make rapid progress in learning to read. There is much need for a wider range of reading in all classes, and as soon as pupils have mastered the technique of reading they should have abundant opportunity for reading additional books. For this reason teachers should endeavour not only to keep the school library well stocked, but also to see that the books are made use of by their pupils. Unless this is done the schools will fail to develop the reading habit and the pupils will leave school without the desire to continue their reading for pleasure, profit, and enlightenment. Where some portion of the funds raised for school purposes are set aside for the purchase of books for the school library, the Department will be prepared to consider an application for a grant to assist in the purchase of suitable books. The recitation of poetry or of suitable prose passages receives very inadequate treatment in a fairly large number of schools. The selection of the pieces to be studied and committed to memory by the children is often unsuitable, and what should be a source of pleasure and enjoyment becomes an uninteresting and humdrum affair. It has been frequently impressed upon teachers that poems and prose passages providing dramatic interest, and also dialogues, will be found exceedingly useful in securing better expression, in arousing genuine interest, and in assisting the English of their pupils generally. Moreover, as the cultural subject of the school course, poetry should receive increased attention from the teachers.

Spelling and Writing.—In a large number of the schools the spelling of the pupils is remarkably good, and in those schools the success is due to the recognition of the fact that the hand and eye are the best instruments for securing accuracy. In many schools, however, the spelling is unsatisfactory, and distinct evidence that the pupils in their efforts in spelling are guided by the sounds of the words is usually forthcoming.

In most of the schools the writing of the pupils is very satisfactory indeed; and in a large number of schools it is very good. In a number of schools where the teachers permit indifferent work and the pupils' best is not always exacted the writing is of poor quality. It is frequently observed that insufficient attention is given to the position of the body, arms, fingers, and books during writing exercises. With good methods and close supervision it is quite possible to get almost every pupil to write decently, and in those schools where the writing is inferior the fault lies with the teacher.

Arithmetic.—In a satisfactorily large number of schools the subject is well taught, and the pupils generally do very creditable work. On the other hand, there are too many schools where the work falls below what may be regarded as a satisfactory standard. Mental arithmetic receives attention, but it is felt that in many of the schools the importance of this part of the subject is not properly appreciated.

Geography and Nature-study.—Very satisfactory work is done in a fairly large number of schools, and the teachers succeed in making this subject, which appeals strongly to the Maori children, interesting and instructive. In too many schools, however, the instruction is not entirely satisfactory, and the schemes of work indicate that the teachers have not clear ideas regarding a suitable presentation of the subject. Reference must again be made to the insufficient use of the school globe, of the maps and atlases, and of illustrations and pictures.

Elementary Manual-training: Handwork.—The following manual occupations are taken in the schools: Mat-weaving, paper-folding, paper-cutting and paper-mounting, carton-work, cardboard and plasticene modelling, raffia-work; and in many of the schools creditable work is done. Modelling in clay, the material for the purpose being obtained locally, is also taken in a few schools, and special reference must be made to the work done in this material in *Otaua* and *Waikeri* Native Schools. In a number of schools the work in handwork is not satisfactory, as the teachers fail to appreciate that this occupational work has for its aim the cultivation and expression of the creative instincts of the pupils, and also the provision of an aid to the instruction of other subjects of the school course.

Drawing.—In a good number of schools very good work is done in this subject, the work including the use of pencil, crayon, pastels, and colour. In too many schools, however, the treatment of the subject is confined to formal and often meaningless exercises, the teachers failing to appreciate that the drawing undertaken by the pupils should be an exercise in self-expression—an attempt made to represent things of which they have a clear mental picture and in which they have a genuine interest. There is also need for definite instruction in the drawing of natural and fashioned objects, in design and in instrumental drawing. In some schools it is very doubtful, if one is to judge of the amount of work presented, whether the subject is given the time allotted to it in the time-table.

Needlework and Sewing.—Very good work is done in a large number of schools, and very fine displays of the girls' work are made. Great interest is shown by the girls and their parents in the work done. The materials used are generally provided by the parents, and the girls are taught to make useful articles of clothing for themselves and other members of their families. Sewing-machines are in use in a large number of schools.

Domestic Duties.—This form of training, which should prove of much benefit to the girls, is confined to a few schools where the teachers are enthusiastic. Very good work indeed is done in cookery by the girls of the *Manutahi* Native School.

Woodwork.—Workshops have not been established in very many schools, but where they do exist good work is generally being done. Useful articles are made by the boys, and these are readily disposed of by sale to the parents or to the boys themselves.

Elementary Agriculture.—Most of the schools are now visited by the Instructors in Agriculture, who report that very satisfactory work is being done generally. The teachers and pupils are keen to profit from these visits and from the instruction given. Tree-planting and the raising of trees from seed in small nurseries are receiving much attention.

Singing.—In the majority of the schools good work is done in singing. The subject is very popular with the Maori children, and when they are competently taught they sing remarkably well.

Physical Instruction.—This subject receives attention in all schools, and satisfactory reports are made by the instructors, who visit as many of the schools as they can.

SECONDARY EDUCATION.

Apart from the various public secondary schools which qualified Maori scholars, both from the public primary school and from the Native Village School, may attend as free-place holders, the Government has not established special schools to provide for the particular needs of Maori pupils in the matter of secondary education. Various religious denominations, however, have established in different localities boarding-schools which provide a form of education which appeals to the Maori people as meeting to a large extent their particular educational requirements; and it is through the agency of these institutions that the Government makes substantial provision for the secondary education of Maori scholars. By an arrangement with the authorities of several of these schools a system of scholarships has been instituted by means of which a large number of selected scholars are enabled to attend the schools for a period of two years. In these schools the practical aspect of the education is stressed, and the aim of the authorities is to enable the scholars to become useful members of the community, and assist in the general progress and uplift of the race. During their period of residence in these schools these Maori scholars are subjected to European influences which mould their characters and prepare them for contact with European civilization.

The following is a list of the boarding-schools: Queen Victoria School for Maori Girls, Auckland; Turakina Girls' School, Marton; Hukarere Girls' School, Napier; St. Joseph's Convent School for Maori Girls, Napier; Te Waipounamu Girls' School, Christchurch; St. Stephen's Boys' School, Auckland; Waerenga-a-hika College, Gisborne; Te Aute College, Hawke's Bay; Hikurangi Boys' College, Carterton; Agricultural College (Latter-day Saints), Hastings; Otaki College, Wellington; Wesley College, Paerata, Auckland (attended by both Maoris and Europeans).

In the girls' schools, in addition to the ordinary subjects, special attention is given to needlework and dressmaking; cookery and domestic duties; first-aid and nursing, hygiene, and rearing of infants; preparation of food for infants and for the sick. The girls take a prominent part in the general work of the institution, and where practicable they attend the cookery classes at a manual training-centre. The Turakina Girls' School, which has been conducted for many years at Turakina, is now located at Marton, where a fine building has been erected.

In the boys' schools the practical training takes the form of instruction in woodwork and in agriculture. Both at Te Aute College and at Wesley College there are farms attached to the institutions, and special attention is given to agricultural training.

The reports upon the work of the boarding-schools indicate that good work is being done. In the public examinations—the Intermediate Examination, Public Service Entrance Examination, and the University Entrance Examination—the success of selected Maori scholars is very creditable. The schools are undoubtedly assisting materially in the progress of the Maori race.

The secondary education of the Maori youth is further provided for by the award of senior scholarships and also University scholarships which enable promising Maori students to qualify for professions.

At the end of the year 1927 the number of pupils on the rolls of the Maori secondary schools was 304 boys and 220 girls, a total of 524; and of this number 145 were holders of Government scholarships.

SCHOLARSHIPS.

Three types of scholarships have been established by the Government in the interests of the secondary education of Maori scholars, viz.: (1) Junior scholarships; (2) senior scholarships—(a) industrial scholarships or apprenticeships, (b) agricultural scholarships, (c) nursing scholarships, (3) University scholarships.

The *junior scholarships*, which are tenable at several of the boarding-schools referred to in the preceding section of the report, are of the annual value of £30, and are available for suitably qualified and accredited Maori pupils. These scholarships were established primarily in the interests of the Maori pupils from Native village schools, who, it must be borne in mind, are not, in most instances, so favourably situated in regard to attendance at the ordinary public secondary school as are the Maori pupils from public schools. A limited number of scholarships are also available at the boarding-schools for Maori pupils from public schools. There is, however, to judge from the number of applications received by the Department very little demand for them. The total number of junior scholarships available is 170, and of these 148 were current at the end of the year 1927. The discrepancy between the number available and the number current is accounted for by the failure of some of the boarding-schools to secure their full quota of eligible pupils.

There is very little demand for the *senior scholarships* which are available. The *industrial scholarships* or *apprenticeships* do not appear to appeal to the Maori lads, who after completing their junior scholarship evidently seek employment in other directions and by other means. The *agricultural scholarships* are available for lads who have held junior scholarships at some approved school, and they are tenable at a State farm or at some school where a suitable agricultural course is provided. Five agricultural scholarships were current during the year, and were held by boys at Te Aute College. *Nursing scholarships*, tenable at certain hospitals, are available for suitably qualified Maori girls who wish to qualify as nurses. There is not much demand for these scholarships, but it is understood that quite a number of Maori girls, with a view to becoming nurses, enter the hospital service as ordinary probationers. During the current year a nursing scholarship will be taken up at the Napier Hospital.

Two *University scholarships* may be awarded annually to Maori students who have matriculated with success and are desirous of taking up some profession or calling with a view to working for the benefit of their race. At the end of the year 1927 there were eight scholarships current. Two scholarships are to be taken up during the current year.

Continuation Scholarships.—These scholarships have been established by the Maori Purposes Fund Control Board in the interests of the secondary education of the Maori. The scholarships, which are of the annual value of £30, and are tenable for one year, are awarded to selected Maori scholars who have completed the term of their Government scholarship and are considered likely to benefit from an extended course. During the year twenty-five continuation scholarships—the full number allotted by the Board—were current. Substantial monetary assistance is also granted by the Board to these scholars and to all scholars who are the holders of Government scholarships. This payment is made to the school authorities on behalf of the scholars, and is intended to cover the incidental expenses of the scholars while at school, and by this means to render financial assistance to their parents. Scholarships are also provided to enable selected lads from Te Aute College to undertake a course of training at Hawkesbury Agricultural College, New South Wales.

Private Scholarships.—Scholarships provided from private bequests and known as *Te Makarini Scholarships* and the *Buller Scholarship* are available for Maori boys. The former scholarships were founded in memory of the late Sir Donald MacLean, and the latter was founded in memory of the late Sir Walter Buller. The funds from which the scholarships are provided are administered by trustees, on whose behalf the Department conducts the necessary examinations.

Te Makarini Scholarships—two or three in number, as the trustees may decide—are of the annual value of £35, and are tenable at Te Aute College. The subjects prescribed for the examination are English, arithmetic, geography, Maori, and general knowledge (New Zealand history, health, and religious knowledge). For the year 1927 two scholarships were offered by the trustees for competition—one senior scholarship open to eligible Maori boys from any school, and one junior scholarship open to eligible boys from Native village schools. For the senior examination there were sixteen candidates, five from Te Aute College, two from St. Stephen's Boys', one from Tawhiti Public School, one from Pihama Public School, one from Raglan Public School, two from Manutuke Public School, one from Puketapu Public School, one from Thornton Public School, one from Nelson Park Public School, and one from Parikino Native School. For the junior examination thirteen applications were received—three from Wharekahika Native School, one from Rangitukia Native School, two from Te Araroa Native School, three from Reporua Native School, one from Rakaumanga Native School, one from Whakarewarewa Native School, one from Karetu Native School, and one from Paparore Native School. In the senior examination the best candidates were John Bennett, 74.2 per cent.; Abraham

Waaka, 65 per cent. ; and Ruhi Pene Ngoungou, 60 per cent. In the junior examination the best candidates were John Karena, 69·5 per cent. ; and Milton Ahuriri, 67·5 per cent. The senior scholarship was awarded to John Bennett, of Te Aute College, and the junior scholarship to John Karena, of Rakaumanga Native School. It is satisfactory to note that the number of candidates from public schools was much larger than usual ; the quality of the work done by these candidates, however, was much below that shown by the candidates from Te Aute College.

For the current year three scholarships will be offered for competition—one senior scholarship and two junior scholarships.

The *Buller Scholarship* which is of the value of £30, is also tenable at Te Aute College for one year, with the possibility of a second year's tenure should the holder be considered worthy of the additional year. Only candidates who are predominantly Maori are eligible to compete for the scholarship—half-caste Maori lads are expressly excluded. The subjects prescribed for the examination are English (including civics and New Zealand history), arithmetic, Maori, religious knowledge, and either woodwork or mathematics. The examination in religious knowledge is conducted by the Waiapu diocesan authorities. Five candidates sat for the examination, four from Te Aute College and one from St. Stephen's School. The successful candidate was Ruhi Pene Ngoungou, of Te Aute College, who gained 62 per cent. of the attainable marks. Two other candidates, Abraham Waaka and William Mauriohooho, did very satisfactory work.

CONCLUDING REMARKS.

In this review of the work of Native schools some reference may be made to the progress of the Maori people, and to the influence exercised by the schools established in their interests. In the majority of the 134 settlements where the schools are at work there is distinct evidence of effort on the part of the people towards profitable pursuits and a better utilization of their lands. The results of progress are seen in the attention they are giving to better living conditions, to better sanitary conditions, and to the rearing of their children. The people in many districts, such as Hokianga, Bay of Islands, Bay of Plenty, Waikato, East Coast, Wairoa, have taken up dairying quite successfully. Settlements could be named where conditions have been completely altered by the engagement of the people in this work. In some settlements the people who formerly eked out a more or less miserable living by means of gum-digging have abandoned this work and are now profitably engaged in dairy-farming. At Te Kao, in the far North, the people assisted by the Native Department have abandoned gum-digging as an occupation and are now engaged in dairying. The teacher of the Native school there has had active control of this particular experiment, and it is largely due to his organizing ability and enthusiasm that the success of the undertaking is practically assured. In the Bay of Plenty and East Coast districts the people have taken up dairying successfully in addition to the occupations hitherto followed—sheep-farming, cattle-raising, or maize-growing. In each of these districts a dairy factory has been erected, which is managed and controlled by the people. In these districts particularly the subdivision of Native lands as the result of the consolidation-of-interests scheme, and the individualization of holdings, has resulted in the adoption of this additional industry among the people.

In the progress made by the Maori people the influence of the schools and of the teachers has played no unimportant part. The following interesting and pertinent remarks were made recently at the general meeting of the Waiapu Farmers' Association—a Maori concern of very considerable magnitude—by the Hon. Sir Apirana Ngata, M.P., chairman of directors : “ Lastly, the tribe (Ngati Porou) had arrived at that stage in its development where persistent patronage of the schools and colleges for a generation and a half had leavened it through and through with men and women who aimed at higher standards of living, and who were more than conscious, were confident, of their ability to translate their acquired knowledge into flourishing farms, better houses, healthier villages, and a greater share of the benefit of civilization.”

The teachers of Native schools as a body carry out their duties diligently and faithfully, and the Department has every reason to be satisfied that the schools are performing most satisfactorily the functions for which they were established. From the returns available from village schools, mission schools, the boarding-schools, and from public schools, the number of Maori children under instruction at the end of the past year was shown to be approximately fifteen thousand.

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

I have, &c.,

JOHN PORTEOUS,
Senior Inspector of Native Schools.

The Director of Education.

No. 2.
DETAILED TABLES.

Table H1.
NATIVE SCHOOLS AND TEACHERS.

LIST OF NATIVE VILLAGE SCHOOLS AND THE NAMES, CLASSIFICATION, POSITION, AND EMOLUMENTS
OF THE TEACHERS AS IN DECEMBER, 1927.

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

[All head teachers and sole teachers are either provided with a residence or are paid house allowance, such allowance is not included in the annual rate of salary in the last column below.]

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position.	Annual Rate of Salary.
Ahipara ..	Mangonui ..	3B	83	Braik, Peter	C	H M	£ 370
				Braik, Christine (Mrs.)	C	A F	230
Arowhenua ..	Geraldine ..	3A	39	Urlich, Mercia .. ..	..	A F	65
				Bremner, Hannah A. A.	D	H F	355
Awarua ..	Bay of Islands	3A	45	Bremner, Esther P. N. N.	D	A F	220
				Rust, Gordon, J. .. ..	..	H M	275
Hiruharama ..	Waiapu ..	3C	84	Rust, Annie B. (Mrs.) .. ..	..	A F	160
				Miller, Ethel (Mrs.)	E	H F	375
				Miller, David W. .. ..	..	A M	160
				Miller, Winifred E.	D	A F	125
Horoera ..	Matakoa ..	2B	30	Grace, Heapara .. ..	..	A F	120
				George, Wilfred G.	D	H M	255
Huiarau ..	Whakatane ..	3A	44	George, Catherine M. (Mrs.)	D	A F	145
				Clemance, Phyllis S.	C	H F	335
Kaharoa ..	Raglan ..	1	16	Clemance, Grace A. D.	D	A F	210
				Holmes, George .. ..	..	M	190
Kaikohe ..	Bay of Islands	4A	115	Rogers, Herbert	D	H M	415
				Rogers, Ethel E. (Mrs.)	C	A F	270
				Caldwell, Mary A.	D	A F	170
				Padlie, Lucy .. ..	..	A F	120
Kakanui ..	Helensville ..	1	12	Geissler, Aimee M. .. ..	..	F	190
Karakanui ..	Otamatea ..	2A	17	Bloy, Alice (Mrs.)	C	H F	255
				Bloy, Oliver D. M. .. ..	..	A M	75
Karetu ..	Bay of Islands	2B	36	McGowan, Howard G.	C	H M	265
				McGowan, Winifred M. (Mrs.) .. ..	..	A F	85
Karioi ..	Waimarino ..	1	20	Gillespie, Mary D. (Mrs.) .. ..	..	F	190
Kenana ..	Mangonui ..	1	11	Greet, Marion E. (Mrs.) .. ..	..	F	160
Kirioko ..	Bay of Islands	3A	44	Grahame, Bruce .. ..	..	H M	285
				Grahame, Dorothy (Mrs.)	C	A F	210
Kokako ..	Wairoa ..	2B	38	Harlow, Wilhelmina	D	H F	330
				Alford, Florence (Mrs.) .. ..	..	A F	195
Makomako ..	Kawhia ..	3A	33	West, William E.	D	H M	345
				West, Annie M. W. (Mrs.) .. ..	..	A F	160
Manaia ..	Coromandel ..	3A	36	Greensmith, Edwin	C	H M	355
				Greensmith, Isabella C. (Mrs.) .. ..	..	A F	160
Mangamuka ..	Hokianga ..	3C	84	Murray, James .. ..	..	H M	295
				Williams, Susannah G. (Mrs.) .. ..	..	A F	160
				Williams, Ruth F. .. ..	..	A F	85
				Kamira, Agatha M. .. ..	..	A F	100
Mangatuna ..	Waiapu ..	3A	47	Scammell, William H. .. ..	..	H M	285
				Scammell, Agnes E. (Mrs.) .. ..	..	A F	160
Manukau ..	Mangonui ..	2B	28	Topia, Jane H. .. ..	..	H F	200
				Shepherd, Margaret .. ..	..	A F	140
Manutahi ..	Waiapu ..	4A	121	Woodley, Frederick T.	C	H M	390
				Woodley, Georgina (Mrs.) .. ..	..	A F	165
				Humbley, Florence E. .. ..	..	A F	165
Maraenui ..	Opotiki ..	2A	27	Blomfield, Lionel D.	D	H M	240
				Blomfield, Regina M. (Mrs.) .. ..	..	A F	65
Maraeroa ..	Hokianga ..	3B	65	Hulme, Maggie (Mrs.)	Lic.	H F	310
				Hulme, Russell H. .. ..	..	A M	160
				Heperi, Rebecca .. ..	..	A F	120
Matahiwi ..	Waimarino ..	1	9	Churton, Elena .. ..	..	F	190
Matangirau ..	Whangaroa ..	3A	55	Dane, Hilda E. I. (Mrs.) .. ..	..	H F	285
				Dane, William M. .. ..	..	A M	160
Mataora Bay ..	Ohinemuri ..	1	11	Hamlin, George .. ..	..	M	160
Matapihi ..	Tauranga ..	3A	37	Gibbons, Elizabeth M. L. .. ..	..	H F	285
				Irwin, Ellenor A. .. ..	..	A F	175
Matata ..	Whakatane ..	3A	48	King, Edmund A.	C	H M	345
				King, Clara M. H. (Mrs.)	D	A F	210

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

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position.	Annual Rate of Salary.
Matihetihe ..	Hokianga ..	2B	30	Minchin, Zara	D	H F	320
				Te Toko, Emma .. .. .	..	A F	140
Maungapohatu	Whakatane ..	2B	50	Roseveare, Ethel A.	D	H F	305
				Paulger, Irene D.	D	A F	180
Maungatapu ..	Tauranga ..	3B	55	Roach, Patrick	C	H M	370
				Roach, Ruby (Mrs.) .. ..	..	A F	160
				Roach, Aileen F. M. .. ..	..	A F	85
Mohaka ..	Wairoa ..	3B	82	Wills, Edgar J.	C	H M	360
				Wills, Evelyn A. (Mrs.) ..	C	A F	190
Motatau ..	Whangarei ..	2B	29	Morris, Richard E.	C	H M	310
				Morris, Margaret J. (Mrs.)	C	A F	125
Motiti Island ..	Tauranga ..	2A	26	Clench, Charles McD. .. ..	..	H M	250
				Clench, Mary I. (Mrs.) ..	..	A F	85
Motuti ..	Hokianga ..	2A	25	Bruford, Henry S. B. .. ..	..	H M	200
				Hotere, Harata .. .. .	..	A F	75
Ngawha ..	Bay of Islands	3B	56	Russell, William E.	C	H M	340
				Russell, Agnes (Mrs.) .. ..	..	A F	160
				Hargraves, Vera E. .. ..	..	A F	85
Nuhaka ..	Wairoa ..	4A	123	South, Moses	E	H M	380
				South, Emma S. (Mrs.) ..	..	A F	170
				Wilson, Ellen	D	A F	170
				South, Joyce K. .. .. .	..	A F	65
Ohautira ..	Raglan ..	1	24	Clarke, Rosa	D	F	250
Okautete ..	Masterton ..	2A	23	Owen, Mary M. .. .. .	..	F	200
Omaio ..	Opotiki ..	3B	68	Coughlan, William N. .. ..	..	H M	285
				Coughlan, Isabella A. (Mrs.)	..	A F	160
				Coughlan, Edith M. .. ..	..	A F	65
Omanaia ..	Hokianga ..	3A	60	Bruford, Frederick C. B. ..	..	H M	255
				Bruford, Madge L. (Mrs.)	..	A F	130
Omarumutu ..	Opotiki ..	3C	79	MacKay, Gordon	D	H M	385
				MacKay, Emily M. .. .. .	..	A F	160
				Gaskill, Annie M. .. .. .	..	A F	105
				Watson, Cicely F. E. .. ..	..	A F	120
Opoutere ..	Thames ..	2B	28	Statham, William H. .. ..	..	H M	240
				Statham, Frances E. (Mrs.)	..	A F	105
Orauta ..	Bay of Islands	3A	33	Kelly, Felix	D	H M	345
				Hakaraia, Victoria .. .. .	..	A F	195
Oromahoe ..	Bay of Islands	2B	24	Brighouse, Kathleen (Mrs.)	..	H F	220
				Brighouse, John R. .. ..	..	A M	105
Oruanui ..	East Taupo ..	3A	36	Ferguson, William	D	H M	345
				Ferguson, Alice (Mrs.) ..	..	A F	130
Otangaroa ..	Whangaroa ..	1	16	Matthews, Emily .. .. .	..	F	190
Otaua ..	Hokianga ..	3B	71	Smith, Leonard H. .. .. .	..	H M	285
				Smith, Phoebe M. (Mrs.) ..	..	A F	160
				Chapman, Inez P. L. .. ..	..	A F	65
Otakou ..	Taupo ..	2A	24	Blathwayt, Mary de V. W.	..	H F	200
				Blathwayt, Ellen E. C. ..	..	A F	85
Oturu ..	Mangonui ..	1	20	Leef, Kathleen .. .. .	..	F	160
Paeroa ..	Tauranga ..	3B	47	Dale, Frances A.	C	H M	370
				Dale, Florence E. (Mrs.) ..	B	A F	230
				Farmer, Dorothy M. .. ..	..	A F	85
Pamapurua ..	Mangonui ..	3A	48	Heal, Ethel A. (Mrs.)	C	H F	335
				Heal, Ernest R. .. .. .	..	A M	160
Pamoana ..	Waimarino	2A	22	Pees, Katherine S.	C	H F	310
				Hicks, Blanche M. .. .. .	..	A F	75
Papamoia ..	Tauranga ..	2B	28	Morris, Margery M. (Mrs.)	D	H F	320
				Morris, David O. .. .. .	..	A M	105
Paparore ..	Mangonui ..	3B	55	Harper, Leslie M. (Mrs.) ..	D	H F	350
				Harper, Charles A. E. .. ..	..	A M	160
				Yates, Annie .. .. .	..	A F	75
Parapara ..	Mangonui ..	2B	26	Church, Lilian .. .. .	..	H F	250
				Greaves, Ngaroma .. .. .	..	A F	85
Parawera ..	West Taupo	3A	45	Lowe, Joseph E.	C	H M	330
				Lowe, Mary E. (Mrs.)	D	A F	180
Parikino ..	Wanganui ..	2B	31	Chenery, Honoria L. (Mrs.)	D	H F	275
				Chenery, James W. .. .. .	..	A M	85
Pawarenga ..	Hokianga ..	2A	22	Gilmour, Richard S.	B	H M	350
Pipiriki ..	Wanganui ..	3A	36	Jarratt, Herbert	C	H M	345
				Jarratt, Emily E. (Mrs.) ..	..	A F	160
Poroporo ..	Whakatane ..	3B	68	Ryde, Henry J.	D	H M	385
				Ryde, Emma G. (Mrs.) .. ..	..	A F	160
				Ryde, Edna R. .. .. .	..	A F	85
Pukehina ..	Rotorua ..	2A	21	Burgoync, Annette .. .. .	..	H F	250
				Burgoync, Constance .. ..	..	A F	105
Pukepoto ..	Mangonui ..	3B	67	Gracie, Thomas	C	H M	360
				Gracie, Mary L. S. (Mrs.)	..	A F	160
				Cameron, Jane .. .. .	..	A F	75
Rakaumanga ..	Waikato ..	3B	58	Strong, Sydney J. .. .. .	..	H M	285
				Strong, Mildred F. (Mrs.) ..	..	A F	160

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

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position.	Annual Rate of Salary.
Rakaunui	Kawhia	1	15	Keith, Sydney M.		M	£ 170
Rangiahua	Wairoa	2B	25	Percy, Juanita E. (Mrs.)	D	H F	250
Rangiawhia	Mangonui	2B	39	Grieve, Jessie C.		A F	120
Rangitahi	Whakatane	3A	43	Roberts, Harrold V. J.		H M	210
Rangitukia	Waiapu	4A	127	Roberts, Lillian M. (Mrs.)		A F	85
				Jamison, Mary		H F	285
				Mauriohooho, Sarah		A F	195
				Cumpsty, Charles E.	B	H M	405
				Cumpsty, Mary (Mrs.)		A F	200
				McLachlan, Linda		A F	195
				Tangaere, Annie		A F	65
Raukokore	Opotiki	3B	56	Forbes, Leslie	D	H M	285
				Forbes, Winifred M. (Mrs.)	C	A F	170
Reporua	Waiapu	2A	21	Mountfort, Herbert V.	C	H M	230
				Houia, Mere R.		A F	65
Rotokawa	Rotorua	3A	41	Oulds, George F.		H M	285
				Oulds, Agnes W. (Mrs.)		A F	160
Ruatoki	Whakatane	4A	124	Vine, Henry G.	D	H M	395
				Vine, Winifred M. (Mrs.)		A F	200
				Vine, Effie L.		A F	160
				Smith, Amanda E.		A F	120
Taemaro	Mangonui	2B	25	Child, Marjorie (Mrs.)	D	H F	270
				Child, Sydney H.		A M	105
Taharoa	Kawhia	3A	37	Seivewright, Alexander C.		H M	285
				Seivewright, Clara (Mrs.)		A F	160
Takahiwai	Whangarei	1	19	Goodson, Robert H.		M	180
Tangoio	Hawke's Bay	3A	38	McKenzie, Kenneth	B	H M	355
				McKenzie, Beatrice (Mrs.)		A F	140
Tanoa	Otamatea	2B	30	Frain, Roderick J.	C	H M	320
				Frain, Mabel J. B. (Mrs.)		A F	105
Tautoro	Bay of Islands	3A	46	Smith, Gordon		H M	285
				Smith, Mary A. M. (Mrs.)		A F	160
Te Ahuahu	Bay of Islands	3A	42	Sullivan, Andrew J.	C	H M	355
				Sullivan, Martha A. A. (Mrs.)		A F	160
Te Araroa	Matakaoa	3C	78	McCowan, John T.	C	H M	375
				McCowan, Marguerite (Mrs.)		A F	140
				Rogers, Hineawe		A F	130
				Hutana, Ina		A F	120
Te Hapua	Mangonui	3B	64	Grindley, George	D	H M	355
				Grindley, Catherine (Mrs.)		A F	160
				Grindley, Kathleen		A F	65
Te Haroto	East Taupo	2A	23	Parr, Robert S.	C	H M	255
				Parr, Olwen M. (Mrs.)	C	A F	105
Te Horo	Whangarei	3A	42	Goldsbury, Hugh	D	H M	325
				Goldsbury, Annie J. (Mrs.)	E	A F	220
Te Kaha	Opotiki	3B	59	Cato, Anson H.		H M	285
				Cato, Netty F. L. (Mrs.)		A F	160
				Brown, Onehu		A F	110
Te Kao	Mangonui	3B	54	Watt, Archibald H.		H M	285
				Watt, Bertha F. (Mrs.)		A F	160
				Ihaka, Rhipeti		A F	85
				Karena, R.		A F	65
Te Kopua	Waipa	1	13	Churton, Emily N.		F	190
Te Kotukutuku (39) and Rangiwaea (side school) (12)	Tauranga	3B	51	Snelling, William H.	C	H M	300
				Snelling, Ethel M. (Mrs.)		A F	130
				Callaway, Christina		A F	190
Te Mahia	Wairoa	2B	27	Beer, Uno	C	H M	295
				Beer, Frances M. (Mrs.)		A F	105
Te Matai	Tauranga	3A	43	Chappell, Kingsley G.	B	H M	310
				Chappell, Winifred M. (Mrs.)	C	A F	190
Te Paroa - Totara	Whakatane	3C	109	Clark, Olive J. M. (Mrs.)	B	H F	385
				Clark, William M.		A M	160
				Wright, Vivienne E.		A F	85
				King, Mary V.		A F	65
Te Pupuke	Whangaroa	3A	42	Airey, Hubert B.		H M	285
				Airey, Annie C. (Mrs.)		A F	160
Te Rawhiti	Bay of Islands	2B	37	Thomson, Thomas		H M	250
				Thomson, Beatrice (Mrs.)		A F	105
Te Reinga	Wairoa	2B	31	Wright, Percy		H M	285
				Wright, Rebecca (Mrs.)		A F	160
Te Teko	Whakatane	4A	122	Guest, Joseph J.	C	H M	390
				Ingleton, Anastasia		A F	195
				Guest, Lilian R. (Mrs.)		A F	160
				Guest, Kate E.		A F	85
Te Waotu	West Taupo	2A	18	Worthington, Herbert		H M	250
				Worthington, Sarah A. (Mrs.)		A F	105
Te Whaiti	Whakatane	1	18	Tweed, Sarah E.		F	190

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

Name of School.	County.	Grade of School.	Average Attendance.	Teachers on Staff.	Classification.	Position.	Annual Rate of Salary.
Tikitiki ..	Waiapu ..	4A	126	Bowman, Thomas W. .. Bowman, Eva M. (Mrs.) .. Walker, Elizabeth (Mrs.) .. Sinclair, Jessie V. M. ..	C .. C .. C	H M .. A F .. A F .. A F ..	£ 375 240 165 On extended leave.
Tokaanu ..	East Taupo ..	3B	51	Bowman, Hilda C. .. Wall, Harry .. Wall, Fanny S. M. (Mrs.) .. Asher, Harriet ..	.. .. .. .. .. .. .. ..	A F .. H M .. A F .. A F ..	85 285 160 65
Tokata ..	Matakaoa ..	2B	27	Kennedy, Percival R. .. Kennedy, Eva (Mrs.) ..	Lic.	H M .. A F ..	270 65
Tokomaru Bay ..	Waiapu ..	3B	63	Frazer, William .. Robertson, Margaret .. Potae, Kupere H. ..	.. .. .. .. .. ..	H M .. A F .. A F ..	285 195 75
Torere ..	Opotiki ..	3A	35	Drake, Armine G. .. Drake, Rosalind K. (Mrs.) ..	.. .. .. ..	H M .. A F ..	285 160
Tuhara ..	Wairoa ..	2B	37	Astall, Annie (Mrs.) .. Astall, John R. ..	.. .. .. ..	H F .. A M ..	330 105
Tuparoa ..	Waiapu ..	3B	55	White, Hamilton H. .. White, Isabel (Mrs.) ..	.. .. .. ..	H M .. A F ..	285 220
Waihua ..	Wairoa ..	1	13	Carswell, Janet (Mrs.) ..	.. ..	F ..	190
Wai-iti ..	Rotorua ..	3B	58	Munro, John B. .. Munro, Florence M. (Mrs.) .. Tough, Mary ..	.. .. .. .. .. ..	H M .. A F .. A F ..	370 160 100
Waikare ..	Bay of Islands	2B	27	Cells, Louis J. .. Cells, Maximilienne (Mrs.) ..	.. .. .. ..	H M .. A F ..	240 105
Waikeri ..	Mangonui ..	1	18	Young, Herbert W. ..	.. ..	M ..	230
Waima ..	Hokianga ..	3C	85	Johnston, George .. Johnston, Mary E. (Mrs.) .. Brown, Mary .. Johnston, Isabel M. ..	.. .. .. .. .. .. .. ..	H M .. A F .. A F .. A F ..	375 230 140 85
Waimamaku ..	Hokianga ..	3A	47	Handcock, Georgina .. Handcock, Martha A. ..	.. .. .. ..	H F .. A F ..	345 160
Waimarama ..	Hawke's Bay	1	20	Ward, Violet ..	.. ..	F ..	190
Waiohau ..	Rangitaiki ..	2B	23	Webber, Elsie E. .. Guest, Evelyn M. ..	.. .. .. ..	H F .. A F ..	330 140
Waiomatatini ..	Waiapu ..	3B	72	Cole, George N. .. Cole, Kate E. (Mrs.) .. Collier, Kathleen ..	.. .. .. .. .. ..	H M .. A F .. A F ..	315 210 65
Waiomio ..	Bay of Islands	3A	39	Boake, Marcella A. (Mrs.), B.A. .. Boake, Albert B. ..	.. .. .. ..	H F .. A M ..	335 160
Waiorongomai ..	Waiapu ..	1	16	Kaua, Matekino H. ..	.. ..	F ..	190
Waiotapu ..	Whakatane ..	1	12	Jefferis, Jessie (Mrs.) ..	.. ..	F ..	260
Waioweka ..	Opotiki ..	3A	38	Watkin, Arthur A. .. Watkin, Mary Ann (Mrs.) ..	.. .. .. ..	H M .. A F ..	360 160
Waitahanui ..	East Taupo ..	2B	33	Jones, Marion F. (Mrs.) .. Jones, William E. ..	.. .. .. ..	H F .. A M ..	300 95
Waitapu ..	Hokianga ..	1	12	Le Huray, Agnes M. ..	.. ..	F ..	220
Werowero ..	Mangonui ..	1	17	Matini, Ratareria ..	.. ..	F ..	160
Whakaki ..	Wairoa ..	3A	52	Craig, William H. M. .. Rosevear, Vera D. M. ..	.. .. .. ..	H M .. A F ..	335 190
Whakapara ..	Whangarei ..	3A	40	Rolland, Gertrude A. (Mrs.) .. Rolland, Albert F. ..	.. .. .. ..	H F .. A M ..	295 130
Whakarara ..	Whangaroa ..	3B	61	Robinson, Edna M. (Mrs.) .. Robinson, Charles H. .. Munn, Mary ..	.. .. .. .. .. ..	H F .. A M .. A F ..	255 130 100
Whakarewarewa	Rotorua ..	3C	100	Banks, Joseph .. Banks, Anna (Mrs.) .. Haerewa, Areta .. Mackenzie, Isabella H. ..	.. .. .. .. .. .. .. ..	H M .. A F .. A F .. A F ..	335 260 140 110
Whakawhitira ..	Waiapu ..	2B	22	Foster, Phillip J. .. Foster, Norah J. C. (Mrs.) ..	.. .. .. ..	H M .. A F ..	255 95
Whangamarino	Rotorua ..	3A	49	England, Walter .. England, Eva (Mrs.) ..	.. .. .. ..	H M .. A F ..	355 160
Whangaparaoa ..	Matakaoa ..	1	22	Saunders, Margaret O. ..	.. ..	F ..	180
Whangape ..	Hokianga ..	3A	33	Dent, William .. Dent, Laura M. (Mrs.) ..	.. .. .. ..	H M .. A F ..	265 140
Whangara ..	Cook ..	1	19	MacArthur, Arthur D. ..	.. ..	M ..	240
Whangaruru ..	Bay of Islands	3B	49	Jones, Elizabeth (Mrs.) .. Jones, Ernest ..	.. .. .. ..	H F .. A M ..	285 160
Wharekahika ..	Matakaoa ..	3A	57	Tawhiri, Riwai H. .. Patterson, Alice (Mrs.) ..	.. .. .. ..	H M .. A F ..	360 160
Whareponga ..	Waiapu ..	2B	28	McFarlane, Charles T. .. McFarlane, Margaret (Mrs.) ..	.. .. .. ..	H M .. A F ..	285 160
Whirinaki ..	Hokianga ..	3B	86	Barnett, David .. Barnett, Sarah H. (Mrs.) .. Hall, Ann G. .. Wynyard, Emily ..	.. .. .. .. .. .. .. ..	H M .. A F .. A F .. A F ..	325 160 120 85

Table H 2.

LIST OF NATIVE VILLAGE SCHOOLS, WITH THE ATTENDANCE OF THE PUPILS FOR THE YEAR 1927.
 [In this list the schools are arranged according to regularity of attendance, shown in the last column.]

School.	School Roll.			Mean of Average Attendance of Four Quarters, 1927.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1926.	Number belonging at End of Year 1927.	Average Weekly Roll Number. (Mean of the Four Quarters, 1927.)		
(1.)	(2.)	(3.)	(4.)	(5.)	(6.)
Karetu	36	38	36.8	36.4	98.9
Manaia	37	35	36.4	35.9	98.6
Rangiahia	31	41	36.8	36.3	98.6
Opoutere	28	29	27.8	27.3	98.2
Motiti Island	25	33	28.3	27.7	97.9
Mataora Bay	12	11	10.9	10.6	97.2
Te Kopua	13	14	12.9	12.5	96.9
Rangivaea Side	14	12	12.0	11.5	95.8
Te Rawhiti	40	39	38.8	37.1	95.6
Rakaumanga	62	64	61.4	58.6	95.4
Te Kotukutuku	39	46	42.6	40.6	95.3
Omaio	75	59	68.7	65.4	95.2
Te Reinga	34	35	32.9	31.3	95.1
Omanaia	54	73	67.2	63.7	94.8
Awarua	46	37	45.0	42.6	94.7
Matangirau	61	66	59.1	55.9	94.6
Waimarama	15	23	22.9	21.6	94.3
Waiomio	38	41	42.1	39.7	94.3
Maraenui* .. .. .	..	29	29.0	27.3	94.1
Takahiwai	23	17	18.2	17.1	94.0
Whakapara	46	38	42.0	39.5	94.0
Te Kao	59	57	57.1	53.7	94.0
Pukopoto	65	71	73.0	68.1	93.3
Te Haroto	28	24	23.8	22.2	93.3
Arowhenua	50	46	42.1	39.2	93.1
Pipiriki	37	39	38.4	35.7	93.0
Pamapurua	46	47	51.4	47.8	93.0
Otaua	68	76	78.3	72.8	93.0
Te Paroa-Totara	112	122	119.0	110.0	92.4
Werowero	14	25	22.4	20.6	92.0
Oturu† .. .. .	..	24	22.1	20.3	91.9
Whareponga	33	33	30.4	27.8	91.4
Omarumutu	89	80	84.1	76.8	91.3
Waikare	31	27	28.2	25.7	91.1
Whakarara	61	73	70.0	63.8	91.1
Whakarewarewa	119	112	106.9	97.2	90.9
Tuparoa	62	63	59.4	54.0	90.9
Whirinaki	89	85	90.7	82.1	90.5
Paparore	66	57	59.0	53.4	90.5
Parikino	32	37	34.7	31.4	90.5
Whangaruru	56	50	52.2	47.1	90.2
Tokata‡ .. .. .	..	30	29.5	26.6	90.2
Rangiahua	26	32	29.0	26.1	90.0
Kenana	12	12	12.0	10.8	90.0
Mohaka	84	75	87.7	78.8	89.9
Matapihi	37	45	42.7	38.4	89.9
Kirioko	47	58	52.6	47.2	89.7
Waimamaku	54	49	50.6	45.4	89.7
Poroporo	76	70	72.9	65.4	89.7
Mangamuka	89	93	93.7	84.0	89.6
Oromahoe	29	22	24.1	21.6	89.6
Maungatapu	67	55	59.0	52.8	89.5
Parapara	31	27	28.2	25.2	89.4
Maraeroa	69	75	75.0	67.0	89.3
Ahipara	86	104	98.3	87.6	89.1
Maungapohatu	53	49	55.8	49.7	89.1
Rotokawa	44	47	46.0	41.0	89.1
Rangitahi	47	44	46.4	41.3	89.0
Paeroa	55	55	54.7	48.6	88.8
Whangape	39	35	37.1	32.9	88.7
Ruatoki	143	136	132.7	117.6	88.6
Tuhara	38	42	42.8	37.9	88.6
Raukokore	58	68	64.8	57.2	88.3
Motuti	23	31	30.0	26.5	88.3
Whakaki	59	61	57.6	50.7	88.0
Okautete	26	25	24.8	21.8	87.9
Te Whaiti	23	21	19.7	17.3	87.8
Ngawha	64	64	62.8	55.1	87.7
Taharoa	39	41	41.5	36.4	87.7
Torere	42	42	37.3	32.7	87.7
Waiomatatini	79	78	82.3	71.9	87.4
Manukau	30	33	31.8	27.8	87.4
Whangaparaoa	21	23	24.2	21.1	87.2
Wai-iti	64	66	65.7	57.2	87.1
Te Mahia	33	33	29.2	25.4	87.0
Manutahi	134	133	138.7	120.5	86.9
Tanoa	38	32	31.1	26.9	86.5
Te Pupuke‡	44	44	47.8	41.2	86.2
Wharekahika	62	62	65.1	56.1	86.2
Nuhaka	145	144	140.9	121.5	86.2
Kokako	36	66	50.3	43.3	86.1
Whangamarino	58	57	56.4	48.5	86.0
Tokaanu	61	61	58.2	50.0	85.9
Whangara	20	19	21.3	18.3	85.9
Ohautira	31	32	29.5	25.3	85.8
Te Horo	49	46	46.4	39.8	85.8

* Opened December quarter. † Opened September quarter. ‡ March records lost in school fire.

Table H 2—continued.

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

School. (1.)	School Roll.			Mean of Average At- tendance of Four Quarters, 1927. (5.)	Average Attendance as Percentage of Weekly Roll Number. (6.)
	Number belonging at End of Year 1926. (2.)	Number belonging at End of Year 1927. (3.)	Average Weekly Roll Number. (Mean of the Four Quarters, 1927.) (4.)		
Te Araroa	96	91	87.3	74.8	85.7
Taemaro	30	20	26.5	22.7	85.7
Motatau	36	33	33.0	28.2	85.5
Waitahanui	38	32	37.5	32.0	85.3
Matihetihe	36	23	31.0	26.4	85.2
Oranta	40	34	36.6	31.2	85.2
Waiohau	27	27	26.7	22.7	85.0
Rangitukia	149	152	150.4	127.7	85.0
Tautoro	52	43	51.4	43.7	85.0
Pawarenga	81	20	24.5	20.8	84.9
Te Teko	145	137	140.1	118.7	84.7
Te Ahuahu	50	42	47.1	39.9	84.7
Whakawhitira	28	28	27.1	22.9	84.5
Kaharoa*	16	29	24.0	20.2	84.2
Rakaunui	19	20	18.8	15.8	84.0
Te Kaha	73	64	69.4	58.3	84.0
Matata	62	47	52.5	43.9	83.6
Waima	98	94	101.3	84.4	83.3
Makomako	38	37	39.9	33.2	83.2
Otukou	26	33	30.4	25.3	83.2
Karakanui	22	22	19.5	16.2	83.1
Tikitiki	151	129	146.4	120.5	82.3
Waiotapu	11	24	16.2	13.3	82.1
Waioweka	44	39	42.7	34.8	81.5
Te Waotu	20	26	23.7	19.3	81.4
Karioi	20	30	25.3	20.6	81.4
Pamoana†	26	30	20.8	16.9	81.3
Papamoa	34	40	39.4	31.9	81.0
Kaikohe	141	151	142.4	115.4	81.0
Parawera	57	46	53.3	43.0	80.7
Huiarau	52	61	54.7	44.1	80.6
Tokomaru Bay	77	70	72.7	58.5	80.5
Waihua	17	16	16.1	12.9	80.1
Tangoio	55	33	42.4	33.9	80.0
Reporua	27	22	23.8	19.0	79.8
Hiruharama	102	101	101.7	80.6	79.3
Waitapu	14	21	16.3	12.9	79.1
Waikeri‡ .. .. .	..	29	25.9	20.4	78.8
Te Hapua	82	69	80.4	62.6	77.9
Oruanui	41	41	43.8	34.1	77.9
Mangatuna	55	57	59.0	45.6	77.3
Horoera	36	31	31.7	24.5	77.3
Waiorongomai	19	19	20.5	15.5	75.6
Matahiwi	10	16	13.7	10.3	75.2
Kakanui	16	14	15.7	11.6	73.9
Te Matai	60	63	58.7	42.7	72.7
Otangaroa	21	19	21.1	15.3	72.5
Pukehina	30	30	28.5	20.6	72.3
Totals for 1927 .. .. .	..	6,620	6,655.1	5,816.5	87.4
Totals for 1926	6,591	..	6,617.3	5,947.0	89.8
<i>Maori Mission Schools subject to Inspection.</i>					
Jerusalem Convent	19	19	21.0	19.0	94.8
Matahi Mission	21	24	22.0	19.0	90.9
Ranana Convent	34	32	35.3	31.7	89.8
Tokaanu Convent	37	31	31.5	26.7	84.7
Tanatana Mission	47	42	43.9	39.0	84.2
Putiki Mission	37	28	29.6	24.9	84.1
Matata Convent	58	60	57.8	47.3	81.8
Te Hauke Mission .. .. .	..	41	34.2	27.5	80.4
Whakarapa Convent	111	122	120.8	94.8	78.3
Pawarenga Convent .. .. .	..	71	74.1	53.7	72.4
Totals for 1927 .. .. .	..	470	470.2	383.6	81.6
Totals for 1926	364	..	359.3	315.2	87.7
<i>Boarding-schools affording Secondary Education for Maoris.</i>					
Wesley College (boys), Auckland	21	26	27.5	27.5	100.0
Te Aute College (boys), Hawke's Bay	96	92	90.6	90.5	99.9
St. Stephen's (boys), Auckland	60	63	59.8	59.6	99.6
Hikurangi College (boys), Carterton	24	23	25.2	24.6	97.6
St. Joseph's (girls), Napier	57	54	54.7	53.3	97.5
Queen Victoria (girls), Auckland	51	56	53.7	52.1	96.9
Hukarere (girls), Napier	71	52	54.0	52.0	96.3
Te Waipounamu (girls), Christchurch	13	14	15.8	15.2	95.7
Agricultural College (boys), Hastings	67	48	43.9	41.8	95.3
Turakina (girls), Marton	33	31	29.8	28.3	95.0
Otaki (mixed), Otaki	47	42	43.9	38.9	86.3
Waerenga-a-hika (boys), Gisborne	30	23	24.5	20.5	83.7
Totals for 1927 .. .. .	..	524	523.4	504.3	96.3
Totals for 1926	570	..	..	..	..

* Closed in June quarter.

† Re-opened June quarter.

‡ Re-opened September quarter.

Table H 3.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1927.

School.	Government Pupils.	Private Pupils.	Total.
Otaki College (mixed), Wellington .. .. .	..	42	42
St. Stephen's (boys), Auckland	26	37	63
Te Aute (boys), Hawke's Bay	24	68	92
Waerenga-a-hika (boys), Gisborne	5	18	23
Hikurangi (boys), Carterton .. .. .	..	23	23
Wesley College (boys), Auckland	10	16	26
Agricultural College (boys), Hastings .. .. .	..	48	48
Queen Victoria (girls), Auckland	24	32	56
Hukarere (girls), Napier	21	31	52
St. Joseph's (girls), Napier	23	31	54
Turakina (girls), Marton	10	21	31
Te Waipounamu (girls), Christchurch	2	12	14
Totals	145	379	524

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

(b) MAORI GIRLS HOLDING NURSING SCHOLARSHIPS AT THE END OF 1927.

Number.	Nature of Scholarship.	Hospital.
..

(c) MAORI BOYS HOLDING APPRENTICESHIPS AT THE END OF 1927.

Number.	Nature of Apprenticeship.	Where held.
..

(d) MAORI BOYS HOLDING AGRICULTURAL SCHOLARSHIPS AT THE END OF 1927.

Number.	Where held.
5	Te Aute College.

(e) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT THE END OF 1927.

Number.	University Course.	University at which Scholarship is held.
4	Law	Canterbury College.
1	Arts	"
1	Forestry	"
2	Medicine	Otago University.
1	Theology	"

Table H 4.
MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1927.

Education District.	Number of Schools at which Maoris attend.	Number of Maori Pupils.			Number examined in S. VI.	S. VI Certificates awarded.			Total.
		Boys.	Girls.	Total.		Pro-ficiency.	Com-petency.	Endorsed Com-petency.	
Auckland	407	1,977	1,774	3,751	78	51	10	..	61
Taranaki	56	312	270	582	14	11	2	..	13
Wanganui	67	258	235	493	16	11	4	..	15
Hawke's Bay	92	709	619	1,328	51	38	8	2	48
Wellington	63	306	316	622	28	16	5	3	24
Nelson	10	22	25	47	2	1	..	1	2
Canterbury	40	135	109	244	5	3	..	1	4
Otago	16	43	43	86	4	4	..	..	4
Southland	18	47	47	94	8	8	..	..	8
Totals.. .. .	769	3,809	3,438	7,247	206	143	29	7	179

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

Table H 5.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE END OF DECEMBER QUARTER, 1927.

Years.	Class P.		S. I.		S. II.		S. III.		S. IV.		S. V.		S. VI.		S. VII.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under 6	208	178	..	..	..	..	..	..	..	..	..	..	..	..	..	..	208	178
6 " 7	364	342	1	1	..	..	..	..	..	..	..	..	..	..	..	..	365	343
7 " 8	444	361	19	32	..	2	..	..	..	..	..	..	..	..	..	..	463	395
8 " 9	306	267	96	76	16	31	..	..	..	..	..	..	..	..	..	..	418	374
9 " 10	215	175	141	155	90	81	12	16	..	1	..	..	..	..	..	..	458	428
10 " 11	140	100	118	121	115	117	57	69	13	9	..	..	..	..	..	..	443	416
11 " 12	51	72	85	66	124	111	114	102	35	46	10	10	1	..	..	..	420	407
12 " 13	32	27	45	37	77	61	128	121	88	82	33	33	6	5	..	..	409	366
13 " 14	8	9	17	27	51	30	74	79	83	73	63	66	25	27	1	1	322	312
14 " 15	8	3	9	7	18	13	32	21	38	38	50	38	46	23	1	4	202	147
15 " 16	1	..	3	2	3	1	8	7	8	9	18	20	42	19	1	2	84	60
16 years and over	..	..	..	..	..	1	..	..	3	2	1	2	10	4	3	3	17	12
	1,777	1,534	534	524	494	448	425	415	268	260	175	169	130	78	6	10	3,889	3,438
Percentage ..	3,311 =45.7%		1,058 =14.6%		942 =13.0%		840 =11.6%		528 =7.3%		344 =4.7%		208 =2.9%		16 =0.2%		7,247 =100%	

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

Table H 6.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1927.

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

School.	Race.						Totals.		
	Maoris.			Europeans.			Boys.	Girls.	Total.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Ahipara	50	49	99	2	3	5	52	52	104
Arowhenua	16	18	34	5	7	12	21	25	46
Awarua	16	20	36	1	..	1	17	20	37
Hiruharama	50	51	101	..	..	..	50	51	101
Horoera	22	9	31	..	..	..	22	9	31
Huiarau	37	24	61	..	..	..	37	24	61
Kaharoa	15	10	25	4	..	4	19	10	29
Kaikohu	80	68	148	2	1	3	82	69	151
Kakanui	9	5	14	..	..	..	9	5	14
Karakanui	10	8	18	1	3	4	11	11	22
Karetu	19	17	36	1	1	2	20	18	38
Karioi	8	7	15	10	5	15	18	12	30
Kenana	5	7	12	..	..	..	5	7	12
Kirioko	25	30	55	1	2	3	26	32	58
Kokako	14	23	37	18	11	29	32	34	66
Makomako	12	20	32	3	2	5	15	22	37
Manaia	17	18	35	..	..	..	17	18	35
Mangamuka	50	42	92	..	1	1	50	43	93
Mangatuna	23	29	52	2	3	5	25	32	57
Manukau	14	19	33	..	..	..	14	19	33
Manutahi	52	46	98	20	15	35	72	61	133
Maraenui	17	12	29	..	..	..	17	12	29
Maraeroa	27	46	73	2	..	2	29	46	75
Matahiwi	6	8	14	..	2	2	6	10	16
Matangirau	23	32	55	6	5	11	29	37	66
Mataora Bay	3	6	9	2	..	2	5	6	11
Matapihi	22	14	36	4	5	9	26	19	45
Matata	9	8	17	12	18	30	21	26	47
Matihetihe	14	8	22	..	1	1	14	9	23
Maungapohatu	27	22	49	..	..	..	27	22	49
Maungatapu	18	22	40	10	5	15	28	27	55
Mohaka	39	27	66	6	3	9	45	30	75
Motatau	10	8	18	9	6	15	19	14	33
Motiti Island	15	15	30	2	1	3	17	16	33
Motuti	14	17	31	..	..	..	14	17	31
Ngawha	27	35	62	2	..	2	29	35	64
Nuhaka	57	75	132	6	6	12	63	81	144
Ohautira	14	13	27	2	3	5	16	16	32
Okautete	10	13	23	1	1	2	11	14	25
Omaio	28	29	57	2	..	2	30	29	59
Omanaia	34	34	68	3	2	5	37	36	73
Omarumutu	40	30	70	7	3	10	47	33	80
Opoutere	10	14	24	3	2	5	13	16	29
Orauta	15	6	21	8	5	13	23	11	34
Oromahoe	13	5	18	4	..	4	17	5	22
Oruanui	19	8	27	6	8	14	25	16	41
Otangaroa	8	11	19	..	..	..	8	11	19
Otaua	31	29	60	6	10	16	37	39	76
Otukou	13	20	33	..	..	..	13	20	33
Oturu	12	12	24	..	..	..	12	12	24
Paeroa	12	14	26	7	13	20	28	27	55
Pamapurua	19	23	42	3	2	5	22	25	47
Pamoana	14	12	26	1	3	4	15	15	30
Papamoa	19	16	35	2	3	5	21	19	40
Paparore	27	22	49	7	1	8	34	23	57
Parapara	13	10	23	2	2	4	15	12	27
Parawera	15	10	25	14	7	21	29	17	46
Parikino	12	18	30	2	5	7	14	23	37
Pawarenga	12	7	19	1	..	1	13	7	20
Pipiriki	18	17	35	4	..	4	22	17	39
Poroporo	36	21	57	6	7	13	42	28	70
Pukehina	11	10	21	5	4	9	16	14	30
Pukepoto	30	24	54	7	10	17	37	34	71
Rakaumanga	30	34	64	..	..	..	30	34	64
Rakaunui	13	6	19	..	1	1	13	7	20
Rangiahua	15	10	25	1	6	7	16	16	32
Rangiawhia	26	11	37	2	2	4	28	13	41
Rangitahi	24	20	44	..	..	..	24	20	44
Rangitukia	79	71	150	1	1	2	80	72	152
Raukokore	22	33	55	5	8	13	27	41	68
Reporua	15	7	22	..	..	..	15	7	22
Rotokawa	16	21	37	7	3	10	23	24	47
Ruatoki	70	61	131	4	1	5	74	62	136
Taemaro	8	12	20	..	..	..	8	12	20
Taharoa	24	17	41	..	..	..	24	17	41

Table H6—continued.

RACE OF THE CHILDREN ATTENDING THE NATIVE VILLAGE SCHOOLS ON 31ST DECEMBER, 1927
—continued.

School.	Race.						Totals.		
	Maoris.			Europeans.			Boys.	Girls.	Total
	Boys.	Girls.	Total.	Boys.	Girls.	Total.			
Takahiwai	8	8	16	1	..	1	9	8	17
Tangoio	13	10	23	7	3	10	20	13	33
Tanoa	15	16	31	..	1	1	15	17	32
Tautoro	20	17	37	..	6	6	20	23	43
Te Ahuahu	15	22	37	4	1	5	19	23	42
Te Araroa	35	32	67	11	13	24	46	45	91
Te Hapua	35	34	69	..	..	..	35	34	69
Te Haroto	14	7	21	..	3	3	14	10	24
Te Horo	20	26	46	..	..	..	20	26	46
Te Kaha	36	26	62	1	1	2	37	27	64
Te Kao	31	26	57	..	..	..	31	26	57
Te Kopua	3	9	12	2	..	2	5	9	14
Te Kotukutuku }	26	20	46	..	..	..	26	20	46
Rangiwaea }	5	7	12	..	..	..	5	7	12
Te Mahia	16	17	33	..	..	..	16	17	33
Te Matai	24	27	51	5	7	12	29	34	63
Te Paroa-Totara	47	47	94	14	14	28	61	61	122
Te Pupuke	22	18	40	2	2	4	24	20	44
Te Rawhiti	24	11	35	3	1	4	27	12	39
Te Roinga	12	14	26	1	8	9	13	22	35
Te Teko	49	58	107	14	16	30	63	74	137
Te Waotu	6	7	13	5	8	13	11	15	26
Te Whaiti	10	9	19	..	2	2	10	11	21
Tikitiki	68	53	121	5	3	8	73	56	129
Tokaanu	25	34	59	1	1	2	26	35	61
Tokata	15	13	28	2	..	2	17	13	30
Tokomaru Bay	36	34	70	..	..	..	36	34	70
Torere	18	19	37	1	4	5	19	23	42
Tuhara	10	10	20	10	12	22	20	22	42
Tuparoa	34	27	61	1	1	2	35	28	63
Waihua	5	4	9	4	3	7	9	7	16
Wai-iti	25	30	55	6	5	11	31	35	66
Waikare	8	18	26	1	..	1	9	18	27
Waikeri	13	13	26	1	2	3	14	15	29
Waima	43	48	91	1	2	3	44	50	94
Waimamaku	26	19	45	2	2	4	28	21	49
Waimarama	11	7	18	1	4	5	12	11	23
Waiohau	14	13	27	..	..	..	14	13	27
Waioamatatini	45	32	77	1	..	1	46	32	78
Waiomio	17	23	40	1	..	1	18	23	41
Waiorongomai	9	10	19	..	..	..	9	10	19
Waiotapu	6	6	12	4	8	12	10	14	24
Waioweka	13	9	22	10	7	17	23	16	39
Waitahanui	12	20	32	..	..	..	12	20	32
Waitapu	9	12	21	..	..	..	9	12	21
Werowero	13	9	22	1	2	3	14	11	25
Whakaki	26	25	51	4	6	10	30	31	61
Whakapara	7	24	31	4	3	7	11	27	38
Whakarara	39	34	73	..	..	..	39	34	73
Whakarewarewa	37	33	70	28	14	42	65	47	112
Whakawhitira	17	11	28	..	..	..	17	11	28
Whangamarino	28	22	50	4	3	7	32	25	57
Whangaparaoa	9	14	23	..	..	..	9	14	23
Whangape	21	12	33	..	2	2	21	14	35
Whangara	9	4	13	4	2	6	13	6	19
Whangaruru	28	22	50	..	..	..	28	22	50
Wharekahika	30	23	53	5	4	9	35	27	62
Whareponga	16	17	33	..	..	..	16	17	33
Whirinaki	38	36	74	6	5	11	44	41	85
Totals	2,974	2,814	5,788	432	400	832	3,406	3,214	6,620

Table H8.

SUMMARY OF EXPENDITURE ON NATIVE SCHOOLS DURING THE YEAR ENDED 31ST MARCH, 1928.

	£
Salaries (teachers and Inspectors)	62,194
Special allowances to teachers in isolated places	162
Higher education and scholarships (including nursing scholarships)	5,601
Books, school requisites, sewing-material, &c.	1,432
Storage and despatch of school-books, &c.	113
Expenses of removals of teachers	917
Inspectors' travelling-expenses	493
Buildings: New schools, additional class-rooms, &c.—	
Education Purposes Loans Act, 1919	11,430
Maintenance of buildings, rebuilding, repairs, &c.	3,017
Manual instruction: Payment of instructors and material for classes	401
Conveyance and board of children	2,143
Sundries: Advertising, &c.	36
	<hr/>
	87,939
Less recoveries (sale of maps, &c.)	135
	<hr/>
Total net expenditure	<u>£87,804</u>

Approximate Cost of Paper.—Preparation, not given; printing (950 copies), £35.

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