

Much still remains to be done before the position of the Maori in relation to post-primary education can be considered satisfactory. At the present time only about one-third of the pupils passing through Form II are proceeding to some higher form of education, whereas, in the case of pakeha children, about two-thirds proceed to secondary and technical and district high schools.

2. CO-OPERATION OF PARENTS

Last year a special effort was made to interest the Maori parents in the schools and to secure their co-operation. Prior to each visit to a school the Head Teacher was asked to call a meeting of parents, which was addressed by the Inspector. The opportunity was taken of explaining to the parents the aims of our Native schools, the methods that were being taken to attain these aims, and some of the successes that had already been achieved. In most cases the parents attended in very gratifying numbers, and some very enthusiastic meetings resulted. An effort was also made to interest the people in adult education, and in a few localities classes have already begun.

3. PRIMARY EDUCATION

Music continues to be a very prominent feature of Native schools, in quite a number of which a very high standard is attained.

The new system of physical education made definite progress in 1942. The influence of young teachers, who have become thoroughly acquainted with the system at training college, has had a very beneficial effect, and for 1943 two specialists have been attached to Native schools, one in the east coast area, and one in the Tauranga district. With a better understanding of its principles and methods, teachers are showing a greater enthusiasm for the work.

The latest methods of infant-room teaching have been stimulated by the visits of the infant-teaching specialists to our schools. These ladies have not only demonstrated methods, but have also conducted several one-day refresher courses for infant-teachers, and I should like to express my thanks to them for their interest in and the help given to our Native schools.

4. SCHOOLS AND STAFFS

In 1942 there were 154 Native schools directly under the control of the Education Department. Five schools—Ngataki, Motukiore, Owairaka Valley, Kennedy's Bay, and Ngapuke—were taken over from the Auckland Education Board. The total enrolment was 11,009 (10,916 in 1941), and the average attendance was 9,091 (9,043 in 1941). The average weekly roll number was 11,539 (10,588 in 1941), and the percentage of regularity was 79. Of the 11,009 children on the roll at the 31st December, 1942, 10,020 were Maori and 989 European. The following table shows the increase in the attendance at Native schools since 1918:—

Year.					Roll Number at 31st December.	Average Attendance.	Average Weekly Roll.
1918	..	..	..	..	5,064	4,551	5,281
1928	..	..	..	..	6,671	5,964	6,770
1938	..	..	..	..	9,832	8,471	9,787
1942	..	..	..	..	11,009	9,091	11,539

There were 13,181 Maori children in attendance at 879 public schools at the end of 1942.

Staffing difficulties during last year were very acute, owing to the shortage of teachers, due to the war. With the increase in size of so many schools it is now necessary to provide more assistants, and in quite a number of localities there is the problem of finding suitable boarding accommodation for them. Nevertheless, there were very few occasions indeed when a school was closed for more than a few days owing to the impossibility of providing a teacher. With so many changes and occasional shortages of staff, additional burdens were thrown on the permanent teachers, but it is to their credit that they have so willingly carried on. I have also to acknowledge the ready response of some of our superannuated and married women teachers in coming to our assistance.

At the end of 1942 there were 477 teachers employed in the Native Schools Service, of whom 294 were certificated. The number of junior assistants was 107.

These junior assistants are mainly Maori girls who have completed post-primary courses and desire to take up teaching. As a result of our system of Continuation Scholarships we have now an assured supply of girls, and it is difficult for a girl with less than four years' post-primary education to secure one of these positions. The result of this has been that most of our appointees have either reached or approximately reached the School Certificate standard, which is the qualification for entrance to training college. We have also arranged a system of coaching with the Department's Correspondence School for those who have not passed this examination. These girls now have the opportunity of becoming qualified teachers, and the success of these arrangements may be judged from the following comparison of Maori students admitted to training colleges: 1940, 4; 1941, 9; 1942, 18.

Ten Mission schools, controlled and administered by denominational authorities, were registered last year. The total enrolment at these schools was 639 children.

5. SCHOLARSHIPS

At the end of 1942, 155 Junior Scholarships, 26 other than Native School Scholarships, 31 Continuation, 9 Nursing, and 9 Agricultural Scholarships were held by pupils attending approved post-primary schools. Seven University Scholarships were current. The Buller and the Senior Te Makarini Scholarships were won by Dan Reihana and N. T. Raihana, respectively.

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