

4. BUILDINGS.

During 1934 building operations were somewhat more extensive than those carried out in 1933. New schools, with residences, were built at Raupunga and Manukau, while new class-rooms were provided at Rangitahi, Tawera, and Whakarewarewa, and a new residence at Waima. Te Hapua and Tokaanu Native Schools were remodelled, the Tokaanu work including the provision of an extra class-room. In addition the usual maintenance works were carried out.

At the end of the year the residence at Waihua Native School was unfortunately destroyed by fire. It was decided not to rebuild immediately and arrangements were made for the teacher to board in the vicinity of the school.

5. TRAINING OF TEACHERS.

Each year shows an improvement in the methods of instruction, which are becoming progressively less authoritarian on the part of the teacher and less passive and receptive on the part of the pupil. In accordance with the new aims, stress has been laid upon the development of desirable powers and the giving of free scope to natural capacities and interests rather than upon the acquisition of facts or the absorption and retention of imposed subject-matter. There is still, however, a need for imaginative vision among some of the teachers who persist in providing subject-matter drawn from sources altogether too remote from the experiences of Maori children. In regard to club work and child activity, it must be impressed upon teachers that continuity is necessary for growth and progress, and a multiplicity of short-time activities should be avoided.

During the year most of the Native-school teachers were afforded the opportunity of attending refresher courses in physical drill and drawing. In addition, your Inspectors took every opportunity of meeting the teachers in various convenient centres. Throughout the year the discussion circles, organized by the Native-school teachers, continued to meet regularly. To these circles the supply of educational literature from the Education Department's library was continued, but there was evidence of a diminution of interest in this service. Owing to the many demands made upon them, teachers found it difficult to subscribe to educational periodicals, but it is hoped that professional reading will not be neglected. The Native Schools Column of the *Education Gazette* was maintained for the most part by teachers' contributions.

During the year programmes of work in health, infant welfare, nature study, woodwork, club work, and sewing were prepared and supplied to teachers, not on an authoritarian basis but merely as suggestions. I wish to acknowledge the services of Miss R. Lynn, Correspondence School, who so ably prepared the sewing scheme, and of Mr. J. Passmore, who assisted in the preparation of the woodwork scheme. The infant-welfare scheme was prepared by the Health Department.

6. GRADING OF SCHOOLS.

For 1934, schools have been graded with reference to efficiency as follows (the figures in parentheses indicate the 1933 grading): Excellent, 3 (2); very good, 24 (22); good, 40 (47); very fair, 40 (34); fair, 25 (23); poor, 6 (9).

7. LIBRARIES.

The inadequate supply of supplementary reading material in Native schools continues to be a matter of concern. Most head teachers were successful in raising funds, but the calls upon these for such purposes as grounds improvement, picnics, and sports apparatus, leave little for the purchase of reading matter. The present supply of books is sufficient for teaching the mechanics of reading, but is so inadequate that it must fail in developing a real love of reading. It must be remembered that in the majority of Maori homes there are few books.

8. SOCIAL AND COMMUNITY LIFE.

The real worth of Native education as a civilizing agent and as a potent force in the reconstruction of a Native society is not debatable. It is, however, but one of the many socializing forces, and its effectiveness is undoubtedly strengthened when the system is based upon a study of the society in which the Maori child lives and develops. This study is necessary, not only to help in the transformation of those circumstances which limit and destroy physical and spiritual forces, but in order to foster a sympathetic relationship between the Native school and the community. Teachers are studying the social life, the music, recreations, and arts and crafts of the Maori people. Adult Maori assistance in school activities has been sought, chiefly in connection with Maori crafts. The result has been disappointing owing to the fact that in many districts the old skills in weaving, carving, &c., have been forgotten. It has also proved difficult to sustain the interest of the voluntary Maori helpers in these activities.

More success has attended the formation of women's clubs, including branches of the Women's Institute, meetings of which are held in the school. This movement has proved valuable in widening the sphere of influence of the school.

Maori songs of a suitable type are encouraged and Maori games and dances have been included in the physical-drill programme.

Encouraged by the revised curriculum, a few teachers have, with local assistance, raised funds for the erection in the school-grounds of model two-roomed homes. These homes are fitted with modern drainage and sanitary conveniences, and offer scope for excellent practice in housecraft and home-management. Each day two senior girls devote the whole of their time to cooking their own meals, making beds, laundry work, and to the care of two or three primer children. Practical contact is thus made with every type of difficulty that might be experienced in the home.

School clubs of many kinds were organized. Some of these have flourished, but many failed due to the fact that they were unrelated to the children's real interests. Home plots and calf clubs have been particularly valuable in taking the school into the home.