

1936.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN

(In continuation of E.-3, 1935).

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

CONTENTS.

	Page		Page
No. 1.—Report of Inspector of Native Schools ..	1	No. 2.—Detailed Tables— <i>continued</i> .	
No. 2.—Detailed Tables :—		Table H 5. Maori Children at Public Schools ..	7
Table H 1. Number of Native Schools classified		H 6. Proficiency Results ..	8
according to Grade, &c. ..	6	H 7. Classification of Maori Children at	
H 2. Attendance at Schools ..	6	Public Schools ..	8
H 3. Rolls of Maori Mission and Maori		H 8. Ages and Standards ..	9
Secondary Schools ..	6	H 9. Certificates held by Teachers in	
H 4. Number of Maori Pupils attending		Native Schools ..	10
Maori Secondary Schools, &c. ..	7		

No. 1.

(REPORT OF INSPECTOR OF NATIVE SCHOOLS.)

SIR,—

I have the honour to present the following report on the Native Schools for the year 1935 :—

1. EDUCATIONAL AIMS.

The aims of the revised curriculum, based upon the sociological needs of the Maori and the psychological needs of the individual, were indicated in detail in my report of last year. Throughout 1935 a determined effort was made to acquaint teachers with the implications of the revised policy and to further translate its spirit into action. The result has been an increase in the opportunities provided for the development of individual interests and activities, including creative and æsthetic outlets. The latter have found appropriate expression in Maori arts and crafts, music and dance. The so called “extra curricula” activities, which provide the means for the development of such traits as leadership, self-expression, and co-operation, and which often demand participation in socially useful work, have become an indispensable part of the curriculum of Native schools.

A significant factor in the introduction of the new policy has been its immediate success in intensifying the interest of the Maori parent in the education of his children and in engaging his co-operation. In order to assist in the introduction and the adoption of the new aims, approval was obtained for refresher courses to be held in February, 1936, for which the necessary detailed organization was completed in 1935.

2. ATTENDANCE.

At the end of 1935, 138 Native schools were administered and maintained by the Education Department. The total roll number was 7,876 (7,587 in 1934) and the average attendance was 7,098 (6,799 in 1934). The average weekly roll number was maintained at 7,816, the percentage of regularity being 90·8. Of the 7,876 children enrolled at 31st December, 1935, 6,295 children were Maori, speaking the Maori language at home, and 594 Maori children speaking English in the home. The remainder (987) were European children.

The following table shows a steady increase in the attendance since 1912:—

Year.	Roll Number at 31st December.	Average Attendance.	Average Weekly Attendance.
1912	4,694	4,042	4,644
1917	5,173	4,507	5,191
1922	6,161	5,436	6,119
1927	6,620	5,816	6,655
1932	7,313	6,848	7,524
1934	7,587	6,799	7,523
1935	7,876	7,098	7,816

There were on the roll on the 1st July, 1935, 6,898 Maori children (6,540 in 1934) and 954 European children (964 in 1934) making a total roll number at that date of 7,852 (7,504 in 1934).

3. STAFF (31ST DECEMBER, 1935).

Three hundred and thirty-eight teachers were employed, of whom 259 were certificated and 79 uncertificated. Of the total staff 33·7 per cent. were junior assistants, 74 of whom were fully qualified teachers, and 40 uncertificated. The percentage of head and class teachers holding certificates continues to increase, and is now 83 per cent., an increase of 4 per cent. for the year. At present twenty of the uncertificated junior assistants are Maori girls, who are giving very efficient service.

4. BUILDINGS.

During 1935, a new open-air school of three class-rooms, with generous cloak-room accommodation, was built at Waima to replace the old school. At Whangaparaoa a new class-room, and two additional rooms to the residence were provided. Extensive remodelling of the Ahipara, Mangamuka, and Oruanui Native Schools was completed. At the Wharekahika Native School improvements were effected to both the school and residence and at Te Waotu Native School the residence was remodelled.

In addition, the usual maintenance works were carried out.

5. TRAINING OF TEACHERS.

During the years of financial depression many of the junior assistant positions, usually held by uncertificated Maori girls, were filled by the appointment of certificated European assistants. This augmentation of teaching-power proved very beneficial to the Native school service and assisted materially in the adoption of the new aims. Towards the end of 1935 a number of these trained teachers found more lucrative positions in public schools, and the vacancies so occasioned are again being filled by the appointment of carefully selected Maori girls. Provision will be made for the training of these Maori junior assistants, both in school method and academically, in order that they may qualify for entrance to the training colleges. Native school teachers in some districts continue to meet in study circles, and some demands were made upon the facilities afforded by the Education Department's library. Many teachers fail to realize the necessity for professional reading, and it is to be hoped that a greater number will subscribe to one or more educational periodicals. Without such a stimulus the danger of mental stagnation and professional deterioration is great. The Native schools column in the *Education Gazette* was maintained to a considerable extent by the contributions of teachers.

6. GRADING OF SCHOOLS.

For 1935, schools have been graded with reference to efficiency as follows (the figures in parentheses indicate the 1934 grading): Excellent, 3 (3); very good, 25 (24); good, 49 (40); very fair, 34 (40); fair, 21 (25); poor, 6 (6).

7. LIBRARIES.

Library facilities are, in most schools, inadequate, especially in regard to the provision of books of reference. A number of teachers have raised funds for the purchase of supplementary reading material, but such efforts to build up school libraries should be general and sustained, additions being made at least annually. The library should be an intimate concern of the children, who should be trained in its management, co-operate in raising funds for its enlargement, and be consulted in regard to the choice of new books. In most schools the library, instead of being an integral and necessary part of the school organization, is but a collection of additional class-room readers, often badly stored and classified.

Owing to the paucity of reading material in many of the Maori homes and communities the need for the provision of adequate library facilities and for training in library management cannot be stressed too strongly.

8. SOCIAL AND COMMUNITY LIFE.

This year the prestige and influence of the Native schools in their respective communities have increased. In addition to the social services traditionally rendered—care of the sick, supply of medicines, assistance to parents in all kinds of matters—the revised curriculum, in stressing practical education and in relating it to the requirements of home and farm, has attracted the interests of the parents, and is making a direct contribution to better

health conditions. Instruction in housecraft, cooking, washing, ironing, infant welfare, &c., is given in most schools, and this is often supplemented by instruction of a similar nature given to mothers in such organizations as the Women's Institute. Care is taken to ensure that the teaching is of a practical nature and involves the practice in, and performance of each task. Verbal instruction is discounted.

The introduction of suitable elements of Maori culture was continued, and this interest in Maori history, crafts, and singing has brought the school and the community into a more sympathetic relationship. School clubs and societies have been organized and have functioned with varying degrees of success. Considerable progress has been made in the organization of Junior Red Cross circles and of branches of the Women's Institute. Model cottages have now been erected in six schools, all by local co-operation, and these provide one of the best channels for real worth-while practical training.

In spite of the often excellent work being done by the schools in improving home and family life, the progress actually made in comparison with the need is very small. It is not uncommon, in some districts, for the children to be under-nourished, inadequately clothed, and neglected. The teachers' hope must rest in the knowledge that improvement in the home of the future will be achieved mainly through the education being given the pupils now, not only in knowledge and in skill, but in the realization of personal responsibility for community welfare. Here the clubs and school organizations play an important part in developing self-reliance, character, and leadership. The Maori has made significant, and even essential, contributions to New Zealand life, but as a race he has not yet realized his importance as a factor either for good or ill in the general well-being of the whole community.

9. HEALTH AND PHYSICAL EDUCATION.

In health education the aim has been the development of habits, attitudes, and ideals by means of child activity. School-teachers are beginning to realize that a few minutes of daily participation in health activity is worth hours of memorizing facts about health. By inspection and commendation the right attitudes to personal cleanliness will develop. Individual towels are used in many schools, uniforms worn and, when necessary, immediately repaired. In some schools senior children are appointed school nurses and attend to cuts and sores, using suitable materials and approved methods. Hot lunches, soup or stew, or hot cocoa, are provided in a number of schools, and such lunches are supervised and table manners taught. In housecraft and in infant welfare the senior pupils learn the importance of carefulness, system, and planning.

During 1935 the usual medicinal school stores were supplied by the Health Department and Native school teachers have co-operated willingly with the District Nurses.

All school buildings and outhouses have been kept scrupulously clean, but many of the class-rooms can be made more attractive by suitable wall decorations. Walls are sometimes cluttered up with pictures, prints, and specimens of work which are allowed to remain throughout the year and serve chiefly as a means of collecting dust.

Although instruction in physical drill improved after the refresher course held by Mr. Reid in 1934, it cannot yet be considered satisfactory. The teachers appeared to lack not only the definite guidance given by the old system but also an understanding of the principles upon which the present syllabus is based. It was decided, therefore, to include physical drill in the refresher courses to be held in February, 1936.

10. HANDWORK.

The Department has fully realized the importance of handwork in the curriculum of our Native schools, and there has been a wide expansion of activities within this subject. With the restoration of the grant for handwork, it was possible to supply a more comprehensive range of materials, but it is to be regretted that teachers did not continue to exploit the use of raw materials gathered from the surrounding district. In a few cases local Maori experts were co-opted to assist in teaching their own arts and crafts, and their services were willingly given. In this respect it is hoped to secure greater co-operation in the future. It has been stressed that while training in manual skill is of great value the main aim in handwork should be to develop initiative and resource and a constructive sense. A child must plan things for himself, learn to suggest methods of attack, and carry the work to completion mainly by his own effort. Both boys and girls are taught to make things that are useful in the home or in the school.

The principal activities for boys consist of woodwork and, in one or two schools, metalwork. Thirty-seven per cent. of the schools have been equipped with woodwork tools. Carving is coming into greater prominence and in several schools boys have developed a very creditable degree of skill.

For the girls a strong domestic course is usually provided. A sewing scheme, drawn up by Miss Lynn of the Correspondence School, has helped to improve the general planning of the subject and both plain and fancy sewing were well done. In a number of cases the drafting and cutting-out of the garments were carried out by the girls themselves. Knitting was popular and other activities included tapestry work, embroidery, rug-making, and the old Maori crafts of weaving and taniko work.

11. DRAWING.

Certain phases of this subject showed considerable improvement during the past year. As a means of representation, drawing in Native schools has probably reached as high a standard as it has attained for a number of years, but as a means of self-expression and as an instrument of culture the subject has scarcely been touched. In object drawing the work has been much better planned, and the general standard of neatness and execution has

improved, but the vast field of design, which has been stressed by your Inspectors, has been inadequately covered. It is hoped that during the coming year greater attention will be given to this aspect of the subject, and particularly to the study of Maori design.

12. AGRICULTURE.

This subject now includes a great variety of activities and studies. Assisted by the Agricultural Instructors the teachers gave careful attention to plot work, which included the growing of vegetables for the mid-day meal. A certain amount of nursery work was undertaken, and the tree nurseries established last year were maintained.

Club work has been strengthened, and now includes Home Garden Clubs, Calf Clubs, and one or two Pig and Poultry Clubs. Home gardens are of very practical value, and experience shows that they deserve even greater encouragement. Particularly in the East Coast district, the Calf Club work has progressed and has awakened the interest and co-operation of the local farmers.

Nature Study continues to be treated analytically, and teachers do not aim at awakening in the Maori children that appreciation of nature which would mean so much to them in their limited environment. The greatest progress in revising the methods of teaching Nature Study has been made in the North Auckland District. Better provision in the storage of tools is necessary, but in most schools they are carefully oiled and well cared for.

Ground-improvement schemes, sometimes on a considerable scale and involving the assistance of the Unemployment Board, were carried out in a number of schools, and in general it may be said that the outside environment has greatly improved of recent years.

13. ENGLISH, ARITHMETIC, AND SOCIAL STUDIES.

The need for proficiency in English, both oral and written, has been emphasized, as a command of this language is necessary to establish between the races that feeling of equality which is one of the foremost aims of the Native schools. Systematic drills in correct grammatical and idiomatic expression are still urgently needed to eradicate those errors which are characteristic of the Maori. In very few schools has there been any evidence of a planned attack upon these fundamental weaknesses. In written English a feature has been made of the development of the imaginative type of composition with very encouraging results. In composing letters, especially those of a formal type, lack of knowledge and experience often produces incongruous statements and requests. With a broader interpretation of civics this deficiency will be overcome. In both oral and written English fluency has improved, and in a few schools a high standard is reached.

Oral reading still suffers from a forced, flat, and monotonous delivery maintained at a high pitch. Voice modulation, inflection, and word-grouping in a foreign tongue, do not come naturally, but require continued teaching, mainly by pattern work. With the exception of this defect, oral reading is fluent. In a number of schools reading for content has not received the attention it merits, but this aspect of teaching is dependent, to a certain extent, upon adequate library facilities. Deficiencies in this respect have already been mentioned. In recitation a much better selection of poems has been made generally, with a consequent improvement in expression. This subject, however, lacks breadth of treatment, and more importance continues to be placed upon memorization than on the interpretation of the poems.

Spelling is still a problem in those schools which have not incorporated the spelling in a scheme for building up an active vocabulary. This subject requires more thought and preparation and much less reliance upon formal word lists and traditional teaching methods.

This year there has been an improvement in the mechanical accuracy of arithmetic and in the majority of Native schools the standard of attainment in this subject is satisfactory. In order to encourage teachers to devise schemes in arithmetic that would suit the needs of the pupils the tests given to the upper classes have been divided into three sections, commercial, agricultural, and domestic. In past years problems have been predominantly of the first type, and were more suited to those who would eventually earn a living in a city.

Mental arithmetic, where the problems are stated orally, is another phase which needs more attention in Native schools, as most of the arithmetic which the Maori child will be called upon to do in future life will be of that type. Formality in the teaching of this subject persists where the text-books are relied upon exclusively.

In geography and in history, initiative in the preparation of schemes has been still further encouraged by allowing teachers to prepare their own questions for the Proficiency Examination. In spite of this, geography continues to be taken on traditional lines, while its scope for experiment and observation is almost neglected.

In history little originality is shown in collecting local stories, although emphasis is laid upon local, Maori, and New Zealand history. In external geography and history, only that which affects New Zealand directly or indirectly is included in the schemes. Modern developments are not overlooked and, taking into consideration the difficulty many schools have in obtaining newspapers, satisfactory efforts are made to keep the pupils abreast of the times. The teaching of civics, in a broad sense, needs to be stressed more strongly, and clubs, school councils, and similar school organizations are valuable for this purpose.

Singing shows improvement in tone, in articulation, and in the types of songs selected. School choirs have increased in number, and some have performed with distinction in competitions.

Modern methods are being employed by a steadily increasing number of infant teachers. Child activity is more in evidence and group methods are more extensively applied. The new readers have proved very popular, and have materially assisted in the revision of teaching methods. In number teaching there is a tendency, in the upper primer classes, to abandon the concrete type and to restrict the arithmetic to symbols.

14. PROFICIENCY EXAMINATION.

The total number of Proficiency candidates for 1935 was 270 (244 in 1934), of whom 195 were Maori children and 75 European children. The average age of the candidates, at the time of the examination, was fourteen years three months. Two hundred and nine candidates were awarded Proficiency Certificates and thirty-one Competency Certificates.

15. MAORI MISSION SCHOOLS.

Eleven mission schools for Native children, controlled and administered by denominational authorities, were all visited by your Inspectors. The reports indicated that, in each case, the conditions necessary for registration were satisfied. Five hundred and seventy children were enrolled at these mission schools, the average attendance being 490.56.

16. SECONDARY EDUCATION.

The Maori child has the same right to a free secondary education as a European: as a free-place pupil he can attend any secondary school, technical school, or district high school. This right is of value only to Maoris who are living in the vicinity of such institutions, and thus it provides no real facility for secondary education for the Maori children living in the backblocks. For the latter, by means of a system of Government scholarships, secondary education for two years is provided at selected private schools, controlled by the authorities of various religious denominations. Table H 3 gives a list of these boarding-schools and the roll numbers thereat.

For some years the curriculum of many of these schools, especially those for boys, has been narrowed into almost purely academic channels. This partial, and, in one case, almost complete abandonment of practical, technical, and agricultural training, has been a matter of serious concern. Such a limitation of curriculum is contrary to modern educational theory, even when applied to secondary schools for Europeans. For the majority of these Maori boys it can provide, at most, a very artificial training, almost completely unrelated to their needs in later life. There has been little evidence of the organization of such extra-curricula activities as school clubs and societies of a similar nature, which are becoming of increasing importance in most secondary schools, and in which the seeds of cultural interests and leisure time occupations are first sown. This descent into formality is due to a number of causes, not the least of which is financial stringency, which has resulted in inadequate staffing, both in the number and in the efficiency of teachers. On the other hand, factors which should have encouraged a very practical curriculum were the withdrawal of Continuation Scholarships and the limitation of the Junior Scholarships to two years. Both of these conditions seriously decrease the opportunities for service which these schools might render the Maori community but, just as long as they remain determining factors, they invite, even demand, special short courses planned, not to meet examination requirements, but to be of benefit both to the boys themselves and to their community. In some of the private secondary schools for Maori girls this criticism applies to a less extent, but there also the curriculum is in need of thoughtful revision.

In view of the above criticisms the approval of the Hon. Minister of Education was given for the convening of a conference to examine the present provisions for the secondary education of the Maori and to make any necessary recommendations. It is proposed to hold this conference in 1936. Early in the year the St. Stephen's Board of Governors invited the Director of Education and the Inspector of Native Schools to attend one of its meetings to discuss the problems outlined above. In December a similar invitation was extended to the Inspector of Native Schools by the Te Aute Trust Board.

In all the private secondary schools the tone and discipline were of a high standard, and the instruction given to Government Scholarship pupils complied with section 114 of the regulations relating to Native schools except that, in most of the schools, inadequate provision has been made for the teaching of the Maori language.

17. SCHOLARSHIPS.

In 1935, 131 Junior Scholarships were held by pupils attending boarding-schools. There were also held four Agricultural Scholarships, one Nursing Scholarship, and two University Scholarships. The Junior Te Makarini Scholarship was won by George Matthews and the Senior Te Makarini Scholarship by Mark Newton. This year no Buller Scholarship was awarded.

18. PACIFIC ISLAND INSPECTIONS.

The Chatham Island Schools were inspected by Mr. A. H. Denne in February, 1935. These are public schools administered and inspected by the Native Schools Branch of the Education Department. In July and August, 1935, I visited Fiji and Western Samoa for the purposes of inspection and grading of teachers.

19. CONCLUSION.

The inspection and examination of Native schools have been conducted in the usual manner. I am indebted to my colleagues, Mr. A. H. Denne and Mr. T. A. Fletcher, the latter of whom assisted for the greater part of the year, for their untiring efforts and willing co-operation. Acknowledgment must also be made of the efficiency and helpfulness of the Native Schools Branch of the Education Department.

D. G. BALL,
Inspector of Native Schools.

The Director of Education, Wellington.

No. 2.

DETAILED TABLES.

Table H1.

NUMBER OF NATIVE SCHOOLS CLASSIFIED ACCORDING TO GRADE, WITH NUMBER OF TEACHERS AND AVERAGE NUMBER OF CHILDREN PER EACH ADULT TEACHER.

Grade of School.			Number of Schools.	Total Average Attendance, Year ending 31st August, 1935.	Number of Teachers (exclusive of Junior Assistants).	Average Number of Children per each Adult Teacher.	Number of Junior Assistants.
I (9-20)	..	..	17	251	17	14·8	..
IIA (21-25)	..	..	14	343	14	24·5	12
IIB (26-35)	..	..	27	823	27	30·5	27
IIIA (36-50)	..	..	22	1,076	44	24·5	2
IIIB (51-80)	..	..	41	2,809	82	34·3	39
IIIC (81-120)	..	..	11	1,058	22	48·1	22
IVA (121-160)	..	..	6	784	18	43·6	12
Totals, 1935	..	..	138	7,144	224	31·9	114
Totals, 1934	..	..	138	6,797	224	30·3	116
Difference	..	..	..	+347	..	+1·6	—2

Table H2.

ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR THE YEARS 1935 AND 1934.

			School Roll.		Mean of Average Attendance of the Three Terms.	Average Attendance as Percentage of Weekly Roll Number.
			Number on Roll. (December).	Average Weekly Roll Number. (Mean of the Three Terms.)		
Totals for 1935	..	..	7,876	7,815·8	7,098·4	90·8
Totals for 1934	..	..	7,587	7,522·6	6,798·5	90·4
Difference	..	..	+289	+293·2	+299·9	+0·4

Table H3.

LIST OF MAORI MISSION SCHOOLS AND MAORI SECONDARY SCHOOLS WITH THE ATTENDANCE OF PUPILS FOR THE YEAR 1935.

School.	Number on School Roll at end of		School.	Number on School Roll at end of					
	1934.	1935.		1934.			1935.		
				Primary.	Secondary.	Total.	Primary.	Secondary.	Total.
<i>Maori Mission Schools subject to Inspection.</i>			<i>Boarding-schools affording Secondary Education for Maoris.</i>						
Jerusalem Convent ..	30	35	Hukarere (girls), Napier	5	28	33	6	28	34
Matahi Mission ..	24	28	Otaki College (mixed), Otaki ..	19	6	25	26	3	29
Matata Convent ..	63	64	Queen Victoria (girls), Auckland ..	6	31	37	6	33	39
Onepu Mission ..	16	19	St. Joseph's (girls), Napier ..	1	17	18	1	21	22
Pawarenga Convent ..	68	76	St. Stephen's (boys), Auckland ..	..	43	43	22	40	62
Putiki Mission ..	23	14	Te Aute College (boys), Pukehou ..	..	52	52	..	49	49
Ranana Convent ..	28	31	Te Waipounamu (girls), Christchurch	17	..	17	15	2	17
Tanatana Mission ..	43	51	Turakina (girls), Marton	18	8	26	10	22	32
Tokaanu Convent ..	47	45	Waerenga-a-hika (boys), Gisborne ..	20	..	20	24	..	24
Waitaruke Convent ..	64	66	Wesley College (boys), Paerata ..	15	47	62	17	48	65
Whakarapa Convent ..	129	141							
Totals ..	535	570	Totals	101	232	333	127	246	373

Table H 4.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1934 AND 1935.

School.	1934.							1935.						
	Government Pupils.			Private Pupils.			Grand Total.	Government Pupils.			Private Pupils.			Grand Total.
	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.		Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	
Hukarere (girls), Napier	..	22	22	5	5	10	32	..	23	23	6	5	11	34
Otaki College (mixed), Otaki	..	..	..	19	6	25	25	..	..	..	26	3	29	29
Queen Victoria (girls), Auckland	..	22	22	6	9	15	37	..	22	22	6	11	17	39
St. Joseph's (girls), Napier	..	15	15	2	1	3	18	..	20	20	1	1	2	22
St. Stephen's (boys), Auckland	..	27	27	..	13	13	40	..	24	24	18	9	27	51
Te Aute College (boys), Pukehou	..	23	23	..	23	23	46	..	25	25	..	20	20	45
Te Waipounamu (girls), Christchurch	..	..	..	13	..	13	13	..	..	..	13	1	14	14
Turakina (girls), Marton	..	5	5	18	3	21	26	..	11	11	10	11	21	32
Waerenga-a-hika College (boys), Gisborne	..	..	..	20	..	20	20	..	..	..	24	..	24	24
Wesley College (boys), Paerata	..	7	7	3	4	7	14	..	10	10	4	9	13	23
Totals	..	121	121	86	64	150	271	..	135	135	108	70	178	313

(b) AGRICULTURAL AND NURSING SCHOLARSHIPS.

At the end of 1935 four Maori boys were holding agricultural scholarships, two being held at St. Stephen's, one at Wesley College, and one at Te Aute College.

One nursing scholar was in training at Napier Hospital.

(c) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1935.

Number.	University Course.			University at which Scholarship is held.
1	Arts	..	..	Auckland.
1	„	..	..	Victoria.

Table H 5.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1935.

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1935.			Number examined in Form II.	Form II Certificates awarded.		
		Boys.	Girls.	Total.		Proficiency.	Competency.	Total.
Auckland ..	405	2,435	2,352	4,787	117	74	25	99
Taranaki ..	62	363	341	704	23	13	3	16
Wanganui ..	82	420	377	797	30	18	5	23
Hawke's Bay ..	98	903	813	1,716	53	36	9	45
Wellington ..	77	350	316	666	35	20	12	32
Nelson ..	8	21	14	35	3	2	1	3
Canterbury ..	48	138	137	275	10	6	3	9
Otago ..	20	56	55	111	3	1	2	3
Southland ..	14	52	55	107	3	3	..	3
Totals, 1935	814	4,738	4,460	9,198	277	173	60	233
Totals, 1934	841	4,570	4,284	8,854	254	158	52	210
Difference	—27	+168	+176	+344	+23	+15	+8	+23

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

Table H 6.

PROFICIENCY EXAMINATION RESULTS.—NATIVE SCHOOLS AND MAORI CHILDREN IN PUBLIC SCHOOLS, 1934 AND 1935.

Attending				Number of Form II Pupils presented.	Proficiency Certificates.		Competency Certificates.		Total Certificates gained.
					Number gained.	Percentage of Number presented.	Number gained.	Percentage of Number presented.	
1934.									
Public schools	..	..	..	254	158	62·2	52	20·5	210
Native schools	..	..	..	244	170	69·7	42	17·2	212
1935.									
Public schools	..	..	..	277	173	62·5	60	21·7	233
Native schools	..	..	..	270	209	77·4	31	11·5	240

Table H 7.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE 1ST JULY, 1935.

Years.	Class P.		S. I.		S. II.		S. III.		S. IV.		Form I.		Form II.		Form III.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
5 and under	6	36	39	..	..	..	..	..	..	..	..	..	..	..	..	..	36	39
6	7	471	517	2	..	..	..	..	..	..	..	..	..	..	..	..	473	517
7	8	579	564	32	54	1	1	..	..	..	..	..	..	..	..	..	612	619
8	9	449	397	171	173	45	66	2	2	..	..	..	..	..	..	..	667	638
9	10	242	179	240	221	150	175	35	50	5	5	..	..	..	..	..	672	630
10	11	94	70	173	142	187	190	150	135	38	48	3	3	..	..	..	645	588
11	12	51	31	88	64	125	119	179	167	110	119	32	34	2	3	..	587	537
12	13	14	14	28	32	75	49	128	140	142	122	75	76	26	19	..	488	453
13	14	5	9	11	8	47	26	93	84	120	100	109	94	57	53	5	447	375
14	15	..	3	1	1	6	4	25	11	34	25	54	36	64	46	3	187	130
15	16	..	..	1	..	..	..	2	1	3	6	11	7	22	10	2	41	25
16 years and over	..	..	..	..	..	..	..	..	1	1	..	2	..	6	3	2	11	5
Totals, 1935	1,941	1,823	747	695	636	630	614	591	453	425	286	250	177	134	12	8	4,866	4,556
Percentage	..	3,764	..	1,442	..	1,266	..	1,205	..	878	..	536	..	311	..	20	9,422	..
	..	40·0	..	15·3	..	13·4	..	12·8	..	9·3	..	5·7	..	3·3	..	0·2	100·0	..
Median age, in years and months	7 10	7 8	9 8	9 7	10 8	10 5	11 8	11 8	12 6	12 4	13 4	13 2	14 1	13 10	14 6	14 8	..	..
Totals, 1934	1,818	1,608	708	701	655	613	622	584	398	388	283	251	138	144	21	17	4,643	4,306
Percentage	..	3,426	..	1,409	..	1,268	..	1,206	..	786	..	534	..	282	..	38	8,949	..
	..	38·3	..	15·7	..	14·2	..	13·5	..	8·8	..	6·0	..	3·1	..	0·4	100·0	..
Median age, in years and months	7 9	7 8	9 7	9 5	10 8	10 6	11 11	11 6	12 6	12 5	13 4	13 1	14 0	13 11	15 2	13 10	..	..

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

Table H 9.

CERTIFICATES HELD BY TEACHERS IN NATIVE PRIMARY SCHOOLS (JUNIOR ASSISTANT TEACHERS ARE EXCLUDED).

Class of Certificate.				1934.			1935.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	..	..	..	..	..	..
B	..	..	..	19	6	25	22	6	28
C	..	..	..	58	46	104	60	51	111
D	..	..	..	21	26	47	20	26	46
E	..	..	..	..	1	1	..	1	1
Total certificated teachers				98	79	177	102	84	186
Uncertificated teachers				16	31	47	14	24	38
Grand total				114	110	224	116	108	224

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