

2. REFRESHER COURSES.

Perhaps the outstanding event in last year's work was the organization of the refresher courses for the teachers of the schools. This was thought to be the most effective method of inculcating the new principles, of discussing modern methods of teaching, and of studying, under Sir Apirana Ngata, M.P., Maori history and social organization.

Accordingly, three courses were arranged—one at Kaikohe for teachers in the North Auckland district, one at Rotorua for teachers in the Bay of Plenty, Urewera and West Coast areas, and one at Tikitiki for the teachers in Hawke's Bay and the East Coast. The dates of the various courses were :—

Kaikohe : 12th to 15th February (both days inclusive).
 Rotorua : 19th to 22nd February (both days inclusive).
 Tikitiki : 26th to 29th February (both days inclusive).

The courses included addresses on Native education and the principles of the new curriculum, Maori history and Maori arts and crafts, health, art, agriculture, physical drill, the teaching of English in both infants and standards, and the teaching of number to infants.

The lecturers included the three Inspectors of Native Schools ; Mrs. O. M. Parr, of Ratana Pa Native School ; Mr. F. C. Cree ; Mr. R. Hipkins, of the Wellington Technical College ; Dr. I. L. G. Sutherland, of Canterbury University College ; and representatives of the Health Department. The Auckland and Hawke's Bay Education Boards also lent the services of their Agriculture Instructors—Messrs. J. H. Dennehy, F. L. C. Scrivener, and R. G. Lockhart. Sir Apirana Ngata, assisted by Dr. Wi Repa, not only undertook the lectures on Maori history, but also organized a large staff of assistants to give practical instruction in Maori carving, flax-plaiting, tukutuku and taniko work, and poi dancing.

The response of the teachers was very gratifying. The days were very full ones, lectures commencing at 9 a.m. and continuing till 4 p.m., with an interval for lunch, and closing with an evening lecture at which adults of both races were also free to attend.

The lectures were followed with the keenest interest by all, and perhaps special mention should be made of the evening addresses on Maori history by Sir Apirana Ngata and Dr. Wi Repa. In each case the audience of teachers was augmented by a large attendance of local Maoris, who followed every detail with the closest attention.

Teachers also appreciated the practical courses in Maori arts and crafts, which were ably conducted by Sir Apirana Ngata himself, Mr. Pine Taiapa (carving), and Mesdames Hera Rogers and Ani Warbrick (taniko, flax-plaiting, and poi dances). These sessions proved very popular and instructive.

In order to supplement the work of the lecturers, cyclostyled notes were made of most of the lectures, and these were distributed to the teachers for their future reference.

The lectures and demonstrations undoubtedly stimulated the interest of the teachers, and these, combined with the opportunity of meeting one another, of comparing notes, and of discussing their mutual problems, had the effect of giving increased vitality to the Native schools service, which was reflected in the attitude of both teachers and pupils to their work.

The Department would also like to record its appreciation of the work done by the local committees in each of the three centres. These committees attended to an immense amount of detail, and their able co-operation made it possible to conduct the courses smoothly and efficiently, while their social arrangements contributed much to the pleasure and harmony of the gatherings.

3. TRAINING OF TEACHERS.

By the end of the year most of the junior assistantship positions, which had been filled during the depression by trained, certificated teachers, were once again occupied by untrained Maori girls, who had received from two to four years' post-primary training. This sudden influx of unskilled teachers was the cause of considerable strain on the head teachers and the Service generally, not only on account of the inexperience of these junior assistants, but also because of the additional burden of their training in service. The majority of them are vivacious and intelligent, and the position in 1936, which must be acknowledged to have been unusual, is slowly being adjusted.

Facilities were provided by the Department and the Correspondence School for the further academic training of these young Maori teachers. It was hoped to prepare a number of them for the Teachers' Training College Entrance Examination, but the requirements of mathematics proved too great. Next year a more general cultural course will be offered.

Native-school teachers demonstrated their interest and enthusiasm in Native education not only by their attendance at the refresher courses, but also at subsequent gatherings addressed by the Inspectors. There is a great need for some central library from which literature on modern trends in education, anthropology, and sociology might be obtained by the teachers. Difficulty is experienced in obtaining authoritative literature in these subjects. The Native schools' column of the *Education Gazette* was maintained throughout the year.

4. CONFERENCE ON NATIVE EDUCATION IN PACIFIC COUNTRIES, HONOLULU.

In July I was privileged to attend, as a New Zealand representative, a Seminar Conference on Native Education in Pacific Countries organized by the University of Hawaii, in collaboration with Yale University, and with the assistance of the Carnegie Corporation. Other New Zealand representatives were Drs. P. H. Buck, F. M. Keesing, E. Beaglehole, and Mr. Rutherford, Superintendent of Education in Western Samoa.