

1937.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN

(In continuation of E.—3, 1936).

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

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No. 1.

(REPORT OF THE INSPECTOR OF NATIVE SCHOOLS.)

SIR,—

I have the honour to present the following report on the Native Schools for the year 1936 :—

1. THE SCOPE OF NATIVE EDUCATION.

During the last few years a determined effort has been made to broaden the scope and to increase the value and service of the Native schools to the Maori community. Certain avenues of approach were apparent to the casual glance; others have been disclosed as the work advanced. From the seclusion of the class-room we have, with increasing confidence, essayed the difficult task of social reconstruction. Maori health and sanitation are unsatisfactory, housing accommodation is poor, economic opportunities are limited, social coherence weak, and provision for recreation and leisure inadequate. The life of the Maori is restricted within too narrow a compass. Because the individual has not known how to participate in a multiplicity of cultural activities, even his leisure has been unprofitable. The amelioration of these distressing conditions is a responsibility that must be shared not only by many social agencies, including education, but also by the Maori himself. Those engaged in Native education are conscious of the vast field of service spread out before them and of their responsibility in assisting the Maori to reach the stage of taking fully an adequate place within the larger community of New Zealand.

Physical welfare is the first essential. With regard to health and sanitation, therefore, strong co-operation has been maintained between the Health Department and the Native schools service. For three months, Miss Kaa, a fully qualified Maori nurse, with special training in crafts and in social service, was employed in conducting health weeks in carefully selected Native schools. During each health week the usual school programme was suspended, and the children and entire community were actively

engaged in practical health activities. Reports received from all head teachers concerned were unanimous in their praise of the special benefits derived from this health crusade. In addition to this special work, Medical Officers of the Health Department and district nurses frequently visited the schools and assisted the teachers in their constructive health programmes. The personal cleanliness of the children is of major importance and, in addition to regular daily inspection, an endeavour is made to develop a pride in personal appearance. For this reason many schools have adopted a school uniform. Individual towels are now generally in use, and footbaths have been provided in many schools. In connection with hygiene, beyond a brief explanation of the reasons for the various habits necessary to health, little theoretical teaching is done, nor is it encouraged, as the Maori child learns best by doing. Health activities, therefore, take the place of formal talks. First aid, however, is included in the programme, and, in the case of girls, is extended to include home nursing and infant-welfare. Diet has received much more attention and forms an important part of the programmes in agriculture and cookery. During the winter months it is customary in many schools for hot cocoa or soup to be provided.

Physical drill could be enhanced in its importance. The need for good posture was stressed at the refresher courses and remedial exercises were amply demonstrated. The need for close attention to the physical attitudes of pupils at all times is apt to be overlooked, especially when the pupils are sitting in their desks or working at the blackboards. In addition to remedial exercises, folk-dancing is commonly taught. Basketball and football are the two chief organized games, and in several districts school competitions have been organized. Tennis is another favourite game, and many schools have equipped themselves with tennis courts. In several schools pupil control and responsibility are well developed by breaking the classes into small groups under squad commanders. More schools, however, could avail themselves of the opportunity afforded to develop self-confidence and command, particularly with the girls. In the infant-classes there has been an increase in the number of teachers who can devise suitable exercises and games involving the use of singing and dramatization.

The second essential for the Maori is social cohesion, the power of integration with the environment—material and human. This is one of the greatest difficulties now being experienced by the Maori people. The need for a more thorough understanding and exploitation of the physical environment has been recognized by the Government and, by various means, the Maori is now being placed in an economic position on the land. In this connection much remains to be done. The assistance so far rendered will provide a basis, and a necessary one, for social readjustment, but, without support from educational sources will prove inadequate for the task. The Maori has not yet found his proper place in the larger community of New Zealand. He is socially maladjusted, as is evidenced by his lower standard of living, by his improvidence, and by a comparison of his high birth and death rates with those of the European community. In certain parts of the North Island the maladjustment of the Maori youth is the cause of many social misdemeanours of a minor kind, a matter of serious concern to all interested in Maori welfare. Constructive measures of various kinds are employed in the Native schools to deal with these problems. In the first place, by means of clubs and similar organizations, an endeavour is being made to develop interests and hobbies which will provide leisure time occupations. By means of child activity and various types of pupil government it is hoped to build up personality and knowledge to the point where the qualities of initiative and self-reliance are established. Practical agriculture is taken by both boys and girls, and the linking-up of the school with the Native-land-development schemes has not been overlooked, some correlative work having been done by the pupils not only in agriculture, but also in woodwork.

Another aspect, most important if social equilibrium is to be attained, is the conservation and strengthening of the home, including the care and sound development of infancy, childhood, and youth. The Maori has not yet reached that unity of family life known to the European. With the dispersal of the pa community by the land-settlement schemes the social ties of the larger tribal family life are being loosened, and the Maori is approaching, more nearly, the family organization of the European model. The primary importance of the right kind of home in the nurture and training of the earlier years of life is unquestioned. At present, however, many of the duties rightly belonging to the home are being undertaken by the school. The teachers of many Native schools are compelled, in the interests of the children, to attend to their cleanliness, and, in some districts, to provide them with adequate clothing. In an endeavour to improve home conditions the formation of women's institutes, junior red cross circles, sewing groups, and organizations of a similar nature requiring the co-operation of the mothers is encouraged. In a number of schools small model cottages, properly equipped, have been erected by the combined efforts of teachers and parents, and these are proving very valuable in providing useful home-training. Home-management, home-decoration, cooking, and housecraft are activities now found in many Native schools, from the primers upwards.

Another essential of social and individual well-being is re-creation, the strengthening of personality, which involves the whole man and is rooted in the unity of life. Beyond physical health, development of mind and character, appreciation of Nature and of art, re-creation is that from which flows the inspirational force that gives life a meaning. The Maori, once strong in racial idealism, is in need of this integration of character. The means adopted to assist in this strengthening of personality is the method of child activity, the encouragement of growth through exercise of emotional and intellectual powers, other than the mere acquisition of knowledge by absorption.

The secondary implication of re-creation, that of the provision of leisure time occupations, is recognized. The mischief occasioned by some of the Maori youth of to-day is due to the overflowing energy of these young people with "nothing to do."

Finally, it has not been overlooked that for intelligent living one must be master of those crucial skills, the training in which is the primary function of the Native schools. Throughout 1936 oral and written expression, reading and number, have suffered neither in importance nor in quality. On a sound basis of social understanding and through child-activity the ultimate aim of the Native schools has been the happiness of the Maori child.

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.

The conference made a comparative study of the Native educational systems in the islands and countries bordering the Pacific. It is interesting to record the similarity of policy and principles upon which the various British dominions, colonies, and dependencies have based their respective Native educational systems. These are clearly expressed in the following quotation from *Educational Policy in British Tropical Africa* :—

“ Education should be adapted to the mentality, aptitudes, occupations, and traditions of the various peoples, conserving as far as possible all sound and healthy elements in the fabric of their social life : adapting them where necessary to changed circumstances and progressive ideas, as an agent of natural growth and evolution. Its aim should be to render the individual more efficient in his or her condition of life, whatever it may be, and to promote the advancement of the community as a whole through the improvement of agriculture, the development of Native industries, the improvement of health, the training of the people in the management of their own affairs, and the inculcation of true ideals of citizenship and service.”

I found a very considerable interest among the delegates in the work that is being done in our Native schools and in the Maori people themselves. More than one complete session was devoted to this subject, and the British delegates generally agreed that our system of Native education is in line with their opinion. It is interesting to note that, in contrast, the American policy was in the direction of making the Native races adopt American culture as quickly as possible.

The conference deepened my conviction that it is essential for administrators and teachers concerned with Native education to study and understand the culture of the people in whose interests they are employed.

5. ARTS AND CRAFTS.

Too many teachers regard handwork merely as so many useful skills which pupils should learn in order to become handy men and women. Instruction is accordingly emphasized at the expense of self-development. Handwork affords many opportunities for cultivating resourcefulness, adaptability, and initiative. Self reliance and the will to persevere and improve are two valuable traits of character which can be fostered through handwork. Pride in craftsmanship is essential as a means towards establishing genuine self-respect. Woodwork for boys, and sewing, knitting, and decorative needlework for girls form the chief part of the handwork programme. It is gratifying to find that several schools have established sewing-circles which are doing very good community work. In the primer classes the use of the various forms of handwork, to give reality to the other subjects, is generally recognized. Correlation with Nature study is general, but more could be done to utilize handwork activities as a means of expressing in material form the topics dealt with in morning talks and thus clarifying the mental pictures that have been aroused.

The refresher courses gave a marked stimulus to Maori handicrafts. Several schools have been able to co-opt Native instructors and instructresses, whose voluntary services have been much appreciated and have been the means of arousing interest as well as a more sympathetic attitude in the community generally. Maori carving is practised in a number of schools, while weaving, taniko, and tukutuku work frequently forms part of the handwork activities for girls. The adaptation of Maori design to pakeha crafts has been attempted in a few instances, and it is hoped that more of this will be done as the pupils gain proficiency in Maori designs.

Some very good work has been done in papier-mache, clay-modelling, and the use of waste rubber. Lino-cutting has been attempted, but the difficulty of obtaining material has prevented a general application of this type of work.

The ideal must again be stressed that the child should plan things for himself, learn to suggest methods of attack, and carry the work through to completion, mainly by his own efforts.

6. ÆSTHETIC ACTIVITIES.

A basic factor in the development of the young child is rhythm in some form or other, and music particularly is essential in the cultural development of the pupils. For these reasons the whole body should be used, and dancing, gesture, action songs, and other physical movements should be more extensively employed. The absence of pianos and gramophones in many schools curtails eurythmic work, but even in conjunction with singing more can be done to develop the physical sense of rhythm.

The teaching of singing by ear rather than from sight is the common practice. A few schools that have specialized in sight singing have obtained very good results. Part singing presents little difficulty in a Native school where Maori songs, arranged in harmonic form, are a conspicuous part of the programme, but the choice of English songs often leaves much to be desired. Singing should be bright, happy, and full of action, and songs of this nature are much to be preferred to the slow and sentimental types which are all too frequently chosen.

Drawing, like music, is not fully exploited in many schools. Spontaneous drawing needs encouragement in the upper classes, and living things and landscape drawing should receive more attention. In the primers the drawing of stories varies considerably, some reaching a very high standard. From the representational point of view drawing has been too closely confined to inanimate objects, mostly of the dull, utilitarian type. The cultural aspect of drawing is more in evidence as a result of the refresher courses, and where free design and colour work have been encouraged the results have been very satisfactory. Motivation in drawing is necessary, as the interest and consequential effort of the pupil depends largely upon the purpose of the drawing. This fact is frequently overlooked, but in those schools where artists' clubs have been instituted the quality of the work has improved considerably.

7. ENGLISH.

This subject has been most effectually taught by those teachers who have ceased to regard it as a time-table subject, and have correlated it with every activity possible. Direct teaching is necessary to obtain grammatical accuracy, but it is the indirect training which is the most important factor in improving general oral expression. It has frequently been noted that the Native child will often make a deliberate attempt to use good English during formal lessons and lapse back into Maori idiom and errors in grammar when speaking about his practical activities. More use should be made of manual and outdoor work as material for training in English, particularly in vocabulary building and in obtaining a command of English idiom, two phases of English which need more systematic tuition. Owing to the common practice of using the *School Journal* for vocabulary work there is need to stress continually the importance of oral vocabulary and of placing emphasis on oral rather than on written expression. The fullest use of *ex tempore* dramatization has been advocated, and in several schools there has been a pleasing response. There are, however, many teachers who fail to realize the possibilities of dramatization of which fuller use could be made in poetry, history, the interpretation of pictures and in Nature study. Speech-training is usually restricted to such work as reading, recitation, and singing, but should be designed to eradicate the errors detected in oral work generally. Natural expression in recitation and reading also requires more consideration. Group methods in reading are now commonly used, though several teachers are still content to hear children read aloud consecutively while the others remain silent and ostensibly follow in their books what is being read aloud. Class libraries are gradually being extended, but much more can be done to encourage a love of reading and of reading for pleasure. Very few schools are equipped with reference libraries, so that reading for information is not a common practice. More use could be made of the newspaper for that purpose.

Following on the refresher courses, a determined effort was made to improve written expression, with pleasing results. The writing of letters has improved considerably, while imaginative work in composition reaches a high standard in a number of schools.

8. AGRICULTURE AND NATURE STUDY.

Most Native schools have established conveniently arranged vegetable gardens, the work in which is closely related to the home and the home gardens.

Stress continues to be laid on the utilitarian aspect of gardening, somewhat to the detriment of such æsthetic activities as the preparation and maintenance of attractive flower gardens, the building of rockeries, the laying-out of shrubberies, and other pleasing additions to the school environment.

Interest in the various club activities has been maintained, owing to the definite motivation they provide and to the opportunities they afford of closer contact with the parents and adult community.

In the infant division, nature study is treated realistically and a very live interest in growing things is aroused, but progress in the middle and senior divisions continues to be retarded, owing to the use of the analytical method. Rather should the children be given "opportunities of observing and of tending plants and animals with a view to their gaining at first hand some knowledge of growth in Nature," leading to a deeper interest in and appreciation of the living world around them.

Throughout the year ground-improvement schemes have been proceeded with in many schools. The provision of assembly areas is still inadequate.

9. SOCIAL STUDIES.

The biographical and social aspects of history continue to be stressed, and, in the junior and middle division, the approach through stories is adopted. A more active part could be taken by the pupils in the form of dramatization, correlated handwork, drawing, and, in the senior division, project work. Some good work has been done in compiling local histories, and in practical civics excellent training has been given by means of junior school committees or school councils where pupil administration and responsibility have, in some cases, been developed to a surprising degree. Both in this subject and in geography, realism can be introduced by the use of attractive pictures and maps and carefully selected reference books. Most Native schools have a small but by no means adequate supply of supplementary readers of historical fiction or geographical interest. History, to such a race as the Maori, which is inclined to look back for evidence of achievement and prestige, has a special interest, as was demonstrated by the large audiences that assembled to hear Sir Apirana Ngata's lectures on Maori and Polynesian history at the refresher courses. Local geography is generally well taught, although pupil activity has not, in most schools, developed to the stage where the study is made first hand and not indirectly in the class-room. The approach to external countries is frequently too artificial in character, and regional work is attempted too soon. More could be done to arouse interest by tracing the sources of New Zealand imports and of raw materials used in the manufacture of common domestic articles. Newspaper geography is a strong feature in some schools, and a considerable amount of self-education is engendered by projects involving the collection of cuttings. Greater facility in the use of maps continues to be stressed.

10. ARITHMETIC.

Teachers in the upper classes have been advised to draw up schemes in arithmetic, simplifying the commercial course and giving more prominence to agricultural and domestic arithmetic. Those teachers, who did endeavour to devise a scheme of work more suited to the needs of the Maori pupils, found that the success of their pupils was by no means jeopardized, as the interest of the scholars in this practical arithmetic made it far more effective. Essential arithmetical habits, the basis of all number work, are stressed, as is the importance of economizing time and effort in mechanical work. Speed tests and drills could be used more frequently.

In the primer classes there is a tendency to break way too soon from the concrete in order to obtain proficiency in symbols.

11. SECONDARY EDUCATION.

On 2nd, 3rd, and 4th September, 1936, a very representative conference was convened by the Right Hon. Mr. Savage, Prime Minister, to discuss post-primary education and the health and economic position of the Maori race. The Minister of Education, Hon. P. Fraser, was in the chair, and the delegates included the Hon. Sir Apirana Ngata, M.P.; Mr. Tau Henare, M.P.; Mr. E. T. Tirikatene, M.P.; Mr. H. T. Ratana, M.P.; the Hon. Mr. Rangi Mawhete, Member of the Legislative Council; Mr. N. T. Lambourne, Director of Education; Dr. M. H. Watt, Director-General of Health; Mr. O. N. Campbell, Under-Secretary of Native Affairs; and officials from the Health, Education, and Native Departments, nominated members of Maori Post-Primary Denominational School Boards, head teachers, and representatives, both Maori and European, from all associations interested in Maori welfare.

In regard to Maori post-primary education, the conference submitted a number of recommendations to the Hon. Minister of Education. As a direct result of these recommendations the Hon. Minister approved of the following considerable increase in the number and value of scholarships available to Maori boys and girls: Junior Scholarships were increased in number from 136 to 174, other than Native Village Scholarships from 16 to 30, Agricultural Scholarships from 4 to 10, and provision was made for 10 Nursing Scholarships and for 35 Continuation Scholarships, which provide a third and fourth year's post-primary education.

The value of all scholarships was increased from £31 10s. per annum to £35 per annum.

In addition, the number of University scholarships was increased from two to three annually. Other recommendations of the conference dealt with the administration of Native schools, the Maori language, the curriculum of denominational post-primary schools, and adult Maori education. In regard to each of the above matters action has been taken with a view to giving effect to the recommendations.

As a result of this important conference it is hoped that the curriculum of the denominational post-primary schools will be broadened and related to the needs of the Maori people and that stress will be laid on technical, agricultural, and domestic courses. In all these schools both staffing and equipment should be on a more generous scale.

12. SCHOLARSHIPS.

In 1936, 135 Junior Scholarships were held by pupils attending boarding-schools. There were also held four Agricultural Scholarships, one Nursing Scholarship, and five University Scholarships. The Junior Te Makarini Scholarship was won by Wiremu Ruka and the Senior Te Makarini Scholarship by Johnny Kaua. This year no Buller Scholarship was awarded.

13. MAORI MISSION SCHOOLS.

Twelve 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. Six hundred and thirty-eight children were enrolled at these mission schools.

14. ATTENDANCE.

At the end of 1936, 140 Native schools were administered and maintained by the Education Department. The total roll number was 9,175 (7,876 in 1935) and the average attendance was 8,140 (7,098 in 1935). The average weekly roll number was 9,041, the percentage of regularity being 90. Of the 9,175 children enrolled at 31st December, 1936, 7,249 children were Maori, speaking the Maori language at home, and 781 Maori children speaking English in the home. The remainder (1,145) 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 Roll.
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
1936	9,175	8,140	9,041

There were on the roll on the 1st July, 1936, 7,999 Maori children (6,898 in 1935) and 1,099 European children (954 in 1935), making a total roll number at that date of 9,098 (7,852 in 1935).

15. STAFF (31ST DECEMBER, 1936).

Three hundred and ninety-five teachers were employed, of whom 241 were certificated and 154 uncertificated. Of the total staff 37·22 per cent. were junior assistants, 31 of whom were fully qualified teachers, and 116 uncertificated. The percentage of head and class teachers holding certificates continues to increase, and is now 84·6 per cent., an increase of 1·6 per cent. for the year.

16. BUILDINGS.

During 1936 open-air detached class-rooms were erected at Karetu, Te Kao, and Te Reinga respectively. Additional class-room accommodation was provided at Tuparoa and Pukehina, and a new school and residence at Matawaia. The usual maintenance-work was carried out.

17. PROFICIENCY EXAMINATION.

The total number of Proficiency candidates for 1936 was 304 (270 in 1935), of whom 212 were Maori children and 92 European children. The average age of the candidates at the time of the examination was fourteen years five months. Two hundred and forty-four candidates were awarded Proficiency Certificates and thirty-eight Competency Certificates.

18. PACIFIC ISLAND INSPECTIONS.

In 1936 the schools of the Chatham Islands and of Fiji were inspected by Mr. A. H. Denne. In August I visited Western Samoa for the purposes of inspection and grading of teachers and to report upon the present system of education and to make recommendations. I should like to record my appreciation of the assistance and co-operation given me by the officials of the External Affairs Department, the Acting Administrator, Mr. Turnbull; Mr. D. A. J. Rutherford, Superintendent of Schools; the teachers, both European and Native; and by the various mission authorities. In December Mr. Rutherford retired after a long period of valuable service extending over eighteen years. His energy, enthusiasm, sympathy, and love of the Samoan people will long be remembered in Western Samoa.

19. CONCLUSION.

During the year all Native schools were visited by the Inspectors.

My colleagues, Mr. A. H. Denne and Mr. T. A. Fletcher, have ably supported me in the re-organization being effected, and my thanks are due to them for their whole-hearted and untiring co-operation. The helpfulness and interest of the staff of the Native Schools Branch of the Education Department must also be acknowledged.

The Director of Education, Wellington.

D. G. BALL,
Inspector of Native Schools.

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, 1936.	Number of Teachers (exclusive of Junior Assistants).	Average Number of Children per each Adult Teacher.	Number of Junior Assistants.
I (9-20)	..	..	11	174	11	15·8	2
IIA (21-25)	..	..	9	207	9	23·0	9
IIB (26-35)	..	..	23	650	23	28·3	22
IIIA (36-50)	..	..	26	1,039	48	21·6	5
IIIB (51-80)	..	..	32	1,952	64	30·5	31
IIIC (81-120)	..	..	28	2,310	56	41·2	56
IVA (121-160)	..	..	8	1,034	25	41·3	16
IVB (161-200)	..	..	3	456	12	38·0	6
Totals, 1936	..	..	140	7,822	248	31·5	147
Totals, 1935	..	..	138	7,144	224	31·9	114
Difference	..	..	+2	+678	+24	-0·4	+33

Table H2.
ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR
THE YEARS 1936 AND 1935.

			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 1936	..	..	9,175	9,040·7	8,140·2	90·0
Totals for 1935	..	..	7,876	7,815·8	7,098·4	90·8
Difference	..	..	+1,299	+1,224·9	+1,041·8	-0·8

Table H3.
LIST OF MAORI MISSION SCHOOLS AND MAORI BOARDING SCHOOLS WITH THE ATTENDANCE OF PUPILS FOR THE
YEAR 1936.

School.	Number on School Roll at end of		School.	Number on School Roll at end of					
				1935.			1936.		
	1935.	1936.		Primary.	Secondary.	Total.	Primary.	Secondary.	Total.
<i>Maori Mission and Boarding Schools subject to Inspection.</i>			<i>Boarding-schools affording Secondary Education for Maoris.</i>						
Jerusalem Convent ..	35	33	Hukarere (girls), Napier	6	28	34	12	29	41
Matahi Mission ..	28	32	Otaki (mixed), Otaki	26	3	29	..	..	..
Matata Convent ..	64	65	Queen Victoria (girls), Auckland ..	6	33	39	13	40	53
Onepu Mission ..	19	23	St. Joseph's (girls), Napier	1	21	22	4	28	32
Otaki College ..	..	19	St. Stephen's (boys), Auckland ..	22	40	62	30	56	86
Panguru Convent ..	141	160	Te Aute College (boys), Pukehou ..	..	49	49	..	72	72
Pawarenga Convent ..	76	87	Te Waipounamu (girls), Christchurch	15	2	17	20	2	22
Putiki Mission ..	14	..	Turakina (girls), Marton	10	22	32	8	20	28
Ranana Convent ..	31	31	Waerenga-a-hika (boys), Gisborne ..	24	..	24	..	..	..
Tanatana Mission ..	51	35	Wesley College (boys), Paerata ..	17	48	65	24	50	74
Tokaanu Convent ..	45	43							
Waitaruke Convent ..	66	78							
Waerenga-a-hika College	..	32							
Totals ..	570	638	Totals	127	246	373	111	297	408

Table H 4.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1935 AND 1936.

School.					1935.					1936.								
					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	..	..	..	..	23	23	6	5	11	34	..	22	22	12	7	19	41	
Otaki College (mixed), Otaki	..	..	..	..	..	..	26	3	29	29	..	..	..	..	..	..	..	
Queen Victoria (girls), Auckland	..	..	..	..	22	22	6	11	17	39	..	22	22	13	18	31	53	
St. Joseph's (girls), Napier	..	..	..	..	20	20	1	1	2	22	..	23	23	4	5	9	32	
St. Stephen's (boys), Auckland	..	..	..	..	24	24	18	9	27	51	..	24	24	23	26	49	73	
Te Aute College (boys), Pukehou	..	..	..	..	25	25	..	20	20	45	..	27	27	..	41	41	68	
Te Waipounamu (girls), Christchurch	..	..	..	..	..	..	13	1	14	14	..	..	..	16	2	18	18	
Turakina (girls), Marton	..	..	..	..	11	11	10	11	21	32	..	10	10	8	10	18	28	
Waerenga-a-hika College (boys), Gisborne	..	..	..	..	..	..	24	..	24	24	..	..	..	..	..	..	..	
Wesley College (boys), Paerata	..	..	..	..	10	10	4	9	13	23	..	11	11	7	8	15	26	
Totals	..	..	..	..	135	135	108	70	178	313	..	139	139	83	117	200	339	

(b) AGRICULTURAL AND NURSING SCHOLARSHIPS.

At the end of 1936 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 1936.

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

Table H 5.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1936.

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1936.			Number examined in Form II.	Form II Certificates awarded.		
		Boys.	Girls.	Total.		Proficiency.	Competency.	Total.
Auckland ..	441	2,813	2,709	5,522	129	104	17	121
Taranaki ..	66	425	425	850	30	21	5	26
Wanganui ..	81	481	422	903	28	18	5	23
Hawke's Bay ..	99	1,015	926	1,941	71	44	21	65
Wellington ..	73	384	370	754	28	21	5	26
Nelson ..	11	26	23	49	1	..	1	1
Canterbury ..	45	162	143	305	12	6	4	10
Otago ..	20	62	49	111	10	5	3	8
Southland ..	15	46	53	99	10	9	1	10
Totals, 1936	851	5,414	5,120	10,534	319	228	62	290
Totals, 1935	814	4,738	4,460	9,198	277	173	60	233
Difference	+37	+676	+660	+1,336	+42	+55	+2	+57

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,
1935 AND 1936.

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.	
1935.									
Public schools	..	..	..	277	173	62·5	60	21·7	233
Native schools	..	..	..	270	209	77·4	31	11·5	240
1936.									
Public schools	..	..	..	319	228	71·5	62	19·4	290
Native schools	..	..	..	304	244	80·3	38	12·5	282

Table H 7.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE 1ST JULY, 1936.

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	387	360	..	..	..	..	..	..	..	..	..	..	..	..	..	..	387	360
6	7	572	582	1	3	..	..	..	..	..	..	..	..	..	..	..	..	573	585
7	8	593	584	27	39	1	3	..	..	..	..	..	..	..	..	..	..	621	626
8	9	463	427	159	172	27	35	..	1	..	..	..	..	..	..	..	..	649	635
9	10	249	235	254	210	149	151	35	54	2	..	1	..	..	..	..	..	690	650
10	11	107	100	164	139	179	187	134	148	24	44	3	3	..	..	..	..	611	621
11	12	44	42	91	105	166	147	168	180	104	110	30	32	..	4	..	..	603	620
12	13	20	13	45	23	88	80	149	139	159	129	84	88	19	26	..	1	564	499
13	14	5	7	13	10	37	25	88	56	123	111	93	97	69	68	6	2	434	376
14	15	..	..	..	2	5	8	21	14	33	33	49	38	63	50	5	3	176	148
15	16	1	..	..	..	..	..	2	5	9	7	10	8	22	9	2	1	46	30
16 years and over		..	..	1	..	..	1	..	..	1	3	2	1	4	3	3	2	11	10
Totals, 1936		2,441	2,350	755	703	652	637	597	597	455	437	272	267	177	160	16	9	5,365	5,160
Percentage ..		4,791		1,458		1,289		1,194		892		539		337		25		10,525	
		45·5		13·9		12·3		11·3		8·5		5·1		3·2		0·2		100·0	
Median age, in years and months		7 5	7 5	9 9	9 8	10 10	10 8	11 9	11 6	12 7	12 6	13 2	13 1	14 0	13 9	14 6	14 8	..	..
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	..	..

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'8.
CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE SCHOOL ROLLS AT THE 1ST JULY, 1936.

Ages.	Class P.			Standard I.			Standard II.			Standard III.			Standard IV.			Form I. (Standard V.)			Form II. (Standard VI.)			Form III. (Standard VII.)			Race Totals.			Grand Totals.			
	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Boys.		Girls.	Total.			
	B.	G.		B.	G.		B.	G.		B.	G.		B.	G.		B.	G.		B.	G.		B.	G.		B.	G.					
5 and under	54	45	352	378																											
6 "	54	66	449	469																											
7 "	47	57	564	445																											
8 "	26	17	299	328																											
9 "	7	7	205	157																											
10 "			83	85																											
11 "	2		83	118																											
12 "			32	156																											
13 "			7	127																											
14 "			1	116																											
15 "			3	127																											
16 "			5	163																											
17 "			2	222																											
18 and over			1	445																											
Totals	190	193	2094	1866																											
	383	58	520	444																											
		141		964																											
			1,105																												
			47.7																												
Percentage	6	96	97	57	29	18	8	10	19	11	9	10	11	10	10	9	10	11	11	12	0	11	9	11	10	11	7	13	0	12	10
Median age, in years and months																															

* This is a Hindu youth receiving instruction in English.

NOTE.—For the purpose of this table 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.

Table H 9.

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

Class of Certificate.	1935.			1936.		
	M.	F.	Total.	M.	F.	Total.
A	..	..	..	1	..	1
B	22	6	28	20	8	28
C	60	51	111	67	62	129
D	20	26	46	22	29	51
E	..	1	1	..	1	1
Total certificated teachers ..	102	84	186	110	100	210
Uncertificated teachers ..	14	24	38	12	26	38
Grand total ..	116	108	224	122	126	248

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