

1940.  
NEW ZEALAND.

# EDUCATION OF NATIVE CHILDREN.

(In continuation of E-3, 1939.)

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

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## REPORT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS.

SIR,—

7th June, 1940.

I have the honour to present the following report on the Native schools for the year 1939 :—

### 1. REFRESHER COURSE FOR TEACHERS.

In February, 1939, a four-days' refresher course for Native-school teachers was held in Rotorua. Most of the teachers were able to attend—in many cases at considerable personal cost and inconvenience. The teachers were delighted to welcome to the course the Minister of Education (the Hon. P. Fraser), Mrs. Fraser, the Director of Education (Mr. N. T. Lambourne), Mrs. Lambourne, and the Assistant Director (Dr. C. E. Beeby), all of whom attended the sessions regularly. The panel of lecturers consisted for the greater part of Native-school teachers, each of whom made a valuable contribution. Dr. C. E. Beeby gave a public lecture on "Education for Democracy," and Dr. Turbott, Medical Officer of Health, Miss A. Stevens, Intermediate School, Wanganui, and Mr. R. Hipkins, Wellington Teachers' Training College, each gave a series of lectures. The list of speakers and their subjects were as follows :—

- "Review of Progress in Native Schools, 1935-38." D. G. Ball.
- "Health and Housing of the Maori." Dr. H. B. Turbott.
- "Art and Crafts." R. Hipkins.
- "Choral Speaking." Miss F. Alexa Stevens.
- "The School and the Community." Mrs. M. E. Johnston.
- "Teaching of Maori Carving and Design." H. A. Savage.
- "Woodwork and its Scope for Activity." R. H. Walker.
- "The Activity Idea." P. F. Osborne.
- "An Art Project." R. W. Hamlyn.
- "Projects." A. F. Rolland.
- "Projects." J. E. Lowe.
- "The Teaching of English." J. T. McCowan.
- "The Practical Application of Arithmetic." L. R. Middleweek.
- "Training for Oral Expression in the Infant Room." Mrs. O. M. Parr.
- "Eurhythmics for Infants." Mrs. M. E. Meffan.
- "Nature Study for Infants." Mrs. W. Sparks.
- "The Infant Room Time-table." Mrs. F. E. Dale.
- "Singing." A. King.

Details of local organization were entrusted to a committee of teachers under the chairmanship of Mr. J. T. McCowan, Whakarewarewa Native School. All who attended the course were indebted to this hard-working committee and its energetic secretary, Mr. J. d'H. Birkby, to whose efforts the smooth running and efficient arrangements were due.

## 2. HOME AND HEALTH.

The attention of Native schools continues to be directed towards the improvement of health and living conditions generally. During the year more schools were equipped with facilities for practical training, including cookery-rooms, wood-work rooms, laundries, baths, and hot and cold showers. The teachers are now busy experimenting to devise an organization which will make the most efficient use of the special apparatus and relate appropriate class-room activities to this practical work. Where the additional equipment is not yet available most teachers are doing something to provide for the children more practical activities than was at one time considered necessary. Infant-welfare, mothercraft and first aid, cooking, housecraft and home management, flower and vegetable gardens, and woodwork are all associated with home and health and give scope for activities that must pay social dividends. The Health Department continues to issue medical supplies to the Native schools. The support and assistance of Medical Officers, and particularly of the district nurses of the Health Department, is gratefully acknowledged. In a few districts provision for dental treatment has now been made, and it is hoped that this service will soon be extended to reach all Native schools, even in the most remote districts. Either pasteurized or malted milk is provided daily in many Native schools. In agriculture the following summaries of the reports of the various agricultural instructors indicate the progress made in 1939. The increased interest shown in the boys' and girls' agricultural clubs has been one of the most pleasing features on the agricultural side of the Native schools' efforts.

*“East Coast—Wairoa District.”*—Most of the schools take part in home projects, which include home gardens and stock-rearing projects. Home gardens have made progress, and a large percentage of plots visited were good, some excellent. Sweet-pea gardening for girls has been introduced in quite a number of schools, and the results to date warrant a continuance of this work. The interest in calf clubs has shown a marked improvement, and 1939 brought a decided increase in the number of calves exhibited, while there was evidence of much greater attention to correct feeding and handling. From seventeen schools there were presented for judging 189 calves, 11 yearlings, and 35 lambs. Really good work in the improvement of school-grounds continues to be done in all schools, and plot work includes the growing of vegetables and crops and the propagation of native trees and hedge plants.”

*“North Auckland District.”*—During the year native-tree raising and vegetable-growing were the main outdoor operations, and indoor work centred on factors affecting these. Some good bush houses were erected, and ten schools have been successful in raising a fair stock of native trees for planting out this winter as a centennial project.

“The aim of the gardening operations has been to establish an all-the-year-round garden in place of the spring garden with which so many teachers have been satisfied in the past. For health reasons it is essential that the Maori pupils should be encouraged to grow, use, and enjoy green and salad vegetables to supplement the kumara, potato, and maize crops, which are the sole food plants many of them grow. That encouragement can best be given through the Native schools by—

“ (1) A good school garden to supply a variety of vegetables throughout the year ;

“ (2) The preparation of these by the girls as part of the homecraft-work course ; and

“ (3) A home-garden project for the pupils.

“Nature-study shows definite progress in teaching method with more pupil activity, and in the lower classes playway methods have been more noticeable, together with more outdoor work. Thirty-five schools out of forty-three Native schools in this district completed some club projects satisfactorily. Calf clubs, to the number of twenty-five, presented 260 calves for judging. Home-garden clubs were run by seventeen schools, and 250 pupils presented their projects for judging. Sweet-pea clubs numbered twenty-nine, and 270 pupils displayed blooms for judging.”

## 3. SOCIAL STUDIES.

The close relation between history and geography is being kept more in view when schemes are being prepared, and is giving a new meaning and vitality to the teaching of these subjects. Too much emphasis cannot be placed on the study of local history. The Centennial year revived interest in both local and national history, and several projects of outstanding merit were submitted in the Native-schools section of the Centennial Competition for Regional Surveys. Note-taking (as distinct from note-making) is at last dying out, although too frequently the lecture type of lesson and the question-answer type still survive. Some schools are to an increasing extent using craftwork in correlation with history and geography. Cut-outs, model houses and villages, concrete maps in bold relief, and a variety of other aids stimulate interest and make the lessons live. Dramatization, visual aids, projects, lecturettes, and broadcasts are also being used to an increasing extent. Those teachers who have, after much thought and experiment, struck a right balance in their use of class teaching, group work, projects, research, and revision are getting the best results, but in a number of Native schools the teaching of history and geography is not yet satisfactory.

## 4. ÆSTHETIC ACTIVITIES.

In most infant departments the foundations of reading are being well laid. Special teaching material is being made and used to an increasing extent, and it is obvious that the recent refresher course has been a real stimulus to many of our teachers. In the standard classes there is a wide range of attainment. Mechanical ability often outruns the ability to sense the thought content, and in some schools

there is still far too much formal class reading. Group and individual reading are now replacing the older method, and the results are encouraging. The fact should not be lost sight of that pupils read spontaneously to find out things, and for this reason periods for silent reading and an ample supply of suitable reading material are necessary. Through the supply of supplementary readers in increasing numbers during the past few years all schools are now much better equipped than they were in the past, and in those schools where supplementary readers are most freely used, and where drills in the mechanics of speech are regularly given, we find our most fluent and intelligent readers. Greater care is being exercised in the selection and grading of poems. Short pieces, well within the range of the child's understanding and appreciation, are best. In a few schools the compiling of illustrated anthologies has been an inspiration to the pupils. Only a few teachers have met with any real success in choral speaking, many tending to mistake simultaneous recitation for the exacting art of choral speaking. There is no doubt that the spoken chorus has real educational value, but it is better that it should not be attempted at all rather than that it should be used badly or indifferently. The possibilities of dramatization are appreciated to a greater extent, but there is a real danger of too much action and too little speech, especially during free and unrehearsed dramatization of stories and local incidents. In some schools children are being encouraged to write their own plays and to compose brief and spirited dialogues. Music, including Maori music, continues to receive full attention in most of our schools. The development of school choirs, the organization of percussion and mouth organ bands, the increased use of broadcasts, and the greater prominence given to the weekly concert period are satisfactory indications of progress. The weekly concert, which provides a happy motivation for reading, recitation, drama, choral speaking and song, has become very popular.

### 5. ART AND CRAFTS.

The variety and quality of the exhibits displayed at the Centennial Exhibition gave a good idea of the lines along which art and crafts are developing in Native schools. The effect of the introduction of Maori crafts was very noticeable, and the range of articles demonstrating such skills as carving, tukutuku, taniko, and plaiting was a true indication of the success that has followed this innovation. The application of Maori design and crafts to modern use was a pleasing feature of the display. Many large schools were equipped with sewing-machines, and in most Native schools the girls now receive a useful training in sewing, mending, knitting, and darning. The usual handwork supplies were issued to the schools, and these ensured that the European crafts were also included among the practical activities. Of recent years object drawing, which was so commonly taught and which, together with a little design and colour work, comprised the whole of the art work, has been replaced by bright, attractive free-expression work, usually in colour. The children have responded eagerly to the new approach, and the making of pictures and patterns is now one of their favourite occupations.

A committee of Native-school teachers on the East Coast compiled and published a pamphlet on Maori carving. Such spontaneous work is a good indication of the keenness with which the teachers in Native schools approach their tasks. Woodwork tools have now been issued to eighty-four schools, and much good work has been done. The teaching is as realistic and useful as possible, but in a number of schools the instruction is somewhat haphazard.

### 6. ORGANIZATION AND GENERAL.

The Maori child, even more than the European child, needs constant practice in speaking English. Many of our infant teachers deserve special commendation for the way in which they are meeting and overcoming speech problems arising out of the environment of their pupils. In the best Native schools speech work reaches a very high standard. Maori errors still persist, but it should always be remembered that training children to speak freely and naturally must precede the correction of errors. Mistakes should, as far as possible, be dealt with systematically at a special time. In a number of our schools little progress can be reported in written English. As in the case of arithmetic, this is due to lack of ideas and lack of system in teaching rather than to any lack of potential ability on the part of the children. In most cases, however, there has been no loss of efficiency. Few schools can be placed in the "excellent" group, but an increasing number are producing work which reaches a good standard. Letter-writing, compiling short news paragraphs, preparing projects, surveys, and individual note-books have been a real stimulus to more correct and better ordered work. Some original ideas were seen last year, including the use of comic strips which formed the basis of vivid and often highly realistic action stories. The artist's sections gave a natural sense of paragraphing, and the graphic presentation of the story, in line, invited an equally graphic presentation in words. One or two schools produce periodical magazines, which provide excellent training for the contributors.

The scores of diagnostic and general tests in arithmetic given in the majority of the schools last year were low enough to suggest the need for a thorough review of aims and methods. It is safe to say that the child is seldom the obstacle to good arithmetic. Weaknesses noticed in teaching were lack of system, insufficient drills in tables, measures, &c., lack of reality and human interest in presentation, insufficient revision and testing, and too much reliance upon text-books. Practical arithmetic now receives more attention in a number of schools; and, where this is correlated with straightforward problems within the experience of the child, the best results are being obtained.

In writing, a style uniform throughout the school is expected. Any system which, on the one hand, gives economy of effort, and, on the other, economy in recognition, has met with approval. Set models on the blackboard, for copying into the pupils' books, are a poor substitute for systematic drills.

A good deal of time is still wasted in teaching words which the child does not need, and will not need. In those schools where (1) basic lists of essential words, (2) class lists of special words relating to the environment of the children, and (3) individual lists of each child's own difficulties are used conjointly the best results are obtained. In some cases the children are asked to learn too many new words per week, and occasionally the periods devoted daily to spelling are too long to be satisfactory.

In general, the time-tables are well constructed. In some cases schemes should be kept more up to date by amendments and additions and by reorganizing and rewriting every few years. In a number of schemes the aims are unreal. In the work-books a good deal of originality is displayed, but in many cases more detail is desirable.

#### 7. GENERAL.

(a) All Native schools were visited by your Inspectors.

(b) *Teachers' Meetings*.—These were held at various centres and have proved valuable in affording opportunities for discussion and for organizing small research committees.

(c) *Visits to Centennial Exhibition*.—Many Native-school teachers are to be congratulated for their unselfish efforts in arranging for the senior pupils of their schools to visit the Centennial Exhibition, Wellington. Many Maori boys and girls from all parts of the North Island were afforded an opportunity to make this memorable journey.

(d) *Junior Assistants*.—The Correspondence School continued to provide two courses for junior assistants—the first a preparation for the examinations necessary for admission to a teachers' training college, and the second a more general course. In 1939 three junior assistants qualified for admission to a teachers' training college. The majority of the junior assistants are Maori girls whose keenness and assistance are much appreciated.

(e) *Teachers' Training College Third-year Students in Native Education*.—In 1939 the first group of four third-year students in Native education completed their training. The effect of this special training is twofold. In the first place there is the undoubted benefit to the third-year students themselves, and in the second place there is the influence of this specialist group on the training-college students. The result has been an awakening of interest in Native education, particularly in the North Island training colleges.

(f) *Establishment of Form III Class*.—In 1939 the first provision for post-primary education in a Native school was made at the Te Araroa Native School, where a Form III class of eighteen pupils was formed. Consideration is being given to the question of converting this Form III class into a district high school secondary department.

(g) *Junior Red Cross*.—In a number of Native schools strong Junior Red Cross circles have been formed, and I wish to acknowledge the support and interest of the central executive of this movement. The ideals and objectives of the Junior Red Cross appeal to the Maori child and give expression to one of the chief functions of the Native school.

#### 8. SECONDARY EDUCATION.

The position in regard to post-primary denominational schools for Maori boys and girls is much the same as was indicated in my report of last year. The governing bodies have been active in planning a more practical curriculum and in improving the quality of the staffing. The post-primary denominational schools cannot possibly cater for the increasing number of Maori boys and girls that actually pass out of the Native and public primary schools. Particularly in closely populated Maori districts, the need for additional facilities for further training is becoming urgent. The matter is receiving careful consideration by the Education Department, but whatever is planned should bear directly on the immediate needs of Maori youth, and should, in my opinion, be largely vocational. The present provision for post-primary education of the Maori is twofold. In the first place he has the same right and facilities for free post-primary education as the European; as a free-place pupil he can attend any secondary school, technical school, or district high school. For the Maori in the more remote districts the Government provides a generous system of scholarships by means of which post-primary education from two to four years is provided at a number of private schools controlled by the authorities of various religious denominations. Reference to Table H. 3 will give a list of these boarding schools and of the roll numbers thereat.

#### 9. SCHOLARSHIPS.

In 1938 there were awarded 17 Continuation Scholarships, 5 Nursing Scholarships, and 5 Agricultural Scholarships; of these, 2 of the Agricultural Scholarships were declined. In 1939 these scholarship holders completed their courses, with the exception of 1 Continuation Scholarship pupil and 1 Agricultural Scholarship pupil who left school before the end of the fourth year. Of the 17 Continuation Scholarship holders 7 passed either the School Certificate Examination or the University Entrance Examination or both, and 3 obtained partial passes in the School Certificate Examination. All other Continuation Scholarship holders either did not sit or failed. With the exception of 1, who will be admitted to a Teachers' Training College, all the girls who finished their fourth-year training in 1939 will be employed as junior assistants in 1940.

The 5 girls who completed their Nursing Scholarships in 1939 have been accepted for training in various hospitals in the North Island, except 1 girl who, unfortunately, did not pass the medical examination.

At the end of 1939, 171 Junior Scholarships, 33 Continuation Scholarships, 9 Nursing Scholarships, and 6 Agricultural Scholarships were held by pupils attending Maori boarding schools. Eight University Scholarships were current. The Junior and Senior Te Makarini Scholarships were won by Taipana Te Hape and Barney Wacrea.

#### 10. MAORI MISSION SCHOOLS.

The eleven Mission schools for Native children, which are controlled and administered by denominational authorities, were visited by your Inspectors. The reports indicated that in each case the conditions necessary for registration were satisfied. Six hundred and forty-four children were enrolled at these Mission schools.

#### 11. ATTENDANCE.

At the end of 1939, 145 Native schools were administered and maintained by the Education Department. The total roll number was 10,403 (9,832 in 1938), and the average attendance was 8,970 (8,471 in 1938). The average weekly roll number was 10,169, the percentage of regularity being 88.2. Of the 10,403 children enrolled at the 31st December, 1939, 9,300 children were Maori, the remainder (1,103) being European children. 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
1922 .. .. .	6,161	5,540	6,238
1928 .. .. .	6,671	5,964	6,770
1932 .. .. .	7,313	6,848	7,524
1936 .. .. .	9,175	8,140	9,041
1938 .. .. .	9,832	8,471	9,787
1939 .. .. .	10,403	8,970	10,169

There were on the roll on 1st July, 1939, 9,164 Maori children (8,743 in 1938) and 1,029 European children (1,025 in 1938), making a total roll number at that date of 10,193 (9,768 in 1938).

#### 12. STAFF.

The total number of teachers employed in the Native-schools' service at the end of 1939 was 450, of whom 290 were certificated and 160 uncertificated. Of the total staff, 25.5 per cent. were junior assistants, 10 of whom were fully-qualified teachers and 105 uncertificated. Most of the junior assistants were Maori girls. The percentage of certificated head and class teachers is 86.4, an increase of 2.6 per cent.

#### 13. BUILDINGS.

In 1939 a vigorous building programme was carried out. The following is a list of the completed works :—

- (1) New schools, with residences : Okauia (two rooms) and Oturu (one room).
- (2) Replacement of schools : Rakaumanga (three rooms), Ruatoki (three rooms), Te Haroto (two rooms), Te Kao (three rooms).
- (3) Additional open-air class-rooms : Ahipara (2), Hiruharama (2), Horohoro (1), Mangamuka (2), Pukepoto (1), Rangiahua (1), Ratana Pa (1), Te Kaha (1), Te Paroa Totara (1), Te Waotu (1), Waikare (1), Whakaangiangi (1), Whakawhitira (1), and Wharepaina (1).
- (4) Enlargement of class-room : Anaura Bay.
- (5) Remodelled on open-air principle : Rangiahua (one class-room).
- (6) Replacement of teachers' residences : Ahipara, Raukokore, Te Haroto, Te Kao, and Te Waotu.
- (7) Additions to residence : Manukau and Rangiahua.
- (8) Special works :—
  - (a) Crafts buildings : Hiruharama and Okauia.
  - (b) Crafts and bath buildings : Omanaia, Rakaumanga, Raupunga, and Waima.
  - (c) Class-room converted to provide accommodation for crafts purposes : Te Waotu.
  - (d) Erection of bathhouse : Rotokawa.
  - (e) Installation of permanent water-supplies : Ahipara, Oromahoe, Pamapurua, Paparore, Rakaumanga, Rotokawa, Takahiwai, Te Haroto, and Waima.
  - (f) Provision of septic-tank-drainage systems : Ahipara, Horohoro, Oromahoe, Pamapurua, Paparore, Pukepoto, Rakaumanga, Rotokawa, Takahiwai, Te Haroto, and Waima.

#### 14. PACIFIC ISLANDS INSPECTION.

In 1939 Mr. W. O'Connor visited Fiji for the purpose of grading the New Zealand teachers who are employed by the Government of Fiji under the scheme of co-operation.

15. CONCLUSION.

During the last ten years the number of children attending Native schools has increased by 49 per cent., from 6,979 to 10,403. The last twenty years has seen the roll number doubled. At the same time the number and scope of the facilities provided have also been augmented. This rapid expansion in two directions has increased many times the work of the clerical staff of the Native Schools' Branch of the Education Department.

I have, &c.,

D. G. BALL,

Senior 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 TEACHER.

Grade of School.	Number of Schools.	Total Average Attendance, Year ended 31st August, 1939.	Number of Teachers (exclusive of Probationary Assistants and Junior Assistants).	Average Number of Children per Teacher.	Number of Probationary Assistants.	Number of Junior Assistants.
II (9-24) .. ..	7	107	7	15.3	..	1
IIIA (25-30) .. ..	24	582	25	23.3	..	22
IIIB (31-70) .. ..	51	2,108	95	22.2	..	27
IVA (71-110) .. ..	40	2,998	107	28.0	..	41
IVB (111-150) .. ..	12	1,347	40	33.7	5	13
IVE (151-190) .. ..	9	1,290	40	32.3	4	9
VA (191-230) .. ..	1	169	5	33.8	1	1
VB (231-270) .. ..	1	184	5	36.8	1	1
Totals .. ..	145	8,785	324	27.1	11	115

Table H 2.

ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR THE YEARS 1938 AND 1939.

	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 1939 .. ..	10,403	10,168.9	8,969.5	88.2
Totals for 1938 .. ..	9,832	9,787.4	8,471.1	86.6
Difference .. ..	+571	+381.5	+498.4	+1.6

Table H 3.

LIST OF MAORI MISSION SCHOOLS AND MAORI BOARDING-SCHOOLS WITH THE ATTENDANCE OF PUPILS AT THE END OF 1938 AND 1939.

School.	Number on School Roll at end of		School.	Number on School Roll at end of					
				1938.			1939.		
	1938.	1939.		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>						
Matahi Mission ..	30	34	Queen Victoria (girls), Auckland ..	7	59	66	2	70	72
Matata Convent ..	61	60	St. Stephen's (boys), Auckland ..	30	82	112	17	68	85
Kawerau Mission ..	23	28	Wesley College (boys), Paerata ..	26	64	90	31	51	82
Pawarenga Convent ..	100	97	Turakina (girls), Marton ..	2	47	49	..	43	43
Tanatana Mission ..	33	41	St. Joseph's (girls), Napier ..	13	48	61	12	58	70
Tokaanu Convent ..	55	51	Te Aute College (boys), Napier ..	..	94	94	..	70	70
Panguru Convent ..	165	159	Hukarere (girls), Napier ..	16	56	72	13	59	72
Waitaruke Convent ..	87	80	Te Waipounamu (girls), Christchurch	9	7	16	3	12	15
Jerusalem Convent ..	37	42							
Ranana Convent ..	39	42							
Otaki College ..	22	10							
Totals ..	652	644	Totals ..	103	457	560	78	431	509

Table H 4.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1938 AND 1939.

School.				1938.					1939.								
				Government Pupils.			Private Pupils.			Grand Total.	Government Pupils.			Private Pupils.			Grand Total.
				Primary.	Secondary.	Total.	Primary.	Secondary.	Total.		Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	
Queen Victoria (girls), Auckland	..	..	33	33	7	26	33	66	..	32	32	2	38	40	72		
St. Stephen's (boys), Auckland	..	..	40	40	16	30	46	86	..	37	37	11	24	35	72		
Wesley College (boys), Paerata	..	..	17	17	4	15	19	36	..	16	16	6	13	19	35		
Turakina (girls), Marton	..	..	23	23	2	23	25	48	..	22	22	..	20	20	42		
St. Joseph's (girls), Napier	..	..	36	36	12	13	25	61	..	39	39	12	19	31	70		
Te Aute College (boys), Napier	..	..	43	43	..	48	48	91	..	35	35	..	30	30	65		
Hukarere (girls), Napier	..	..	37	37	11	21	32	69	..	38	38	13	20	33	71		
Te Waipounamu (girls), Christchurch	..	..	..	..	6	6	12	12	..	..	..	3	9	12	12		
Totals	..	..	229	229	58	182	240	469	..	219	219	47	173	220	439		

(b) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1939.

Number.	University Course.	University at which Scholarship is held.
3	Arts .. ..	Auckland.
4	Medical .. ..	Otago.
1	Science .. ..	Victoria.

Table H 5.  
MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1939.

Education District.				Number of Schools at which Maoris attended.	Number of Maori Pupils at end of 1939.		
					Boys.	Girls.	Total.
Auckland	..	..	..	416	3,280	3,261	6,541
Taranaki	..	..	..	65	480	448	928
Wanganui	..	..	..	81	529	497	1,026
Hawke's Bay	..	..	..	107	1,078	1,053	2,131
Wellington	..	..	..	70	375	449	824
Nelson	..	..	..	12	27	29	56
Canterbury	..	..	..	50	166	169	335
Otago	..	..	..	21	65	49	114
Southland	..	..	..	9	50	41	91
Totals	..	..	..	831	6,050	5,996	12,046

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.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE 1ST JULY, 1939.

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	434	449	..	..	..	..	..	..	..	..	..	..	..	..	..	434	449	
6	7	692	669	6	4	..	..	..	..	..	..	..	..	..	..	..	698	673	
7	8	667	612	86	120	3	2	..	..	..	..	..	..	..	..	..	756	734	
8	9	450	420	277	278	51	73	..	2	1	1	..	..	..	..	..	779	774	
9	10	228	202	257	260	175	207	32	31	..	2	..	..	..	..	..	692	702	
10	11	88	64	204	159	225	236	131	166	18	29	3	2	..	..	..	669	656	
11	12	35	27	101	77	150	147	201	198	130	137	18	22	2	1	..	637	609	
12	13	15	12	35	28	95	76	161	134	168	155	103	118	27	43	1	605	566	
13	14	4	6	18	10	37	27	111	66	157	121	137	112	75	97	2	541	443	
14	15	2	2	1	3	9	2	26	13	55	39	68	63	76	69	2	239	195	
15	16	..	..	2	..	1	..	..	2	2	4	12	9	32	29	3	52	49	
16 years and over		..	..	..	..	..	..	..	..	..	1	..	..	4	7	1	3	5	11
Totals, 1939		2,615	2,463	987	939	746	770	662	612	531	489	341	326	216	246	9	16	6,107	5,861
Percentage ..		5,078		1,926		1,516		1,274		1,020		667		462		25		11,968	
		42.5		16.1		12.7		10.6		8.5		5.6		3.8		0.2		100.0	
Median age, in years and months	7 3 7 2	9 6 9 3	10 8 10 5	11 10 11 6	12 8 12 6	13 4 13 2	14 1 13 10	14 9 15 0									..	..	

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 7.

CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE SCHOOL ROLLS AT THE 1ST JULY, 1939.

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.	Europeans.		Maoris.	Boys.	Girls.	Total.		
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.						
5 and under	53	44	462	421	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	53	44	462	421	515	465	980
6	39	56	531	522	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	41	57	531	522	572	579	1,151
7	34	37	521	480	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	55	56	540	511	595	567	1,162
8	27	18	427	319	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	74	67	580	530	654	597	1,251
9	6	8	198	165	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	57	63	505	494	562	557	1,119
10	6	2	87	44	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	60	54	588	477	648	531	1,179
11	..	1	24	21	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	46	63	479	425	525	488	1,013
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	53	52	420	393	473	445	918
13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	42	27	397	374	439	401	840
14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	22	35	191	217	213	252	465
15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	4	1	38	50	42	51	93
16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	7	9	8	9	17
17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	2
18 and over	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2
Totals	167	166	2262	1982	93	54	714	651	61	64	553	509	37	54	251	269	38	50	130	202	1	6	12	26	509	520	4739	4,425	5,248	4,945	10,193	
Percentage	333	4,244	4,577	44.9	147	1,365	1,512	14.8	125	1,062	1,187	11.7	126	671	797	91	520	611	6.0	88	332	420	4.1	7	1,029	9,164	10,193	100.0	10,193	..	..	
Median age, in years and months	6	9	6	8	7	3	7	18	10	8	39	11	9	6	9	8	9	5	10	11	10	8	11	4	10	6	12	0	11	9	12	0

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 8.

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

Class of Certificate.					1938.			1939.		
					M.	F.	Total.	M.	F.	Total.
A	..	..	..	..	1	..	1	1	..	1
B	..	..	..	..	29	15	44	34	15	49
C	..	..	..	..	77	83	160	87	91	178
D	..	..	..	..	19	34	53	18	34	52
Total certificated teachers ..					126	132	258	140	140	280
Licensed .. ..					..	..	..	1	..	1
Uncertificated teachers ..					11	39	50	11	32	43
Grand total ..					137	171	308	152	172	324

Table H 9.

NUMBER OF TEACHERS IN NATIVE SCHOOLS ACCORDING TO POSITION AND YEAR OF SALARY SERVICE, ALSO UNCERTIFICATED AND RELIEVING TEACHERS AS AT END OF 1939.

Year of Salary Service.	Sole Teachers and Head Teachers.										Assistant Teachers.																Grand Totals.	
	Grade II.		Grade III.		Grade IV.		Grade V.		Totals.		B.		B2.		A.		A2.		A3.		A4.		Relieving.		Totals.			
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
First ..	..	..	2	..	..	..	..	..	2	..	6	6	..	..	..	..	..	..	..	..	..	..	..	..	6	6	8	6
Second ..	1	..	..	..	..	..	..	..	1	..	7	10	..	..	..	..	..	..	..	..	..	..	..	..	7	10	8	10
Third ..	..	..	1	..	..	..	..	..	1	..	2	1	..	..	..	..	..	1	..	..	..	..	..	..	2	1	3	1
Fourth ..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	1	..	..	..	..	..	..	..	..	3	..	3
Fifth ..	..	..	2	..	1	..	..	..	3	..	1	3	..	2	..	1	..	..	..	..	..	..	..	..	1	6	4	6
Sixth ..	..	..	..	..	..	..	..	..	..	..	3	6	..	2	..	2	..	1	..	..	..	..	..	..	3	11	3	11
Seventh ..	..	..	1	1	..	..	..	..	1	1	4	2	..	2	..	2	..	1	..	..	..	..	..	..	4	7	5	8
Eighth ..	..	..	6	1	..	..	..	..	6	1	1	5	..	4	..	2	..	1	..	..	..	..	..	..	1	12	7	13
Ninth ..	..	..	4	..	..	..	..	..	4	..	..	3	..	2	..	2	..	1	..	..	..	..	..	..	..	8	4	8
Tenth ..	..	..	5	..	1	..	..	..	6	..	1	3	..	2	..	..	..	1	..	..	..	..	..	..	1	6	7	6
Eleventh ..	..	..	5	..	..	..	..	..	5	..	..	3	1	1	..	..	..	2	..	..	..	..	..	..	1	6	6	6
Twelfth ..	1	..	8	..	4	..	..	..	13	..	..	3	..	2	..	..	..	1	..	..	..	1	..	..	..	7	13	7
Thirteenth ..	..	..	6	1	2	..	..	..	8	1	..	2	..	1	..	..	..	1	..	..	..	..	..	..	..	4	8	5
Fourteenth ..	..	..	2	..	4	..	..	..	6	..	..	2	..	2	..	..	..	..	1	..	..	..	..	..	1	4	7	4
Fifteenth ..	..	..	2	1	11	..	..	..	13	1	..	..	..	4	..	..	..	3	..	..	..	..	..	..	..	7	13	8
Sixteenth ..	..	..	1	..	7	..	..	..	8	..	1	1	..	1	..	..	..	1	..	..	1	..	..	..	1	4	9	4
Seventeenth ..	..	1	3	..	1	..	..	..	4	1	..	..	..	1	..	1	..	..	..	..	..	..	..	..	..	2	4	3
Eighteenth ..	..	..	..	2	2	..	..	..	2	2	..	1	..	1	..	..	..	1	..	..	..	..	..	..	..	3	2	5
Nineteenth ..	..	..	1	..	2	..	..	..	3	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	2	3	2
Twentieth ..	..	..	..	1	3	1	..	..	3	2	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	1	3	3
Twenty - first and over ..	..	..	4	7	17	3	2	..	23	10	..	2	..	3	..	..	1	..	..	..	..	..	..	..	..	6	23	16
Uncertificated ..	1	2	4	4	1	..	..	..	6	6	4	14	..	7	..	..	5	..	..	..	..	..	..	..	4	26	10	32
Relieving ..	1	..	..	..	1	..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	1	4	1	4	2	5		
Totals	4	3	57	18	56	5	2	..	119	26	30	72	1	37	..	10	..	21	1	..	..	2	1	4	33	146	152	172

Table H 10.

NUMBER OF TEACHERS IN NATIVE SCHOOLS ACCORDING TO POSITION ON THE BASIC SCALE AS AT  
END OF 1939.

Basic Salary for Sole Teachers, Head Teachers, and Assistant Masters.		Sole Teachers and Head Teachers.		Assistant Masters.	Basic Salary for Assistant Mistresses.		Assistant Mistresses.	Totals.	
		Male.	Female.					Male.	Female.
£					£				
190	Grade B ..	..	..	6	170	Grade B ..	6	6	6
210		1	..	7	180		10	8	10
230		1	..	2	190		1	3	1
240		..	..	..	200		2	..	2
250		..	..	1	210		5	1	5
260		..	..	3	220		8	3	8
270		..	..	4	230		4	4	4
280		1	..	1	240		9	2	9
290	Grade A ..	4	1	3	250	Grade A ..	43	7	44
300		21	2	..	260		15	21	17
310		4	..	..	270		2	4	2
310		13	..	..	270		2	13	2
320		6	1	..	280		1	6	2
320		5	..	1	280		..	6	..
330		13	1	..	290		3	13	4
330		8	..	..	290		2	8	2
340		4	..	..	300		1	4	1
340		2	2	..	300		1	2	3
350		3	..	..	310		..	3	..
360		3	2	..	320		..	3	2
370		23	10	..	330		1	23	11
Uncertificated teachers ..		6	6	4	..		26	10	32
Relieving teachers ..		1	1	1	..		4	2	5
Junior assistants ..		..	..	3	..		112	3	112
Probationary assistants ..		..	..	2	..		9	2	9
Totals ..		119	26	38	..		267	157	293

NOTE.—Two male and 8 female assistants and two uncertificated assistants did not receive country salary.

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