

The Maori child has been fortunate in that, since 1840, his education has been the special charge of the Government. In 1844 Governor Fitzroy made grants to the churches for the establishment of schools for the Maori. Governor Grey also gave land and money to the churches for similar purposes, but laid down certain provisions: that the schools must be open to Government inspection and examination and must provide religious instruction, industrial training, and the teaching of English. As a result of these endowments Wesley College, at Paerata, was established by the Wesleyan Church authorities and St. Stephen's, at Bombay, and Te Aute, in Hawke's Bay, by the Anglican Church. These are the only Maori post-primary schools for boys with special endowments. The post-primary education for girls was provided later, the Anglican Church establishing Hukarere Maori Girls' School, Napier, and Queen Victoria Maori Girls' School, Auckland; the Presbyterian Church, the Turakina Maori Girls' School, at Marton, and the Roman Catholic Church, St. Joseph's School at Greenmeadows, Napier. In 1881 there were 197 Government boarders in these schools. About that time a system of Government scholarships was approved, and it was by this means that the Government continued to give financial assistance to the denominational post-primary schools. The history and growth of the scholarship system has been outlined in previous reports.* It is sufficient now to point out that £9,400 is expended annually from Government funds on scholarships of various kinds for Maori children, and that out of a total Maori school population of 22,684 in 1940, 220 continued their education by this means.

One very significant fact emerges from this examination. At the beginning of the century, when it was commonly accepted that the Maori race was fast dying out and when the total Maori population was less than 45,000, there were seven denominational post-primary schools. In 1940, except for a small increase in the number of scholarships, the provision for the post-primary education of the Maori was the same—*i.e.*, seven denominational schools with only slightly increased roll numbers, notwithstanding the fact that the Maori population had in that time doubled.

The rate at which the Maori has increased in numbers is remarkable, and each decade the curve of increase is becoming steeper. In 1930 there were 139 Native schools with a total roll number of 7,503. In 1940 the schools had increased by 7 to 146 and the enrolment to 10,730. This represents an increase of 43 per cent. in ten years, and that this increase is likely to be maintained is shown by the fact that 45 per cent. of the children on the roll at present are in the primer classes. Last year, in addition to the above, there were also 11,968 Maori pupils on the rolls of the public schools.

Such a rapid increase in numbers may affect adversely the general standard of living and result in a greater proportion of unemployed requiring State assistance. Among the adolescents reared under such conditions there appears to be considerable apathy and lack of ambition. Such results could be countered only by inspired educational and socially constructive activities. Educationally no special steps were taken to cope with the unusual stresses due to the rapid increase, while the most effective of the social efforts was the development of Maori land. In certain districts the land schemes have placed the Maori on a more satisfactory economical footing, but an attendant evil has been the tendency to use the children to milk cows, thus denying to them the educational opportunities that could otherwise have been taken up.

Up to this point it has been assumed that every Maori child passes Form II. For many reasons, the least of which is lack of ability, a large percentage of children attending Native schools leave school at the age of fourteen years, with a standard of attainment no higher than Form I, and in most cases much lower. Because there are no facilities for practical education near their homes, these children never take advantage of the Free Place Regulations. In 1940 the position was that 917 Maori pupils attained the age of fourteen years in Native schools, and of these, 301 passed Form II. Eighty-one of these were awarded Government scholarships, and approximately 90 others continued their education at post-primary schools. Seven hundred and seventy-eight Maori children left the public and Native schools in Form II, of whom 321 continued their education.

In the post-primary denominational schools academic and agricultural courses are provided for the boys, academic and home-making courses for the girls. Some of these schools are now in the process of reorganization, with the result that their courses should become more attractive and useful. No provision is at present made for technical or trade courses, nor to any significant extent for the development of hobbies and leisure time activities.

The living-conditions in many of the Maori homes are unsatisfactory, and most of the Maori boys and girls have little urge for more satisfactory and satisfying standards. The provision of an adequate education for this increasing population will do much to assist these children who, when they come to maturity, must find a place in our national life.

Attention must be given to the geographical distribution of the Maori. Of the total Maori population 95 per cent. are in the North Island, and these are situated for the greater part in five tribal and district areas: the Ngatiporou on the East Coast, the Arawa in the Bay of Plenty and Rotorua districts, the Waikato and Maniapoto in the Waikato and round Lake Taupo, the Ngapuhi in North Auckland, and the Ngatiruanui in Taranaki.

The tribe requiring most assistance is the Ngapuhi of North Auckland. Here, owing to the sales of land through early colonization, the Maoris have now little land and are in poor circumstances; road communications until recent years were inadequate; except for a number of small district high schools and the secondary school at Whangarei, post-primary facilities are still limited. The Taranaki, Waikato, and Arawa people are better provided for if they choose to take advantage of the available facilities. But for the Ngatiporou on the East Coast the nearest post-primary school is in Gisborne, and the nearest district high school in Tolaga Bay. The leading families of this tribe have depended on Te Aute Boys' College and Hukarere and St. Joseph's Maori Girls' Schools to provide further

* See page 5 of Parliamentary Paper E. 3, 1933.