

1942.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

[In continuation of E.-3, 1941.]

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

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No. 1.

REPORT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS.

SIR,—28th July, 1942.

I have the honour to present the following report on the Native schools for the year 1941 :—

Under the new system of biennial inspection there have been departures from the customary methods of inspection in regard to Native schools. Most schools were visited during the year, but the length of the visit was determined by the interests, activities, or needs of each school.

The new system has been designed to free the Inspector of much of the former routine work which was of doubtful value. It has been possible to concentrate on the promulgation of new and progressive ideas, the giving of practical help and demonstration, and bringing to the notice of teachers the latest literature on various aspects of their craft. These were all stressed on our visits to Native schools last year.

A widespread emphasis has been given to craft work of all kinds. There is increased efficiency in the teaching of woodwork, cookery, domestic crafts, mothercraft, and home nursing. In some districts the boys are engaged in building-construction, house-painting, and decorative work, and it is very gratifying to note how the influence of this training extends into the village. Other crafts that find a place in different schools are metalwork, boot-repairing, drainlaying, simple plumbing, concrete work, poultry-keeping, and dairy-farming. A number of schools provide their own barbers and nurses. The old Maori arts and crafts are also among the activities, although these are not yet fostered to the full extent they deserve.

With the wider provision of model cottages, cookery, and woodwork rooms, the group system of instruction is being encouraged, with the children working happily and effectively in small groups under the guidance of their own leaders. Thus they develop self-confidence and initiative—a prerequisite to real progress.

The activity programme is now the rule rather than the exception, and in an appreciable number of our schools carefully-planned correlation is improving the standard of work in the academic subjects. To a greater extent the children are taking an active part in their own education, while school councils and clubs are functioning satisfactorily in many schools, thus providing opportunities for leadership and control and catering for a wide field of interests.

Physical education has been consistently urged and stimulated by the use of specialists and by means of refresher courses. Music continues to be a special feature, though there are still a few schools