

1944  
NEW ZEALAND

EDUCATION OF NATIVE CHILDREN

[In continuation of E.-3, 1943]

*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,—23rd March, 1944.  
I have the honour to present the following report on Native schools for the year 1943 : —

1. SCHOOLS AND STAFF

In 1943, 156 Native schools were administered by the Education Department. One school—Rotokakahi—in the Hokianga County was taken over from the Auckland Education Board, and a new school—Rangitane Native School—was established south of Dargaville. The total enrolment at the end of the year was 11,274 (11,009 in 1942) and the average attendance was 9,261 (9,091 in 1942). The average weekly roll number was 10,973 (10,905\* in 1942) and the percentage of regularity was 84. Of the 11,274 children on the roll at the end of the year, 10,278 were Maori and 996 European. The following table shows how steadily the rolls in Native schools have increased since 1918 :—

Year.					Roll Number at 31st December.	Average Attendance.	Average Weekly Roll.
1918	..	..	..	..	5,064	4,551	5,281
1928	..	..	..	..	6,671	5,964	6,770
1933	..	..	..	..	7,340	6,581	7,346
1938	..	..	..	..	9,832	8,471	9,787
1943	..	..	..	..	11,274	9,261	10,973

\* Amending figure in 1943 report.

There were 13,528 Maori children attending 875 public schools at the end of 1943.

In addition to the 156 Native schools mentioned above, there are 10 Native mission schools and convents, and the Department also administers 4 schools in the Chatham Islands. Schools in Fiji, Cook Islands, and Samoa are inspected, but owing to travel difficulties no Pacific island territories were visited during 1943.

Staffing was again a very difficult matter during 1943, but the Department managed to keep all schools open. Shortages of staff due to sickness or removal were often made good by sacrifice on the part of larger schools, and I have to express my thanks to those head teachers who willingly lent members of their staffs to assist other schools in times of need. Again I have to acknowledge with thanks the co-operation of some of the superannuated teachers and married women teachers who assisted by returning to positions in the schools.

As I pointed out in my report last year, the growth of the school rolls has made it necessary to provide more assistants, and in quite a large number of localities it has been difficult to find suitable boarding accommodation. While building operations have been so restricted, it has not been possible to provide suitable cottages, but the Department's policy of encouraging young Maori men and women to qualify as certificated teachers has enabled the Department to staff some of the schools with fully qualified Maori assistants where board for European assistants would be unprocurable.

At the end of 1943, 480 teachers were employed in Native schools, as indicated in the table below :—

	Males.	Females.
Certificated teachers .. .. .	130	172
Uncertificated teachers .. .. .	9	45
Probationary assistants .. .. .	1	11
Junior assistants .. .. .	5	107
	145	335

All junior assistants are expected to undertake a course of study that will enable them to advance in the teaching profession. Where junior assistants have a reasonable chance of reaching the School Certificate standard, a suitable course of study is provided by the Department's Correspondence School, while for the others a general cultural course is provided. This has ensured a regular supply of Maori students to training colleges.

In 1940, 4 students were admitted to training college ; in 1941, 9 ; in 1942, 18 ; and in 1943, 16.

## 2. PRIMARY EDUCATION

The system of primary education in Native schools is designed to give the Maori child a chance of competing on equal terms with the pakeha child, while still retaining pride in his Maori ancestry. Stress is laid on the teaching of English, for any Maori child living in an English-speaking country must be under a definite handicap if he attains manhood without a good command of the English language. For several years now the oral side of language-teaching has been emphasized, and in most of the schools this has reached a good standard. Fluency in speech is essential, but there is still the task of teaching the child how to speak and read well, so that he reads or recites his story or poem in an appropriate manner and is thus able to make it appeal to his audience. Where this is attained, the children derive an immense amount of pleasure from their work, and their confidence in their own ability to do things well is correspondingly increased.

In written English there is still too much stress on formal composition. While this cannot be entirely neglected, it must be realized that in later life it takes a much less important place than letter-writing, business correspondence, telegrams, filling in forms correctly, &c. These can and should be taught in the primary school, for at present the opportunities of the Maori children for secondary education are limited, and the proportion receiving higher education is small. We have frequently found, in tests for scholarship candidates, that, whereas they write quite well on topics with which they will not be concerned in later life, they fail badly in simple business correspondence or in expressing themselves lucidly on simple matters. Where schools have encouraged the growth of club work, and where the children are taught to attend to such matters, there is a very considerable increase in efficiency.

Child activity is the keynote of success, and it is pleasing to be able to record that this method of instruction is being extended in Native schools. Teachers have been encouraged to use their initiative in developing their schools so that they will render maximum service to the children and to the communities they serve. The result is that there is a pleasing variety of method of instruction in the Native Schools' Service and schools are not modelled on one pattern. The interchange of visits of teachers from one school to another has been encouraged. These interchanges have not been confined solely to those teachers who have found difficulty in implementing the new methods, but extends also to those who have been successful. The interchange of ideas is just as beneficial to the successful as to the less-successful teachers.

Perhaps the most interesting experiment instituted last year was a citrus project at the Waiomio Native School, near Kawakawa. A large number of sweet-orange pips from the Cook Islands was imported and planted. First reports have been very encouraging, for nearly 100 per cent. of the pips "struck," with the result that there is now a large number of young stocks to be budded and grafted. It is anticipated that there will be ample young trees in the near future to supply not only the Waiomio community, but also many other Native schools. I have to acknowledge with thanks the practical help and advice given by the Auckland officials of the Citricultural Branch of the Agriculture Department

## 3. POST-PRIMARY EDUCATION

The position with regard to post-primary education is not yet satisfactory, but wartime conditions have prevented the overcoming of the main difficulty—that of accommodation. Every year approximately one hundred scholarships are awarded to Form II Maori children in Native and public schools. These are tenable for two years, and at the end of that time the holders are eligible to compete for senior scholarships to enable them to receive a further two years' education. But of the one hundred children each year gaining their junior scholarships, only twenty-eight can receive senior scholarships to enable them to proceed to a third and fourth year of secondary education. This proportion is admittedly inadequate, but cannot be increased until boarding accommodation can be found. Thanks to the co-operation of the Boards of Governors at Gisborne and Napier, the Department was able in December, 1943, to find places for two boys at the Gisborne High School and seven at the Napier Boys' High School. Wesley College will reopen in 1944 and we will admit eleven first-year junior-scholarship holders, so that the difficulties will not be quite as serious as in 1942.

There was an increase in the net enrolment of pupils in the secondary departments of Native district high schools on the east coast. The numbers increased from fifty in 1942 to fifty-seven in 1943. The work in these schools is also making progress, and with the liberalization of the prescription for the School Certificate in the very near future it will be possible to provide courses which will enable the pupils to attain that goal and so pass into the trades and professions with the hall-mark of a good secondary education.

Apart from the pupils in these schools, scholarship holders were enrolled at the following institutions in 1943:—

Boys.		Girls.	
School.	Number.	School.	Number.
Te Aute College .. .. .	67	Hukarere College .. .. .	36
Feilding Agricultural High School ..	5	Queen Victoria School .. ..	33
Dannevirke High School .. .. .	6	St. Joseph's Maori Convent,	
New Plymouth Boys' High School ..	6	Napier .. .. .	39
St. Patrick's College, Silverstream ..	4	Turakina Maori Girls' School ..	24
Sacred Heart College, Auckland ..	5		

The Junior and the Senior Te Makirini Scholarships were awarded to Arona Arona and to John Nyman respectively. Whare Appleton won the Buller Scholarship.

## 4. EDUCATIONAL TOURS

An innovation this year was the institution of educational tours for Native school-children. At the end of 1943 a party of forty children and two teachers from the Tokomaru Bay Native School were the guests of several Wellington schools for a week. The children spent a half-day at each of the five Wellington schools which had provided the greater part of the boarding accommodation. Here they entertained the Wellington children with their action songs, poi dances, and hakas, and were entertained in return. They mixed freely in sports and games and songs, and I believe the visit has done much to cement a friendly relation between the children of the two races. On the other half-days the children visited various places of interest in and around Wellington—2YA, where thirteen recordings of their beautiful singing were made; Parliament Buildings; Wellington Woollen-mills; *The Dominion* newspaper office; and the Zoo. In addition, the children gave two programmes at the Opera House, Wellington.

This visit was a great success in every way. From an educational viewpoint, it can be realized what an education it was to children who had never seen a train or a tram, a viaduct or a tunnel, had never been in a lift or seen a building more than two stories in height. The children conducted themselves splendidly and were the subject of favourable comment wherever they went. At the same time they were able, by the help of their hosts, to get plenty of entertainment during their brief stay.

I should like to express my thanks to the Wellington Education Board, to the headmasters of Wellington schools who secured the necessary accommodation, and to the numerous hosts and hostesses in Wellington City who so willingly placed their homes at the disposal of these young visitors. My thanks are also due to Mr. Whibley, of the Palmerston North Intermediate School, and the people of Palmerston North for providing accommodation for one night when it was necessary to break the southward journey there.

Another party of children from the Ohaeawai Native School, North Auckland, spent a week at Whangarei, inspecting various places of interest there. From reports received, it is evident that the visit was greatly enjoyed by the young Maori pupils, and their knowledge and experience of life were greatly expanded.

I have, &c.,

T. A. FLETCHER,

Senior Inspector of Native Schools.

The Director of Education, Wellington.

No. 2  
DETAILED TABLES

Table H 1

GRADE OF NATIVE SCHOOLS WITH NUMBER OF TEACHERS AND AVERAGE NUMBER OF CHILDREN PER TEACHER

Grade of School.	Number of Schools.	Total Average Attendance, Year ended 31st December, 1943.	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 .. .. .	15	248	16	15.5	..	4
III <sub>A</sub> .. .. .	17	391	18	21.7	..	14
III <sub>B</sub> .. .. .	63	2,513	114	22.0	..	36
IV <sub>A</sub> .. .. .	33	2,460	90	27.3	..	30
IV <sub>B</sub> .. .. .	15	1,569	50	31.4	5	15
IV <sub>C</sub> .. .. .	8	1,150	37	31.1	4	8
V <sub>A</sub> .. .. .	4	705	22	32.1	3	4
V <sub>B</sub> .. .. .	1	225	9	25.0	..	1
Totals .. .. .	156	9,261	356	26.0	12	112

Table H 4

MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1943 AND 1942

School.	1943.							1942.						
	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	..	25	25	58	..	35	35	4	22	26	61
St. Stephen's (boys), Auckland .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wesley College (boys), Paerata .. .. .	..	..	..	..	..	..	..	..	4	4	..	4	4	8
Turakina (girls), Marton .. .. .	..	..	24	..	26	26	50	..	26	26	..	19	19	45
St. Joseph's (girls), Napier .. .. .	..	..	39	..	26	37	76	..	43	43	12	23	35	78
Te Aute College (boys), Napier .. .. .	..	..	67	..	45	45	112	..	55	55	..	44	44	99
Hukarere College (girls), Napier .. .. .	..	..	36	..	25	37	73	..	33	33	7	18	25	58
Te Waipounamu (girls), Christchurch .. .. .	..	..	..	..	3	23	28	..	..	..	3	20	23	23
Totals .. .. .	..	..	199	..	172	198	397	..	196	196	26	150	176	372

Table H 5

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER 1943

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at end of 1943.		
		Boys.	Girls.	Total.
Auckland .. .. .	437	3,802	3,619	7,421
Taranaki .. .. .	70	555	442	997
Wanganui .. .. .	90	649	586	1,235
Hawke's Bay .. .. .	108	1,254	1,168	2,422
Wellington .. .. .	80	480	471	951
Nelson .. .. .	10	22	28	50
Canterbury .. .. .	51	158	140	298
Otago .. .. .	18	45	34	79
Southland .. .. .	11	42	33	75
Totals .. .. .	875	7,007	6,521	13,528

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, 1943**

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		550	509	1	2	..	..	..	..	..	..	..	..	..	..	..	..	551	511
6	7		821	730	6	7	..	1	..	..	..	..	..	..	..	..	..	..	827	738
7	8		729	635	104	152	5	6	..	..	..	..	..	..	..	..	..	..	838	793
8	9		465	347	312	314	78	98	2	9	..	..	..	..	..	..	..	..	857	768
9	10		180	151	269	213	271	260	65	96	4	7	..	..	..	..	..	..	789	757
10	11		67	47	203	153	264	244	225	246	66	65	2	3	..	..	..	..	827	758
11	12		21	27	58	57	165	129	253	261	180	183	36	70	2	1	..	..	715	728
12	13		8	8	31	15	89	78	181	144	220	228	132	151	29	16	..	..	690	670
13	14		4	1	12	7	26	22	91	62	155	153	170	168	107	122	3	1	568	536
14	15		1	1	1	1	6	1	13	10	48	36	72	77	86	109	6	7	233	242
15	16		..	..	..	..	..	1	..	1	7	8	14	15	26	24	6	8	53	57
16 years and over			..	..	..	..	1	..	..	..	..	..	2	..	1	4	5	8	7	14
Totals			2,816	2,456	997	951	905	840	830	829	680	680	426	486	251	306	20	24	6,955	6,572
Percentage			5,302		1,948		1,745		1,659		1,360		912		557		44		13,527	
			39.2		14.4		12.9		12.3		10.1		6.7		4.1		0.3		100.0	
Median age, in years and months			7 1	7 0	9 3	9 0	10 4	10 3	11 6	11 3	12 5	12 5	13 3	13 1	13 11	13 10	15 2	15 6	..	..

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

Class of Certificate.					1943.		
					M.	F.	Total.
A	..	..	..	..	1	..	1
B	..	..	..	..	40	15	55
C	..	..	..	..	73	127	200
D	..	..	..	..	16	30	46
Total certificated teachers	..	..	..	..	130	172	302
Uncertificated teachers	..	..	..	..	9	45	54
Grand total	..	..	..	..	139	217	356

Table H 7

**AGES AND STANDARDS OF CHILDREN ON THE NATIVE SCHOOL ROLLS AT THE 1ST JULY, 1943**

[illegible]

**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.

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