

1945  
NEW ZEALAND

EDUCATION OF NATIVE CHILDREN

[In continuation of E.-3, 1944]

*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

20th August, 1945.

SIR,—

I have the honour to present the following report on Native schools for the year 1944 :—

1. SCHOOLS AND STAFF

In 1944 the Education Department administered 156 Native schools. One school—Owairaka, near Te Awamutu—was closed, while the school at Moawhango, near Taihape, was taken over from the Wanganui Education Board. The total enrolment at the end of the year was 11,793 (11,274 in 1943) and the average attendance was 9,825 (9,261 in 1943). The average weekly enrolment number was 11,303 (10,973 in 1943) and the percentage of regularity was 86. Of the 11,793 children on the roll at the end of the year, 10,763 were Maori and 1,030 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
1944 .. .. .	11,793	9,824	11,303

At the end of 1944 there were 14,328 Maori children attending 866 public schools throughout the Dominion.

In addition to the 156 Native schools mentioned above, there are 10 Native mission schools and convents in various parts of the North Island, and the Department also administers 4 schools in the Chatham Islands.

Again our most difficult problem was the staffing of the schools, particularly during the second and third terms, when there was a good deal of sickness. We were, however, greatly assisted by some of our superannuated teachers, and I desire to thank them for their willing co-operation.

At the end of 1944, 499 teachers were employed in Native schools, as indicated in the table below :—

	Males.	Females.
Certificated teachers .. .. .	138	178
Uncertificated teachers .. .. .	8	39
Probationary assistants .. .. .	3	19
Junior assistants .. .. .	7	107
	156	343

A gratifying feature about these figures is the steady increase in the number of young Maori men entering the Native Schools' Service in the last two classes. Formerly our recruits from the Maori people were confined almost solely to the women, but now the young men are displaying an increasing interest. There is ample scope for young Maori men to assist in the welfare of the coming generation of their own race.

Again I have to report with pleasure an increase in the number of Maori students entering training college. In 1940, 4 students were admitted ; in 1941, 9 ; in 1942, 18 ; in 1943, 16 ; and in 1944, 19. With the increase in the number of Continuation Scholarships last year, giving a third and fourth year of secondary education and thus bringing the holders approximately to the School Certificate standard, we may expect an even larger increase in two or three years. It may be of interest to know that, in addition to these teachers, we have also more than sixty fully qualified Maori nurses on the Nurses' Register.

The steadily increasing roll numbers in Native schools have created a very difficult problem in the matter of finding suitable boarding accommodation for assistants. In the days when our schools were staffed mainly with married couples there was little difficulty, but as schools have increased in size, additional assistants have been needed. The schools are situated in predominantly Maori districts, and the Maori people are not able to provide the accommodation for assistants. Some idea of the growth of this problem may be seen from the following figures, which show the increases in staffs during the past ten years :—

	1934.	1944.
Head teachers .. .. .	138	156
Assistants .. .. .	86	229
Junior assistants (mainly Maori) .. .. .	116	114
Totals .. .. .	340	499

It will be noted that the number of assistants has grown in ten years from 86 to 229. In six districts the Department has provided residences for assistants, but there is urgent need for similar provision in a number of other districts.

2. PRIMARY EDUCATION

In spite of the large proportion of male teachers serving with the Armed Forces, and other difficulties due to war conditions, it was possible to keep all schools functioning efficiently, and I desire to express my thanks to the teachers for their record of service during the past year. In the Native Schools' Service a teacher has to do many duties outside the walls of the schoolroom, and his success is judged as much by the value of his social service as by his class-room results. The Maori is quick to sense a sympathetic attitude on the part of the teacher, and wherever there is harmony between the school and the community it serves, the school will prosper.

The importance attached to the teaching of English was again emphasized, and in response to our circular on the teaching of this subject an improvement was noted, more especially in regard to business and general correspondence, telegrams, the accurate filling-in of forms, and other aspects of every-day English, which are so necessary in adult life. Oral English continues to be stressed, for the tone and efficiency of a school depend upon the keenness and interest of its pupils, and these can best be promoted by a brightness in all forms of oral work.

Practical work and club work, including Maori arts and crafts, received the attention that is their due. A fine variety of handwork was produced, even though materials for this work were difficult to obtain. The ingenuity of teachers in this respect compensated largely for the shortage of supplies.

The first text-books in the new arithmetic syllabus were issued during the year and were welcomed as a teaching aid in this subject, which in Native schools particularly needs to be closely related to real life situations and the practical needs of the pupils.

This year the Native schools began to feel the benefit of a more widespread use of specialists in physical education, and a keen response was noted. Wherever the teaching has been thorough and regular, beneficial results have been reflected throughout the school, particularly in regard to appearance, tone, initiative, and response.

Another marked improvement was seen throughout the infant rooms, due to the introduction of the new apparatus provided by the Department. The use of this apparatus has notably increased the facilities for occupational work designed to render more interesting and efficient the approach to the teaching of the tool subjects, and to create in the class-rooms an atmosphere of happy and usefully directed activities. I desire also to thank the infant-room advisers for the valuable assistance they have given our infant-teachers in interpreting and putting into practice the latest and most efficient methods devised for the instruction of primer children.

Health education continues to be stressed. It cannot be said that the general health of the Maori people is satisfactory. The main causes for this state of affairs lie outside the bounds of the Education Department's activities, but in so far as it is the result of lack of information we must make sure that the coming generation shall be equipped with the necessary knowledge. Emphasis is placed on practical teaching, and I have to acknowledge the help given by the Junior Red Cross movement, which is steadily spreading and extending its influence throughout the Native schools. We are also indebted to the District Nurses and other health officers, who have so freely co-operated with us in this work.

3. POST-PRIMARY EDUCATION

As I pointed out in my report last year, there are too many Maori children who should be getting, but are not getting, post-primary education. Last year, however, we were able to increase the number of Continuation Scholarships (giving a third and fourth year of secondary education) from 18 to 40 per annum. Accommodation is still the main obstacle, for the great majority of our Maori children do not live in settlements close to centres where post-primary education is provided. They must therefore be placed in hostels attached to the Maori colleges or to public secondary schools. The result of this increase in Continuation Scholarships will be that we shall, with the aid of our Nursing and Agricultural Scholarships, be able to continue the post-primary education of 50 out of the 100 Maori children who are given Junior scholarships at the end of each year.

The reopening of Wesley College, Paerata, enabled us to find accommodation for more Maori boys, and a Native district high school was established at Te Kao, in the far North. There are now four such district high schools, with a total secondary enrolment of 88. The secondary rolls at Manutahi and Tikitiki have declined somewhat, but the demand for labour is to some extent responsible for this.

The following table shows the number of scholarship holders enrolled at each secondary school as in December, 1944 :—

Boys.		Girls.	
School.	Number.	School.	Number.
Te Aute College, Pukehou ..	70	Hukarere College, Napier ..	41
Wesley College, Paerata ..	11	Queen Victoria College, Auckland	30
Sacred Heart College, Auckland ..	5	St. Joseph's Maori Convent,	38
St. Patrick's College, Silverstream	7	Napier	
Dannevirke High School ..	6	Turakina Maori Girls' College,	24
Gisborne High School .. ..	2	Marton	
Napier High School .. ..	7		
New Plymouth Boys' High School	5		
Feilding Agricultural High School	5		
Total .. ..	118	Total .. ..	133

The Junior and the Senior Te Makarini Scholarships were awarded to Thomas Higgins and Irimana Hutana respectively. The Buller Scholarship was won by Eddie Grey. Mark Stephens was awarded an Industrial Scholarship.

Three University Scholarships were awarded as follows: Heemi Rankin, Medical; Gabrielle Rikihana, Medical; Mira Petricevich, Arts.

4. BUILDINGS

Owing to war conditions it has not been possible to pursue an active building programme. The only new building was that at Whangara, to replace the school destroyed by fire. With the steady increase in our rolls, accommodation is becoming severely taxed, and the provision of extra class-rooms is becoming an urgent matter in a large number of schools. Maintenance work has been carried out, so far as labour conditions would permit, and I desire to express my thanks to the Education Boards, and particularly the architects in Auckland, Napier, and Wanganui for their assistance and advice during a very difficult period.

## 5. EQUIPMENT

The value of visual education is fully recognized in the Native schools, and 32 schools are now equipped with film-strip projectors. Two of the Native district high schools have installed equipment for movie and sound projection. Several schools now have cinematographs. In order to assist in developing this aspect of education, the Native Schools' Branch has established its own film-strip library, and already a very fine selection of films has been made, and these are regularly circulated among the schools that possess the necessary equipment.

A grant was also approved to provide the nucleus of a reference library in each Native school. This meets a long-felt want, and it is hoped that similar provision can be made annually. Many Native schools avail themselves of the facilities of the Country Library Service, and many others are on the waiting list.

During last year sets of Rugg's social-study books and Petersham social studies were issued to the schools. These books have added greatly to the interest taken by both teachers and pupils in this subject.

## 6. INSPECTION OF ISLAND SCHOOLS

In September of last year Mr. F. T. Woodley, Inspector of Native Schools, visited Western Samoa to inspect and report on the schools there to the Department of Island Territories. This was the first visit to Samoa since 1939.

Due mainly to pressure of work, it has not been possible to maintain regular inspection of these island groups. Fiji and the Cook Islands were last visited in 1941, and the Chatham Islands in 1943.

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, 1944.	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 .. .. .	13	228	13	17.5	..	3
IIIA .. .. .	17	413	19	21.7	..	12
IIIB .. .. .	63	2,662	117	22.7	..	36
IVA .. .. .	37	2,881	105	27.4	..	36
IVB .. .. .	13	1,415	40	35.3	11	12
IVC .. .. .	7	1,090	36	30.2	5	8
VA .. .. .	4	738	19	38.8	4	4
VB .. .. .	2	398	14	28.3	2	3
Totals .. .. .	156	9,825	363	27.0	22	114

Table H 4  
MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1944 AND 1943

School.	1944.							1943.						
	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 .. .. .	..	30	30	..	39	39	69	..	33	33	..	25	25	58
St. Stephen's (boys), Auckland .. .. .	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Wesley College (boys), Paerata .. .. .	..	11	11	..	12	12	23	..	..	..	..	..	..	..
Turakina (girls), Marton .. .. .	..	24	24	..	30	30	54	..	24	24	..	26	26	50
St. Joseph's (girls), Napier .. .. .	..	38	38	..	37	37	75	..	39	39	11	26	37	76
Te Aute College (boys), Napier .. .. .	..	70	70	..	57	57	127	..	67	67	..	45	45	112
Hukarere College (girls), Napier .. .. .	..	41	41	..	50	50	91	..	36	36	12	25	37	73
Te Waipounamu (girls), Christchurch .. .. .	..	..	..	2	31	33	33	..	..	..	3	25	28	28
Totals .. .. .	..	214	214	2	256	258	472	..	199	199	26	172	198	397

Table H 5  
MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1944

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1944.		
		Boys.	Girls.	Total.
Auckland .. .. .	435	4,068	3,913	7,981
Taranaki .. .. .	68	587	451	1,038
Wanganui .. .. .	91	726	624	1,350
Hawke's Bay .. .. .	104	1,276	1,180	2,456
Wellington .. .. .	73	464	479	943
Nelson .. .. .	10	23	21	44
Canterbury .. .. .	57	186	177	363
Otago .. .. .	16	41	29	70
Southland .. .. .	12	42	41	83
Totals .. .. .	866	7,413	6,915	14,328

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, 1944**

Ye <sup>rs</sup> .	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	509	529	2	..	..	..	..	..	..	..	..	..	..	..	..	..	511	529
6	7	832	722	9	10	..	..	..	..	..	..	..	..	..	..	..	..	841	732
7	8	765	676	124	158	2	6	..	..	..	..	..	..	..	..	..	..	891	840
8	9	463	319	308	344	89	127	6	4	4	..	..	..	..	..	..	..	867	794
9	10	199	139	314	230	254	284	65	84	5	7	..	..	..	..	..	..	837	744
10	11	66	54	145	120	268	254	252	247	49	96	5	7	..	..	..	..	785	778
11	12	23	13	55	53	174	149	265	230	199	232	39	61	2	4	..	..	757	742
12	13	12	3	25	17	60	49	135	146	207	222	148	164	31	59	..	..	668	660
13	14	4	1	10	10	30	25	92	70	169	126	190	187	113	112	3	2	611	533
14	15	..	..	5	1	7	7	30	17	58	59	119	111	125	127	7	10	351	326
15	16	..	..	..	..	1	..	..	2	7	5	22	12	34	37	5	7	69	63
16 years and over		..	..	..	..	..	..	1	1	2	1	1	2	6	7	2	..	12	11
Totals	..	2,873	2,456	997	943	885	901	896	801	697	739	521	547	311	346	17	19	7,200	6,752
Percentage		5,329		1,940		1,786		1,697		1,436		1,071		657		36		13,952	
		38.2		13.9		12.8		12.2		10.3		7.7		4.7		0.2		100.0	
Median age, in years and months		7 1	7 0	9 2	8 11	10 4	10 2	11 6	11 3	12 5	12 2	13 4	13 3	14 1	14 0	14 9	14 9	..	..

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.					1944.		
					M.	F.	Total.
A	..	..	..	..	1	..	1
B	..	..	..	..	40	14	54
C	..	..	..	..	84	137	221
D	..	..	..	..	13	27	40
Total certificated teachers	..	..	..	..	138	178	316
Uncertificated teachers	..	..	..	..	8	39	47
Grand total	..	..	..	..	146	217	363

Table H 7

## AGES AND STANDARDS OF CHILDREN ON THE NATIVE SCHOOL ROLLS AT THE 1ST JULY, 1944

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.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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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.

Approximate Cost of Paper.—Preparation, not given; printing (615 copies), £18 10s.

By Authority: E. V. PAUL, Government Printer, Wellington.—1945.

Price 6d.]

