

### TEXT-BOOKS, PUBLICATIONS, AND LIBRARIES.

English, arithmetic, history, and geography text-books are provided by the Department in addition to the Primer readers and the *School Journals*.

The issue of these text-books indicates that the Native village schools have now attained full stature, and can cope successfully with the full prescription of work covered by the public schools.

In most cases the teachers have made a wise use of this generous supply of teaching material, supplementing its use by much oral class teaching. There is ever present, however, a severe temptation to rely solely upon text-books teaching—both in regard to the course covered and the methods of teaching employed. The text-books must supplement, but not displace, the teacher's own methods and his oral presentation of the subject-matter.

In 1930 the Hon. the Minister authorized an annual capitation grant of 3d. per standard child to be expended on the purchase of supplementary readers. The first supply was issued to the schools towards the end of the year, and should aid materially in developing the reading ability of the children. In two or three years' time this system should provide a bookshelf of many titles.

Teachers are everywhere realizing the value of wide reading as a general educational device. Many of the teachers have organized concerts, dances, &c., for the raising of funds with which to enlarge the reading facilities of their schools. In most cases, where the Departmental subsidy has been obtained, the Inspectors have chosen the books. From inquiries made during recent visits, these books are being eagerly read by the children, and are providing a great source of information and delight.

### TRAINING OF TEACHERS.

The Department has now no difficulty in filling with certificated teachers such vacancies as occur.

In regard to the junior assistants, who are in the position of probationers or pupil-teachers, the Department now requires that the head teachers shall give regular instruction in school method and weekly criticism lessons. This systematic training should materially increase the efficiency not only of these assistants, but also of the schools where they are employed.

In addition, the Department hopes that the junior assistants will be given every encouragement to improve their academic status.

*Teachers' Meetings.*—Meetings of teachers, for the discussion of professional matters and school method, have been initiated by the Inspectors at Te Araroa, Ruatoria, Wairoa, and Kaikohe; and Teachers' Committees have been formed in each centre to arrange for subsequent meetings. The movement is now well established, regular meetings being held in the above centres. In 1931 it is hoped to establish further centres for discussion.

Teachers have responded well to the appeal made to them by the Department to subscribe to some educational journals and to keep their professional reading up to date. Already the effect of this reading is apparent in teaching-technique.

### SOCIAL CONTACT: THE SCHOOL AND THE PA.

In the past by no means the least important function of Native schools has been the directly beneficial social influence exerted by them within the bounds of the Maori pa. The tradition of our Service places a heavy responsibility on the teacher in regard to the health and welfare of the community. There is now a tendency for the young certificated teacher, whose outlook is wholly professional, to ignore or at least minimize the importance of this side of school activity. In justice to them, however, it must be recorded that, when once they absorb the spirit of Native-school work, their response is whole-hearted and generous.

Yet more social work is necessary. The Health Department, by the appointment of Native district nurses, has to a great extent relieved the teacher of his quasi-medical duties. Compensation for the loss of this service may be found in increased social work of a general nature—*e.g.*, talks to parents on proper and suitable diet for the children; organization of adult sewing circles; advice and practical assistance, by means of experimental plots both at school and home, in economic and agricultural activities. Local needs will indicate where assistance is most required. I have little doubt that the teachers will continue to exert all their influence in the important task of raising the standard of living within the pa.

### HEALTH AND THE MAORI CHILD.

Health instruction has held its place as one of the major phases of education in the Native schools. In addition to the more formal health instruction of the classroom, rigid daily inspection is carried out in most schools. Much good is also done by the issue of medicines supplied to the school by the Health Department. Two interesting health investigations have been made during 1930 by Dr. Turbott, School Medical Officer, in co-operation with the Native-school teachers. The usual medical inspections have been carried out in most schools. At Ruatoria and neighbouring schools free dental treatment is given.

### PHYSICAL DRILL.

In addition to the regular instruction in physical drill, organized games are provided in a few centres. On the East Coast great progress has been made in tennis, most of the schools in this district being equipped with tennis-courts. Football, basketball, and hockey provide further athletic activities. Speaking generally, our service is wanting in sports organizations for the provision of school and inter-school athletic competitions.