

## 13. HEALTH.

In addition to the scholastic duties, the Native-school teacher is expected to take a very keen interest in the health of the scholars, and the value of this social service cannot be overestimated. The inclusion of health teaching in the subjects of the curriculum is of the greatest importance, for it must be admitted that many of the Native race, both adult and juvenile, are living in surroundings that are not conducive to good health. In the earlier days of the Native-school system the teachers acted almost as medical officers in their district, but with the development of good roads and improvement in the means of transport and telegraphic communication, and with the establishment of a system of district nurses, proper medical attention is much more easily accessible, and the demands upon Native-school teachers are not so great in this respect as they used to be.

Nevertheless, the influence of the teacher in maintaining health and teaching hygiene has not diminished, and he is still expected to keep a watchful eye on all matters pertaining to the health of the Native people in his district, and the Health Department offers every assistance by supplying medicines, bandages, &c., free of charge. He is still called upon to break down the prejudices against procuring the skilled medical aid of the pakeha and to insist upon the doctor being called in. He has to keep a watchful eye on all incipient epidemics, and guard, so far as he is able, against the spread of infection. By the earnest co-operation of Native-school teachers, district nurses, medical officers, and the Health Department, the health conditions of the Maori race should be more efficiently guarded than heretofore.

Many of the teachers have attended refresher courses in physical education, which subject is considered of importance and is generally well taken in most Native schools.

## 14. MAORI MISSION SCHOOLS.

There are eleven mission schools controlled and maintained by denominational authorities. These schools were visited by your Inspectors, and all satisfied the conditions necessary for their registration. Five hundred and twenty-three children are enrolled in the Mission Schools, the average attendance of which is 449. In most of them the instruction given is of a very satisfactory nature. In only two was the work inferior in quality.

## 15. MAORI SECONDARY SCHOOLS.

The Maori boarding-schools affording secondary education for Maoris are all maintained and controlled by religious denominations. These schools vary considerably in type and curriculum. Some are officially recognized secondary schools, affording comprehensive vocational and agricultural training and post-matriculation courses. Others are small primary schools with some little provision for instruction in secondary subjects.

In the former group, where the facilities for secondary education are satisfactory, the trend has been to encourage the majority of the pupils to take a practical vocational course, agricultural in the case of the boys, social and domestic (including cooking, sewing, housecraft, and home nursing) for the girls, while only a small percentage of selected pupils take a purely academic course. The discipline, tone, and *esprit de corps* of these schools are excellent, and the self-government by the pupils affords an opportunity for vital character-training. During 1931 at Te Aute and St. Stephen's Colleges the reorganization in the type of instruction has been effected to permit of more agricultural and scientific training of a practical nature. The curriculum of these schools is now well planned to give the greatest assistance to the Maori youth who, on his return to his own district, will later become one of the leaders in Maori thought. The girls' boarding-schools continue the valuable social and domestic training for which they have long been noted, and are making efforts for a more intensive academic course for a few of the girls, having in view the higher examinations.

In the second group, where the instruction is chiefly of a primary nature, such secondary instruction as is given is of little value. It is our opinion that these schools would render a greater service to the Maori race were they to discontinue the primary department and to establish suitable post-primary vocational courses. Revision of staffing would be necessary, as in one or two of these schools it is at present unsatisfactory and inadequate.

Table H 4 indicates the schools at which secondary education for Maori children is provided. The roll number at the 31st December, 1931, at these schools was 382, of whom 143 were Government pupils.

## 16. SCHOLARSHIPS.

In 1931 152 junior scholarships were held by pupils attending the boarding-schools. In addition, Agricultural Scholarships were held by five boys, and University Scholarships were held by two students studying respectively medicine and arts at Otago University and Victoria College. The Junior Te Makarini Scholarship was won by Hini Raimona, of Whakarewarewa Native School, and the Senior by Hirini Rangipuawhi, of Te Aute College. Henare Ngata, of Te Aute College, was awarded the Buller Scholarship.

## 17. "ISLAND" EDUCATION.

The education of children in the Cook Islands and Samoa is controlled by the Cook Islands and External Affairs Departments respectively.

It was proposed to retain the service of Mr. W. W. Bird as Superintendent of Native and Island Education, but owing to the financial stringency no definite action was taken, and no visit of inspection made.