

1934.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

(In continuation of E.-3, 1933.)

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

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No. 1.

(REPORT OF INSPECTOR OF NATIVE SCHOOLS.)

SIR,—

I have the honour to present the following report on the Native schools for the year 1933 :—

1. EDUCATIONAL AIMS.

The aims of Native education in New Zealand, enunciated when the Department first assumed control, still remain the guiding principles. The steady improvement year by year in the quality of the academic instruction has been paralleled by the growth of the curriculum. During the year this development of the curriculum was critically examined with a view to modifying and adapting it to the present requirements of the Maori race. The need for bringing the teacher and the school in closer contact with social realities and local problems is realized. At the same time an attempt has been made to influence the teacher's ideals and, by changes in teaching methods, to stimulate the child's activity in his own education and to intensify his personal sense of responsibility.

2. ATTENDANCE.

At the end of 1933 there were 137 schools maintained and controlled by the Education Department, with a total roll number of 7,340 (7,313 in 1932). The average attendance was 6,581 (6,848 in 1932), while the average weekly roll number was 7,435, the percentage of regularity being 89·6. The fall in the average attendance must be attributed to the prevalence of epidemics, last year being particularly bad in that respect, especially in North Auckland.

The following table shows the increase in attendance since 1907. It will be noticed that the roll number has increased 75 per cent. since that year.

Year.					Roll Number.	Average Attendance.	Average Weekly Attendance.
1907	..	..	..	..	4,183	3,561	4,321
1912	..	..	..	..	4,694	4,042	4,644
1917	..	..	..	..	5,173	4,507	5,191
1922	..	..	..	..	6,161	5,436	6,119
1927	..	..	..	..	6,620	5,816	6,655
1932	..	..	..	..	7,313	6,848	7,524
1933	..	..	..	..	7,340	6,581	7,346

There were on the roll at the 1st July, 1933, 6,442 Maori children (6,635 in 1932) and 932 European children (970 in 1932), making a total roll number at that date of 7,374. During 1933 two schools were opened—Rahiri and Ratana Pa. No schools were closed.

3. STAFF.

At the 31st December, 1933, 332 teachers were employed, of whom 229 were certificated and 103 uncertificated. One hundred and nine members of the staff were junior assistants, 63 being fully qualified teachers; 74.4 per cent. of the head and class teachers held certificates (67.4 per cent. in 1932).

The Department's appeal for a complete reconsideration of the teaching methods, and for the development of a broader conception of the function of a Native school, has made heavy demands on the teachers' time and enthusiasm, but, with few exceptions, teachers have co-operated whole-heartedly with your Inspectors.

4. BUILDINGS.

During 1933 the residence and class-room which were at Taemaro were transferred to Rahiri. The supervision by the head teachers of the cleanliness of all school buildings was satisfactory. Every effort was made, both directly and indirectly, to develop in the child the right attitude to and appreciation of cleanliness. Recent years have seen a marked improvement in the attractiveness of the class-rooms and in their tidy and orderly arrangement of furniture, books, and cupboards.

5. GROUNDS.

As in past years, the state of the school-grounds has improved, in some cases to a marked degree of excellence. The policy of tree-planting, which was put upon a systematic basis two years ago, is now becoming effective, and many fine shelter-belts are in evidence. Attention has been given to the better choice of trees for each locality, with the result that success has been gained in what had hitherto seemed hopeless areas. The educative and uplifting influence of beautiful grounds has been fully stressed by your officers, and commendable progress has been made.

6. TRAINING OF TEACHERS.

Instruction of the uncertificated junior assistants by the head teachers has been satisfactory, and it is a pleasure to be able to report the high efficiency and the whole-hearted interest of the Maori junior assistants. The Native-school teachers themselves have organized a large number of discussion circles in various convenient centres, and these continue to provide valuable opportunities for social and professional intercourse. Your Inspectors take every opportunity of meeting the teachers at these gatherings. The Auckland Education Board invited Native-school teachers in its district to attend a refresher course held in the autumn vacation. A large number of Native-school teachers accepted and attended.

The supply to discussion circles of educational literature from the Education Department's library was continued throughout the year. This service has helped to arouse in many teachers a keen interest in modern educational movements, and has resulted in a larger number of teachers becoming regular subscribers to educational journals. The "Native Schools" column of the *New Zealand Education Gazette* has been maintained chiefly by teachers' contributions. This privilege is a valuable one, affording as it does a means of promulgating new ideas and methods throughout the Service. The Department is indebted to Drs. Turbott and Cook, District Medical Officers of the Health Department, and to Messrs. Dennehy and Lockhart, Agricultural Instructors of the Auckland and Hawke's Bay Education Boards respectively, who addressed large meetings of teachers.

7. GRADING OF SCHOOLS.

For 1933, schools have been graded with reference to efficiency as follows (the figures in parentheses indicate the 1932 grading): Excellent, 2 (Nil); very good, 22 (15); good, 47 (31); very fair, 34 (34); fair, 23 (37); poor, 9 (18).

8. LIBRARIES.

In spite of the financial stringency, a few head teachers were successful in raising funds for the purchase of additional reading-material, but a greater effort by all teachers is desired. Many of the libraries are deficient in suitable books of reference.

9. SOCIAL AND COMMUNITY LIFE.

A strong effort has been made to relate the activities of the Native schools to the needs of the Maori pupils. It is realized that the education provided by the Native schools must have some direct and sympathetic effect upon the social and personal habits of the people. If the schools fail in making contact with the emotional side of the Maori race, their function becomes mechanical and abstract. It is therefore necessary to build upon what the Maori already possesses, assimilating the best of Maori knowledge and custom. Teachers must study communal and social life, and the music, recreations, and crafts of the people they serve. With this object in view, clubs, women's institutes, agriculture, and other activities in which the adult Maori may participate have been organized, and contributions from the Maoris have been sought. Poi dances and suitable Maori games have been included in the physical drill, and weaving, carving, and taniko work among the handwork activities. Maori stories, folk-lore, and New Zealand history form the major part of the history prescription. The policy formulated by the Advisory Committee on African education, set up by the Colonial Secretary and adopted by the British Government in 1925, coincides with the ideals now adopted in the education of the Maori. It is stated that, "Education should be adapted to the traditions and mentality of the people, and should aim at conserving and improving what was best in their institutions, while introducing progressive ideas in regard to agriculture, health, industries, and training in the management of their own affairs. Its object was to encourage the belief that his race has its own contribution to make to world progress, and so to replace the servile imitation by the adaptation to his own development of what is best in foreign culture." The emphasis originally placed upon a sound literary education has not been diminished. It can now be stated confidently that the education of the Maori in Native schools provides a literary foundation indispensable in any walk of life, and that, having harnessed itself to the communal life of the Maori people, it has begun to feel the beneficial influence of this vital contact. The following organizations and activities have been encouraged in the attempt to weld together school and home: Parents' associations; parents' days; school concerts; sports meetings; sales of work and of garden-produce; agricultural shows; dances; formation of a branch of the Women's Institute (meetings held in the schools and in the homes); home plots and calf clubs; co-operation with leading farmers, main crop studies, and farming procedure.

10. HEALTH AND PHYSICAL EDUCATION.

As in previous years, continuous attention was given to the health and physical well-being of the children attending the schools. Emphasis was placed on the daily morning inspection of all scholars, and this inspection was in most cases very thorough. In many schools, especially where foot-baths have been provided, all the children were required to scrub their hands and feet before school began, and in quite a number of schools individual towels were provided. In several Native schools pride in dress and personal appearance was fostered by the provision of a school uniform, while the use of handkerchiefs was generally insisted upon. Thus the right attitude to personal cleanliness and hygiene was taught in a very practical manner. School buildings and outhouses were kept scrupulously clean, having been inspected daily by the teachers and reported upon by the Inspectors. It is a source of gratification that this matter has been specially and favourably commented upon by the Health Officers.

The fact that several of the more recently appointed teachers have specialized in physical drill was taken advantage of last year to arrange short refresher courses in this subject in a few convenient centres. Organized sport has also been encouraged, and no scholars enter more keenly into the spirit of their games than do the Maori boys and girls. Inter-school competitions in Rugby football, basketball, and tennis were arranged in several districts.

The Health Department has continued to give valuable assistance by the supply of free medicinal stores, which are put to good use by the Native-school teachers, whose services in this direction are much sought after and greatly appreciated by the Maoris. Most schools report regular visits by the district nurses, who not only attend to the sick and weakly children, but also assist the teachers by their expert advice. The usual medical inspection by the Health Officers was also carried out in a number of schools.

11. HANDWORK AND ELEMENTARY HANDWORK TRAINING.

Thirty-four per cent. of the Native schools are now equipped with woodwork tools, and the instruction in this subject can be considered very fair. It is desirable that schemes of work be planned more systematically and in more detail. Skill in the use of the various tools was developed during the manufacture of articles of practical utility, and the proper care of tools was stressed. Maori carving for decorative purposes has increased in importance. Every opportunity to introduce other forms of Maori handwork, such as taniko work, weaving, &c., was seized. In addition, the usual school handwork activities were not neglected. The schemes in sewing and needlework are not yet satisfactory, but an effort is being made to remedy this weakness. In some schools the quality of the needlework was very good, but in too many schools fancy work was emphasized to the neglect of plain sewing and mending. The number of schools in which cookery and housecraft instruction are provided is increasing.

12. DRAWING.

Last year special attention was devoted to drawing. It was felt that for some years past the work had been rather aimless in its scope, and that the fundamental truths of drawing were not being sufficiently stressed. There was a tendency to assume that the Maori child had a natural gift for drawing, and on that account the actual teaching of the subject was scarcely given the thought it deserved. If properly taught, drawing must not only train the child in the art of self-expression, but also teach accurate observation and correct manipulative skill.

All schemes in drawing were, therefore, carefully perused with a view to seeing that all phases of the subject were receiving proper attention. Insistence was placed on a systematic grading of the work so that the child passed gradually from a study of the simpler forms to the more difficult and complex.

There has also been a tendency in the past, particularly in the standards, to rely too much on outline to give a true representation of the object. Very little work had been done in light and shade. Last year an attempt was made to correct this attitude, and tone values were more carefully studied.

As a result of this concentration of effort, it can be stated that there was a very definite improvement both in the treatment and in the quality of the drawing seen in Native schools.

13. AGRICULTURE.

In view of the great importance of agriculture to the future welfare of the Maori people, this subject is very strongly stressed in all Native schools. It is not intended that the pupils should be taught a comprehensive scheme of farm-management, but that the proper attitude to the subject should be developed. A course in indoor experimental science was also required in order to supplement the outdoor work. In all this work it was expected that the experiments should be carried out by the children themselves, not only so that interest might be stimulated, but also that the children might gain confidence in themselves in the handling of apparatus and in the carrying-out of other investigations. In a number of schools the children did perform the work, but in others the experiments were carried out by the teachers, and the chief value was lost.

The schemes were perused both by the Inspectors and by the agricultural instructors to see that they were related to the needs of the district. I have, in this connection, to record my thanks for the able assistance given by the agricultural instructors in the North Auckland, Bay of Plenty, and East Coast areas. They exercised a close supervision over the schools in their respective districts, and their expert knowledge and advice were greatly appreciated by the teachers and scholars.

Of necessity the work done varied considerably according to the nature of the school locality, but all branches of the subject were covered—the growth of domestic and farm crops and the value of manures, the principles of seed-saving, forestry, care of animals, and the culture of both fruit and flowers. In all school-gardens some work of an experimental nature was required. It has been found that, as a result of the attention given to this subject, a very favourable influence has been exerted on Maori life, and an increasing number of Native homes is being provided with flower and vegetable plots.

Nature-study is compulsory in all infant divisions, but it cannot be said that the treatment of the subject is satisfactory. Too much reliance is still placed on the teaching of facts instead of training the powers of observation in the child. Teachers fail to realize that the best place to teach nature-study is in Nature's own garden—outside the schoolroom.

The following extracts are from the annual reports of the agricultural instructors :—

North Auckland.

"Teachers are now adopting a more sympathetic attitude towards agriculture and nature-study, and this is reflected in the interest shown by the children in the subject. Although there has not been a great improvement in the standard of records, there has been a very marked improvement in the ability of the children to understand and talk about what they have been taught. This is particularly noticeable in the primer division."

"Outstanding progress has also been made in outdoor work, particularly in ground-improvement and in club work. A home-garden competition was inaugurated in every Native school in the district, and in the majority of cases very promising results were obtained. Many parents take a keen interest in the plots, particularly where 'new' vegetables were being grown."

"The school-garden has not been used simply for growing vegetables or for the time-honoured school 'experiment,' but the teachers have tried to make the garden educational to the parents as well as to the children. Types of work successfully carried out were: Variety trials; demonstration plots of crops not previously grown in the district—for instance, lucerne, soya beans, chou moellier; raising of seedlings of new crops to the district for growing at home—for instance, mangels."

"Tree nurseries were established in twenty-eight schools. Growing of extensive crops of winter vegetables, which are cooked at school, provided the children with the midday meal."

"On the whole, the progress for 1933 was the greatest made for the past ten years."

East Coast.

"*Indoor Work.*—This has definitely improved by the greater attention given to illustrative records, charts of crops, and similar details. A greater share in the formulating of all records should be expected of the pupils. More attention can still be given to all forms of collections. In too many instances

evident misconceptions have been gained by pupils owing to the failure to teach all new words and to avoid technicalities."

"Plot Work."—This has developed to a pleasing standard of careful technique in most schools. There are still evidences of intermittent work. Two new departures were introduced in order to bring school work into line with the modern ideas of husbandry: (a) Use of certified seed potatoes as trial against any local selection; (b) diagnostic study of grasses. The attention paid to these plots in the various schools showed the appeal of such work to the local adults."

"Club Work."—This has continued to grow, and in response to requests from butter-factories, committees, and local farmers, 140 children (from twenty schools) reared calves and 100 children had home plots. In some schools both home plots and calf clubs were organized."

"Co-operation."—The linking for crop-study of school and home has not made the progress expected. It is hoped that teachers will give this important feature full consideration."

14. ACADEMIC INSTRUCTION.

The desire to quicken the individual spirit and to replace much of the stereotyped class-teaching by motivated activity and intelligent participation by the child in its school-work is beginning to result in the development of a happier, more self-reliant Maori child. Oral English has benefited most by the change, and a high standard of fluency in oral expression has been attained in many of the Native schools. There is, however, still much need to continue the study of the drills and devices for the correction of the common Maori errors in grammatical structure.

Some improvement in the written composition has been effected, but progress has not been as marked as it might have been, owing to the extra attention and time demanded by oral English. Nevertheless, in a number of schools the quality of the written English was very good. Weaknesses in the teaching of formal English must still be reported, although the special methods and oral drills devised to form good speech habits were effective and commendable. Throughout the year the necessity to "teach" spelling was stressed. In many schools, owing to the poor choice of spelling words, this subject was unable to assist in vocabulary building to the extent of which it is capable. Oral reading has been maintained at a high standard, both in clearness of expression and in intelligent rendering. Silent reading continued to suffer from a paucity of suitable reading material, but the teachers are attending to the formation of good silent-reading habits.

Recitation, on the whole, was not altogether satisfactory. In many schools it continued to be regarded more as a test of memorization than as a means for demonstrating the beauty of words and thought. The mere rendering of the poems was marked by good enunciation, but many teachers failed to develop the appreciative side of this subject. It is expected that when a poem is read or recited by the children it shall present to the minds of the listeners vivid mental pictures of the various characters and scenes. While it is true that memorization of a number of suitable poems and prose extracts was required, it is more important that the children should be attracted to the subject by the teacher's frequent reading to the class of bright, suitable poems. In this connection many of the poems chosen for study were of too abstract a nature.

During 1933 arithmetic improved materially, more especially in the methodical arrangement of the written work and in speed and accuracy in mechanical number. In the senior division the weakness in the problem work continued to be due to the lack of comprehension by the children of the technical terms and processes of this subject. There is a tendency to treat problem work as a test in mental gymnastics. Teachers generally have not realized the fact that, in the case of Native children whose experiences in English money, weights, and measures are very limited, it is absolutely essential not only that the teacher should demonstrate the processes, but that the children themselves should become thoroughly familiar with them by practical experience in buying and selling, giving change, weighing, measuring, &c.

Stories of Maori and New Zealand history have occupied the greater part of the allotted time for this subject, and both the retelling of these stories and their dramatization were regular practices in all Native schools. It is proposed to include a greater amount of instruction in civics and in social conduct.

Geography was still treated along traditional lines, difficulty being experienced in persuading the teachers to treat this subject in a sufficiently practical manner. At present most of the geography instruction is unrelated to the Maori's knowledge of his own district.

Singing varied considerably in standard in different schools, but, on the whole, the quality was assessed as good.

Except that there was still too much retardation in the Primer classes, this division was, perhaps, the strongest in the school, and one wherein the new methods were most easily applied.

15. PROFICIENCY.

This year all candidates were examined at a synchronous examination held on the 30th November. Two hundred and forty-four candidates were presented for the examination, of whom 148 were awarded proficiency certificates and thirty-eight competency certificates.

16. MAORI MISSION SCHOOLS.

There are eleven mission schools controlled and maintained by denominational authorities. All these schools were visited by your Inspectors, and all satisfied the conditions necessary for their registration.

Five hundred and fifty-two children were enrolled at these mission schools, the average attendance at which was 476.

17. SECONDARY EDUCATION.

Qualified Maori scholars, both from the public primary schools and from the Native schools, may attend the various public secondary schools as free-place holders. The Government has not provided any special secondary schools for Maoris, but, by an arrangement with the authorities of various religious denominations, who have established, in different localities, boarding-schools for Maori boys or girls, a system of scholarships has been instituted by which a large number of selected scholars are enabled to attend the schools for a period of two years. The following is a list of the boarding-schools :—

Queen Victoria Maori Girls' School, Parnell, Auckland.
 St. Stephen's School, Bombay, Auckland.
 Turakina College, Marton.
 Hukarere Maori Girls' School, Napier.
 St. Joseph's Convent, Napier.
 Te Aute College, Pukehou, Hawke's Bay.
 Wesley College, Paerata, Auckland.
 St. Patrick's College, Silverstream.

During 1933 most of the schools referred to above carried on with difficulty and with depleted roll numbers, as many Maori parents were unable to afford the cost even of supplementing the scholarship grant. The decrease in roll numbers has necessitated in some of the schools economies in staffing, and to some extent this has weakened the value of the practical education previously afforded. The above remark applies particularly to the boys' secondary schools. The value to a Maori child of a few years' residence at one of these institutions cannot be overestimated, and for the sake of the race it is to be hoped that the schools will soon be full to capacity again. In most of the secondary schools for girls the chief benefit received by the pupils, over and above the consolidation of and practice in English, is derived indirectly from the formation of good mental and personal habits, developed in a pleasant and desirable environment. Instruction in the domestic arts—cooking, laundrywork, first-aid, and home nursing—was provided in all these schools, but the value of such instruction would have been enhanced had the respective schemes been better planned, simpler in nature, and more closely adapted to the special needs of the pupils. In addition, the girls should have been given the mental discipline of planning and management wherein responsibility determines careful thought and calls forth the full powers of the child.

The tone of these schools was excellent, and their organization was suitable for the development of pupil-responsibility and pupil-government. The posture and general demeanour of the boys was good, and physical education was given an important place in the curriculum. The cultural side was not neglected, and singing, dramatic work, and reading circles were popular activities. During the year the instruction given to Government Scholarship holders was according to the regulations, and satisfactory.

18. SCHOLARSHIPS.

In 1933, 104 Junior Scholarships were held by pupils attending the boarding-schools. In addition, there were four Agricultural Scholarship holders, one Nursing Scholarship holder, and one University Scholarship was awarded to a student attending Victoria University College.

The Junior Te Makarini Scholarship was won by Graham Mika, of Te Aute College, and the Senior Te Makarini Scholarship was won by Meta Francis, also of Te Aute College. This year no Buller Scholarship was awarded.

19. CHATHAM ISLANDS.

The inspection visit to the Chatham Islands was undertaken in February, 1934, by Mr. D. Brown, of Waltham School, Canterbury. Mr. Brown reported that the work of these schools was proceeding satisfactorily. The number of children on the roll at the four schools on the main island was 149.

20. CONCLUSION.

Although the year's work was handicapped by a great number of epidemics, good progress was made. The inspection and examination of schools was conducted as usual, and your Inspectors made every effort to ensure that their criticism was constructive and their visits helpful. There is cause for satisfaction in the fact that, judged by prescriptions of work, the standard and suitability of the education given in Native Schools compares very favourably with the system of Native education in other countries.

I have to acknowledge the whole-hearted co-operation of Mr. T. A. Fletcher, who continued to assist in the inspection and examination of Native schools. The valuable and interested services of the officers of the Native Schools Branch of the Head Office must also be recorded.

I have, &c.,

D. G. BALL, Inspector of Native Schools.

The Director of Education, Wellington.

No. 2.

DETAILED TABLES.

Table H1.

NUMBER OF NATIVE SCHOOLS CLASSIFIED ACCORDING TO GRADE, WITH NUMBER OF TEACHERS AND AVERAGE NUMBER OF CHILDREN PER EACH ADULT TEACHER.

Grade of School.	Number of Schools.	Total Average Attendance, Year ending 31st August, 1933.	Number of Teachers (exclusive of Junior Assistants).	Average Number of Children per each Adult Teacher.	Number of Junior Assistants.
I (9-20)	20	338	20	16·9	..
IIA (21-25)	14	348	14	24·9	13
IIB (26-35)	26	806	26	31·0	25
IIIA (36-50)	24	1,049	48	21·9	..
IIIB (51-80)	36	2,369	73	32·5	38
IIIC (81-120)	9	795	18	44·2	17
IVA (121-160)	8	1,044	24	43·5	16
IVB (161-200) .. ..	..	..	..	..	..
Totals, 1933	137	6,749	223	30·5	109
Totals, 1932	135	6,868	218	31·5	109
Difference	+2	-119	+5	-1·0	..

Table H2.

ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR THE YEARS 1933 AND 1932.

		School Roll.		Mean of Average Attendance of the Three Terms.	Average Attendance as Percentage of Weekly Roll Number.
		Number on Roll.	Average Weekly Roll Number. (Mean of the Three Terms.)		
Totals for 1933 .. ..	..	7,340	7,345·8	6,580·7	89·6
Totals for 1932 .. ..	..	7,313	7,524·0	6,848·3	91·0
Difference .. ..	..	+27	-178·2	-267·6	-1·4

Table H3.

LIST OF MAORI MISSION SCHOOLS AND MAORI SECONDARY SCHOOLS WITH THE ATTENDANCE OF PUPILS FOR THE YEAR 1933.

School.	Number on School Roll at end of		School.	Number on School Roll at end of					
	1932.	1933.		1932.			1933.		
				Primary.	Secondary.	Total.	Primary.	Secondary.	Total.
<i>Maori Mission Schools subject to Inspection.</i>			<i>Boarding-schools affording Secondary Education for Maoris.</i>						
Jerusalem Convent ..	29	32	Hukarere (girls), Napier ..	2	45	47	3	27	30
Matahi Mission ..	22	25	Otaki College (mixed), Otaki ..	36	5	41	28	4	32
Matata Convent ..	47	62	Queen Victoria (girls), Auckland ..	9	28	37	6	26	32
Onepu Mission ..	21	13	St. Joseph's (girls), Napier ..	4	14	18	2	12	14
Pawaranga Convent ..	68	78	St. Stephen's (boys), Auckland ..	3	36	39	4	35	39
Putiki Mission ..	29	34	Te Aute College (boys), Pukehou ..	..	51	51	..	39	39
Ranana Convent ..	28	35	Te Waipounamu (girls), Christchurch	11	..	11	16	..	16
Tanatana Mission ..	32	35	Turakina (girls), Marton ..	22	21	43	17	16	33
Tokaanu Convent ..	36	44	Waerenga-a-hika (boys), Gisborne ..	7	..	7	6	..	6
Waitaruke Convent ..	72	59	Wesley College (boys), Paerata ..	13	39	52	23	38	61
Whakarapa Convent ..	153	135							
Totals ..	537	552	Totals	107	239	346	105	197	302

Table H 4.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1932 AND 1933.

School.	1932.							1933.						
	Government Pupils.			Private Pupils.			Grand Total.	Government Pupils.			Private Pupils.			Grand Total.
	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.		Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	
Hukarere (girls), Napier	23	23	2	21	23	46	..	19	19	3	8	11	30
Otaki College (mixed), Otaki	36	5	41	41	..	..	..	28	4	32	32
Queen Victoria (girls), Auckland	20	20	9	8	17	37	..	19	19	6	7	13	32
St. Joseph's (girls), Napier	12	12	4	2	6	18	..	10	10	2	2	4	14
St. Stephen's (boys), Auckland	25	25	3	9	12	37	..	16	16	3	14	17	33
Te Aute College (boys), Pukehou	20	20	..	31	31	51	..	19	19	..	16	16	35
Te Waipounamu (girls), Christchurch	9	..	9	9	..	..	..	10	..	10	10
Turakina (girls), Marton	9	9	20	12	32	41	..	7	7	17	8	25	32
Waerenga-a-hika College (boys), Gisborne	7	..	7	7	..	..	..	6	..	6	6
Wesley College (boys), Paerata	9	9	1	8	9	18	..	9	9	3	5	8	17
Totals	118	118	91	96	187	305	..	99	99	78	64	142	241

(b) AGRICULTURAL SCHOLARSHIPS.

At the end of 1933 four Maori boys were holding agricultural scholarships, two being held at St. Stephen's and two at Wesley College.

(c) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1933.

Number.	University Course.		University at which Scholarship is held.
1	Arts	.. ..	Victoria.

Table H 5.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1933.

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1933.			Number examined in Form II.	Form II Certificates awarded.		
		Boys.	Girls.	Total.		Proficiency.	Competency.	Total.
Auckland ..	423	2,332	2,189	4,521	84	63	12	75
Taranaki ..	66	370	339	709	24	14	5	19
Wanganui ..	77	364	327	691	22	14	3	17
Hawke's Bay ..	98	839	765	1,604	58	35	11	46
Wellington ..	81	350	346	696	32	23	3	26
Nelson ..	10	20	18	38	1	1	..	1
Canterbury ..	37	123	126	249	9	5	3	8
Otago ..	20	55	49	104	7	3	3	6
Southland ..	17	45	43	88	6	1	2	3
Totals, 1933	829	4,498	4,202	8,700	243	159	42	201
Totals, 1932	784	4,306	4,000	8,306	229	161	33	194
Difference	+45	+192	+202	+394	+14	-2	+9	+7

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.

PROFICIENCY EXAMINATION RESULTS.—NATIVE SCHOOLS AND MAORI CHILDREN IN PUBLIC SCHOOLS, 1932 AND 1933.

Attending			Number of Form II Pupils presented.	Proficiency Certificates.		Competency Certificates.		Total Certificates gained.
				Number gained.	Percentage of Number presented.	Number gained.	Percentage of Number presented.	
1932.								
Public schools	..	..	229	161	70.3	33	14.4	194
Native schools	..	..	262	147	56.1	51	19.5	198
1933.								
Public schools	..	..	243	159	65.4	42	17.3	201
Native schools	..	..	244	148	60.6	38	15.6	186

Table H 7.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE 1ST JULY, 1933.

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	27	31	..	1	..	..	..	..	..	..	..	..	..	..	..	..	27	32
6 " 7	471	458	1	2	..	..	..	..	..	..	..	..	..	..	..	..	472	460
7 " 8	521	492	52	81	2	4	..	..	..	..	..	..	..	..	..	..	575	577
8 " 9	392	308	181	192	51	68	2	3	..	..	..	..	..	..	..	..	626	571
9 " 10	187	162	221	195	142	174	42	51	5	3	..	..	..	..	..	..	597	585
10 " 11	73	62	150	122	185	184	120	137	32	46	1	2	..	..	..	..	561	553
11 " 12	42	31	81	60	120	122	170	156	103	101	24	34	1	1	..	..	541	505
12 " 13	12	9	44	30	75	48	138	135	118	111	64	70	21	22	..	..	472	425
13 " 14	7	9	8	9	32	25	80	61	103	65	82	81	49	60	3	..	364	310
14 " 15	..	..	2	2	7	2	16	12	32	24	61	37	53	29	2	4	173	110
15 " 16	..	..	2	..	..	..	3	1	7	3	13	6	21	14	2	1	48	25
16 years and over	..	..	..	..	..	..	..	..	1	..	1	3	2	..	..	..	4	3
Totals, 1933	1,732	1,562	742	694	614	627	571	556	401	353	245	231	148	128	7	5	4,460	4,156
Percentage	3,294	38.2	1,436	16.7	1,241	14.4	1,127	13.1	754	8.8	476	5.5	276	3.2	12	0.1	8,616	100.0
Median age, in years and months	7.8	7.7	9.7	9.4	10.7	10.4	11.9	11.7	12.6	12.3	13.5	13.1	14.1	13.8	14.6	14.9	..	..
Totals, 1932	1,862	1,753	709	680	597	542	553	484	346	328	251	223	140	115	14	7	4,472	4,132
Percentage	3,615	42.0	1,389	16.2	1,139	13.2	1,037	12.1	674	7.8	474	5.5	255	3.0	21	0.2	8,604	100.0
Median age in, years and months	7 5	7 4	9 6	9 5	10 7	10 5	11 8	11 5	12 5	12 5	13 5	13 1	14 3	13 10	14 8	15 4	..	..

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.

CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE SCHOOL ROLLS AT THE 1ST JULY, 1933.

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.	
	Europeans, Maoris.		Europeans, Maoris.		Europeans, Maoris.		Europeans, Maoris.		Europeans, Maoris.		Europeans, Maoris.		Europeans, Maoris.		Europeans, Maoris.		Europeans, Maoris.		Boys, Girls.	
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	Boys.	Girls.
5 and under	11	10	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	11	10
6	53	361	372	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	361	372
7	53	38	448	439	..	..	..	..	..	..	..	..	..	..	..	..	..	..	430	427
8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	519	511
9	37	26	343	285	19	19	81	103	28	15	77	81	22	..	..	..	..	..	505	488
10	11	9	175	136	10	13	143	148	10	6	147	108	16	12	117	124	..	..	474	449
11	6	3	62	54	10	6	147	108	16	12	117	124	..	..	..	..	..	..	392	382
12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	387	369
13	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	394	449
14	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	387	369
15	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	339	333
16	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	342	337
17	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	142	128
18	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	32	45
19	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	7	3
Totals	177	129	1447	1346	48	52	487	457	59	59	408	393	64	69	372	403	44	52	184	202
	306	2,793	100	944	118	801	133	775	96	516	386	217	37	34	110	107	476	456	3,751	3,623
Percentage	3,099	42.0	1,044	14.2	919	12.5	908	12.3	612	8.3	482	6.5	288	3.9	22	0.3	932	6,442	7,374	7,374
Median age, in years and months	7	5	7	9	7	8	9	9	9	9	9	9	11	9	11	9	11	10	12	13

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.

Table H 9.

CERTIFICATES HELD BY TEACHERS IN NATIVE PRIMARY SCHOOLS (JUNIOR ASSISTANT TEACHERS ARE EXCLUDED).

Class of Certificate.	1932.			1933.		
	M.	F.	Total.	M.	F.	Total.
A	..	..	..	..	..	..
B	11	6	17	17	4	21
C	42	40	82	51	46	97
D	23	24	47	22	25	47
E	..	1	1	..	1	1
Total certificated teachers	76	71	147	90	76	166
Uncertificated teachers	26	45	71	19	38	57
Grand total	102	116	218	109	114	223

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