

1935.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN

(In continuation of E.-3, 1934).

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 1934 :—

I. EDUCATIONAL AIMS.

During the last few years various significant influences have combined to unify, to some considerable extent, the Maori race and to deepen and intensify its racial consciousness. This quickening of the Maori spirit, significant of vitality and growth, demands adaptations in educational aims and practice to meet the new conditions.

Two major changes in policy appeared necessary. In the first place it was felt that the Native school, influenced solely by European ideals, was not being accepted by the Maori as a Maori institution. The complete divorce of the work of the Native school from most of the Native patterns of thought and social institutions was minimizing its influence as a cultural force. We were imparting the elements of English culture but failing to make use of the vital, emotional forces which mould the individual and the race. It was necessary, therefore, to ensure that from the school there should radiate a healthy racial pride, stimulated by knowledge of, and research into, the past history and achievements of the Maori. The Maori child should feel that the Native-school system of education is sympathetic and that, in presenting the new civilization, it respects and makes every possible use of the old. The co-operation of the adult Maori community should not only be welcomed but treated as indispensable. It is considered that the Native school should regard things more from the Maori point of view while, at the same time, presenting a true picture of European life, and teaching, to the best of its ability, English and arithmetic. Such a policy is in line with educational practice in the British colonies and elsewhere in regard to Native education. The change involves an analysis of the cultural civilization of the Maori and of the most effective ways in which the two civilizations may be combined with least disturbance to either.