

1938.  
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN

(In continuation of E.-3, 1937).

*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.

SIR,—

I have the honour to present the following report on the Native schools for the year 1937 :—

1. CURRICULUM OF NATIVE SCHOOLS.

The factors which determine the content of Native education were discussed in my report of last year. Summarized, they include the background of Native life and the environment and changes created by association with European people. Thus, Native education so conceived includes not only the cultural content which is common to both Native and European education, but other elements that have generally been considered hitherto as outside the bounds of formal English education.

For some years now an attempt has been made to relate the activities of Native schools to the life of the Maori child. This means that the study of the three R's, as ends in themselves, has been replaced by the realization that they are merely instruments, while the narrow and self-contained attitude of the schools, which created a dualism in the minds of the Maori child (school life versus out-of-school life), has given place to the conception of the school as the cultural centre of the community. It can now be said that in the majority of Native schools the child, and not the subject, is the centre of interest. In a few of the schools the adoption of the activity programme has been most successful and provides a justification, if such be necessary, of the new orientation.

In an endeavour to assist Native-school teachers to appreciate the change of emphasis, a simplification of the time-table was proposed to obviate the multiplicity of subjects, attention to each of which tended to make the time-table, instead of the child, the dominating feature. Six broad divisions were suggested. These were English, home and health, arts and crafts, social studies, æsthetic activities, and number. This idea received eager acceptance by a number of head teachers, and resulted in the preparation of some original time-tables, the value of which cannot be questioned.

2. HOME AND HEALTH.

Under this heading have been co-ordinated all those activities and branches of learning that help to build up sound vigorous health for the individual and for the community, including the care, management, and beautification of the home. In the present situation of the Maori there is no work that can be considered of greater importance. The subjects included are extensive in scope and variety, as

it is desired that the scheme and instruction in each should not be regarded as a separate entity, but that each should fully play its part in the common aim. It was essential that schemes should be revised so that they should interlock and give ample opportunity for practical activity.

For the girls instruction in sewing, housecraft, cookery, infant welfare, and first aid has been further extended. Last year several new cookery-rooms were built, some by praiseworthy local effort, and these have been equipped by the Department; but where these facilities have not been available many women teachers have voluntarily placed their own homes at the disposal of the girls for their practical instruction. The co-operation of the women of the community is also sought, and in this connection it is proper that I should pay a tribute to the splendid work that is being done by the various Maori Women's Institutes. The decoration and beautification of the home have not been overlooked, and in their sewing and handwork periods the girls make many of the articles required for their cookery-rooms or model cottages. They are also encouraged to decorate the walls, and to cultivate flowers in the gardens around the buildings. In this respect Native schools are expected to set an example in the tidiness and care of grounds, and the appearance of the Native-school grounds generally is a matter of pride.

For the boys, agriculture is, owing to the policy of land-settlement for the Maori, of very great importance. This includes not only a knowledge of theory and practice, but the cultivation of a love for plants and animals. Calf clubs during 1937 were strongly encouraged in Native schools, and were well supported by the children and the parents. Home garden clubs also flourished in a number of localities, while other clubs encouraged the growth of various flowers. Love and respect for trees and an appreciation of their value as well as their beauty were fostered by forestry clubs and by the cultivation of small nurseries, particularly of native trees. Opportunity was taken in some districts to invite and secure the co-operation of the adult farmers, so that the children might be allowed to observe any local agricultural experiments or to be present at demonstrations or lectures by experts. One school even established a model dairy-farm, a model pig-farm, and a model poultry-farm. I must not omit to mention the attention given to health itself, both in theory and in practice. Last year the Department equipped one Native school with hot and cold shower-baths, and it is hoped that this service may be rapidly extended. A number of new Junior Red Cross circles have recently been established, and are doing excellent work.

I must also acknowledge the ready co-operation of the doctors and nurses of the Health Department and of the various agriculture instructors.

### 3. ARTS AND CRAFTS.

Further attention was given last year to the development of arts and crafts, which include drawing and handwork. Woodwork tools have, during the past few years, been supplied to nearly half our Native schools for the encouragement of handicrafts, but last year a further step was taken by supplying thirty sets of carving tools for the development of the art of Maori carving, one set each to thirty schools. I have to report that, though it is somewhat premature to estimate the value of this experiment, the boys have shown keen interest in this work, which has, in some districts, already been responsible for the enlisting of the services of local experts. Increasing skill may be expected as the pupils become more proficient in their knowledge of patterns and the handling of the tools.

Other forms of Maori art which received attention were taniko, tukutuku, and flax-plaiting. Tukutuku is rather hampered by the difficulty and expense of procuring ample supplies of materials, but instruction in the other two made considerable progress.

Further sets of woodwork tools were issued to schools where, in the opinion of the Inspectors, the teaching of this subject could be undertaken successfully. Schemes are first approved by an Inspector, who sees that they are essentially practical in nature. It is very desirable that the schemes should be closely linked to the needs of the home.

In drawing, every effort was made last year to cultivate a broader outlook. In the past too much attention has been given to object drawing and to methods that have proved uninspiring. Drawing is a means of expression, and this should always be kept in mind when teaching the subject. A very interesting experiment was conducted in one Native school, where, during certain periods, the children were allowed a choice of optional subjects. It was found that free-expression drawing captured 60 per cent. of the children.

It should be recognized that every child has some artistic talent, and that this talent is capable of development if given a chance of expression. The subject should give him practical experience in the world of art and allow him to find delight in the beauty of line and colour.

Free expression does not mean that the child may draw just what he likes, when he likes, and how he likes. The test of the good teacher is to know when to guide and when to remain in the background. Training in observation and technique is essential, and much can be learned by the pupils themselves from a critical study of good pictures so that they may see how, even in the realm of art, definite rules apply.

In the past too much stress has been placed on outline, and colour has not had the prominence it deserves. Last year the Department provided more facilities for colour work, and the general results have been most encouraging. Excellent work has been done in some schools, even in the primer classes, showing that, if rightly directed, the Maori child has as keen an artistic sense as his pakeha brother.

More attention was also given to design, which appeals to the child because of its rhythmic nature and because of the contrasts obtained. The study of Maori design has been encouraged, and the interest displayed in this branch of art is steadily increasing.

It is also expected that the training in all forms of arts and crafts should show practical results in the arrangement and decoration of class-rooms and of rooms built for special purposes. In some districts special rooms have been built for the meetings of the school councils, and some of these have been modelled on the lines of the old Maori meeting-houses, with the carvings and other decorations done by the children themselves.

#### 4. SOCIAL STUDIES.

Under this heading are included the two subjects, history and geography, which have, according to the old tradition, been regarded as separate and distinct. Yet the two are so closely inter-related that they are inseparable. It is this aspect which has been stressed and discussed with teachers during the past year.

It is correct to say that geography makes history. People who have been in possession of fertile lands or lands rich in minerals have always had envious eyes cast upon them by their less fortunate neighbours or by ambitious nations anxious to extend their boundaries. The same truth applied to the history of the Maori in New Zealand. His pa or kainga had to be close to his food-supplies, and every advantage had to be taken of the surrounding terrain to fortify it against raiders. Then, too, the paths taken by the raiders were determined by the topography of the country. There are definite geographic reasons why certain parts of Aotearoa have had a much more stormy history than others.

Some knowledge of civics is essential if the Maori child is to be fitted to take his place later in the larger community and to become a useful member of society. But modern forms of government have their roots deep down in the history of the past.

Social studies too, should be closely related to the programmes under "Home and Health." Modern countries, except under stress of war, are not self-sufficient, but rely on the free interchange of goods; and, as it is in the larger world, so it is in the home and in the small community. Each has something to give and something to receive, and it is of more benefit for the Maori child to study those things with which he is familiar than to occupy himself with facts beyond his experience.

The course recommended lends itself to much useful project work that can be undertaken by the children themselves if the school library is suitably stocked.

During the year, in the majority of Native schools, history and geography were treated as separate subjects in the usual manner. It was pleasing to see that more importance was placed upon class discussions of interesting and important contemporary occurrences. Maori and early New Zealand history were included in most schemes, which have a tendency, however, to remain too narrow in scope and treatment.

#### 5. AESTHETIC ACTIVITIES.

In teaching, there is always a danger that stress may be laid on the acquisition of facts, rather than on a genuine appreciation of the relation of these facts to life. Work always means more, and is more effective, when one takes pleasure in it. This has a special application to music and singing, recitation, dramatics, eurhythmics, and cultural reading. Too often there is meticulous accuracy but little soul, and the children go through their work in a stilted manner without any of that pride which comes from the knowledge of a task well done. The elocutionary arts are practised for the delectation of an audience, and it is the impression on the audience which indicates the success of the artist. Every child who recites or takes part in some dramatic work in the school has an audience of his fellow-pupils. It is this aspect of the work which has been emphasized during the past year, and the success of the teachers in these subjects has been judged not only by the skill in attainment and expression, but also by the pleasure of the pupils in their performance. It is important that the songs and recitations should not be beyond the comprehension of the children. They should be able to understand their songs and poems to such an extent that they can enter thoroughly into the spirit of them. Fortunately, there is on the market a wealth of suitable material for children of all ages, so that a judicious selection is easy. Memorization has its place, but it is second in importance to interpretation. The children should study the use of the voice and how different effects may be obtained, without, however, attempting to get absolute uniformity of expression. The use of Maori songs has been further encouraged, and it is apparent that these are thoroughly enjoyed by the children. The Maori has some contribution to offer to the world of music, and the use of his songs is a recognition of that fact. It is desired that these subjects should not be treated separately, but rather that they should be grouped and taken together in what might be termed a "cultural hour." The progress made during last year may be regarded as quite satisfactory. Fluency in oral English has been stressed for a number of years, and we are now in a position to aim at appreciation.

#### 6. ENGLISH AND ARITHMETIC.

Upon the satisfactory teaching of these two subjects depends, to a great extent, the efficiency of every primary school. Literacy is a *sine qua non* in any modern society, and must be early acquired. To whatever extent free expression and free discipline are advocated, it is in the teaching of English and arithmetic that the child learns the intense joy of mastery and achievement through repetitive exercises, concentrated attention upon the task in hand,

and other similar habit-forming activities. What may be termed "drill methods" are essential in the teaching of English as a second language. Indeed, the direct method of teaching foreign languages depends upon such methods which, by repetition and practice, form correct speech habits and develop facility in idiomatic usage. These methods need not be unattractive, but, however disguised by games and playway, the drill habit-forming element must be present.

In Native schools, that stage of development in oral expression has now been reached where the absence of fluent oral expression is surprising and unexpected. Attention to the eradication of the usual Maori errors of grammatical construction in both oral and written English is, however, still very necessary. The breaking through into English expression of Maori idioms is a persistent weakness. The quality of written English is, in general, satisfactory, but no marked improvement over that of last year can be reported. Success in the teaching of compositions appears to depend upon the attention paid to sentence structure, good models of English composition, and the development of strong vocabularies. The development of a love of reading—a cultural need of the Maori—varies greatly from school to school, but cannot be considered satisfactory. The work of the schools, in this connection, is often seriously hampered by the inadequate home facilities in reading-matter and in lighting. In speech-training the main endeavour has been to arouse in the child's mind an appreciation of clearly and pleasantly enunciated speech. The usual speech-training drills have been continued.

In most schools, spelling has been competently taught.

In arithmetic the tendency has been to develop a more practical and realistic treatment, while continuing to maintain a high standard in mechanical arithmetic.

#### 7. TEACHERS' MEETINGS.

During the year teachers' meetings were held at several convenient centres, and every opportunity was taken to discuss with teachers any matters that would tend to improve the efficiency of the Native schools and to make them of still greater service to their respective communities. Not only were these meetings addressed by the Inspectors, but every encouragement was given to teachers to discuss freely their problems and to receive the benefit of the experience of those teachers who were meeting with outstanding success in their treatment of different phases of the curriculum. In a few cases teachers were given the opportunity of seeing these methods in operation in the schools themselves. It is recognized that Native-school teachers, living as they do in isolated localities, must depend upon wide reading (especially of a professional nature) to keep themselves up to date and vigorous in thought and invention. For some years now, arrangements have been made whereby books from the Department's library have been supplied to different study circles, and this privilege has been much appreciated by those who have had the benefit of it, but it cannot be said that the teachers took full advantage of the facilities offered. During the year a large number of books on anthropology and sociology were ordered for addition to the library.

#### 8. JUNIOR ASSISTANTS.

The junior assistants in Native schools are not certificated assistants, nor are they expected to shoulder the responsibility of classes; but they can in many ways render valuable help to the certificated teachers and also learn much of the art of teaching. The majority of these teachers are Maori girls who have had at least two years' post-primary education, and great care is exercised in their selection. The girls are expected not only to assist in the schools, but also to qualify themselves for better positions. Most of them are now enrolled with the Department's Correspondence School, which has prepared special courses for them. It is hoped that some of the girls will qualify for the Training College Entrance Examination, enter the Training Colleges, and become fully qualified teachers. Thus they will not only be assured of a livelihood, but also be able to render still greater service to their own race. Last year the great majority of the junior assistants showed keen interest in their work and were conscientiously attending to their studies.

#### 9. SECONDARY EDUCATION.

Provision for the post-primary education of the Maori is twofold. In the first place, he has the same right and facilities for free secondary education as a European; as a free-place pupil he can attend any secondary school, technical school, or district high school. As already mentioned in my introductory statement, this right is of value only to Maoris who are living in the vicinity of such institutions. For the Maori in the more remote districts the Government provides a generous system of scholarships by means of which post-primary education from two to four years is provided at approved private schools controlled by the authorities of various religious denominations. Reference to Table H 3 will give a list of these boarding-schools and of the roll numbers thereat.

In an endeavour to increase the roll number of St. Stephen's College, a large primary division, consisting of 30 boys out of a total roll number of 101, has been formed. Many of these primary pupils are maintained at St. Stephen's by Church scholarships, the funds for which are provided in most cases by Waikato endowments.

In my opinion, the development of this primary division, and the maintenance thereof, by special scholarships, of many of the boys, are retrograde steps. Government provision for the primary education of the Maori child is generous and generally adequate. The energies of such a school as St. Stephen's could be better applied in the post-primary field, its task and responsibility being the provision of a generous and varied general and vocational programme, including agricultural, technical, and commercial courses.

A recent development at Te Aute, and one limiting its practical, non-secular activities, is the creation of a theological department.

The post-primary denominational schools for girls continue to do valuable work, but by no means to the extent desirable or possible. In some of these schools the staffing is inadequate, in regard both to number and to quality. The present teachers are, in every sense, conscientious and hardworking. It cannot be said, however, that the school authorities have adopted progressive, modern, and enlightened policies. Financial stringency appears to be the limiting factor.

For the last decade, at least, the post-primary denominational schools for Maori boys and girls have been requested to broaden their curriculum, and to relate it to the needs of the Maori people, special emphasis being laid upon the desirability of providing agricultural, technical, domestic, and commercial courses. I feel constrained to report that the response to the Department's appeal has been disappointing.

#### 10. SCHOLARSHIPS.

In 1937, 159 Junior Scholarships were held by pupils attending boarding-schools. Secondary education for the third and fourth year was provided for 29 Maori pupils, 18 of whom held Continuation Scholarships, 6 Agricultural Scholarships, and 5 Nursing Scholarships. Six University Scholarships were current. The Junior Te Makarini Scholarship was won by Wiremu Ruka, and the Senior Te Makarini Scholarship by Johnny Kaua. The Buller Scholarship was not awarded.

#### 11. MAORI MISSION SCHOOLS.

At the present time there are only eleven mission schools for Native children controlled and administered by denominational authorities. All these schools were visited by your Inspectors, and the reports indicated that in each case the conditions necessary for registration were satisfied. Six hundred and thirty-two children were enrolled at these mission schools.

#### 12. ATTENDANCE.

At the end of 1937, 141 Native schools were administered and maintained by the Education Department. The total roll number was 9,642 (9,175 in 1936), and the average attendance was 8,594 (8,140 in 1936). The average weekly roll number was 9,540, the percentage of regularity being 90.1. Of the 9,642 children enrolled at the 31st December, 1937, 8,553 children were Maori, the remainder (1,089) being European children. The following table shows a steady increase in the attendance at Native schools since 1912:—

Year.					Roll Number at 31st December.	Average Attendance.	Average Weekly Roll.
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
1934	..	..	..	..	7,587	6,799	7,523
1936	..	..	..	..	9,175	8,140	9,041
1937	..	..	..	..	9,642	8,594	9,540

There were on the roll on the 1st July, 1937, 8,437 Maori children (7,999 in 1936) and 1,084 European children (1,099 in 1936), making a total roll number at that date of 9,521 (9,098 in 1936).

#### 13. STAFF (31ST DECEMBER, 1937).

Four hundred and five teachers were employed of whom 235 were certificated and 170 were uncertificated. Of the total staff, 36.05 per cent. were junior assistants, 18 of whom were fully qualified teachers and 128 uncertificated. The percentage of certificated head and class teachers is now 83.8 per cent., a decrease of 0.8 per cent. for the year.

## 14. BUILDINGS.

During 1937 many obsolete class-rooms were replaced by modern open-air rooms generously equipped with cupboard and cloak-room accommodation. One new school, the Anaura Bay Native School, was opened. At the Kaikohe Native School the replacement of the old school building by a modern structure permitted the conversion of the old building into a woodwork-room, a cookery-room, and a bathroom equipped with separate hot and cold shower-baths for boys and girls. The list of completed works is as follows:—

- (1) New School: Anaura Bay Native School (one-roomed school).
- (2) Additional Class-rooms: Matapihi, Matawaia, Mohaka, Omaio, Omarumutu, Rotokawa, Te Tii, Tokomaru Bay, Waiomatatini, Whangamarino.
- (3) Replacements of Existing Accommodation: Kaikohe (five open-air rooms), Rangitukia (four open-air rooms), Takahiwai (school and residence), Te Whaiti (new residence), Karetu (new residence), Poroporo (three open-air rooms).
- (4) Schools remodelled to provide Open-air Conditions or Improved Ventilation and Lighting: Manaia, Ratana Pa, Te Mahia, Waitahanui.

## 15. PACIFIC ISLANDS INSPECTIONS.

In 1937, Mr. A. H. Denne paid an inspection visit to Fiji for the purpose of grading the New Zealand teachers who are employed by the Government of Fiji under the scheme of co-operation. During the year I visited the Cook Islands in order to report upon the present system of education which was inaugurated in 1936, and to grade the New Zealand teachers. I received every assistance from the Cook Islands Administration, and in particular I should like to record my appreciation of the help and co-operation given me by Mr. S. J. Smith, Resident Commissioner, Mr. R. Walker, Acting Education Officer, and the teachers both European and Native.

## 16. CONCLUSION.

During the year all Native schools were visited by the Inspectors.

I should like to express my gratitude for the sympathetic and generous co-operation of my colleagues, Mr. A. H. Denne and Mr. T. A. Fletcher, and for the whole-hearted support of the Native Schools Branch of the Education Department, whose burden has been becoming increasingly heavy in recent years.

D. G. BALL,

Senior 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 ended 31st August, 1937.	Number of Teachers (exclusive of Junior Assistants).	Average Number of Children per each Adult Teacher.	Number of Junior Assistants.
I (9-20) .. ..	9*	146	9	16·2	2
IIA (21-25) .. ..	13	309	13	23·8	10
IIB (26-35) .. ..	23	713	25	28·5	21
IIIA (36-50) .. ..	22	917	42	21·8	4
IIIB (51-80) .. ..	33	2,142	68	31·5	33
IIIC (81-120) .. ..	29	2,656	61	41·9	56
IVA (121-160) .. ..	8	1,060	26	40·8	15
IVB (161-200) .. ..	3	496	14	35·4	5
Totals, 1937 .. ..	140	8,439	258	32·7	146
Totals, 1936 .. ..	140	7,822	248	31·5	147
Difference .. ..	=	+617	+10	+1·2	-1

\* One additional school was opened in the third term, 1937.

Table H2.

ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR  
THE YEARS 1937 AND 1936.

	School Roll.		Mean of Average Attendance of the Three Terms.	Average Attendance as Percentage of Weekly Roll Number.
	Number on Roll. (December).	Average Weekly Roll Number. (Mean of the Three Terms.)		
Totals for 1937 .. ..	9,642	9,540·0	8,594·1	90·1
Totals for 1936 .. ..	9,175	9,040·7	8,140·2	90·0
Difference .. ..	+467	+499·3	+453·9	+·1

Table H3.

LIST OF MAORI MISSION SCHOOLS AND MAORI BOARDING-SCHOOLS WITH THE ATTENDANCE OF PUPILS FOR THE  
YEAR 1937.

School.	Number on School Roll at end of		School.	Number on School Roll at end of					
				1936.			1937.		
	1936.	1937.		Primary.	Secondary.	Total.	Primary.	Secondary.	Total.
<i>Maori Mission and Boarding Schools subject to Inspection.</i>			<i>Boarding-schools affording Secondary Education for Maoris.</i>						
Jerusalem Convent ..	33	39	Hukarere (girls), Napier ..	12	29	41	18	39	57
Matahi Mission ..	32	33	Queen Victoria (girls), Auckland ..	13	40	53	10	51	61
Matata Convent ..	65	61	St. Joseph's (girls), Napier ..	4	28	32	4	46	50
Onepu Mission ..	23	19	St. Stephen's (boys), Auckland ..	30	56	86	30	71	101
Pawarenga Convent ..	87	88	Te Aute College (boys), Pukehou ..	..	72	72	..	91	91
Ranana Convent ..	31	33	Te Waipounamu (girls), Christchurch	20	2	22	18	5	23
Tanatana Mission ..	35	37	Turakina (girls), Marton ..	8	20	28	11	29	40
Tokaanu Convent ..	43	48	Wesley College (boys), Paerata ..	24	50	74	31	47	78
Waitaruke Convent ..	78	91							
Panguru Convent ..	160	158							
Otaki College ..	19	25							
Waerenga-a-hika College	32	..							
Totals ..	638	632	Totals .. ..	111	297	408	122	379	501

Table H 4.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1936 AND 1937.

School.	1936.							1937.						
	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 .. ..	..	22	22	12	7	19	41	..	28	28	18	10	28	56
Queen Victoria (girls), Auckland .. ..	..	22	22	13	18	31	53	..	25	25	10	26	36	61
St. Joseph's (girls), Napier .. ..	..	23	23	4	5	9	32	..	34	34	4	12	16	50
St. Stephen's (boys), Auckland .. ..	..	24	24	23	26	49	73	..	36	36	21	27	48	84
Te Aute College (boys), Pukehou .. ..	..	27	27	..	41	41	68	..	37	37	..	47	47	84
Te Waipounamu (girls), Christchurch .. ..	..	..	..	16	2	18	18	..	..	..	16	4	20	20
Turakina (girls), Marton .. ..	..	10	10	8	10	18	28	..	15	15	11	14	25	40
Wesley College (boys), Paerata .. ..	..	11	11	7	8	15	26	..	13	13	4	14	18	31
Totals .. ..	..	139	139	83	117	200	339	..	188	188	84	154	238	426

(b) AGRICULTURAL AND NURSING SCHOLARSHIPS.

At the end of 1937 six Maori boys were holding agricultural scholarships, three being held at St. Stephen's, and three at Wesley College.

Five Maori girls were holding nursing scholarships, two being held at St. Joseph's School, Napier, two at Queen Victoria School, Auckland, and one at Turakina School.

(c) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1937.

Number.	University Course.		University at which Scholarship is held.
3	Arts	.. ..	Auckland.
2	"	.. ..	Victoria.
2	Medical	.. ..	Otago

Table H 5.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1937.

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1937.		
		Boys.	Girls.	Total.
Auckland .. ..	438	3,033	2,913	5,946
Taranaki .. ..	66	424	426	850
Wanganui .. ..	79	493	476	969
Hawke's Bay .. ..	106	1,041	952	1,993
Wellington .. ..	73	448	441	889
Nelson .. ..	12	33	27	60
Canterbury .. ..	51	163	138	301
Otago .. ..	21	56	47	103
Southland .. ..	15	49	45	94
Totals, 1937 .. ..	861	5,740	5,465	11,205
Totals, 1936 .. ..	851	5,414	5,120	10,534
Difference .. ..	+ 10	+326	+345	+671

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.

The annual Proficiency Examination has been abolished, having been held for the last time in 1936.

Table H 7.

## CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE 1ST JULY, 1937.

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	377	389	1	..	..	..	..	..	..	..	..	..	..	..	..	378	389	
6 "	7	645	641	..	1	..	..	..	..	..	..	..	..	..	..	..	646	643	
7 "	8	680	650	25	35	..	..	..	..	..	..	..	..	..	..	..	705	685	
8 "	9	473	440	173	198	17	28	..	..	..	..	..	..	..	..	..	663	666	
9 "	10	226	215	248	248	143	165	25	30	..	1	..	..	..	..	..	642	659	
10 "	11	105	96	187	140	223	200	129	149	39	52	2	4	..	..	..	685	641	
11 "	12	59	36	86	78	193	107	182	172	101	129	21	43	3	1	..	645	566	
12 "	13	10	26	47	30	84	80	164	139	140	154	81	82	26	35	..	552	546	
13 "	14	12	6	18	14	40	17	91	72	131	98	118	106	55	71	2	3	467	387
14 "	15	2	3	3	2	7	7	25	17	40	20	56	50	50	48	2	4	185	151
15 "	16	1	..	1	..	..	..	4	6	7	3	10	7	21	19	1	3	45	38
16 years and over	..	..	..	..	..	..	..	..	1	..	2	1	1	1	4	1	..	3	8
Totals, 1937	2,590	2,502	789	747	708	604	620	586	458	459	289	293	156	178	6	10	5,616	5,379	
Percentage ..	5,092	46.3	1,536	14.0	1,312	11.9	1,206	11.0	917	8.4	582	5.3	334	3.0	16	0.1	10,995	100.0	
Median age, in years and months	7 5 7 4	9 9 9 7	10 10 10 7	11 10 11 8	12 8 12 4	13 4 13 2	13 11 13 9	14 9 14 8	..	..	..	..	..	..	..	..	..	..	
Totals, 1936	2,441	2,350	755	703	652	637	597	597	455	437	272	267	177	160	16	9	5,365	5,160	
Percentage ..	4,791	45.5	1,458	13.9	1,289	12.3	1,194	11.3	892	8.5	539	5.1	337	3.2	25	0.2	10,525	100.0	
Median age, in years and months	7 5 7 5	9 9 9 8	10 10 10 8	11 9 11 6	12 7 12 6	13 2 13 1	14 0 13 9	14 6 14 8	..	..	..	..	..	..	..	..	..	..	

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, 1937.

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.			Boys.	Girls.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	B.			G.			B.			G.			B.			G.			B.			G.			B.			G.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
	B.	G.	P.	B.	G.	P.	B.	G.	P.	B.	G.	P.	B.	G.	P.	B.	G.	P.	B.	G.	P.	B.	G.	P.	B.	G.	P.	B.	G.	P.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
5 and under	53	43	397	387	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

NONRE.—For the purpose of this table half-caste children and children intermediate in blood between half-caste and 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.				1936.			1937.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	1	..	1	1	..	1
B	..	..	..	20	8	28	21	10	31
C	..	..	..	67	62	129	69	59	128
D	..	..	..	22	29	51	22	34	56
E	..	..	..	..	1	1	..	1	1
Total certificated teachers				110	100	210	113	104	217
Uncertificated teachers				12	26	38	13	29	42
Grand total				122	126	248	126	133	259

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