

1939.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN

(In continuation of E.—3, 1938).

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

CONTENTS.

	PAGE		PAGE
No. 1.—Report of the Senior Inspector of Native Schools	1	No. 2.—Detailed Tables— <i>continued</i> .	
No. 2.—Detailed Tables :—		Table H 6. Classification of Maori Children at Public Schools	9
Table H 1. Number of Native Schools classified according to Grade, &c. ..	7	H 7. Ages and Standards	10
H 2. Attendance at Schools	7	H 8. Certificates held by Teachers in Native Schools.. ..	11
H 3. Rolls of Maori Mission and Maori Boarding Schools	7	H 9. Number of Teachers according to Position and Year of Salary Service	11
H 4. Number of Maori Pupils attending Maori Secondary Schools, &c. ..	8	H 10. Number of Teachers according to Position on Basic Scale	12
H 5. Maori Children at Public Schools ..	8		

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 1938 :—

1. CURRICULUM OF NATIVE SCHOOLS.

The general lines along which the development of Native education is progressing have been indicated in my previous annual reports. It is pleasing to be able to record that during 1938 steady progress was made in the provision of those facilities so indispensable to a practical and useful kind of training, and in the development, in the Native schools, of that emphasis on realistic, as contrasted with abstract, teaching which is generally conceded to be desirable. A real effort has been made to meet the most urgent needs of the Maori children attending Native schools. The provision of such facilities as permanent water-supplies, baths, woodwork and cookery rooms, laundries, and equipment of a similar nature has proceeded steadily, and experience in the schools already so supplied has shown the advisability of persevering along these lines. At the present time there are certain needs which are not yet being fully met, more so in the post-primary denominational schools which are overdeveloped on the academic side.

During the last few years the roll number of Native schools has increased rapidly from 7,587 in 1934 to 9,832 in 1938. This increase in the number of Maori children has had many repercussions. In the majority of Native schools additional accommodation has been necessary, and this has entailed extensive capital expenditure on new class-rooms. It is anticipated that in the next few years the increase in numbers will be even more rapid than it has been. While this increase in population must be considered an asset, both to the Maori and to New Zealand, its immediate effect is to increase the work of the Native schools.

2. HOME AND HEALTH.

Under this heading are included a number of related activities, the practical aspects of which are highly important since they have a constant and intimate bearing on the lives of the children. These subjects are being given increased recognition, and, in a number of schools, the work is well planned, carefully co-ordinated, and practical.

In connection with the personal health of the children, there are, in addition to physical drill, such habit-forming activities as the use of handkerchiefs, individual towels, toothbrushes, foot-baths, bathing, and the treatment of wounds and skin complaints. Naturally, the effectiveness of such training varies from school to school, but its importance is acknowledged and constantly stressed. In some schools the senior girls act as nurses, each having in her individual care a number of children, whom she treats for sores and for whose general physical condition she is responsible. In most Native schools individual towels are now in use, but the daily supply of handkerchiefs by the parents proves more difficult to obtain.

Physical drill is, perhaps, the worst-taught subject in many Native schools. This weakness, due to a considerable extent to the general vagueness of the present scheme, must be overcome. Physical education, properly organized, can pay such high dividends—pleasure, relaxation, grace, mastery of muscles, and (more remotely but none the less definitely), confidence, courage, initiative, and leadership. These are rich rewards, well worth seeking. If is added to them the stimulation of healthy organic functions, pride in achievement, and the creation and fixing of habits of health and posture the list is a lengthy one.

First aid, mother-craft, and infant welfare are activities practised in an increasing number of Native schools. While it is admitted that the programme in home and health cannot include all the courses that have been suggested from time to time, it is felt that the senior girls should be trained in at least one of the above.

The need for careful instruction in plain sewing and in mending is constantly stressed, but there is a tendency in a number of cases to revert to fancy-work when difficulty in obtaining the necessary material for sewing is experienced. Nevertheless, in many schools the work is very good.

In housecraft, laundry work, and cooking the quality of the instruction must be viewed in relation to the facilities available at the various schools. The number of model cottages (some made available by commendable local enterprise) has increased; and, in most of them, scientific courses are being conducted along modern and efficient lines. Where cottages are not available, good work is being done in the residence kitchens by a small group of teachers. The model cottage permits a most valuable training for the senior girls not only in the usual and necessary home skills, but also in planning and in management which are so much more important. In connection with this home training the organization of women's institutes is giving valuable assistance.

In agriculture the following summaries of the reports of the various agricultural instructors indicate the progress made in 1938:—

North Auckland District.—In this district the projects completed in order of numbers were sweet-pea growing, calf clubs, home gardens, and lettuce and certified potato competitions. In practically every Native school visited a leisure club has been inaugurated. Club work has had a most energizing effect, encouraging pupil activity, the interest of the parents and a kindlier spirit towards animals. The Native Department, the Lands Department, and many local residents co-operated in judging the various entries.

Rotorua and Bay of Plenty Districts.—Steady progress has been made by the boys' and girls' agricultural club movement, and at the present time teachers are taking a greater interest in club activities. In addition to these organizations, home projects have been carried out, and such groups as insects clubs, bird clubs, native-tree clubs, gardening clubs, weed and pasture clubs have awakened much interest.

East Coast and Wairoa District.—This year seventeen Native schools participated in calf-rearing and allied projects. This was an increase over last year. Pupil management of the clubs is being increasingly fostered, and this is bearing fruit in greater interest in the work which showed an improved standard over last year. One of the chief difficulties is transport of calves to the school, but this may be partly overcome as parental interest in the work increases. Two pleasing extensions of the work were the yearling and pig classes, the latter a project of a strong Pig Club.

Wanganui District.—Garden clubs were organized in most Native schools. Pupils at all the schools were keen, and there are signs that the parents are becoming interested in the efforts of the children.

In one Native school the senior boys, by co-operative effort, managed a small dairy-farm very successfully. Projects of a similar nature are being planned by other Native schools and should be in operation in 1939.

The supply of woodwork tools has been maintained, and seventy-six schools have now been equipped. Instruction in this subject is slowly improving, and, as skill is attained, it is anticipated that the boys will be able to assist materially in equipping the homes with some of the first essentials of healthy living, such as privies and meat-safes.

During the year a few Native schools, near centres where pasteurized milk could be obtained, received daily supplies. In a number of others provision was made for the supply of malted milk. It is hoped that by the end of 1939 all children in Native schools will be receiving either pasteurized milk or malted milk daily.

The Junior Red Cross continued to provide a stimulating and practical channel for health instruction, and the number of Junior Red Cross circles has increased.

In connection with all the work of Native schools under this heading the assistance and co-operation of the Health Department, the Medical Officers of Health, and the district nurses are gratefully acknowledged.

3. ART AND CRAFTS.

In this branch of the Native schools' curriculum considerable progress was made during the year. These subjects are peculiarly apt and suitable for the practice of child-activity and self-expression, and the progressive Native schools are making every use of them. It seems that art and crafts may prove to be one of the most productive channels for the growth of individuality and for the development of the qualities of self-reliance and of independence. While in any of these activities freedom of expression appears to be boundless, it is really severely disciplined by the nature of the tools, materials, and other media employed.

The most surprising results have been obtained in free colour work, usually by means of tempera colours on brown paper. There is no doubt about the quality of much of this work and the enjoyment it gives to the children. The issue of the larger and more manageable brushes and the new tempera colour powders has evidently filled a want. Pastel work varies considerably in quality from school to school, and is a worthy complement to the more vividly-coloured and more quickly-applied paints. Maori design is receiving increased recognition and in a few cases is being applied as a form of decoration to articles of utility. Particularly in the infant room, blackboards are freely used. Occasionally it was found that the children were being restricted to the use of white chalk, but this prohibition of colours was not a common one. The Maori child has a real facility in drawing action pictures of men, horses, aeroplanes, and motor-vehicles. This natural gift will, no doubt, now be exploited to a much greater extent than was the case when the art period was almost entirely devoted to object drawing.

Of the Maori crafts, *taniko* work has proved to be the most popular, and in many schools the girls have mastered this skill. The issue of carving tools in 1937 gave a distinct impetus to Maori carving, but progress is hampered by the lack of some simple handbook which would enable teachers to make themselves conversant with the names and details of the various traditional patterns and designs, and give them instruction in technique. The Education Department hopes to bring out a handbook in the near future. *Tukutuku* work has not proved a suitable craft for school use, and was seldom seen. In a few schools very good work in flax-plaiting was done.

Woodwork has been commented upon in the previous section. In some schools skill in metal-work has reached a high standard, and very useful articles have been made from tins.

The handwork in the infant room is necessarily simple, and consists, for the main part, in scissor and paste work and in the use of the usual departmental handwork supplies.

During the year a number of new woodwork-rooms was erected. At thirty Native schools there are separate buildings for the teaching of this subject. Nine sewing-machines were issued, making the total number of schools equipped with sewing-machines fifty-four.

4. SOCIAL STUDIES.

Geography and history are so intimately related that the study of each is necessary for the complete understanding of the other. In most schools the inter-relation of these two subjects has not been fully appreciated, but it is pleasing to note that during 1938 a fair number of schools successfully adopted programmes combining them in such a way as to permit a better selection in the subject material of their courses. The tremendous scope that these two subjects offer for research and projects has been recognized to a much greater extent. During 1938 the best work was done in local regional surveys in harmony with modern geographical practice in group work, in project work, in the intelligent use of atlases and reference books, in the study of current events, in charts and notice boards, and in collections and museums. In general, local history and geography are insufficiently studied, but the stimulus of the Centennial year should assist greatly in adding interest to this phase of the work. It is felt that the study of these subjects should begin to lay the intellectual foundation of an understanding of society and of the art of living with one's fellows. No more than a beginning should be expected in the primary school, but it is doubtful whether everything possible is being done, even to awaken curiosity regarding the social structure and the rights and duties of its constituent organizations and of the individual.

There is great need for strengthening the teaching of civics in a wide sense. The teachers are realizing that the generation now in their charge must be awakened to an appreciation of the community, of its needs, and of its dependence upon each individual for its continuing welfare and maintenance. It is hoped that no Maori child will leave school without this knowledge.

5. ÆSTHETIC ACTIVITIES.

Although progress can be reported in the æsthetic arts, in too many schools teachers still fail to appreciate and to stress the cultural value of these allied subjects—reading, recitation, music, choral speaking, and dramatic work. Yet in a number of schools these arts are being taught in a very efficient manner, and both children and audience reflect the intense pleasure derived from a vivacious and sympathetic interpretation of music, drama, and poetry. When this spirit of brightness has been attained it permeates the whole curriculum, for the children, conscious of their ability to express themselves fluently and forcefully, and inspired with self-confidence, are able to convert all their work into pleasure, and the school becomes a hive of industry, with the pupils taking a very active part in their own instruction.

It cannot be too strongly stressed that memorization and general fluency are but the preliminary essential steps to the fuller development of these subjects. In very few Native schools to-day is there lack of fluency in oral expression. The foundations for vivid expression have been laid; attention should now be paid to super-structure.

In a number of schools the concert period provided scope for co-operation and organization among the pupils themselves. Singing continues to be taught chiefly by ear, with too little attention paid to ear and sight training. The Maori child has a strong rhythmic sense, which finds expression in Maori action songs and in percussion bands, but there is a persistent tendency to sing at a very slow tempo. In many schools the choice of songs is very limited, the same songs being taught year after year. When properly trained, young Maori voices can be very sweet, but in too many schools tone is forced and often harsh. In a number of Native schools, however, singing reaches a remarkably high standard.

Dramatic work has endless possibilities as an educational tool. Most children have greater gifts of acting than we commonly suspect. Most teachers, too, have unsuspected resources, and all are capable of making use of the child's love of make-believe. Dramatic work is similar to all other art in its power to release children from self-consciousness, in its provision of outlets for the difficult child, in its training in initiative, and in its scope for imagination. No teacher striving towards pupil activity can afford to neglect it. At the present time dramatization is a method best used by infant teachers, but during 1938 it became established in the standard classes to a greater degree than ever before. Common faults were too few pupils participating, speech too fast, insufficient speech, and occasionally too much teacher interference.

Few teachers have attempted to introduce choral speaking, and this hesitation to do so has been wise, for choral speaking, if it is done at all, must be done properly. True choral speaking has real educational value in that it promotes discipline through co-operation and confidence through free and joyous expression. Other values, such as voice training and control, exactness in enunciation, and the cultivation of literary and artistic appreciation, are obvious.

The Maori child's appreciation of reading for its own sake has not been advanced to any great degree, nor should any marked improvement be expected until ample, easier, and more interesting reading material is available.

6. ENGLISH AND ARITHMETIC.

Fluency in oral expression has reached a pleasing stage in most Native schools, although it is not overlooked that there is a minority of Maori children who appear never to speak with any degree of efficiency or pleasure. It now seldom occurs that a Maori child is compelled to pause before speaking while the process of translation from Maori to English is taking place. Thinking in English seems to be the common practice.

Progress has been made in the quality of written expression, but at a slower rate. Where pupils are given the opportunities for wide reading, research, and the compilation of reports on projects, school magazines, &c., it is noticed that the standard of written English advances rapidly. The general standard may be regarded as very fair, but in many schools Maori idiomatic constructions continue to break through. More schools are now using scientific drills to establish good speech habits. The regular formal type of composition is being replaced by letter-writing, paragraphing, short descriptions of common things, folio-making, and note-taking. The aim is plain writing, stressing the qualities of conciseness and clearness, with vigour added, as a sense of word values develops. There is now less florid writing than was once the case.

Spelling is generally satisfactory, although there is too great a tendency to rely on the *School Journal* as the source from which to select words. A greater concentration on those words distinctly related to the child's life and environment is to be desired.

From the point of view of fluency, reading in most schools is good, but interpretation is frequently mechanical. The increased supply of departmental supplementary reading material, together with the efforts being made by the teachers to enlarge their school libraries, should assist in fostering a real love of reading. Writing varies from fair to good, but is seldom distinguished in any way. It is constantly emphasized that there should be only one kind of writing current in school, a reasonable standard of accuracy and of neatness being required from all pupils at all times.

Practical arithmetic is receiving increased attention, but the text-books continue to dominate the teaching of this subject to too great an extent. Mechanical arithmetic, including number combinations, the four rules, and everyday tables of measure, is of particular importance and a high standard is expected. Diagnostic tests are seldom used by teachers, although they are straightforward enough to be adopted as teaching equipment in arithmetic, reading, composition, and spelling.

7. GENERAL.

(a) All Native schools were visited by your Inspectors.

(b) *Teachers' Meetings*.—At various centres Native-school teachers have met regularly for the purpose of discussing their problems and, in general, of improving their efficiency and that of the service as a whole. Where opportunity permitted, Inspectors have addressed these meetings and shared in the discussions. It must be remembered that, owing to distance and isolation, most Native-school teachers can attend such meetings only at considerable personal expense and inconvenience. The well-attended meetings are evidence of the strong spirit of service possessed by these teachers.

(c) *New Salary Scale*.—The Teachers' Salaries Regulations 1938 placed the salaries of Native-school teachers upon the same basis, in all respects, as those of teachers employed in public schools, thus removing minor anomalies that had existed for some time. A new salary scale for uncertificated assistant teachers, based on service, was included in the regulations.

(d) *Junior Assistants.* Until 1938 the junior assistants in Native Schools, who are usually untrained, uncertificated Maori girls who have had at least two years' post-primary education, were placed in two categories—senior and junior. The Teachers' Salaries Regulations 1938 combined these two grades into one group with a uniform salary scale, the rate of salary being based on years of service. This provision has greatly improved the status of the junior assistants and should encourage them to make teaching their vocation by offering increased emoluments for good service. During the year the Correspondence School offered two courses for junior assistants—the first a preparation for the examination necessary for admission to a Teachers' Training College, and the second a more general course of advantage to girls in their present positions, and later, as wives and mothers. In 1938 three junior assistants qualified by examination for admission to training college. Many junior assistants have great difficulty in studying owing to the conditions under which they board and to the pressure of their ordinary duties. The great majority are keenly interested in their work.

(e) *Probationary Assistants.* The Teachers' Salaries Regulations 1938 make provision for the first time for the appointment of probationary assistants to the staffs of the larger Native schools. The result of this innovation will be watched with interest.

(f) *Training College Third-year Students in Native Education.*—In 1938 provision was made for the appointment of four third-year students in Native education, and the course will be taken at the Wellington Training College. Two men and two women students were selected—two from Wellington Training College, one from Christchurch Training College, and one from Auckland Training College. Of the four students, two belonged to the Maori race. The significance of this provision is worthy of note, as it is the first occasion in New Zealand that the need for any special training for Native education has been recognized.

8. SECONDARY EDUCATION.

For some years the almost complete abandonment of practical, technical, and agricultural training by the post-primary denominational schools has occasioned serious concern. In 1936, the Hon. Minister approved of a considerable increase in the number and value of Government scholarships of all kinds available to Maori boys and girls. As a result it was hoped that the financial position of the post-primary denominational schools would be strengthened, thus permitting staffing and equipment to be on a more generous scale. Neither in 1937 nor in 1938 was the position improved, but, on the contrary, it has drifted even further from the realities of Maori life which should have guided the schools in the preparation of their courses. The various governing bodies are conscious of the serious deficiencies in their schools, and during 1938, the Hon. Minister was approached with a view to ascertaining the best means of remedying them. The Hon. Minister directed that a comprehensive report on the post-primary education of the Maori be prepared, in order that the whole position might be adequately reviewed. The situation is less serious in the private post-primary schools for girls, but it is far from satisfactory even there. In spite of the trend towards formalism it has always been a pleasure to report that the tone and discipline of these schools were of a high standard, but, even in these respects, one school was unsatisfactory this year.

9. SCHOLARSHIPS.

In 1937 there were awarded, for the first time, 18 Continuation Scholarships, 5 Nursing Scholarships, and 5 Agricultural Scholarships. In 1938 these scholarship holders completed their courses, with the exception of one Continuation Scholarship pupil and two Agricultural Scholarship pupils who left school before the end of the fourth year. The five girls who had been awarded Nursing Scholarships will, in 1939, be accepted as students for training in various hospitals in the Dominion. Of the 18 Continuation Scholarship holders, three girls passed the School Certificate Examination, one obtained a partial pass, and one passed the Public Service Entrance Examination. Only one boy was successful in obtaining a partial pass in the School Certificate Examination. All other Continuation Scholarship holders either did not sit or failed. With the exception of one who is continuing at school, all the girls who finished their fourth year's training in 1938 will be employed as junior assistants in 1939.

In 1938, 195 Junior Scholarships (including Other-Than Native School Scholarships), 33 Continuation Scholarships, 10 Nursing Scholarships, and 7 Agricultural Scholarships were held by pupils attending boarding schools. Six University Scholarships were current. The Junior Te Makarini Scholarship was won by Joseph Tawhai.

10. MAORI MISSION SCHOOLS.

The eleven Mission schools for Native children, which are controlled and administered by denominational authorities, were visited by your Inspectors. The reports indicated that in each case the conditions necessary for registration were satisfied. Six hundred and fifty-two children were enrolled at these Mission schools.

11. ATTENDANCE.

At the end of 1938, 143 Native schools were administered and maintained by the Education Department. The total roll number was 9,832 (9,642 in 1937), and the average attendance was 8,471 (8,594 in 1937). The average weekly roll number was 9,787, the percentage of regularity being 86.6.

Of the 9,832 children enrolled at the 31st December, 1938, 8,811 children were Maori, the remainder (1,021) being European children. The following table shows the increase in the attendance at Native schools since 1918. Of particular interest is the rapid increase during the last ten years.

Year.				Roll Number at 31st December.	Average Attendance.	Average Weekly Roll.
1918	..	..	..	5,064	4,551	5,281
1922	..	..	..	6,161	5,540	6,238
1928	..	..	..	6,671	5,964	6,770
1932	..	..	..	7,313	6,848	7,524
1936	..	..	..	9,175	8,140	9,041
1937	..	..	..	9,642	8,594	9,540
1938	..	..	..	9,832	8,471	9,787

There were on the roll on 1st July, 1938, 8,743 Maori children (8,437 in 1937) and 1,025 European children (1,084 in 1937), making a total roll number at that date of 9,768 (9,521 in 1937).

12. STAFF (31ST DECEMBER, 1937).

The total number of teachers employed in the Native-schools service was 427, of whom 269 were certificated and 158 uncertificated. Of the total staff, 27·87 per cent. were junior assistants, 11 of whom were fully-qualified teachers and 108 uncertificated. Sixty of the junior assistants were Maori girls. The percentage of certificated head and class teachers is 83·8, the same as that for the previous year.

13. BUILDINGS.

In 1938 further progress was made with the replacement of unsuitable class-rooms by up-to-date open-air rooms, with complete and auxiliary accommodation. Two new schools, the Mochau and Punaruku Native Schools, were opened. The following is a list of the completed works :—

- (1) New Schools : Mochau and Punaruku Native Schools (two-roomed).
- (2) Additional Class-rooms : Awatua (1), Huiarau (1), Maraeroa (1), Oromahoe (1), Paeroa (2), Rangitahi (2), Te Kaha (1), Te Whaiti (1), Tokomaru Bay (1), Waimamaku (1).
- (3) Replacement of Existing Accommodation : Waimamaku (new residence).
- (4) Remodelled to provide Improved Lighting and Ventilation : Maraeroa (one class-room).
- (5) Additions to Residences : Okautete and Whakawhitira.
- (6) Special Works :—
 - (a) Horohoro : Erection of model cottage.
 - (b) Paeroa and Rangitahi : Old buildings converted to provide facilities for manual training.
 - (c) Te Hapua : Erection of dining-hall, which also contains facilities for bathing and teaching of cookery.
 - (d) Tokaanu : Provision of Dental Clinic.

14. PACIFIC ISLANDS INSPECTION.

In 1938 Mr. A. H. Denne, of the Auckland Inspectorate, visited Fiji for the purpose of grading the New Zealand teachers who are employed by the Government of Fiji under the scheme of co-operation.

I paid a lengthy visit to Niue Island in order to report upon the educational facilities of the Island, both Government and Mission. I also visited Western Samoa for the purpose of grading teachers.

15. CONCLUSION.

On 28th February, 1938, Mr. A. H. Denne, Inspector of Native Schools, who for three years had given most valuable service to Native education, was transferred to the Auckland Inspectorate. Mr. T. A. Fletcher, who had been Acting Inspector of Native Schools, was promoted to the position of Inspector of Native Schools. The vacancy occasioned by the departure of Mr. A. H. Denne was filled by the appointment of Mr. William O'Connor, Headmaster of the Christchurch Normal School. Mr. O'Connor, who has had some years' experience as a teacher of Fijian children, came to the service particularly well equipped to assist in the important task of Native education.

I should like to acknowledge the most generous co-operation of my colleagues, Mr. Fletcher and Mr. O'Connor, and to record my deep appreciation of the services of the Native Schools Branch of the Education Department.

I have, &c.,

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 TEACHER.

Grade of School.	Number of Schools.	Total Average Attendance, Year ended 31st August, 1938.	Number of Teachers (exclusive of Junior Assistants).	Average Number of Children per Teacher.	Number of Junior Assistants.
II (9-24)	6	80	6	13.3	..
IIIA (25-30)	23	548	21	22.8	21
IIIB (31-70)	51	2,051	91	21.8	21
IVA (71-110)	40	2,979	96	31.3	47
IVB (111-150)	12	1,296	37	35.0	17
IVC (151-190)	9	1,294	40	32.4	11
V A (191-230)	1	166	5	33.2	1
V B (231-270)	1	181	6	30.2	1
Totals, 1938	143	8,595	308	27.9	119
Totals, 1937	140	8,439	258	32.7	146
Difference	+3	+156	+50	-4.8	-27

Table H 2.
ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR THE YEARS 1937 AND 1938.

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 1938	9,832	9,787.4	8,471.1	86.6
Totals for 1937	9,642	9,540.0	8,594.1	90.1
Difference	+190	+247.4	-123.0	-3.5

Table H 3.
LIST OF MAORI MISSION SCHOOLS AND MAORI BOARDING-SCHOOLS WITH THE ATTENDANCE OF PUPILS AT THE END OF 1937 AND 1938.

School.	Number on School Roll at end of		School.	Number on School Roll at end of					
	1937.	1938.		1937.			1938.		
				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>						
Matahi Mission ..	33	30	Queen Victoria (girls), Auckland ..	10	51	61	7	59	66
Matata Convent ..	61	61	St. Stephen's (boys), Auckland ..	30	71	101	30	82	112
Kawerau Mission ..	19	23	Wesley College (boys), Paerata ..	31	47	78	26	64	90
Pawarenga Convent ..	88	100	Turakina (girls), Marton ..	11	29	40	2	47	49
Tanatana Mission ..	37	33	St. Joseph's (girls), Napier ..	4	46	50	13	48	61
Tokaanu Convent ..	48	55	Te Aute College (boys), Napier ..	..	91	91	..	94	94
Panguru Convent ..	158	165	Hukarere (girls), Napier ..	18	39	57	16	56	72
Waitaruke Convent ..	91	87	Te Waipounamu (girls), Christchurch	18	5	23	9	7	16
Jerusalem Convent ..	39	37							
Ranana Convent ..	33	39							
Otaki College ..	25	22							
Totals ..	632	652	Totals	122	379	501	103	457	560

Table H 4.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1937 AND 1938.

		1937.							1938.						
School.	Government Pupils.			Private Pupils.			Grand Total.	Government Pupils.			Private Pupils.			Grand Total.	
	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.		Primary.	Secondary.	Total.	Primary.	Secondary.	Total.		
Queen Victoria (girls), Auckland	25	25	10	26	36	61	..	33	33	7	26	33	66
St. Stephen's (boys), Auckland	36	36	21	27	48	84	..	40	40	16	30	46	86
Wesley College (boys), Paerata	13	13	4	14	18	31	..	17	17	4	15	19	36
Turakina (girls), Marton	15	15	11	14	25	40	..	23	23	2	23	25	48
St. Joseph's (girls), Napier	34	34	4	12	16	50	..	36	36	12	13	25	61
Te Aute College (boys), Napier	37	37	..	47	47	84	..	43	43	..	48	48	91
Hukarero (girls), Napier	28	28	18	10	28	56	..	37	37	11	21	32	69
Te Waipounamu (girls), Christchurch	16	4	20	20	..	..	..	6	6	12	12
Totals	188	188	84	154	238	426	..	229	229	58	182	240	469

(b) AGRICULTURAL AND NURSING SCHOLARSHIPS.

At the end of 1938, seven Maori boys were holding agricultural scholarships, four being held at St. Stephen's, and three at Wesley College.

Ten Maori girls were holding nursing scholarships, four being held at St. Joseph's School, Napier, two at Queen Victoria School, Auckland, two at Turakina School, Marton, and two at Hukarere School, Napier.

(c) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1938.

Number.	University Course.		University at which Scholarship is held.
2	Arts	.. .. .	Auckland.
2	Medical	.. .. .	Otago.
2	Dental	.. .. .	Otago.

Table H 5.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1938.

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1938.		
		Boys.	Girls.	Total.
Auckland	434	3,029	3,010	6,039
Taranaki	67	479	436	915
Wanganui	81	561	491	1,052
Hawke's Bay	107	1,045	987	2,032
Wellington	71	423	431	854
Nelson	11	32	22	54
Canterbury	45	156	151	307
Otago	27	58	50	108
Southland	11	46	47	93
Totals, 1938	854	5,829	5,625	11,454
Totals, 1937	861	5,740	5,465	11,205
Difference	7	+89	+160	+249

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.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE 1ST JULY, 1938.

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	413	430	..	..	..	..	..	..	..	..	..	..	..	..	..	..	413	430
6 „ 7	686	625	1	1	..	..	..	..	..	..	..	..	..	..	..	..	687	626
7 „ 8	639	656	64	74	..	3	..	..	..	..	..	..	..	..	..	..	703	733
8 „ 9	475	470	196	220	30	41	2	1	..	..	..	..	..	..	..	..	703	732
9 „ 10	246	227	267	278	133	171	22	27	..	..	..	1	..	..	..	..	668	704
10 „ 11	116	102	154	151	208	211	140	160	26	32	3	1	..	..	..	..	647	657
11 „ 12	31	33	103	72	170	123	208	178	105	112	29	48	1	4	..	..	647	570
12 „ 13	19	22	45	35	99	56	199	139	149	144	92	120	16	40	1	..	620	556
13 „ 14	4	3	24	15	33	29	89	58	131	123	107	114	64	63	..	4	452	409
14 „ 15	2	1	2	4	12	7	26	14	42	36	61	48	70	57	2	5	217	172
15 „ 16	..	..	1	2	..	3	2	4	8	3	13	6	24	14	3	9	51	41
16 years and over	..	..	..	..	..	..	..	..	1	..	2	1	2	2	4	2	9	5
Totals, 1938	2,631	2,569	857	852	685	644	688	581	462	450	307	339	177	180	10	20	5,817	5,635
Percentage ..	5,200	45.4	1,709	14.9	1,329	11.6	1,269	11.1	912	8.0	646	5.6	357	3.1	30	0.3	11,452	100.0
Median age, in years and months	7 4 7 4	9 8 9 6	10 10 10 6	11 10 11 7	12 8 12 7	13 3 13 0	14 1 13 9	15 10 15 2	..	..	..	..	..	..	..	..	..	..
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	..	..	..	..	..	..	..	..	..	..

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 7.

CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE SCHOOL ROLLS AT THE 1ST JULY, 1932.

[illegible]

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 8.

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

Class of Certificate.				1937.			1938.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	1	..	1	1	..	1
B	..	..	..	21	10	31	29	15	44
C	..	..	..	69	59	128	77	83	160
D	..	..	..	22	34	56	19	34	53
E	..	..	..	..	1	1	..	..	..
Total certificated teachers				113	104	217	126	132	258
Uncertificated teachers				13	29	42	11	39	50
Grand total				126	133	259	137	171	308

Table H 9.

NUMBER OF TEACHERS IN NATIVE SCHOOLS ACCORDING TO POSITION AND YEAR OF SALARY SERVICE AS AT END OF 1938.

Year of Salary Service.		Sole Teachers and Head Teachers.										Assistant Teachers.														Grand Totals.	
		Grade II.		Grade III.		Grade IV.		Grade V.		Totals.		B.		B2.		A.		A2.		A3.		A4.		Totals.			
		M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.		
First	..	..	..	1	..	..	..	..	..	1	..	4	8	..	..	..	..	..	..	..	..	..	..	4	8	5	8
Second	..	..	..	1	..	..	..	..	..	1	..	..	2	..	..	..	..	..	..	..	..	..	..	..	2	1	2
Third	..	..	..	..	..	..	..	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	2	..	2
Fourth	..	..	..	3	..	..	..	..	..	3	..	1	5	..	2	..	..	..	..	..	..	..	..	1	7	4	7
Fifth	..	..	..	..	..	..	..	..	..	..	..	2	7	..	2	..	2	..	1	..	..	..	..	2	12	2	12
Sixth	..	..	..	1	1	..	..	..	..	1	1	5	3	..	2	..	1	..	1	..	..	..	..	5	7	6	8
Seventh	..	1	..	5	1	..	..	..	..	6	1	..	5	..	3	..	2	..	2	..	..	..	..	11	6	6	12
Eighth	..	..	..	5	..	..	..	..	..	5	..	..	3	..	2	..	2	..	2	..	..	..	..	..	9	5	9
Ninth	..	..	..	6	..	1	..	..	..	7	..	1	3	..	2	..	..	..	..	..	..	..	..	1	5	8	5
Tenth	..	..	..	4	..	1	..	..	..	5	..	1	2	..	1	..	..	..	2	..	..	..	..	1	5	6	5
Eleventh	..	..	..	7	..	4	..	..	..	11	..	..	4	..	2	..	..	1	..	..	..	..	..	7	11	7	7
Twelfth	..	..	..	6	1	2	..	..	..	8	1	..	1	..	1	..	..	1	..	..	..	..	..	3	8	4	4
Thirteenth	..	..	..	4	..	4	..	..	..	8	..	..	3	..	2	..	..	..	..	..	..	..	..	5	8	5	5
Fourteenth	..	..	..	1	1	12	..	..	..	13	1	..	..	..	4	..	..	2	..	..	..	..	..	6	13	7	7
Fifteenth	..	1	..	..	7	..	..	..	..	7	1	1	1	..	1	..	..	1	..	..	1	1	1	4	8	5	5
Sixteenth	..	..	..	3	1	1	..	..	..	4	1	..	..	..	1	..	..	..	..	..	..	..	..	1	4	2	2
Seventeenth	..	..	..	..	1	2	..	..	..	2	1	..	1	..	1	..	..	1	..	..	..	..	..	3	2	4	4
Eighteenth	..	..	..	1	..	1	..	..	..	2	..	..	2	..	..	..	..	..	..	..	..	..	..	2	2	2	2
Nineteenth	..	..	..	..	3	2	..	..	..	3	2	..	2	..	..	..	..	1	..	..	..	..	..	3	3	5	5
Twentieth	..	..	..	1	1	2	..	1	..	4	1	..	1	..	1	..	..	..	..	..	..	..	..	2	4	3	3
Twenty-first and over	..	..	4	6	14	4	1	..	..	19	10	..	1	..	2	..	..	1	..	..	..	..	..	4	19	14	14
Uncertificated teachers	1	2	4	4	1	..	..	..	..	6	6	4	9	..	9	..	..	5	..	..	..	..	4	23	10	29	29
Totals	..	2	3	57	17	55	6	2	..	116	26	19	65	..	38	..	7	..	20	..	..	..	1	19	131	135	157

Table H 10.

NUMBER OF TEACHERS IN NATIVE SCHOOLS ACCORDING TO POSITION ON THE BASIC SCALE AS AT
END OF 1938.

Basic Salary for Sole Teachers, Head Teachers, and Assistant Masters.			Sole Teachers and Head Teachers.		Assistant Masters.	Basic Salary for Assistant Mistresses.		Assistant Mistresses.	Totals.	
			Male.	Female.					Male.	Female.
£						£				
190	Grade B	..	1	..	4	170	Grade B	8	5	8
210			1	..	..	180		2	1	2
230			..	..	..	190		2	..	2
240			3	..	1	200		7	4	7
250			..	..	2	210		12	2	12
260			1	..	5	220		7	6	7
270			6	..	..	230		11	6	11
280			5	..	..	240		9	5	9
290			7	1	3	250		39	10	40
300			5	2	..	260		2	5	4
310	Grade A	..	11	..	..	270	Grade A	1	11	1
310			8	1	..	270		1	8	2
320			8	..	..	280		..	8	..
320			13	1	..	280		2	13	3
330			7	..	..	290		2	7	2
330			4	1	..	290		..	4	1
340			2	1	..	300		1	2	2
340			2	..	..	300		..	2	..
350			3	2	..	310		1	3	3
360			4	1	..	320		..	4	1
370			19	10	..	330		1	19	11
Uncertificated teachers	..	..	6	6	4	..	..	23	10	29
Relieving teachers	..	..	1	..	2	..	..	13	3	13
Junior assistants	..	..	..	..	3	..	..	116	3	116
Totals	..	..	117	26	24	..	..	260	141	286

NOTE.—Four male and 15 female assistants and one uncertificated assistant did not receive country salary.

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