

Polynesian appreciation of the specialist with his clear-cut professional field of usefulness, and in part the general New Zealand tendency to attach a special prestige to white-collar and professional work; in addition, it also shows a recognition of the actual security of these positions. There is no present difficulty for the educated Maori who wants to enter the professions or the Government service: there have been more jobs than competent applicants. Increased attention has been given more especially to the preparation of Maori students for teaching, nursing, and other branches of Civil service. The problem of some other choice will be faced by the children who will come to adulthood in twenty years' time. The number of students who continue beyond the elementary school level is increasing; and even in the social-service State which New Zealand is rapidly becoming, a balance will be reached when the professions and the Civil service will no longer be able to support the growing Maori population.

Nor has New Zealand agriculture any more frontiers, other than those of scientific advance; in time the sufficiency of Maori farming resources will become even less adequate in relation to the growth of population and the rise in standards of living.

In order to draw level with the rest of New Zealand in economic standards, the Maori must also enter, more often than hitherto, industry, transport, and the skilled trades. But entry into industry is faced with resistance by some aspects of Maori personality, by varying conditions of New Zealand receptivity, by the low social esteem for industrial work in any but executive positions, by difficulties of technical training for rural students, and by lack of capital. As Maoris themselves often point out, the traditionally high value of co-operation in Maori society, the responsiveness to the demands of kin and to the stimulus of good-fellowship, do not make for efficiency in commerce. Although these qualities would be a new factor in industry, too, they need not there result in lowered efficiency. In the Maori past these same qualities operated to produce a highly efficient neolithic technique—for

volume and quality of output unsurpassed by peoples possessing the same range of industrial inventions.

Education Overemphasizes Competition

The educational system as yet shows little recognition of the potential value of these qualities in the Maori community to-day and could hardly be expected to as long as outlines of New Zealand's economic future are still undefined. Formal schooling encourages the isolating, individualistic competitive aspects of the Maori child's personality, although the adult Maori in the village lives in a community and nation whose major institutions require co-operative habits for their full functioning. Because of the relative poverty of his resources, the immediate future of the Maori can lie only in the Government development of economic institutions—possibly with a basic area of individual ownership and responsibility, as is the case in some schemes of Maori farm development to-day. The co-operative qualities of the Maori community could be developed



further by a school curriculum planned for the purpose; the individualization at present attempted by the schools is therefore not only unnecessary, but harmful.

Positive Role in Co-operative Activity

From this point of view those aspects of Maori personality which are now taken as hindering entry into commerce and industry could be of positive utility for New Zealand's economic future if that country, possessed as it is of a dependent economy of minor world importance solidifies its strength by a further development of co-operative activity in Government and community. The Maori qualities of responsiveness which were behind the tribal genius for organized work could operate with advantage in the growing areas of social security, and in the extending institutions of State enterprise. Individual dairy-farming, which for an indefinite future must be one of the