

(11) There have been striking developments in the Department's Correspondence School during the past ten years. In 1935 there were 1,415 primary pupils and 561 secondary; the corresponding figures are now 1,840 primary and 878 full-time secondary. In 1946, as a result of new developments, there are 1,715 part-time secondary and adult pupils. The curriculum has been broadened in many ways, and summer schools and the system of visiting teachers have strengthened the personal contacts of the school.

(12) In 1946 there will be established under the Department a technical correspondence school built on the nucleus of the Army Education and Welfare Service study courses. It should prove particularly helpful to ex-servicemen, apprentices, and other young workers in rural areas.

(13) The County Library Service, Division of the national library service established in 1938, has been outstandingly successful. The expenditure on it for 1945-46 amounted to £38,935.

Native Education

There have been marked qualitative advances in the education of Maori children over the past ten years, in addition to a rapid increase in the number of pupils. The Government realized that the school has a double responsibility to the Maori child. On the one hand, it must teach him the language, the intellectual and manual skills, and the system of hygiene of the pakeha, and, on the other, it must help the Maori elders to hand on to him the old Maori culture and a healthy pride of race. This meant a new appeal by the schools to the emotions of the Maori child through the history, the music, the arts and crafts of his own people. The following have been the main developments:—

(1) Most of the Native schools have been either rebuilt or remodelled during the past ten years.

(2) The percentage of certificated head teachers and assistants in the service has risen from 83 in 1935 to 90 in 1945.

(3) The first bath was provided in a school in 1937. Hot showers and baths have now been installed in 22 Native schools.

(4) Eleven schools have been equipped with model cottages for the teaching of housecrafts, and 55 have cookery-rooms. Many provide hot meals for some of the children.

(5) Woodwork tools have been provided in 93 Native schools, and 68 have woodwork-rooms. Expenditure on manual training has increased from £398 in 1935 to £2,247 in 1945.

(6) A new emphasis has been placed upon *Maori* elements in Native education. Maori crafts, singing, and dancing now play a large part in the work of the schools. Two travelling instructors in these activities have been appointed.

(7) The total number of native scholarships has been raised from 158 in 1935 to 304 in 1945, and the value of the scholarships has been increased. The number of Native University scholarships has been increased from one to three.

(8) A substantial sum has been appropriated in recent years to help the denominational secondary schools for Maoris to improve their facilities for practical work, particularly woodwork and cookery.

(9) Four Native district high schools have been established since 1941 to increase the facilities for secondary education for Maoris.

(10) The increase in the number of continuation scholarships and other facilities for continued education have made it possible for an ever-increasing number of Maori boys and girls to complete a full secondary course and qualify for professions. For example, since 1940, 98 Maori students have entered training college, and the numbers of Maoris now in the Native Schools' Service are 213 (certificated head teachers 6; certificated assistants, 40; uncertificated teachers, 115; probationary assistants, 12;