

1931.  
NEW ZEALAND.

# EDUCATION OF NATIVE CHILDREN.

(In continuation of E.-3, 1930.)

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

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### No. 1.

#### (REPORT OF THE SUPERINTENDENT OF NATIVE SCHOOLS.)

SIR,—

I have the honour to present the following report on the work of the Native schools during the year 1930.

At the end of the year there were in operation 138 Native village schools, eleven Maori mission schools, and twelve Maori secondary schools. The Native village schools are under the direct control of the Department, the others are established and maintained by various denominational authorities, but are subject to inspection by the Department.

#### NATIVE VILLAGE SCHOOLS.

At the end of 1930 there were 138 Native schools. During the year new schools were established at *Horo-horo*, near Rotorua, *Oponae* at Waioweka Gorge, both in temporary buildings. A new school is being provided at *Ruatoki West*, and a new school and residence were built at *Whangaparaoa*, Cape Runaway. Additional classrooms have been provided at Werowero, Matangirau, Whakarara, Whirinaki, Waimamaku, Te Horo, Te Kotukutuku, Wai-iti, Rakaumanga, and Raukokore, and considerable improvements have been effected in many of the other school buildings.

#### MAORI MISSION SCHOOLS.

There are eleven mission schools established by various denominational authorities which offer education for Maoris in various localities. These all satisfy the conditions necessary for their registration as private schools, being subject to the inspection of the Department. In 1930 there were 546 pupils on the rolls of these schools, the standard of work being maintained at its usual satisfactory point.

## MAORI SECONDARY SCHOOLS.

The Department has not established secondary schools of any kind especially for Maori pupils, but avails itself of those established by the various Churches which have been associated with the Maori from the earliest times, and provides for a limited number of free places for pupils who have gained certificates of proficiency in the village schools. It may be noted here that the qualification is now identical with that required in the case of the public-school free-place pupils. For similarly qualified Maori scholars from public schools a limited number of free places tenable at these Maori secondary schools and not interchangeable with the preceding ones is also provided by the Department. These are available, however, only to those who by birth are predominantly Maori—*i.e.*, either full or three-quarter Maori, and who cannot by reason of distance attend any public secondary school. There were 156 free places from Native village schools held and eleven from public schools at the end of the year. Applications for the latter have become much more frequent this last year, and it would seem that the Department will have to make a selection upon some other basis.

Mention should be made of the fact that the Maori Purposes Fund Control Board has given valuable assistance to the free-place holders as well as providing Continuation Scholarships enabling the best pupils to continue their studies in the direction of equipping them to be leaders amongst Maoris.

## VISIT OF DIRECTOR OF EDUCATION.

In the early part of the year the Director of Education paid a visit to the Native schools in the Far North—the first occasion in the history of the schools on which this has been done. He was thus able to make personal acquaintance not only with the teachers, pupils, and parents, but also with the general conditions under which the work is carried out. Many useful suggestions have been given effect to as a result of his recommendations.

## ATTENDANCE, ETC.

In the Native village schools the roll number at the end of the year was 7,070, an increase of ninety-one on that of the previous year. The average weekly roll number was 7,079·3, and the percentage of regularity was 90·9. There are very few cases in which compulsion must be resorted to. Included in the total roll above are 850 European children, made up of the children of the teacher and of Europeans in the district served by the school. Twenty years ago the number was 520, being 11 per cent. of the roll. The increase shows to some extent the expansion of settlement in the northern districts. The following table shows the attendance at all the schools especially engaged in Maori education:—

Schools.	Number.	Roll at End of Year.	Average Weekly Roll Number.	Average Attendance.	Percentage of Regularity.
Native village .. ..	138	7,070	7,079·3	6,436·8	90·9
Maori mission .. ..	11	520	538·1	470·9	87·5
Maori secondary .. ..	12	535	528·6	513·6	97·2
	161	8,125	8,146·0	7,421·3	91·1

## CONDITIONS OF BUILDINGS AND GROUNDS.

The cleaning of the school is usually performed by the children under the supervision of the teachers, and there is every reason to be well satisfied with the result. The general sanitation is now under the supervision of the local Health officers, whose services are much appreciated in this important matter.

The valuable indirect training due to the influence of tidy pleasing surroundings is well recognized by most Native-school teachers. During 1930 special efforts have been made to beautify and suitably lay out school-grounds. In a number of schools a comprehensive plan of school-ground improvement has been put on file. The work has been begun, and can now be carried on to completion even with a change of teachers. There is need for some such plan as this, for, whilst many of our school-grounds are models of what such surroundings should be, it cannot be denied that there are others whose permanent improvement will require some years of steady attention. Schools worthy of special mention for ground improvements during 1930 are *Otaua*, *Matangirau*, *Te Ahu Ahu*, *Karetu*, *Tikitiki*, *Tokata*, *Mangatuna*, and *Manaia*.

The environment of the classrooms has needed attention in a number of cases. The spotless cleanliness of desks and floors is general throughout the Service, but more care might be given to the dusting of walls and to the hanging of suitable pictures. Nevertheless, a large number of the schools have been made more attractive inside by the teachers, who have procured pictures and other decorative devices to brighten up the walls and provide subject-matter for conversation work.

#### TEXT-BOOKS, PUBLICATIONS, AND LIBRARIES.

English, arithmetic, history, and geography text-books are provided by the Department in addition to the Primer readers and the *School Journals*.

The issue of these text-books indicates that the Native village schools have now attained full stature, and can cope successfully with the full prescription of work covered by the public schools.

In most cases the teachers have made a wise use of this generous supply of teaching material, supplementing its use by much oral class teaching. There is ever present, however, a severe temptation to rely solely upon text-books teaching—both in regard to the course covered and the methods of teaching employed. The text-books must supplement, but not displace, the teacher's own methods and his oral presentation of the subject-matter.

In 1930 the Hon. the Minister authorized an annual capitation grant of 3d. per standard child to be expended on the purchase of supplementary readers. The first supply was issued to the schools towards the end of the year, and should aid materially in developing the reading ability of the children. In two or three years' time this system should provide a bookshelf of many titles.

Teachers are everywhere realizing the value of wide reading as a general educational device. Many of the teachers have organized concerts, dances, &c., for the raising of funds with which to enlarge the reading facilities of their schools. In most cases, where the Departmental subsidy has been obtained, the Inspectors have chosen the books. From inquiries made during recent visits, these books are being eagerly read by the children, and are providing a great source of information and delight.

#### TRAINING OF TEACHERS.

The Department has now no difficulty in filling with certificated teachers such vacancies as occur.

In regard to the junior assistants, who are in the position of probationers or pupil-teachers, the Department now requires that the head teachers shall give regular instruction in school method and weekly criticism lessons. This systematic training should materially increase the efficiency not only of these assistants, but also of the schools where they are employed.

In addition, the Department hopes that the junior assistants will be given every encouragement to improve their academic status.

*Teachers' Meetings.*—Meetings of teachers, for the discussion of professional matters and school method, have been initiated by the Inspectors at Te Araroa, Ruatoria, Wairoa, and Kaikohe; and Teachers' Committees have been formed in each centre to arrange for subsequent meetings. The movement is now well established, regular meetings being held in the above centres. In 1931 it is hoped to establish further centres for discussion.

Teachers have responded well to the appeal made to them by the Department to subscribe to some educational journals and to keep their professional reading up to date. Already the effect of this reading is apparent in teaching-technique.

#### SOCIAL CONTACT: THE SCHOOL AND THE PA.

In the past by no means the least important function of Native schools has been the directly beneficial social influence exerted by them within the bounds of the Maori pa. The tradition of our Service places a heavy responsibility on the teacher in regard to the health and welfare of the community. There is now a tendency for the young certificated teacher, whose outlook is wholly professional, to ignore or at least minimize the importance of this side of school activity. In justice to them, however, it must be recorded that, when once they absorb the spirit of Native-school work, their response is whole-hearted and generous.

Yet more social work is necessary. The Health Department, by the appointment of Native district nurses, has to a great extent relieved the teacher of his quasi-medical duties. Compensation for the loss of this service may be found in increased social work of a general nature—*e.g.*, talks to parents on proper and suitable diet for the children; organization of adult sewing circles; advice and practical assistance, by means of experimental plots both at school and home, in economic and agricultural activities. Local needs will indicate where assistance is most required. I have little doubt that the teachers will continue to exert all their influence in the important task of raising the standard of living within the pa.

#### HEALTH AND THE MAORI CHILD.

Health instruction has held its place as one of the major phases of education in the Native schools. In addition to the more formal health instruction of the classroom, rigid daily inspection is carried out in most schools. Much good is also done by the issue of medicines supplied to the school by the Health Department. Two interesting health investigations have been made during 1930 by Dr. Turbott, School Medical Officer, in co-operation with the Native-school teachers. The usual medical inspections have been carried out in most schools. At Ruatoria and neighbouring schools free dental treatment is given.

#### PHYSICAL DRILL.

In addition to the regular instruction in physical drill, organized games are provided in a few centres. On the East Coast great progress has been made in tennis, most of the schools in this district being equipped with tennis-courts. Football, basketball, and hockey provide further athletic activities. Speaking generally, our service is wanting in sports organizations for the provision of school and inter-school athletic competitions.

## NATIVE-SCHOOL SURVEY.

During this year a thousand Maori pupils in ninety-two schools were tested in reading, writing, spelling, arithmetic (both mechanical and problems), and in educable capacity. The report of this survey was published in the *New Zealand Education Gazette* of December, 1930.

A similar survey was undertaken in Taranaki in 1929 (November), and comparisons between the results obtained in the two surveys indicate—

“(1) *Reading*.—The Maori children of Taranaki are about a year behind the general school population in both speed and comprehension of reading, but the Maori children attending Native schools displayed surprising ability in grasping the subject-matter of the story. They not only scored better than the Maori children taught in the public schools in Taranaki, but excelled the European children of Taranaki. The fact that the latter were tested towards the end of the school year, while the Native schools were tested near the beginning of the year, makes the results all the more remarkable. The Taranaki Europeans read considerably more quickly than the Maori pupils of the Native schools.

“(2) *Number of Books read*.—The Maoris in the Taranaki schools, except for the Standard VI boys, read fewer books than the Europeans. Both Europeans and Maoris in Native schools read less.

“(3) *Writing*.—The score for speed by the Standard VI Maori boys in Native schools is the best Standard VI score made so far in a New Zealand survey. The quality, however, suffered. On the whole, both in the Taranaki and in the Native schools, the Maoris write better, but sometimes more slowly, than the Europeans.”

(The above extracts are from “School Surveys, 1927–29,” arranged by N. R. McKenzie, B.A., F.R.G.S.)

## THE SYLLABUS.

As the public schools syllabus has now been in use for nearly two years in the Native schools, some estimate of the effect of its introduction may now be made.

It does not appear that any attempt to teach all the subjects prescribed for the public schools is likely to be beneficial to the Natives. The teachers are handicapped in the first place by the paramount need to teach the English language. Then they have a good deal of instruction in health hygiene, and moral teaching to give, that is not necessary in most public schools. Again, it is so advisable that an adequate amount of time should be given to manual training that there is little time available for such subjects as history and geography. In the late Native-schools syllabus the latter subject appeared only as “nature-study” and history did not appear at all.

## SECONDARY EDUCATION.

Table H 3 indicates the schools at which secondary education for Maori children is provided. Of the 512 Maori children attending these schools, 174 were Government pupils. In addition, one Government pupil was in attendance at Sacred Heart College, Auckland, and also one at St. Patrick's College, Wellington.

In the girls' schools the usual very valuable social and domestic training was given, including instruction in cooking, sewing, housecraft, home nursing, &c.

In the boys' schools, particularly at Te Aute and St. Stephen's, we have pleasure in recording a very definite advance in the type of instruction made available. Practical agriculture has been developed to include a full experimental course in dairying, pig-raising, poultry, sheep-farming, fodder crops, and iron and woodwork. This realization that the type of education must vary with the stage of a people's civilization and as far as possible with the requirements of each individual student was due, and its practical expression is gratifying.

There must be provided a training for the leaders. The time has passed when the civilized man can say to any people, “Thus far and no farther,” where education is concerned. Hence, in the secondary schools like Te Aute and St. Stephen's the limits imposed twenty years ago must now be abandoned.

In addition to the agricultural course provided for the majority of the boys, a definite academic side leading to the University is necessary for the few who are capable of attaining professional status.

The functions of the secondary schools both for boys and girls are therefore twofold. In the first place a vocational and essentially practical course should be provided for the greater number of the pupils, but the provision of a definite academic course for about 10 per cent. of the pupils is necessary. This year the Department drew the attention of the Principals of the Maori secondary schools for girls to the necessity for providing a higher standard of instruction in the more formal subjects necessary for Matriculation and Teachers' Training College Entrance Examination.

The development of character is a vital requisite in all educational activities. The discipline and tone at these secondary schools is such that right habits of conduct and personal hygiene are well established, and must be far reaching in their effect on the general welfare of the race.

## SCHOLARSHIPS.

In addition to the free places available at the various boarding-schools, one nursing scholarship, one apprenticeship, and five agricultural scholarships were held during 1930. Three students, studying respectively law (Auckland), arts (Auckland), and medical (Dunedin), also held University Scholarships.

The usual examinations for the Te Makarini and Buller Scholarships were held in December. The Junior Te Makarini was won by Hirini Rangipuawhe (open junior) and Matarehua Wikiriwhi (reserve junior), and the senior by John Pile. The Buller Scholarship was awarded to Manu Pene Ngougou.

The Department is of the opinion that the time has come for a revision of the standard of attainment and of the syllabus defined for the above scholarships.

## HISTORY OF NATIVE-SCHOOLS SYSTEMS.

It is now fifty years since the Native schools passed under the control of the Department, and it is perhaps fitting that a brief *résumé* of their history, with a review of their present position, should be stated.

The initial steps in the education of the Maori were taken by the various missionary bodies, beginning with Marsden, through mission schools in which were assembled pupils of all ages who were housed, clothed, and fed, and instructed in their own language. This system, which proved to be expensive and unsatisfactory, was superseded in 1858, when the Native Schools Act was passed. By this a system of grants-in-aid was provided to schools established for the education of the Maori, on condition that instruction in the English language and in the ordinary subjects of English education and industrial training formed a necessary part of the curriculum. The Maori wars of the "sixties" prevented the effectual operation of this system, and it was not till 1871 that a fresh effort could be made. The new amendment Act of 1871 provided for the establishment by the Native Department of village schools, instruction in the English language, and the appointment of Maori School Committees. The Maoris were expected to contribute part of the cost of the buildings and of the teacher's salary, while all schools receiving Government aid were to be regularly inspected and supervised.

There were no fixed standards of instruction, every master teaching what he thought best. English, arithmetic, spelling, writing, and geography were the subjects most frequently taken. The buildings were for the most part unsatisfactory, the equipment poor and unsuitable, the attendance very irregular, and the teachers for the most part incompetent. Notwithstanding all these shortcomings, the schools marked the beginning of a system and exercised considerable influence in the localities in which they were placed, if only from the fact that they constituted a European outpost in the remote Maori district. This ideal, which still obtains, was in operation when the schools were placed under the Education Department at the end of the year 1879, for the central idea was "to bring an untutored, intelligent, and high-spirited people into line with our civilization by placing in Maori settlements European school-buildings and European families to serve as teachers, and especially as examples of a more desirable mode of life."

Under the new Act Native education awoke into life and soon exhibited vigorous growth. Applications for schools were spread from the far north to the far south, and several of our present schools came into being. In 1874 there were sixty-six Native schools in operation, with an average attendance of 1,487 and a total expenditure of £9,534.

To secure a more satisfactory degree of efficiency and success in the administration of the Native schools an organizing Inspector (Mr. J. H. Pope) was appointed in January, 1880. His efforts were to be directed especially to the village schools, leaving the higher education to be effected by the establishment of the system of scholarships from the village school to the secondary school, which remains in practice to-day. The syllabus of instruction comprised reading, spelling, writing, English, arithmetic, composition, geography, sewing, singing, and drawing.

The salary scheme was exceedingly complex, the payments varying with roll, certificate, service, and results. Thus a master of a school with thirty-five children holding a third-class certificate and passing his school in Standards I and II would be entitled to a salary of £150 per annum, his wife, acting as assistant, getting £35 per annum.

Schools were not established within fifteen miles of another school, and children near whose home there was no school went to live with relatives in order to attend school, without consideration of board or conveyance.

Though there was no compulsion, the attendance was good so long as the children had confidence in and respect for their teacher. Without these, the school could not go on, as the pupils ceased to attend.

With payment on results as part of the salary scheme, the examinations were conducted with considerable strictness in some subjects, no mistake being tolerated, but care was exercised to see that the failure was due to ignorance, and not to misconception or want of readiness.

Many of the Committees rendered valuable assistance, and, especially where the chiefs were far-seeing enough to appreciate the value of education to their people, they readily gave sites and material for the school. But the schools had many difficulties to contend with: Epidemics, failure of crops, successions of Land Courts, and in some cases incompetent teachers combined to defeat the efforts of the Department. Experience had shown, however, that the habits of a race could not be changed at once without imminent risk of their extermination, and that a considerable period of time would be required in which to complete this.

The syllabus was revised in 1886, the standards being made more definite and closer attention being given to English. Experiments were also made in apprenticing Maori boys to suitable trades. In 1889, the schools were, however, in a parlous condition, and their transfer to the Boards was mooted. The visit paid by the Minister of Education (Hon. W. P. Reeves) in 1891 quickened the work of the schools in many respects, of which one was the pronunciation of English through practice in phonics.

No radical amendments were made in the syllabus for some considerable time, except that health, singing, drawing, and drill were added to the curriculum. Pupils above the Fourth Standard were required to take the work prescribed in the public-schools syllabus for Standards V and VI. The standard of exemption was, however, Standard IV, and from this, and from the fact that no special syllabus had been arranged for the higher standards, arose the impression that obtained for many years, that in the Native schools children do not go beyond the Fourth Standard.

A new syllabus was arranged in 1909 which approximated very closely to the new public-schools syllabus of 1904. The schools were, indeed, in a position to meet it, as they had long surpassed the existing regulation requirements. The promotion of pupils was placed more largely in the hands of the teachers, and a scheme of teaching English by the direct method was provided. Payment by results was also abolished, a scale of salaries approximating to that of the public-school scale being introduced at an additional cost of about £6,000.

By this time the number of schools had increased to one hundred, the total cost of Native schools being £33,000, and the average attendance for the year being 4,121. From this time the Native-schools syllabus has kept step with that of the public schools, and with the advent of the new public-schools syllabus of 1928 the revision of the regulations becomes necessary. It is now considered unnecessary to provide a separate syllabus for Native schools, and the public-schools syllabus will be adopted, as will also the regulations for organization, inspection, and examination, both being modified in some degree to suit the special case.

#### CONCLUSION.

The school has a larger responsibility for the elevation of the people than any other institution. In many instances it is almost the only influence for Native welfare. Errors or omissions in policy and method in school education are therefore correspondingly more serious.

In this, the fiftieth year of Native-schools administration by the Education Department, full credit should be given for the wise provision of those responsible for the original guiding principles upon which the present system functions, and has always functioned.

The three fundamental principles are as follow :—

- (1) To give the great mass of the Maori population an elementary but thorough instruction in English and in arithmetic sufficient for simple business transactions.
- (2) To demonstrate to the Maori community, by the unconscious example of the teacher's home and home-life, the English mode of living and standards of dress, cleanliness, food, &c.
- (3) To secure secondary and higher instruction for those who are to assume leadership in thought and action.

That these aims were sufficiently comprehensive and resulted in very definite gains for the Maori race is confirmed by the following statement made by the Hon. Sir Apirana Ngata, Minister for Native Affairs :—

“The need for adjusting themselves daily to the economic and other conditions of life in New Zealand demands that the Maoris of New Zealand should have the best educational equipment the country can give them, and in that category a mastery of the English language, especially of the language of business, is the most important.”

The above review of the operations of the Native schools during 1930 would be incomplete without an appreciation of the willing and conscientious service given by the teachers. With few exceptions, their work has been characterized by devotion to duty and whole-hearted attention to the interests of the Maori people within their little communities.

In connection with the work of inspecting and examining the schools during the year I have to acknowledge the assistance given by Messrs. G. M. Henderson, M.A., and D. G. Ball, B.A., LL.B., Inspectors of Native Schools.

The Director of Education.

I have, &c.,

WILLIAM W. BIRD, Superintendent.

No. 2.  
DETAILED TABLES.

**Table H1.**  
NUMBER OF NATIVE SCHOOLS IN EACH COUNTY AT 31ST DECEMBER, 1930.

County.	Number of Schools.	County.	Number of Schools.	County.	Number of Schools.
Mangonui ..	14	Kawhia ..	3	Waiapu ..	13
Whangaroa ..	3	West Taupo ..	2	Cook ..	1
Hokianga ..	12	Ohinemuri ..	1	Wairoa ..	9
Bay of Islands ..	13	Thames ..	1	Hawke's Bay ..	2
Whangarei ..	4	Coromandel ..	1	Kaitieke ..	1
Otamatea ..	2	Tauranga ..	8	Waimarino ..	2
Rodney ..	1	Rotorua ..	6	Wanganui ..	5
Waitemata ..	1	East Taupo ..	4	Masterton ..	1
Raglan ..	2	Whakatane ..	10	Geraldine ..	1
Waikato ..	1	Opotiki ..	8		
Waipa ..	1	Matakaoa ..	5	Total ..	138

**Table H2.**

ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR THE YEAR 1930.

	School Roll.			Mean of Average Attendance of the Three Terms, 1930.	Average Attendance as Percentage of Weekly Roll Number.
	Number belonging at End of Year 1929.	Number belonging at End of Year 1930.	Average Weekly Roll Number. (Mean of the Three Terms, 1930.)		
Totals for 1930 .. .. .	..	7,070	7,079.3	6,436.8	90.9
Totals for 1929 .. .. .	6,979	..	6,955.3	6,251.9	89.9

**Table H 2a.**

LIST OF MAORI MISSION SCHOOLS AND MAORI SECONDARY SCHOOLS WITH THE ATTENDANCE OF PUPILS FOR THE YEAR 1930.

School.	Number on School Roll at end of		School.	Number on School Roll at end of	
	1929.	1930.		1929.	1930.
<i>Maori Mission Schools subject to Inspection.</i>			<i>Boarding-schools affording Secondary Education for Maoris.</i>		
Tanatana Mission .. .. .	49	37	Wesley College (boys), Auckland ..	33	33
Onepu Mission* .. .. .	..	20	Turakina (girls), Marton .. .. .	38	45
Tokaanu Convent .. .. .	38	40	Hikurangi College (boys), Carterton ..	34	28
Matahi Mission .. .. .	23	20	St. Stephen's (boys), Auckland .. ..	52	54
Putiki Mission .. .. .	35	29	Hukarere (girls), Napier .. .. .	66	73
Jerusalem Convent .. .. .	21	19	St. Joseph's (girls), Napier .. .. .	54	44
Ranana Convent .. .. .	23	26	Waerenga-a-hika (boys), Gisborne ..	28	34
Waitaruke Convent .. .. .	74	69	Queen Victoria (girls), Auckland ..	51	59
Matata Convent .. .. .	51	49	Agricultural College (boys), Hastings	45	29
Pawarenga Convent .. .. .	63	59	Te Waipounamu (girls), Christchurch	15	12
Whakarapa Convent .. .. .	155	152	Te Aute College (boys), Hawke's Bay	80	79
			Otaki (mixed), Otaki .. .. .	37	45
Totals for 1930 .. .. .	..	520	Totals for 1930 .. .. .	..	535
Totals for 1929 .. .. .	532	..	Totals for 1929 .. .. .	533	..

\* Opened third term, 1930.

Table H 3.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1930.

School.	Government Pupils.	Private Pupils.	Total.
Otaki College (mixed), Wellington .. .. .	..	44	44
St. Stephen's (boys), Auckland .. .. .	37	14	51
Te Aute College (boys), Hawke's Bay .. .. .	28	48	76
Waerenga-a-hika College (boys), Gisborne .. .. .	5	29	34
Hikurangi College (boys), Carterton .. .. .	..	21	21
Wesley College (boys), Paerata .. .. .	12	21	33
Agricultural College (boys), Hastings .. .. .	..	29	29
Queen Victoria (girls), Auckland .. .. .	26	32	58
Hukarere (girls), Napier .. .. .	33	37	70
St. Joseph's (girls), Napier .. .. .	22	22	44
Turakina (girls), Marton .. .. .	11	33	44
Te Waipounamu (girls), Christchurch .. .. .	..	8	8
Totals .. .. .	174	338	512

N.B.—One Government pupil was in attendance at Sacred Heart College, Auckland, and also one at St. Patrick's College, Wellington.

## (b) NURSING SCHOLARSHIPS.

One Maori girl held a nursing scholarship in 1930, and attended as a day pupil at Napier Hospital.

## (c) APPRENTICESHIPS.

There was one Maori boy holding an apprenticeship at the end of 1930.

## (d) AGRICULTURAL SCHOLARSHIPS.

At the end of 1930 five Maori boys were holding agricultural scholarships, four being held at Te Aute College, and one at Massey Agricultural College.

## (e) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1930.

Number.	University Course.	University at which Scholarship is held.
1	Arts .. .. .	Auckland.
1	Law .. .. .	"
1	Medicine .. .. .	Otago.



Table H 4.  
MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1930.

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1930.			Number examined in Form II.	Form II Certificates awarded.		Total.
		Boys.	Girls.	Total.		Proficiency.	Com-petency.	
Auckland ..	409	2,241	2,043	4,284	101	59	21	80
Taranaki ..	66	361	317	678	18	15	2	17
Wanganui ..	79	343	300	643	30	14	4	18
Hawke's Bay ..	95	775	738	1,513	41	35	3	38
Wellington ..	64	310	299	609	13	5	5	10
Nelson ..	10	21	21	42	4	..	4	4
Canterbury ..	40	121	117	238	11	5	2	7
Otago ..	19	47	46	93	6	4	..	4
Southland ..	12	36	36	72	2	1	1	2
Totals ..	794	4,255	3,917	8,172	226	138	42	180

NOTE.—For the purpose of this return half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori.

Table H 5.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE 1ST JULY, 1930.

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	325	264	..	..	..	..	..	..	..	..	..	..	..	..	..	..	325	264
6 „ 7	475	414	6	5	..	..	..	..	..	..	..	..	..	..	..	..	481	419
7 „ 8	466	456	70	64	2	6	..	..	..	..	..	..	..	..	..	..	538	526
8 „ 9	329	321	162	164	37	45	4	6	..	..	..	..	..	..	..	..	532	536
9 „ 10	196	150	218	161	116	129	34	51	4	5	..	..	..	..	..	..	568	496
10 „ 11	81	80	132	94	140	128	84	115	22	26	3	3	..	..	..	..	462	446
11 „ 12	33	36	64	59	109	88	120	123	73	72	17	26	3	..	..	..	419	404
12 „ 13	16	12	43	35	58	56	131	102	106	100	67	72	16	16	..	..	437	393
13 „ 14	8	10	13	12	30	22	65	58	72	78	78	65	42	35	..	1	308	281
14 „ 15	1	1	4	7	5	13	13	19	36	32	57	34	48	43	..	1	164	150
15 „ 16	1	..	2	..	3	2	4	2	7	5	20	10	12	15	2	1	51	35
16 years and over	..	..	..	..	..	..	..	..	2	4	3	2	6	3	1	1	12	10
Totals ..	1,931	1,744	714	601	500	489	455	476	322	322	245	212	127	112	3	4	4,297	3,960
Percentage	3,675	1,315	989	931	644	457	239	7	8,257								100	
	44.5	15.9	12.0	11.3	7.8	5.5	2.9	0.1										
Median age, in years and months	7 4	7 5	9 7	9 5	10 8	10 6	11 11	11 6	12 7	12 7	13 6	13 1	14 1	14 2	..	..	..	..

NOTE.—For the purpose of this return half-caste children and children intermediate in blood between half-caste and Maori are reckoned as Maori.

Table H 6.  
CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE VILLAGE SCHOOL ROLLS AT THE 1ST JULY, 1930.

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.	Europeans.		Maoris.	Europeans.		Maoris.	Europeans.		Maoris.	Boys.		Girls.	Total.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.	B.	G.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
	40	32	241	253	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
5 and under	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466	467	468	469	470	471	472	473	474	475	476	477	478	479	480	481	482	483	484	485	486	487	488	489	490	491	492	493	494	495	496	497	498	499	500	501	502	503	504	505	506	507	508	509	510	511	512	513	514	515	516	517	518	519	520	521	522	523	524	525	526	527	528	529	530	531	532	533	534	535	536	537	538	539	540	541	542	543	544	545	546	547	548	549	550	551	552	553	554	555	556	557	558	559	560	561	562	563	564	565	566	567	568	569	570	571	572	573	574	575	576	577	578	579	580	581	582	583	584	585	586	587	588	589	590	591	592	593	594	595	596	597	598	599	600	601	602	603	604	605	606	607	608	609	610	611	612	613	614	615	616	617	618	619	620	621	622	623	624	625	626	627	628	629	630	631	632	633	634	635	636	637	638	639	640	641	642	643	644	645	646	647	648	649	650	651	652	653	654	655	656	657	658	659	660	661	662	663	664	665	666	667	668	669	670	671	672	673	674	675	676	677	678	679	680	681	682	683	684	685	686	687	688	689	690	691	692	693	694	695	696	697	698	699	700	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	718	719	720	721	722	723	724	725	726	727	728	729	730	731	732	733	734	735	736	737	738	739	740	741	742	743	744	745	746	747	748	749	750	751	752	753	754	755	756	757	758	759	760	761	762	763	764	765	766	767	768	769	770	771	772	773	774	775	776	777	778	779	780	781	782	783	784	785	786	787	788	789	790	791	792	793	794	795	796	797	798	799	800	801	802	803	804	805	806	807	808	809	810	811	812	813	814	815	816	817	818	819	820	821	822	823	824	825	826	827	828	829	830	831	832	833	834	835	836	837	838	839	840	841	842	843	844	845	846	847	848	849	850	851	852	853	854	855	856	857	858	859	860	861	862	863	864	865	866	867	868	869	870	871	872	873	874	875	876	877	878	879	880	881	882	883	884	885	886	887	888	889	890	891	892	893	894	895	896	897	898	899	900	901	902	903	904	905	906	907	908	909	910	911	912	913	914	915	916	917	918	919	920	921	922	923	924	925	926	927	928	929	930	931	932	933	934	935	936	937	938	939	940	941	942	943	944	945	946	947	948	949	950	951	952	953	954	955	956	957	958	959	960	961	962	963	964	965	966	967	968	969	970	971	972	973	974	975	976	977	978	979	980	981	982	983	984	985	986	987	988	989	990	991	992	993	994	995	996	997	998	999	1000

NOTE.—For the purpose of this return 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.

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