

1932.  
NEW ZEALAND.

# EDUCATION OF NATIVE CHILDREN.

(In continuation of E.-3, 1931.)

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

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### No. 1.

#### (REPORT OF INSPECTOR OF NATIVE SCHOOLS.)

SIR,—

I have the honour to present the following report on Native schools for the year 1931 :—

#### 1. ATTENDANCE.

At the end of 1931 there were 139 Native schools maintained and controlled by the Education Department, with a total roll of 7,503. The average attendance was 6,803·5, while the average weekly roll number was 7,499·5, the percentage of regularity being 90·7. Although within recent years means of communication have been much improved, the regular attendance of these children is most creditable.

At the end of the year fourteen conveyance systems were in operation, the total cost of which for the year was £2,850. In addition, £826 was expended during the year in boarding-allowance on account of children living away from home for the purpose of attending school.

#### 2. STAFF.

Of the head teachers and class teachers appointed during the past three years, 88 per cent. have been certificated. At the 31st December, 1931, there were 323 teachers employed in the Service, of whom 166 were certificated and 157 uncertificated. Included in the uncertificated group are 76 junior assistants whose status is akin to that of a probationer.

At the 31st December, 1931, 63·5 per cent. of the 222 adult teachers were certificated. This percentage represents an increase in the number of certificated teachers of former years and should result in a marked improvement in the quality of the work, and in some cases this is already noticeable.

The majority of the teachers are giving faithful and loyal service and are co-operating freely with your Inspectors.

### 3. TRAINING OF TEACHERS.

The arrangement established in 1930 for the systematic training of the junior assistants has been continued throughout 1931 with beneficial results. A number of junior assistants took correspondence courses, and in 1931 entered for the Public Service Entrance or the Teachers' Training College Entrance Examinations.

All the junior assistants are required to study under the direction and supervision of the head teacher, and to prepare and give at regular intervals criticism lessons.

Meetings of teachers have been regularly held on the East Coast at Ruatoria and Te Araroa, and in North Auckland at Kaikohe. In the latter centre the teachers have combined to form "The Northern Native-school Teachers' Association," the main purpose of which is the discussion of and improvement in teaching method. A case of educational literature from the Department's library was sent to different centres for distribution among the teachers, and this privilege was much appreciated by them. In 1932 an extension of this scheme is probable. Although a number of teachers subscribe to educational journals, there is still insufficient professional reading, but the meetings are doing much to arouse interest, especially in methods of teaching.

A column in the *Education Gazette* has been allocated to the use of Native schools and is affording an opportunity for expression, criticism, and instruction. Teachers freely responded to the invitation to contribute articles for this column.

### 4. GRADING OF SCHOOLS.

For 1931 the Native schools have been graded with reference to academic efficiency, as follows: Excellent, nil; very good, 15; good, 28; very fair, 49; fair, 34; poor, 11.

### 5. LIBRARIES.

The library facilities in the Native schools are quite inadequate. A number of teachers raised funds by local effort for the purchase of easy reading-material, and the money so raised was expended on their behalf by the Department in the purchase of suitable books at special rates.

The lack of larger, better-graded, and more attractive libraries is a serious handicap in the work of instruction in English. Teachers would be well advised to make the raising of funds for the purpose of library extension a feature of each year's work.

During 1931 the Department reorganized its system of supply of supplementary readers. In order to obtain variety and to increase the amount of available reading-material, the present practice is to supply single copies of different books instead of sets of class readers.

### 6. BUILDINGS AND GROUNDS.

One new school, Tawera Native School, was officially opened in 1931.

The following major building operations were completed, two of which—Mohaka and Tangoio—were rendered necessary by the serious earthquake in Hawke's Bay:—

- Nuhaka: New classroom and outoffices.
- Te Whaiti: New classroom, shelter-shed, and outoffices.
- Horohoro: New school and residence.
- Kauangaroa: New school and residence.
- Mohaka: School rebuilt.
- Orauta: Addition of one room to residence.
- Tangoio: School and residence rebuilt.
- Tokomaru Bay: New residence.
- Waiomatatini: New residence.
- Te Teko: New classroom and remodelling.

A pride in the cleanliness of the desks and of the floors of the classrooms is traditional in the Native schools, and has been maintained throughout the year at its usual high standard. In a number of schools the suitable decoration of the walls has received satisfactory attention with very pleasing results. In sharp contrast to this there are many schools where the walls are dusty, ugly, and uninspiring. In some schools great difficulty is experienced in obtaining firewood, which it is the Committee's duty to provide free of cost. When this duty is neglected by the Committee the classrooms are usually insufficiently heated during the colder months.

After a special effort initiated in 1930 the progress to be expected in ground-improvement has not been fully realized. Much has been done in many schools, where the grounds are an inspiration to the district, but the state of the Native-school grounds in general cannot yet be considered satisfactory.

Many schools have lost the co-operation of the Committee and of the parents, due largely to lack of any connecting-links of a social or responsible nature between the school and pa. In quite a large number of schools the Committee is ignored, the only occasion on which it meets being at the annual

meeting. At one time the parents took a real interest in the school, giving their time and services freely to such work as fencing, ploughing, &c. A strong effort is now being made to revive this interest, and teachers have been advised that the first step should be the holding of regular Committee meetings.

I should like to take this opportunity of expressing my appreciation of the manner in which the agricultural instructors have worked in conjunction with your Inspectors.

#### 7. EXPERIMENTAL AND EXPLORATORY WORK.

During 1931 two investigations were undertaken. The first was an endeavour to ascertain the extent of the progress made in oral English and in reading during the Native child's first year at school. The variation in the amount covered between schools was remarkable, and disclosed one of the most serious causes for the retardation present in some of the schools. This inquiry has also resulted in the establishment of a definite minimum standard of instruction which will be considered satisfactory for this first-year class.

The second was the trial, by a group of twenty-five schools, of an experimental time-table of which the essential feature was the allocation of the morning period, three hours, to academic instruction, and the afternoon period, two hours, wholly to cultural, handwork, and agricultural activities.

This experiment was an endeavour to lessen the formality and artificial nature of the instruction by the inclusion of more handwork and realistic teaching without any loss in efficiency in the teaching of the three R's. Club work was also included. Term reports which have been received from the participating schools are in the main enthusiastic concerning the principle involved, and all have proved helpful with instructive criticism. The greatest care is being exercised to ensure that the academic instruction does not suffer.

One of the major aspects of this experiment is the emphasis placed upon social work, and the necessity for the school to be a vital part of the community. Many schools have instituted home plots, the proper management of which requires the personal supervision of the teacher and the agricultural instructor. This means, of course, more frequent visits to the pa by the school authorities. On the other hand, the parents are encouraged to visit the school and even to participate in certain of the school activities.

#### 8. TEACHING METHODS.

During 1931, by demonstration, lecture, and example, teachers have been encouraged to modify their methods to permit of more child activity and individual responsibility. In most cases the methods of instruction are still of too formal a nature, especially in the middle and senior divisions. Responsiveness, joyousness, initiative, sympathy, and self-confidence have been the qualities stressed as most desirable. This new curriculum is only now being grasped, after much difficulty, by many of the teachers whose habits of rigid discipline are well ingrained and difficult to discard.

#### 9. ACADEMIC INSTRUCTION.

Every effort has been made to improve the quality of the English language, which is the only medium of instruction in Native schools. Throughout the year particular emphasis has been placed on the oral work, by which is meant pupil practice in speaking. Definite improvement can be reported in this, although the standard desired—that of free, confidently, and correctly expressed English, is far from realized.

In many schools the written English is very disappointing, showing lack of any systematic attempt to add to the vocabularies or to teach fundamental sentence work. In this aspect of English teaching little advance has been made, due, in many cases, to no constructive teaching. Little thought seems to have been brought to bear on this most important subject. The extremely low quality of work accepted as satisfactory by many of the teachers is not only another cause of the low state of efficiency, but is a definite factor in still further lowering the standard.

In reading progress of a more or less formal nature has been made. An active love of reading cannot be engendered with the present inadequate library facilities. More attention and time are being given to silent reading, the amount of which is recorded by each child. In most schools oral reading is satisfactory in quality, although still suffering from two faults—poor enunciation and word reading. The former is due to lazy mouth and lip movement. The latter is a fault inherent in the purely phonic method of teaching reading. In both cases remedial methods have been suggested, and are in operation.

In few schools is the recitation of poetry appreciated or taken in the right spirit. Easier poems are now studied and these are easily and well understood, but their expression indicates that they have not touched the heart of the child.

With regard to arithmetic two requirements have consistently been stressed, the need for making the work as practical as possible and the necessity for a high standard of memorization in mechanical number. In these respects progress is pleasing, but the setting-out and neat figuring of the written work cannot be favourably reported upon.

The new requirements in history are receiving satisfactory attention, the Maori child evincing a keen interest in the stories told him and retold and played by him. An effort is being made to arouse racial pride by the inclusion of a large number of Maori stories in the prescription for the year.

In most schools instruction in geography is inadequate. Teachers have not realized the opportunity this subject presents for a practical inquiry into natural phenomena and for the stimulation and satisfaction of the real curiosity of the child.

The singing continues to maintain a high standard, and, when properly taught, is always enjoyed by the Native child.

#### 10. HANDWORK AND ELEMENTARY MANUAL TRAINING.

The year 1931 has seen a definite revival of hand and eye training. All woodwork workshops except one are now in full operation, and, in addition, a number of kits of carpenter's tools have been issued to teachers who are prepared to give this form of manual instruction even under difficulties. Other types of handwork have not been neglected. In a number of schools instruction in cookery and housecraft is given the Maori girls. The quality and quantity in needlework and sewing varies considerably from school to school.

In only a few schools is the drawing distinctly creditable. This subject suffers from lack of systematic treatment, especially in pencil and line work, and should be of a much higher standard in our schools. Writing, where the teachers are consistent in holding a high school standard, is very good. In the weaker schools the writing is poor, badly formed, and untidy, and is a reflection of the teacher's lack of earnestness and discipline.

Handwork has suffered from the belief that the Maori is gifted with inherent ability in manual skill. It is granted that the Maori has good hands and that he can do remarkably good work when suitably instructed, but this instruction is essential, and must be graded and continuous. The time devoted to this subject has been considerably increased not only for the direct benefits it is hoped will accrue, but also to afford a further opportunity for practice in oral English and as a means of increasing the spirit of alertness and activity in the school. It is realized that there is a tendency for the time devoted to handwork to be wasted unless it is well planned and organized.

#### 11. SOCIAL WORK.

In the last annual report the necessity for increased social service was stressed. During recent years the school has relinquished much of this work, and this loss is reflected in a corresponding decline in its prestige in the community. In addition to the school's function as a centre of instruction in English subjects of a formal nature, its responsibility in the reintegration and regeneration of the Maori race is by no means negligible. The performance of this function is dependent on the extent to which the school has won the confidence and the willing co-operation of the Maori, both young and old.

During 1931 special efforts were expended to bring about a closer interest and to give more practical service to the pa. In a number of schools weekly meetings, which were attended by senior pupils and adults, were held, often at night, for a variety of purposes—music, community singing, needlework instruction, agricultural discussion, football and boxing training, instruction in first aid, orchestral practice, and for other purposes beneficial to both present pupils and ex-pupils.

Further, teachers were asked to call more frequent and regular committee meetings and to make practical use of this established organization, which has lately been neglected. Furthermore, with the enthusiastic help of the agricultural instructors and the teachers, home plots are now well established, and these are proving of practical benefit to the Maori parent.

In a few schools a beginning has also been made in a revival of Maori arts and crafts. This has entailed reference to the older Maori, and enlisted his help. In addition, parents' days, school concerts, and sports have been held. In fact, every possible channel for the closer welding of school and pa is being exploited.

#### 12. SPORT.

It is pleasing to note that many teachers are beginning to realize the importance of clean healthy sport for the Native children, and are taking steps to provide facilities for various games. Provision of such facilities is expected in all schemes of ground improvements. A considerable number of good tennis-courts have already been laid down, and are being put to excellent use, with the result that many of the Maori children play the game exceedingly well.

The game that appeals most to the boys is undoubtedly Rugby football. The chief handicap to the proper development of this game has been the fact that most of our Native schools are too small to permit a full team of fifteen being put in the field. It is pleasing to note, however, that in some districts where there are sufficient schools, two or more schools are combining forces and regular competitions are being arranged.

Basketball is another game which is making great progress among the girls of our Native schools. The influx of so many trained young women teachers has had a very beneficial influence, for very little organized sport has been provided for girls in past years. Like the Maori boys in Rugby football, the girls soon become proficient at basketball.

A few schools also take up hockey, and this game, too, is thoroughly enjoyed by those taking part in it.

It is pleasing, too, to see that the old-fashioned Maori games are not altogether neglected, for such pastimes are well worthy of preservation.

The influence of healthy sport, particularly team games, upon the moral tone of the schools cannot be too strongly emphasized, and all efforts in this direction by the Native-school teachers are fully recognized and appreciated by the officers of the Department.

## 13. HEALTH.

In addition to the scholastic duties, the Native-school teacher is expected to take a very keen interest in the health of the scholars, and the value of this social service cannot be overestimated. The inclusion of health teaching in the subjects of the curriculum is of the greatest importance, for it must be admitted that many of the Native race, both adult and juvenile, are living in surroundings that are not conducive to good health. In the earlier days of the Native-school system the teachers acted almost as medical officers in their district, but with the development of good roads and improvement in the means of transport and telegraphic communication, and with the establishment of a system of district nurses, proper medical attention is much more easily accessible, and the demands upon Native-school teachers are not so great in this respect as they used to be.

Nevertheless, the influence of the teacher in maintaining health and teaching hygiene has not diminished, and he is still expected to keep a watchful eye on all matters pertaining to the health of the Native people in his district, and the Health Department offers every assistance by supplying medicines, bandages, &c., free of charge. He is still called upon to break down the prejudices against procuring the skilled medical aid of the pakeha and to insist upon the doctor being called in. He has to keep a watchful eye on all incipient epidemics, and guard, so far as he is able, against the spread of infection. By the earnest co-operation of Native-school teachers, district nurses, medical officers, and the Health Department, the health conditions of the Maori race should be more efficiently guarded than heretofore.

Many of the teachers have attended refresher courses in physical education, which subject is considered of importance and is generally well taken in most Native schools.

## 14. MAORI MISSION SCHOOLS.

There are eleven mission schools controlled and maintained by denominational authorities. These schools were visited by your Inspectors, and all satisfied the conditions necessary for their registration. Five hundred and twenty-three children are enrolled in the Mission Schools, the average attendance of which is 449. In most of them the instruction given is of a very satisfactory nature. In only two was the work inferior in quality.

## 15. MAORI SECONDARY SCHOOLS.

The Maori boarding-schools affording secondary education for Maoris are all maintained and controlled by religious denominations. These schools vary considerably in type and curriculum. Some are officially recognized secondary schools, affording comprehensive vocational and agricultural training and post-matriculation courses. Others are small primary schools with some little provision for instruction in secondary subjects.

In the former group, where the facilities for secondary education are satisfactory, the trend has been to encourage the majority of the pupils to take a practical vocational course, agricultural in the case of the boys, social and domestic (including cooking, sewing, housecraft, and home nursing) for the girls, while only a small percentage of selected pupils take a purely academic course. The discipline, tone, and *esprit de corps* of these schools are excellent, and the self-government by the pupils affords an opportunity for vital character-training. During 1931 at Te Aute and St. Stephen's Colleges the reorganization in the type of instruction has been effected to permit of more agricultural and scientific training of a practical nature. The curriculum of these schools is now well planned to give the greatest assistance to the Maori youth who, on his return to his own district, will later become one of the leaders in Maori thought. The girls' boarding-schools continue the valuable social and domestic training for which they have long been noted, and are making efforts for a more intensive academic course for a few of the girls, having in view the higher examinations.

In the second group, where the instruction is chiefly of a primary nature, such secondary instruction as is given is of little value. It is our opinion that these schools would render a greater service to the Maori race were they to discontinue the primary department and to establish suitable post-primary vocational courses. Revision of staffing would be necessary, as in one or two of these schools it is at present unsatisfactory and inadequate.

Table H 4 indicates the schools at which secondary education for Maori children is provided. The roll number at the 31st December, 1931, at these schools was 382, of whom 143 were Government pupils.

## 16. SCHOLARSHIPS.

In 1931 152 junior scholarships were held by pupils attending the boarding-schools. In addition, Agricultural Scholarships were held by five boys, and University Scholarships were held by two students studying respectively medicine and arts at Otago University and Victoria College. The Junior Te Makarini Scholarship was won by Hini Raimona, of Whakarewarewa Native School, and the Senior by Hirini Rangipuawhi, of Te Aute College. Henare Ngata, of Te Aute College, was awarded the Buller Scholarship.

## 17. "ISLAND" EDUCATION.

The education of children in the Cook Islands and Samoa is controlled by the Cook Islands and External Affairs Departments respectively.

It was proposed to retain the service of Mr. W. W. Bird as Superintendent of Native and Island Education, but owing to the financial stringency no definite action was taken, and no visit of inspection made.

Under the scheme of co-operation between the Fijian Government and this Department nine Fijian schools were inspected by Mr. W. W. Bird, M.A. The Department has rendered the usual assistance to all Island schools in connection with the filling of vacancies by advertising the positions in the *New Zealand Education Gazette*.

#### 18. RETIREMENT OF INSPECTORS.

At the end of the year Mr. W. W. Bird, M.A., Superintendent of Native Education, retired from the Service, with which he had been intimately connected since the 1st February, 1901, first as an organizing teacher and later as Inspector, Senior Inspector, and Superintendent of Native Education. His contribution towards the education of the Maori has been invaluable and unique, the great love in which he is held by the Maori people bearing witness to his sympathetic understanding and integrity. Teachers always found him the source of powerful inspiration and help. Mr. Bird compiled the Native-school code and subsequent amendments and additions to the curriculum, and was largely responsible for raising Native education to its present high plane.

During the year Mr. G. M. Henderson, M.A., Inspector of Native Schools, who had completed forty years in State Departments, retired after twelve years spent in Native education. He was keenly interested in the Maori and in Maori history and tradition. He brought to his work an untiring energy and strong enthusiasm, especially aiming at more informal and vital methods.

#### CONCLUSION.

Within the last two years the administrative organization of the Native schools has been completely remodelled. All requisitions for supplies are now received at the one time, thus enabling bulk purchase to be effected and the distribution of the supplies to the schools in time for the opening of the school year. This method of purchasing in bulk has resulted in a substantial saving.

The examination and inspection of Native schools has also been revised, and a less formal system substituted, enabling more time to be devoted to constructive criticism and demonstration. As an inherent constituent of this change in policy a reversal from the old formal type of instruction has been demanded and a more vivid method of presentation, combined with activity, alertness, and initiative on the part of the child, has been substituted. Many teachers have found great difficulty in adapting themselves to the new requirements. Notwithstanding this, it is a matter of gratification that they, as a body, have given whole-hearted co-operation and are making every effort to adapt themselves to the new conditions.

It is perhaps particularly appropriate that reference should be made to the loyal and courageous services given to the children and to the cause of education generally by those Native-school teachers who were in the area stricken by the Hawke's Bay earthquake in February last year.

Owing to the postponement of the permanent appointment of a Native-school Inspector to fill the vacancy caused by the retirement of Mr. G. M. Henderson, M.A., it was arranged that Mr. T. A. Fletcher, Editor of the *School Journal*, should assist temporarily in the inspection and examination of the Native schools. In this connection I have to acknowledge the valuable service given by Mr. Fletcher.

I have also to express my appreciation of the valuable assistance rendered by the staff of the Native-schools Branch of the Head Office.

I have, &c.,

D. G. BALL, Inspector of Native Schools.

The Director of Education.

## 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 ending 31st August, 1931.	Number of Teachers (exclusive of Junior Assistants).	Average Number of Children per each Adult Teacher.	Number of Junior Assistants.
I (9-20) .. ..	22	390	22	17.7	..
IIA (21-25) .. ..	17	467	18	25.9	16
IIB (26-35) .. ..	31	1,001	37	27.0	24
IIIA (36-50) .. ..	22	990	44	22.5	..
IIIB (51-80) .. ..	30	1,965	61	32.2	29
IIIC (81-120) .. ..	11	1,089	22	49.5*	22
IV A (121-160) .. ..	6	836	18	46.4	10
Totals, 1931 .. ..	139	6,738	222	30.3	101
Totals, 1930 .. ..	138	6,303	219	28.8	105
Difference .. ..	+1	+435	+3	+1.5	-4

\* The high average given here is due to the fact that Native schools of this grade are staffed with a head teacher and one assistant only, two junior assistants being substituted for the additional assistant allowed in public primary schools.

Table H2.

ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR THE YEARS 1931 AND 1930.

—	School Roll.		Mean of Average Attendance of the Three Terms.	Average Attendance as Percentage of Weekly Roll Number.
	Number on Roll.	Average Weekly Roll Number. (Mean of the Three Terms.)		
Totals for 1931 .. ..	7,503	7,499.5	6,803.5	90.7
Totals for 1930 .. ..	7,070	7,079.3	6,436.8	90.9
Difference .. ..	+433	+420.2	+366.7	-0.2

Table H3.

LIST OF MAORI MISSION SCHOOLS AND MAORI SECONDARY SCHOOLS WITH THE ATTENDANCE OF PUPILS FOR THE YEAR 1931.

School.	Number on School Roll at end of		School.	Number on School Roll at end of					
	1930.	1931.		1930.			1931.		
				Primary.	Secondary.	Total.	Primary.	Secondary.	Total.
<i>Maori Mission Schools subject to Inspection.</i>			<i>Boarding-schools affording Secondary Education for Maoris.</i>						
Tanatana Mission ..	37	32	Wesley College (boys), Auckland ..	..	33	33	21	53	74
Onepu Mission ..	20	20	Turakina (girls), Marton ..	26	19	45	20	19	39
Tokaanu Convent ..	40	36	Hikurangi College (boys), Carterton	24	4	28	12	7	19
Matahi Mission ..	20	25	St. Stephen's (boys), Auckland ..	5	49	54	3	51	54
Putiki Mission ..	29	34	Hukarere (girls), Napier ..	24	49	73	9	43	52
Jerusalem Convent ..	19	23	St. Joseph's (girls), Napier ..	15	29	44	..	20	20
Ranana Convent ..	26	24	Wacenga-a-hika (boys), Gisborne ..	30	4	34	26	5	31
Waitaruke Convent ..	69	66	Queen Victoria (girls), Auckland ..	23	36	59	15	36	51
Matata Convent ..	49	47	Agricultural College (boys), Hastings	5	29	34	..	..	..
Pawaranga Convent ..	59	62	Te Waipouamu (girls), Christchurch	12	..	12	12	..	12
Whakarapa Convent ..	152	154	Te Aute College (boys), Hawke's Bay	..	79	79	..	53	53
			Otaki (mixed), Otaki ..	42	3	45	37	6	43
Totals ..	520	523	Totals .. ..	206	334	540	155	293	448

Table H 4.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1930 AND 1931.

School.	1930.							1931.						
	Government Pupils.			Private Pupils.			Grand Total.	Government Pupils.			Private Pupils.			Grand Total.
	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.		Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	
Hikurangi College (boys), Carterton .. .. .	..	..	..	20	1	21	21	..	..	..	11	3	14	14
Hukarere (girls), Napier .. .. .	5	28	33	17	20	37	70	1	26	27	8	16	24	51
Maori Agricultural College (boys), Hastings .. .. .	..	..	..	..	29	29	29	..	..	..	..	..	..	..
Otaki College (mixed), Otaki .. .. .	..	..	..	42	2	44	44	..	..	..	37	5	42	42
Queen Victoria (girls), Auckland .. .. .	1	25	26	21	11	32	58	..	26	26	15	9	24	50
St. Joseph's (girls), Napier .. .. .	6	16	22	12	10	22	44	..	11	11	..	9	9	20
St. Stephen's (boys), Auckland .. .. .	..	37	37	3	11	14	51	..	33	33	2	15	17	50
Te Aute College (boys), Pukehou .. .. .	..	28	28	..	48	48	76	..	20	20	..	32	32	52
Te Waipounamu (girls), Christchurch .. .. .	..	..	..	4	4	8	8	..	..	..	8	..	8	8
Turakina (girls), Marton .. .. .	3	8	11	22	11	33	44	1	8	9	18	11	29	38
Wacenga-a-hika College (boys), Gisborne .. .. .	3	2	5	27	2	29	34	1	3	4	25	2	27	31
Wesley College (boys), Paerata .. .. .	..	12	12	..	21	21	33	..	13	13	..	13	13	26
Totals .. .. .	18	156	174	168	170	338	512	3	140	143	124	115	239	382

## (b) AGRICULTURAL SCHOLARSHIPS.

At the end of 1931 five Maori boys were holding agricultural scholarships, three being held at Te Aute College, one at St. Stephen's, and one at Wesley College.

## (c) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1931.

Number.	University Course.	University at which Scholarship is held.
1	Arts .. .. .	Victoria.
1	Medicine .. .. .	Otago.

Table H 5.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1931.

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1931.			Number examined in Form II.	Form II Certificates awarded.		Total.
		Boys.	Girls.	Total.		Proficiency.	Competency.	
Auckland .. .. .	402	2,301	2,049	4,350	114	60	29	89
Taranaki .. .. .	68	376	339	715	15	7	6	13
Wanganui .. .. .	78	341	329	670	27	13	5	18
Hawke's Bay .. .. .	99	816	764	1,580	59	35	16	51
Wellington .. .. .	62	320	331	651	21	12	6	18
Nelson .. .. .	13	24	18	42	..	..	..	..
Canterbury .. .. .	39	127	114	241	12	4	6	10
Otago .. .. .	21	50	54	104	4	2	2	4
Southland .. .. .	9	35	35	70	6	3	2	5
Totals, 1931	791	4,390	4,033	8,423	258	136	72	208
Totals, 1930	794	4,255	3,917	8,172	226	138	42	180
Difference .. .. .	-3	+135	+116	+251	+32	-2	+30	+28

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.

PROFICIENCY EXAMINATION RESULTS.—NATIVE SCHOOLS AND MAORI CHILDREN IN PUBLIC SCHOOLS, 1930 AND 1931.

Attending	Number of Form II Pupils presented.	Proficiency Certificates.		Competency Certificates.		Total Certificates gained.
		Number gained.	Percentage of Number presented.	Number gained.	Percentage of Number presented.	
1930.						
Public schools .. .. .	226	138	61.1	42	18.6	180
Native schools .. .. .	255	172	67.5	36	14.1	208
1931.						
Public schools .. .. .	258	136	52.7	72	27.9	208
Native schools .. .. .	322	153	47.5	57	17.7	210

Table H 7.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE 1ST JULY, 1931.

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	258	284	..	..	..	..	..	..	..	..	..	..	..	..	..	..	258	284
6 .. 7	495	414	2	10	..	..	..	..	..	..	..	..	..	..	..	..	497	424
7 .. 8	461	445	58	76	5	6	..	..	..	..	..	..	..	..	..	..	524	527
8 .. 9	317	298	178	175	51	58	3	5	..	..	..	..	..	..	..	..	549	536
9 .. 10	174	147	193	198	134	140	39	35	1	5	..	..	..	..	..	..	541	525
10 .. 11	87	63	157	90	173	144	113	119	26	31	6	4	..	..	..	..	562	451
11 .. 12	32	30	81	64	115	95	122	116	84	106	13	15	2	5	..	..	449	431
12 .. 13	8	13	34	24	52	51	111	99	97	87	54	52	15	14	1	1	372	341
13 .. 14	4	3	15	11	31	20	68	56	104	71	81	81	48	50	1	1	352	293
14 .. 15	3	2	4	4	5	4	23	13	42	26	50	41	69	34	2	1	198	125
15 .. 16	..	..	..	2	3	1	3	5	10	3	21	11	34	15	4	2	75	39
16 years and over	..	..	..	..	..	..	1	1	..	2	4	3	9	5	4	2	18	13
Totals, 1931	1,839	1,699	722	654	569	519	483	449	364	331	229	207	177	123	12	7	4,395	3,989
Percentage ..	3,538 42.2		1,376 16.4		1,088 13.0		932 11.1		695 8.3		436 5.2		300 3.6		19 0.2		8,384 100.0	
Median age, in years and months	7 4	7 4	9 8	9 4	10 7	10 5	11 9	11 7	12 9	12 3	13 6	13 5	14 4	13 10	15 8	15 6	..	..
Totals, 1930	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 44.5		1,315 15.9		989 12.0		931 11.3		644 7.8		457 5.5		239 2.9		7 0.1		8,257 100.0	
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 13	13 6	13 11	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 8.  
CLASSIFICATION AS REGARDS AGES AND STANDARDS OF CHILDREN ON THE NATIVE SCHOOL ROLLS AT THE 1ST JULY, 1931.

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.		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.												
5 and under 6 years	47	35	321	291	..	..	..	..	..	..	..	..	..	..	..	..	..	47	35	321	291	368	326	694												
6 "	59	63	349	375	..	..	..	..	..	..	..	..	..	..	..	..	..	60	67	349	376	409	443	852												
7 "	50	38	400	329	..	..	..	..	..	..	..	..	..	..	..	..	..	68	63	420	368	488	431	919												
8 "	15	14	270	218	23	27	91	112	..	..	..	..	..	..	..	..	..	61	57	381	370	442	427	869												
9 "	3	4	114	118	15	7	157	135	..	..	..	..	..	..	..	..	..	52	47	379	391	431	438	869												
10 "	..	..	40	43	3	4	108	72	1	5	20	4	6	1	4	..	..	46	57	349	332	395	389	784												
11 "	..	..	25	17	2	1	46	34	6	3	82	87	14	9	10	10	10	59	45	323	308	382	353	735												
12 "	..	..	10	9	1	..	18	13	1	1	45	40	6	10	6	12	5	48	50	300	290	348	340	688												
13 "	..	..	2	2	..	..	9	9	1	1	24	23	1	2	48	43	6	51	37	279	275	330	312	642												
14 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	28	13	158	135	186	148	334												
15 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	10	6	35	38	45	44	89												
16 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	1	8	7	10	8	18												
17 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	2	2	3	2	5												
18 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	1	1	1	1	2												
19 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..												
20 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..												
21 "	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..												
21 years and over	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..												
Totals	176	154	1532	1404	62	64	452	416	56	69	385	346	52	56	270	306	64	43	169	181	52	37	130	112	10	12	5	6	533	478	3306	3,184	3,839	3,662	7,501	
	330	2,936	126	868	104	776	731	125	108	576	107	350	89	242	22	11	1,011	6,490	7,501	100.0	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
Percentage	3.266	43.6	994	13.3	880	11.7	556	11.4	684	9.1	457	6.1	331	4.4	33	0.4	331	4.4	457	6.1	331	4.4	331	4.4	33	0.4	33	0.4	33	0.4	33	0.4	33	0.4	33	0.4
Median age, in years and months	6	8	8	7	18	7	8	9	9	5	9	8	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11

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.

Table H 9.

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

Class of Certificate.	1930.			1931.		
	M.	F.	Total.	M.	F.	Total.
A .. .. .	..	..	..	..	..	..
B .. .. .	10	4	14	11	5	16
C .. .. .	32	26	58	40	36	76
D .. .. .	23	23	46	26	22	48
E .. .. .	1	2	3	..	1	1
Total certificated teachers ..	66	55	121	77	64	141
Uncertificated teachers ..	38	60	98	28	53	81
Grand total ..	104	115	219	105	117	222

It will be noted that even in the one year the percentage of certificated teachers in Native schools has increased from 56 to nearly 64 per cent.

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