

following table shows the increase in attendance since 1907. It will be noticed that the roll number has increased 74 per cent. since that year.

Year.	Roll Number.	Average Attendance.	Average Weekly Attendance.
1907 .. .. .	4,183	3,561	4,321
1912 .. .. .	4,694	4,042	4,644
1917 .. .. .	5,173	4,507	5,191
1922 .. .. .	6,161	5,436	6,119
1927 .. .. .	6,620	5,816	6,655
1932 .. .. .	7,313	6,848	7,524

There were on the roll at the 1st July, 1932, 6,635 Maori children (6,490 in 1931) and 970 European children (1,011 in 1931). The total roll number at that date was 7,605. During 1932 the following schools were closed: Kenana, Pawarenga, Mangawhariki, and Oponae.

### 3. STAFF.

At the 31st December, 1932, 327 teachers were employed, of whom 192 were certificated and 135 uncertificated. One hundred and nine members of the staff are junior assistants, 45 being fully qualified teachers. For some years there has been a consistent increase in the number of professionally trained teachers (excluding junior assistants). This year 67·4 per cent. of the head and class teachers held certificates (1931, 63·5 per cent.). The majority of the teachers have responded to the powerful appeal of the social and teaching requirements of the service, and their whole-hearted and unselfish efforts are proving beneficial both in improved class instruction and in the social uplifting of the Maori.

### 4. BUILDINGS.

During 1932 there were no major building operations, with the exception of the removal and remodelling of the Parawera Native School and residence. Within the schools, teachers have responded well to requests that the rooms be made as bright and attractive as possible, and in this respect a marked improvement has been made. There is an additional incentive to do so in the case of Native scholars, as many of the pupils come from homes where art and beauty find little or no place. The school is therefore a very bright contrast, and this is one of the main reasons for the pleasure the Maori child evinces in his school life.

### 5. GROUNDS.

The special effort based on a plan to improve and beautify the school-grounds is progressing favourably. In a few cases advantage has been taken of the No. 5 Unemployment Scheme to effect improvements in levelling and enlarging playgrounds. A large number of trees, many of which have been raised in our own school nurseries, were planted, and some schools have established plantations, both for shelter and ornamental purposes. A few Native schools have received special commendation for their well-laid-out and attractive school-grounds. Native School Committees have responded to the appeal made to them, and it is with pleasure that I report their stronger co-operation and increased interest throughout the year. In many cases Committees have donated money, material, or labour, and have assumed a definite share of the responsibility of maintaining the grounds in good condition.

### 6. TRAINING OF TEACHERS.

During the May vacation the Auckland Education Board organized a very extensive refresher course to which Native-school teachers were invited. A large number of them took advantage of this opportunity and benefited considerably from the lectures and discussions on method. In November the Department arranged refresher courses in physical drill at Ruatoria and at Wairoa; almost all the teachers in these districts attended. An increased number of discussion circles has been organized, and these regular meetings have been of great value not only in affording opportunities for the discussion of professional difficulties, but also for stimulating a pride in the advancement of the Native-schools service. The provision for the supply of educational literature from the Department's library to the various reading circles, a system which was inaugurated last year, has been continued and extended. The teachers have expressed appreciation of this opportunity of keeping their reading up to date. Valuable contributions from the teachers have been published in the Native-schools column of the *New Zealand Education Gazette*. These articles, dealing as they do with the special difficulties of the Native schools, have been of great interest to our Service, and have helped to stimulate an interest in the Maori child and his education. All junior assistants whose academic status is low have been studying under the direction of their head teachers.

### 7. GRADING OF SCHOOLS.

For 1932 the Native schools have been graded with reference to efficiency, as follows (the figures in parentheses indicate 1931 grading): Excellent, nil; very good, 15 (15); good, 31 (28); very fair, 34 (49); fair, 37 (34); poor, 18 (11).