

8. LIBRARIES.

This year head teachers were invited to institute some annual arrangement for the raising of funds with which to maintain and build up school and class libraries. It is realized that owing to the economic conditions in many of the Maori settlements, small schools will experience considerable difficulty in establishing adequate libraries. However, most teachers recognize the importance of wide and wise reading, and by special efforts many have already been successful in raising funds. There can be no question that the present library facilities for Native schools, both for recreation and reference purposes, are very inadequate.

9. SCHOOL AND COMMUNITY LIFE.

The teachers have responded whole-heartedly to the endeavour to extend the powerful social influence of the school in the community, and their efforts are undoubtedly meeting with success. Many and various have been the activities organized to increase the prestige and influence of the school in the pa. Parents' days, school concerts, dances, sports meetings, sales of work, and sales of garden-produce have become part of the routine in many schools. In addition, the school club work has been extended to include membership by the adult members of the pa. Several branches of the Women's Institute are firmly established, and the meetings are held in the schools. A number of children have benefited from clothes made or knitted by the women of these circles. Agriculture has played its part in stimulating the interest of the parents. Home-garden projects and calf clubs have taken school interests into the home environment and have necessitated frequent contact between the parents, the teachers, and the agricultural instructors. In one district two hundred pupils in thirteen schools are actively engaged in calf clubs or home plots. In the larger schools, co-operation between farm and school has been organized for main-crop studies. In a few cases Maori handicrafts have been revived, and it has been found necessary to seek the assistance of Maori women experienced in these arts. Needless to say, such help has been readily forthcoming.

10. HEALTH AND PHYSICAL EDUCATION.

In the report of the Director-General of Health for the year ending 31st March, 1932, Dr. Turbott, Medical Officer of Health and Schools Medical Officer, reports the result of the medical examination of 1,399 Maori children. He has prepared a table in which he shows the comparative health of Maori and European children judged by the routine school examination. As the teachers' influence in maintaining health and in applying remedial measures is so important, significant extracts from the table are quoted. (The figures are percentages.)

Respiratory disease: Unhealthy chests	..	..	..	Maori.	White.
Physique—					
(a) First-class nutrition	..	..	..	44.5	31.4
(b) Subnormal nutrition	..	..	..	1.09	0.9
(c) Total deformities, trunk and chest	..	..	..	2.3	4.7
(d) Club-feet	..	..	..	0.19	0.03
Cleanliness—					
Uncleanliness	..	..	..	0.05	0.5
Pediculosis	..	..	..	9.2	0.5
Skin conditions—					
(a) Scabies	..	..	..	15.1	0.2
(b) Impetigo; septic sores	..	..	..	5.7	0.8
(c) Other skin diseases	..	..	..	1.4	3.7

Dr. Turbott then writes:—

“The Maori child shows superiority in absence of severe malnutrition, in incidence of perfect teeth, and in posture. The European child shows more evidence of personal care, as in the lessened incidence of skin-disease and in greater evidence of conservative dentistry.”

For some years, with the assistance of the Department of Health, teachers have waged warfare against skin-disease, but, as the above figures indicate, no diminution of effort is yet possible. Health teaching in the Native schools is mainly of an indirect nature. The formation of good habits of cleanliness has been stressed. In this connection the daily health inspections are valuable, cleanliness of person and use of handkerchiefs being insisted upon. Dr. Turbott states in the report mentioned above:—

“When the Maori child attends a Native school he is as a rule better off, because the health education and practical supervision are more suited to his needs.”

The enthusiastic attendance of Native-school teachers at the physical-drill refresher courses is indicative of the full attention paid to this subject. Instruction is based on Mr. Renfrew White's “The Growing Body,” and includes, in addition to the more formal exercises, folk dancing, organized games, and rhythmic work. Needless to say the development of all forms of sport is encouraged by the Department, and in this connection we have the very willing co-operation of the teachers.

11. HANDWORK AND ELEMENTARY MANUAL TRAINING.

The development of technical handwork, including the design, construction, and decoration of articles for use, has been extended. Although the present need for economy precluded the supply of handwork material, it has afforded to the Native schools particularly an opportunity to revive Maori handicrafts. The children have welcomed the introduction of weaving, taniko work, and carving. Thirty-six schools are equipped with woodwork tools. Instruction in this subject can be considered