

1933.  
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

(In continuation of E.-3, 1932.)

*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 the Native schools for the year 1932 :—

1. POLICY.

The general principles upon which the education of the Maori has been based since 1880 continue to be applied. The unusual difficulties encountered in the education of a Native race still necessitate the provision of special schools, staffed by sympathetic and trained teachers. It is gratifying to be able to report that in all subjects the standard of attainment now required is similar to that of the public schools. This year there has been a special effort made to strengthen the instruction in handicrafts.

2. ATTENDANCE.

At the end of 1932 there were 135 schools maintained and controlled by the Education Department, with a total roll number of 7,313 (7,503 in 1931). The average attendance was 6,848 (6,803 in 1931), while the average weekly roll number was 7,524.0, the percentage of regularity being 91.0. The

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).

## 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.)

					Maori.	White.
Respiratory disease: Unhealthy chests	..	..	..	..	1.8	0.4
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

satisfactory only, but the experience gained by the boys in the care and use of tools is most valuable. The number of schools that make provision for cookery instruction is increasing, although practical work has to be carried out in the residence and involves the use of the teacher's apparatus and range. The instruction so given is invaluable, and will be one of the chief benefits derived by the girl from her school life. This course usually includes a certain amount of Hygiene and Housecraft. An inquiry into the suitability of the schemes in Sewing and Needlework indicates that in most schools, owing to the difficulty of obtaining suitable material, the courses are unplanned and ungraded. In some schools, however, particularly good work is done. Drawing is one of the weakest subjects, and special attention will be given to it next year. As this form of expression is natural to the Maori child, it is surprising that better results have not been obtained. As was indicated in the report of last year, the weakness is due to the fact that much of the instruction is unorganized and unrelated to any planned course of treatment.

#### 12. AGRICULTURE AND NATURE-STUDY.

Agriculture is assuming a position of major importance in the curriculum of Native schools not only for its own intrinsic value, but also for the opportunity it affords to draw school and community more closely together. It is pleasing to be able to report that during 1932 a decided advance in the value of the instruction given can be recorded. For this, much of the credit must be given to the agricultural instructors of the Auckland and Hawke's Bay Education Boards, who have stimulated the teaching of this subject by their enthusiasm and knowledge. The activities included in agriculture are many, including indoor experimental work and note-taking, the keeping of garden diaries, school plots, home plots, calf clubs, tree propagation, and experimental plot work of value to the farming practice of the district. Nature-study in the primers and in the lower standards is a fairly widely generalized inquiry into the whole environment, and includes much comparison and contrasting of objects, plants, and animals. There is still a tendency for the accumulation of facts to be regarded as the aim of nature-study. In Standards III and IV, while the chief endeavours continue to be the exploiting of curiosity and a fostering of an attitude of observational alertness, the course is more definite, and preparatory to the more purely scientific instruction given in Forms I and II. The following extracts are from the annual reports of the agricultural instructors:—

##### *East Coast.*

"The standard of plot and routine work in the school grounds has improved. There is also a realization of the value of school agriculture as a means of demonstrating scientific and agricultural information and practices as in the establishment of lucerne plots and the growing of onions."

"Records of indoor and outdoor topics by all pupils in Standards III and IV and Forms I and II are more complete. In the larger schools co-operation between farm and school has been organized, resulting in an intimate study of routine work."

"Local interest has been aroused to a considerable extent in the main-crop studies."

"Tree-planting, including forestry, has progressed."

##### *North Auckland.*

*Indoor Work.*—"The methods of teaching continue to improve, but the standard of work in note-books has not made the improvement expected. In Standards I and II, and particularly in the primers, the nature-study work is on the whole disappointing. In a few schools admirable attention has been given to project work, the progress of which is recorded in home-made folios or on wall charts."

*Outdoor Work.*—"The season was an excellent one for growth and in some cases outstanding results were obtained. The stoppage of seed-supplies has tended to stimulate saving, and some schools are doing excellent work in this direction. An increased number of Native schools are raising seedlings and root cuttings for distribution, together with seed, in the settlement. In some districts this is reflected in the improved appearance of the children's homes."

"Tree nurseries have been established in fourteen schools. Nine Native schools conducted home-garden competitions. In a few schools sufficient vegetables were grown at the school to provide a hot meal for the children throughout the winter months."

"With a few outstanding exceptions the progress made in ground improvement last year was not as good as expected."

#### 13. ACADEMIC INSTRUCTION.

The improvement of class-room instruction, due to better methods of teaching and to limited but definite objectives in a number of subjects, was a characteristic of the work of Native schools during 1932. As in past years, the teaching of English has been emphasized as of most importance. The children now express themselves orally in their adopted language with much greater freedom and facility. Written composition has not kept pace with the improvement in oral English, but special thought has been given to the improvement of methods which will be used in overcoming the language difficulties peculiar to the Maori. No doubt much consolidation work has been done, the result of which should become apparent next year. The instruction in formal English could be more thorough. Within the limits of the children's vocabularies, spelling is good. Teachers have been asked to prepare special schemes on vocabulary enlargement. Owing to the fact that only a small vocabulary is necessary to meet the requirements of the Maori's limited environment, the formulation of a scheme that will prove interesting to the child and stimulate him to make a special study of words and their uses is a matter of great difficulty. Both oral and silent reading are steadily becoming more proficient. Reference has already been made to the special plans for library enlargement. The attention given to the first year has eliminated a source of considerable retardation, and it can confidently be asserted

that reading in the primer division is now more fluent and intelligent. The inclusion in the time-table of a special period for speech-training has had a beneficial effect on the quality of speech and of oral reading. Previous criticisms of the mechanical treatment of the study and recitation of poems must still stand. There is far more involved in the appreciation of poetry than its mere memorization and enunciation. In general, schools have made more provision for the use of apparatus and for the teaching of practical arithmetic. Mechanical arithmetic appears to have reached a very fair standard, but by no means a satisfactory one. No more can be expected until it is realized that proficiency in quick handling of numbers depends upon oral and not upon written work. The treatment of problems and the driving-home of arithmetical principles are facilitated by the use of a greater number of easy oral examples. Schemes in history are satisfactory, but in practice it has been found that only a few of the history stories set down for the year's work have been taken. Informal dramatization of these stories is improving, and in one or two schools the local history of the tribe has been a source of great interest. The teaching of geography appears to suffer from the lack of adequate lesson preparation by the teacher and the paucity of suitable illustrations and practical demonstration. Singing in most schools is well taught.

#### 14. PROFICIENCY EXAMINATION.

This year all candidates were examined at a synchronous examination held on the 1st December. Two hundred and sixty-two candidates were presented for the examination, of whom 147 were awarded proficiency certificates and fifty-one competency certificates.

#### 15. MAORI MISSION SCHOOLS.

There are eleven Mission Schools controlled and maintained by denominational authorities. Ten of these schools were visited by your Inspectors, and all satisfied the conditions necessary for their registration. Five hundred and thirty-seven children are enrolled in the mission schools, the average attendance at which is 469.7. In most of the schools the instruction given is of a satisfactory nature.

#### 16. BRIEF SURVEY OF MAORI SECONDARY EDUCATION.

Prior to 1880 the Native schools were under the administration of the Native and Defence Department and a payment for the maintenance and tuition of Government scholars at four private schools controlled and administered by denominational authorities (St. Stephen's, Te Aute, Hukarere, and St. Joseph's) was made by that Department. When the Education Department assumed control in 1880 the general principle of subsidizing schools maintained by religious bodies was continued as the best means of providing advanced or secondary education for the Maori. The subsidies took the form of scholarships which were awarded by the permanent head of the Department to the pupils of Native schools who were most likely to benefit from further study. At first these scholarships were of an annual value of £15 and entitled the holders to two years' boarding and tuition at schools approved by the Department. This system still obtains, but the value of the scholarships has considerably increased, as will be seen from the following table, which indicates the development of Government provision for Maori secondary education from the year 1918 :—

Year.				Number of Scholarships.	Annual Value of Scholarship.		
					£	s.	d.
1918	..	..	..	142	20	0	0
1919	..	..	..	142	30	0	0
1927	..	..	..	160	30	0	0
1929	..	..	..	174	35	0	0
1930	..	..	..	169	35	0	0
1931	..	..	..	136	31	10	0
1932	..	..	..	128	31	10	0

The expenditure per annum for the following years was : 1917, £2,361 ; 1922, £3,805 ; 1927, £5,601 ; 1932, £4,258.

In 1931, owing to the financial depression, the scholarships were reduced by one-fifth in number and by one-tenth in value. As no secondary schools for Maoris are maintained by the Department, the expenditure on scholarships is the only provision by which secondary education for Maori children attending Native schools is made. In this connection it must be remembered that the Maoris themselves, by large gifts of land in former years, have provided rents from which the denominational schools derive their principal source of income. In order to permit the brightest scholars to have the benefit of a third-year secondary education the Maori Purposes Fund Control Board awarded twenty-five Continuation Scholarships. In 1931 this number was reduced to twenty, but this year none was awarded. However, in lieu of the award of Continuation Scholarships, the Maori Purposes Fund Control Board now subsidizes all the Government scholarships by £3 10s. per annum, thus maintaining their value at the original figure, £35. The Maori Purposes Fund Control Board, in addition to granting the above Continuation Scholarships, previously granted each scholar £6 per annum to assist with clothing. This allowance, however, was also withdrawn this year. The Department makes provision for education beyond the second year, but within narrowly defined limits. For boys, Senior Agricultural Scholarships were established, tenable for two years, either in the service of a farmer or under the control of the Agriculture Department, or at a school or college established for the secondary education of the Maoris, where suitable practical or theoretical instruction

in agriculture and general farm work was provided. There were five of these scholarships each of an annual value of £35, but in 1931 this number was reduced to four, of an annual value of £31 10s. each. For girls, Nursing Scholarships were established in 1901. The object of these scholarships is to give selected girls an introduction to nursing in the public hospitals, with a view to their ultimately taking up the profession in the interests of their race. The tenure of these scholarships is for one year, after which, if the girls have proved satisfactory, they are admitted to the hospital staff as probationers. The following table indicates the provision now made by the Department for the secondary education of Maori children attending Native schools—that is, for Maori children in outlying districts who are unable to take advantage of the European facilities for secondary education.

	Number.	Amount.	Tenure.
		£ s. d.	Years.
Junior Scholarships .. .. .	136	31 10 0	2
Agricultural Scholarships .. .. .	4	31 10 0	2
Nursing Scholarships .. .. .	1	35 0 0	2
	(Now held)		

In addition to the scholarships referred to above, there are sixteen Junior Scholarships, of an annual value of £31 10s., tenable for two years at a higher school approved by the Hon. Minister and awarded to deserving Maori children attending other than Native schools. The Junior Scholarships are tenable at the following schools: Boys—Te Aute College, Pukehou, Hawke's Bay; St. Stephen's School, Bombay, Auckland; Wesley College, Paerata, Auckland. Girls—Hukarere Maori Girls' School, Napier; Queen Victoria Maori Girls' School, Auckland; St. Joseph's Convent, Napier; Turakina College, Marton; Otaki College (mixed). The Agricultural Scholarships are tenable at Te Aute College, Wesley College, and St. Stephen's School. Within recent years secondary schools for boys have reorganized their curricula, and considerably raised the standard of instruction. Valuable courses in practical and theoretical agriculture are now provided, and in this type of instruction, which is likely to prove of most value to the Maori community, the majority of the boys are enrolled. Suitable academic courses are arranged for those who have the ability and the desire to enter the professions. The secondary schools for girls provide training of a domestic and social nature, but their curricula are not so well planned as those of the boys' secondary schools. They lack, in addition, a well-graded academic course. The main aim of the secondary schools has been focused more on the provision of a superior social environment than on an academic or vocational secondary course. The residence for two years at a boarding-school consolidates to a considerable extent the right habits of conduct and living first inculcated at the Native school. This must continue to be the main function of the secondary schools, but the time has now arrived in the transition stage of the Maori when more exact motivation is necessary. The brightest Maori boys and girls should be given definite objectives either in the academic or vocational field and, therefore, better-planned and more intensive courses of study should be provided. Table H 4 indicates the schools at which secondary education for Maori children is provided. The roll number at the 31st December, 1932, of these schools was 305, of whom 118 were Government scholars.

17. SCHOLARSHIPS.

In 1932, 123 Junior Scholarships were held by pupils attending the boarding-schools. In addition, there were four Agricultural Scholarship holders and one University Scholarship was awarded to a student attending Victoria College. The Junior Te Makarini Scholarship was won by Heretaunga H. Raimona, of Te Aute College, and the Senior Te Makarini Scholarship was won by Henare Ngata, also of Te Aute College. This year no Buller Scholarship was awarded.

18. CHATHAM ISLANDS.

Five schools in the Chatham Islands are administered and controlled by the Education Department. At the 31st December, 1932, the total roll number was 146, composed of eighty-one Maoris and sixty-five Europeans. The average attendance for the year was 133, and the percentage of regularity 91·1. The staffing of the Chatham Islands schools consists of seven teachers, all of whom are certificated. In 1932 one visit of inspection was made. In such an isolated position as the Chatham Islands, where communication with the mainland is infrequent and where no roads are available for vehicular traffic, much depends upon the faithful service of the teachers. They have little opportunity of getting advice from outside, nor have they many chances of meeting to discuss their difficulties. The standard of instruction was generally satisfactory, though varying a little between school and school.

CONCLUSION.

Further minor improvements in the administration and organization of Native schools have been effected this year. The inspection and examination of Native schools has been conducted in the usual manner. In this connection I am indebted to the unremitting and most valuable assistance given by Mr. T. A. Fletcher, who, throughout the year, continued to assist temporarily in the inspection and examination of Native schools. The Native Schools Branch of Head Office has always had at heart the interests and advancement of the Service. I have to record its willing co-operation and valuable assistance throughout the year.

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, 1932.	Number of Teachers (exclusive of Junior Assistants).	Average Number of Children per each Adult Teacher.	Number of Junior Assistants.
I (9-20) .. ..	19	348	19	18·3	..
IIA (21-25) .. ..	10	272	10	27·2	9
IIB (26-35) .. ..	33	1,035	33	31·4	33
IIIA (36-50) .. ..	25	1,166	50	23·3	1
IIIB (51-80) .. ..	31	2,076	63	33·0	32
IIIC (81-120) .. ..	10	997	21	47·5*	20
IVA (121-160) .. ..	6	817	18	45·4*	12
IVB (161-200) .. ..	1	157	4	39·3*	2
Totals, 1932 .. ..	135	6,868	218	31·5	109
Totals, 1931 .. ..	139	6,738	222	30·3	101
Difference .. ..	-4	+130	-4	+1·2	+8

\* The high average given here is due to the fact that in Native schools of these grades two junior assistants are substituted for one of the assistants allowed in public primary schools of similar grades.

Table H2.

ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR THE YEARS 1932 AND 1931.

			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 1932 .. ..	..	..	7,313	7,524·0	6,848·3	91·0
Totals for 1931 .. ..	..	..	7,503	7,499·5	6,803·5	90·7
Difference .. ..	..	..	-190	+24·5	+44·8	+0·3

Table H3.

LIST OF MAORI MISSION SCHOOLS AND MAORI SECONDARY SCHOOLS WITH THE ATTENDANCE OF PUPILS FOR THE YEAR 1932.

School.	Number on School Roll at end of		School.	Number on School Roll at end of					
				1931.			1932.		
	1931.	1932.		Primary.	Secondary.	Total.	Primary.	Secondary.	Total.
<i>Maori Mission Schools subject to Inspection.</i>			<i>Boarding-schools affording Secondary Education for Maoris.</i>						
Jerusalem Convent ..	23	29	Hikurangi College (boys), Carterton	12	7	19	..	..	..
Matahi Mission ..	25	22	Hukarere (girls), Napier .. ..	9	43	52	2	45	47
Matata Convent ..	47	47	Otaki College (mixed), Otaki ..	37	6	43	36	5	41
Onepu Mission ..	20	21	Queen Victoria (girls), Auckland ..	15	36	51	9	28	37
Pawarenga Convent ..	62	68	St. Joseph's (girls), Napier ..	..	20	20	4	14	18
Putiki Mission ..	34	29	St. Stephen's (boys), Auckland ..	3	51	54	3	36	39
Ranana Convent ..	24	28	Te Aute College (boys), Pukehou ..	..	53	53	..	51	51
Tanatana Mission ..	32	32	Te Waipounamu (girls), Christchurch	12	..	12	11	..	11
Tokaanu Convent ..	36	36	Turakina (girls), Marton .. ..	20	19	39	22	21	43
Waitaruke Convent ..	66	72	Waarenga-a-hika (boys), Gisborne ..	26	5	31	7	..	7
Whakarapa Convent ..	154	153	Wesley College (boys), Paerata ..	21	53	74	13	39	52
Totals ..	523	537	Totals .. ..	155	293	448	107	239	346

Table H 4.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1931 AND 1932.

School.	1931.							1932.						
	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 ..	..	..	..	11	3	14	14	..	..	..	..	..	..	..
Hukarere (girls), Napier ..	..	1	26	27	8	16	24	51	..	23	23	..	21	23
Otaki College (mixed), Otaki ..	..	..	..	37	5	42	42	..	..	..	36	5	41	41
Queen Victoria (girls), Auckland ..	..	..	26	26	15	9	24	50	..	20	20	9	8	17
St. Joseph's (girls), Napier ..	..	..	11	11	..	9	9	20	..	12	12	4	2	6
St. Stephen's (boys), Auckland ..	..	..	33	33	2	15	17	50	..	25	25	3	9	12
Te Aute College (boys), Pukehou ..	..	..	20	20	..	32	32	52	..	20	20	..	31	31
Te Waipounamu (girls), Christchurch ..	..	..	..	8	..	8	8	..	..	..	9	..	9	9
Turakina (girls), Marton ..	..	1	8	9	18	11	29	38	..	9	9	20	12	32
Wacenga-a-hika College (boys), Gisborne ..	..	1	3	4	25	2	27	31	..	..	7	..	7	7
Wesley College (boys), Paerata ..	..	..	13	13	..	13	13	26	..	9	9	1	8	9
Totals .. ..	3	140	143	124	115	239	382	..	118	118	91	96	187	305

(b) AGRICULTURAL SCHOLARSHIPS.

At the end of 1932 four Maori boys were holding agricultural scholarships, two being held at St. Stephen's, and two at Wesley College.

(c) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1932.

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

Table H 5.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1932.

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1932.			Number examined in Form II.	Form II Certificates awarded.		
		Boys.	Girls.	Total.		Proficiency.	Competency.	Total.
Auckland ..	410	2,270	2,107	4,377	98	70	15	85
Taranaki ..	64	334	297	631	19	12	2	14
Wanganui ..	72	356	340	696	23	15	3	18
Hawke's Bay ..	98	810	721	1,531	50	40	8	48
Wellington ..	68	338	325	663	20	9	4	13
Nelson ..	10	24	21	45	1	1	..	1
Canterbury ..	35	96	98	194	9	7	..	7
Otago ..	17	45	54	99	3	3	..	3
Southland ..	10	33	37	70	6	4	1	5
Totals, 1932	784	4,306	4,000	8,306	229	161	33	194
Totals, 1931	791	4,390	4,033	8,423	258	136	72	208
Difference ..	-7	-84	-33	-117	-29	+25	-39	-14

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, 1931 AND 1932.

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.	
1931.									
Public schools	..	..	..	258	136	52.7	72	27.9	208
Native schools	..	..	..	322	153	47.5	57	17.7	210
1932.									
Public schools	..	..	..	229	161	70.3	33	14.4	194
*Native schools	..	..	..	262	147	56.1	51	19.5	198

\*In 1931 pupils from Native Mission schools and Chatham Island schools were included. These have not been included here.

Table H 7.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE 1ST JULY, 1932.

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	241	234	1	..	..	..	..	..	..	..	..	..	..	..	..	..	242	234
6 " 7	472	480	2	9	..	1	..	..	..	..	..	..	..	..	..	..	474	490
7 " 8	499	456	76	68	3	5	..	..	..	..	..	..	..	..	..	..	578	529
8 " 9	344	321	183	181	40	56	3	4	1	..	..	..	..	..	..	..	571	562
9 " 10	168	140	189	209	151	138	41	59	4	3	..	..	..	..	..	..	553	549
10 " 11	89	68	145	120	168	171	135	121	26	35	3	3	..	..	..	..	566	518
11 " 12	37	36	63	55	117	95	153	137	83	85	17	31	2	..	..	..	472	441
12 " 13	9	16	36	28	78	48	136	90	99	108	70	70	13	16	1	1	442	377
13 " 14	3	2	12	6	31	25	67	60	89	75	87	74	42	46	4	..	335	288
14 " 15	..	..	1	2	7	2	14	10	34	15	64	38	51	37	4	2	175	106
15 " 16	..	..	1	2	2	1	3	3	9	5	9	6	23	10	3	3	50	30
16 years and over	..	..	..	..	..	..	1	..	1	2	1	1	9	4	2	1	14	8
Totals, 1932	1,862	1,753	709	680	597	542	553	484	346	328	251	223	140	115	14	7	4,472	4,132
Percentage ..	3,615	42.0	1,389	16.2	1,139	13.2	1,037	12.1	674	7.8	474	5.5	255	3.0	21	0.2	8,604	100.0
Median age, in years and months	7 5 7 4 9 6 9 5 10 7 10 5 11 8 11 5 12 7 12 5 13 5 13 1 14 3 13 10 14 8 15 4																..	..
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																..	..

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, 1932.

[illegible]

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.				1931.			1932.		
				M.	F.	Total.	M.	F.	Total.
A	..	..	..	..	..	..	..	..	..
B	..	..	..	11	5	16	11	6	17
C	..	..	..	40	36	76	42	40	82
D	..	..	..	26	22	48	23	24	47
E	..	..	..	..	1	1	..	1	1
Total certificated teachers	..			77	64	141	76	71	147
Uncertificated teachers	..			28	53	81	26	45	71
Grand total	..			105	117	222	102	116	218

It will be noted that even in the one year the percentage of certificated teachers in Native schools has increased from 64 to over 67 per cent.

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