

The second change also may be justified from the psychological and spiritual standpoint. It strives to reach the emotional life of the Maori, and necessitates a fairly drastic alteration, not in the subjects of the curriculum, but in their presentation. The teachers have been asked to devise schemes which will provide every opportunity for creative activity by the child. As education is only vital and valuable if it comes in response to a need actually felt, a new outlook was required which would give the Maori children an education of activity in which new problems were continually occurring so that they might have practice in solving new difficulties. It is hoped that such practice of the important virtues of initiative, self-reliance, and co-operation will result in the development of a personality, quietly self-possessed, self-confident, and sympathetic. The principle is clearly expressed in the Hadow Report on the primary school. "The curriculum is to be thought of in terms of activity and experience rather than of knowledge to be acquired and facts to be stored."

For the guidance of teachers, therefore, the following statement of principles was circulated:—

- (1) That all instruction be practical and related to the actual needs and interest of the Maori:
- (2) That, in the case of girls, a practical knowledge of housecraft, including plain sewing, cooking, washing and care of clothes, home cleaning and beautifying, mending, and nursing be considered essential:
- (3) That the social aspect be given full attention. The adult community must be interested, if not actively participating in some of the activities:
- (4) That the vocational aspect of the training be emphasized: Agriculture and Woodwork closely correlated and in touch with the requirements of the district:
- (5) That the school be definitely interested in one or more of the Maori crafts or studies.

That one of the main functions of the Native primary school is to teach English and arithmetic—*i.e.*, to give facility in the basic subjects—continues to be stressed. It is rather in the general teaching and the teaching technique that a new outlook is required. In the past the emphasis on indoor work has tended, in many schools, to result in teaching that has been too abstract in nature. Words and facts have been of more importance than attitudes and things. It is now felt that the programme should be more in harmony with the environment, presented in terms and through materials the pupils can understand, and permeated with the new spirit of child activity by means of which it is hoped, not only to achieve soundness and proficiency in the elementary subjects, reading, writing, and arithmetic, but also to awaken deep and strong interests which will give the Maori some purpose in life. The revised curriculum was in operation throughout the year, and in the very short time during which teachers have had the opportunity of expressing in practice their ideas of practical education very gratifying and stimulating results have been obtained. The full effect of the reorganization will not be felt for some years.

2. ATTENDANCE.

At the end of 1934, 138 Native schools were administered and maintained by the Education Department. The total roll number was 7,587 (7,340 in 1933) and the average attendance was 6,799 (6,581 in 1933). The average weekly roll number was maintained at 7,523, the percentage of regularity being 90.4. Of the 7,587 children enrolled at the 31st December, 1934, 6,101 children were Maori speaking the Maori language at home and 460 Maori children speaking English in the home. The remainder (1,026) were European children.

The following table shows a steady increase in the attendance since 1912:—

Year.	Roll Number.	Average Attendance.	Average Weekly Attendance.
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
1933	7,340	6,581	7,346
1934	7,587	6,799	7,523

There were on the roll on the 1st July, 1934, 6,540 Maori children (6,442 in 1933) and 964 European children (932 in 1933), making a total roll number at that date of 7,504.

3. STAFF (31ST DECEMBER, 1934).

Three hundred and forty teachers were employed, of whom 256 were certificated and 84 uncertificated. Of the total staff 34.1 per cent. are junior assistants, 79 of whom are fully qualified teachers and 37 uncertificated.

Twenty of the uncertificated junior assistants are Maori girls who are giving very efficient, capable service; 79.0 per cent. of the head and class teachers hold certificates (74.4 per cent. in 1933). I have with great pleasure to acknowledge the willing co-operation of the teachers, who gave whole-heartedly of their time and interest both in and out of school hours.