

1935.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN

(In continuation of E.-3, 1934).

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 1934 :—

I. EDUCATIONAL AIMS.

During the last few years various significant influences have combined to unify, to some considerable extent, the Maori race and to deepen and intensify its racial consciousness. This quickening of the Maori spirit, significant of vitality and growth, demands adaptations in educational aims and practice to meet the new conditions.

Two major changes in policy appeared necessary. In the first place it was felt that the Native school, influenced solely by European ideals, was not being accepted by the Maori as a Maori institution. The complete divorce of the work of the Native school from most of the Native patterns of thought and social institutions was minimizing its influence as a cultural force. We were imparting the elements of English culture but failing to make use of the vital, emotional forces which mould the individual and the race. It was necessary, therefore, to ensure that from the school there should radiate a healthy racial pride, stimulated by knowledge of, and research into, the past history and achievements of the Maori. The Maori child should feel that the Native-school system of education is sympathetic and that, in presenting the new civilization, it respects and makes every possible use of the old. The co-operation of the adult Maori community should not only be welcomed but treated as indispensable. It is considered that the Native school should regard things more from the Maori point of view while, at the same time, presenting a true picture of European life, and teaching, to the best of its ability, English and arithmetic. Such a policy is in line with educational practice in the British colonies and elsewhere in regard to Native education. The change involves an analysis of the cultural civilization of the Maori and of the most effective ways in which the two civilizations may be combined with least disturbance to either.

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.

4. BUILDINGS.

During 1934 building operations were somewhat more extensive than those carried out in 1933. New schools, with residences, were built at Raupunga and Manukau, while new class-rooms were provided at Rangitahi, Tawera, and Whakarewarewa, and a new residence at Waima. Te Hapua and Tokaanu Native Schools were remodelled, the Tokaanu work including the provision of an extra class-room. In addition the usual maintenance works were carried out.

At the end of the year the residence at Waihua Native School was unfortunately destroyed by fire. It was decided not to rebuild immediately and arrangements were made for the teacher to board in the vicinity of the school.

5. TRAINING OF TEACHERS.

Each year shows an improvement in the methods of instruction, which are becoming progressively less authoritarian on the part of the teacher and less passive and receptive on the part of the pupil. In accordance with the new aims, stress has been laid upon the development of desirable powers and the giving of free scope to natural capacities and interests rather than upon the acquisition of facts or the absorption and retention of imposed subject-matter. There is still, however, a need for imaginative vision among some of the teachers who persist in providing subject-matter drawn from sources altogether too remote from the experiences of Maori children. In regard to club work and child activity, it must be impressed upon teachers that continuity is necessary for growth and progress, and a multiplicity of short-time activities should be avoided.

During the year most of the Native-school teachers were afforded the opportunity of attending refresher courses in physical drill and drawing. In addition, your Inspectors took every opportunity of meeting the teachers in various convenient centres. Throughout the year the discussion circles, organized by the Native-school teachers, continued to meet regularly. To these circles the supply of educational literature from the Education Department's library was continued, but there was evidence of a diminution of interest in this service. Owing to the many demands made upon them, teachers found it difficult to subscribe to educational periodicals, but it is hoped that professional reading will not be neglected. The Native Schools Column of the *Education Gazette* was maintained for the most part by teachers' contributions.

During the year programmes of work in health, infant welfare, nature study, woodwork, club work, and sewing were prepared and supplied to teachers, not on an authoritarian basis but merely as suggestions. I wish to acknowledge the services of Miss R. Lynn, Correspondence School, who so ably prepared the sewing scheme, and of Mr. J. Passmore, who assisted in the preparation of the woodwork scheme. The infant-welfare scheme was prepared by the Health Department.

6. GRADING OF SCHOOLS.

For 1934, schools have been graded with reference to efficiency as follows (the figures in parentheses indicate the 1933 grading): Excellent, 3 (2); very good, 24 (22); good, 40 (47); very fair, 40 (34); fair, 25 (23); poor, 6 (9).

7. LIBRARIES.

The inadequate supply of supplementary reading material in Native schools continues to be a matter of concern. Most head teachers were successful in raising funds, but the calls upon these for such purposes as grounds improvement, picnics, and sports apparatus, leave little for the purchase of reading matter. The present supply of books is sufficient for teaching the mechanics of reading, but is so inadequate that it must fail in developing a real love of reading. It must be remembered that in the majority of Maori homes there are few books.

8. SOCIAL AND COMMUNITY LIFE.

The real worth of Native education as a civilizing agent and as a potent force in the reconstruction of a Native society is not debatable. It is, however, but one of the many socializing forces, and its effectiveness is undoubtedly strengthened when the system is based upon a study of the society in which the Maori child lives and develops. This study is necessary, not only to help in the transformation of those circumstances which limit and destroy physical and spiritual forces, but in order to foster a sympathetic relationship between the Native school and the community. Teachers are studying the social life, the music, recreations, and arts and crafts of the Maori people. Adult Maori assistance in school activities has been sought, chiefly in connection with Maori crafts. The result has been disappointing owing to the fact that in many districts the old skills in weaving, carving, &c., have been forgotten. It has also proved difficult to sustain the interest of the voluntary Maori helpers in these activities.

More success has attended the formation of women's clubs, including branches of the Women's Institute, meetings of which are held in the school. This movement has proved valuable in widening the sphere of influence of the school.

Maori songs of a suitable type are encouraged and Maori games and dances have been included in the physical-drill programme.

Encouraged by the revised curriculum, a few teachers have, with local assistance, raised funds for the erection in the school-grounds of model two-roomed homes. These homes are fitted with modern drainage and sanitary conveniences, and offer scope for excellent practice in housecraft and home-management. Each day two senior girls devote the whole of their time to cooking their own meals, making beds, laundry work, and to the care of two or three primer children. Practical contact is thus made with every type of difficulty that might be experienced in the home.

School clubs of many kinds were organized. Some of these have flourished, but many failed due to the fact that they were unrelated to the children's real interests. Home plots and calf clubs have been particularly valuable in taking the school into the home.

9. HEALTH AND PHYSICAL EDUCATION.

On 9th and 10th May, 1934, a conference on Maori Hygiene, attended by the Director of Education and the Inspector of Native Schools, was arranged by the Health Department. On 11th May a sub-committee met to give further consideration to health-teaching in Native schools. It was agreed that the present syllabus and the time allocated to health education were suitable. The conference recommended the formation of infant-welfare classes for older girls, and agreed that the Junior Red Cross Organization was valuable as a vehicle for Maori education in health matters. Both these recommendations have been adopted by many head teachers with most pleasing and beneficial results. I wish to express my appreciation of the assistance and valuable co-operation thus rendered to Native education by the Health Department.

Free medicinal stores continue to be supplied to schools. Time after time this service has been justified by the saving of life and the alleviation of pain. The district nurses continue to co-operate with the teachers both in and out of school.

Insistence upon personal cleanliness was maintained, and in most schools the result was most creditable to teachers, parents, and the children themselves. It was a pleasure to be present at many of the morning inspections. Individual towels are now more common, and the teachers are to be commended upon the general and effective use of handkerchiefs by the children. The Native Schools Service is justly proud of its scrupulously clean buildings and out offices, and in 1934 this traditionally high standard was maintained.

Refresher courses in physical drill, conducted by Mr. Reid, proved to have a very stimulating effect. In many schools this subject seems to require an occasional stimulus of this nature. Organized sport in some districts was successful and organized games during intervals were strongly recommended by your Inspectors. Failing provision of such games, the Maori child shows little inclination to play.

10. HANDWORK AND ELEMENTARY HANDWORK TRAINING.

The supply of woodwork tools was continued, 35 per cent. of Native schools now being equipped in this respect. In order to assist the teachers in a more systematic attack upon this subject a woodwork scheme was prepared and issued by the Department. In a few schools the importance of proper care and storage of tools was not sufficiently realized. Particularly in a Native school, training in habits of tidiness and right appreciation of property are most essential. Woodwork appeals to the Maori boy, and in many schools a number of articles of practical utility were completed. Comment has already been made upon the attempt to introduce Maori arts and crafts. Only in a few schools was this innovation successful. In addition to the above the usual school handwork activities were provided. An excellent scheme in sewing, prepared by Miss Lynn, should prove a great incentive to more systematic work in this subject. It must be acknowledged, however, that the inability of many Maori girls to provide suitable material seriously handicaps the teachers. Nevertheless the quality of the needlework in some of the schools is outstanding. In 1934 housecraft, home-management, and cookery were taught in an increasing number of Native schools. Instruction in these subjects varies considerably, depending to a great extent upon the amount of the child's initiative and reliance called forth by the task in hand.

11. DRAWING.

In devising the curriculum adapted to the needs and interests of the Maori child, prominence was given to the subject of drawing. It was felt that this particular subject was not being given the thought and care it deserves, providing, as it does, such a useful training for any craft in which work with both hand and eye play a part. In too many cases drawing was regarded too much in the light of an occupational subject, in which a general supervision was merely required.

Too little attention was also given to the wider aspects of the subject. Lessons were based mainly on the drawing of objects and sprays. The weaknesses were—firstly, that much of the work was ungraded, difficult and simple objects being given at random; and, secondly, that general representations were the result rather than a true drawing of the object as seen by the pupil. In sprays, too, there is a danger of looseness both in observation and in drawing.

Stress is now being placed on the teaching of drawing in as many phases as possible and on a properly graded scheme. The children are expected to think well beforehand about what they wish to do and how best they can do it. Every line, in its position, direction, strength, and thickness should be an expression of thought. In their schemes teachers are asked to give a prominent place to design, and in this respect the old Maori arts lend very valuable aid, not only in the teaching of design and its logical development, but also in linking the Maori child to the traditions and arts of his own race. In this respect it is pleasing to note that very fine work is being done in a number of our schools.

During last year Native-school teachers were, so far as was possible, given the opportunity of participating in refresher courses conducted by Mr. Donn, and his lectures on the subjects of drawing, art, and handwork were greatly enjoyed by the teachers. As a result of these lectures and demonstrations the work is now being carried on in a much more systematic manner.

12. AGRICULTURE.

During the last few years a greater advance has been made in agricultural instruction and in nature study than in any other subject. Their importance to the Native child cannot be over-emphasized, but unless the instruction aims at the development of strong interests in and an appreciation of nature, and awakens in the child an abiding love of living things, these subjects will be of

little real worth. I have to acknowledge the very valuable assistance and co-operation of the Agricultural Instructors in the North Auckland, Bay of Plenty, and East Coast areas. They showed keen appreciation of the spirit of the revised curriculum and have assisted greatly in its application.

The following extracts are from the annual reports of the Agricultural Instructors:—

East Coast District.

“A new booklet from the Hawke’s Bay Education Board was provided during the year. Teachers are urged to show their individual application and interpretation of the lessons. In most schools indoor work reaches a good standard, but pupils can still take a larger share in investigation and simple study. Outdoor work has continued to improve in technique and in routine. Plot studies, by means of such practices as the use of certified potatoes, strain investigations of common crops, have been in line with modern ideas. Careful attention is paid, in most schools, to the growing of foods of dietetic value. A feature of this year was the improvements to the grounds in the smaller and more remote schools. In the larger schools, too, some surprising transformations have been made by the re-organization of playing-areas, entrances, &c. Increase in the number of pupils engaged in calf-rearing was marked. On judging days the adult attendance and local interest were encouraging. Home gardens embrace a wide range of ‘crops,’ from trees to onions. Housecraft and hygiene have improved where they were related closely to the agricultural and science courses. The daily routine of a well-ordered home offers valuable lessons, but it must be remembered that knowledge alone will not produce action in any branch of science.”

North Auckland District.

“Nursery work has received commendable attention, particularly the raising of seedlings for growing in the homes of the children. In this way new vegetables and new farm crops have been introduced, not only to the children but also to the parents. Tree nurseries have been established in thirty-one different schools. In several schools large enough crops have been grown to provide vegetables for soup daily in the winter. Ground-improvement work has been quietly continued, and in many cases very creditable results have been obtained. The improved attention being given to nature study is very gratifying—the immediate environment of the school is replacing text-books as a source of inspiration to teachers, but perhaps the most marked improvement is in the effort to show the children how to find out for themselves instead of cramming them with facts. Definite progress has also been made in club work, particularly in the continuation of home-garden competitions and in the inauguration of junior institutes, Red Cross leagues, calf clubs, a pig club, and a poultry club. In many schools the broadening of the curriculum has been brought about by integrating agriculture, nature study, sewing, cookery, house-craft, handwork, health, and woodwork around the central theme of ‘A Happy Home’—this idea has infinite possibilities particularly in making instruction more concrete and in adapting it to the social and economic needs of the district.”

Bay of Plenty and Rotorua District.

“Advances have been noticed in the direction of improved correlation between the various branches of the subject as taught in the class-room. In many schools the indoor lessons in agriculture are being framed to study the factors underlying the food-supply of the community and science is introduced incidentally.

“In the school gardens more emphasis is being placed on demonstrations of home-gardening and on local problems connected with farming. The substitution of definite projects undertaken by groups of pupils in place of individual vegetable plots should improve the educational value of the outdoor work.”

13. ACADEMIC INSTRUCTION.

Important as are the changes which have been made in the curriculum and aims of Native education, it must be reiterated that they are, and will remain, subsidiary to the main task of the Native primary school. This is to give to the Native children a thorough training and facility in all branches of English, writing, and arithmetic. This training is indispensable for complete living in such a predominantly European environment as New Zealand affords. Teachers were informed that whatever changes were made no diminution in the quality of the instruction in these subjects would be accepted. A high standard of attainment in both oral and written English was the first consideration.

The importance of oral English has now been emphasized for some years, and it is gratifying to note the increase in the number of those schools where the pupils are able to carry on a discourse or debate fluently and confidently. Although grammatical accuracy has improved in narrative speech, in cross-questioning each other and in argument the usual Maori errors break out. A more systematic attack upon these errors is necessary in the form of regular daily drills especially designed to eradicate some particular type of error. Incidental correction is inadequate.

Some improvement has been made in the written English, especially in the writing of letters, but there is need for regular instruction in sentence formation, based on concrete situations. There are still several schools which over-emphasize the value of poetic English in essays, which are consequently characterized by insincerity and inaccuracies. The systematic teaching of an active vocabulary is also a phase of instruction in English which needs attention.

Recitation shows a decided improvement in the lower and middle classes, due largely to a wiser selection of poems. In the upper classes, however, there is a lack of appreciation and comprehension, mainly because the type of poem chosen was too abstract and philosophical. One aspect of the value of recitation which should always be kept in mind is its power to arouse the finer emotions. These need development in the Native child, and appreciation of beauty in all its various forms should be a conspicuous feature of Native education.

Fair progress was made in reading, but the scarcity of supplementary readers suitable for Maori children in the upper classes handicaps the teachers in their efforts to foster a love of reading. In spite of this there has been an improvement in the pupil's ability to reproduce the substance of the matter read.

Spelling varied considerably in quality. The choice of spelling words received careful consideration by most teachers. This subject should be intimately associated with oral and written speech and reading in order that the words learnt in the spelling-lesson may be used in the latter.

Arithmetic showed a satisfactory improvement in mechanical accuracy. Figuring was generally neat and the setting-out of the work methodical. In problem arithmetic the results were not so satisfactory, due chiefly to the fact that the pupils had not been trained to visualize a problem before attempting to solve it, with the result that they relied too much upon memorized methods of solution. The language in which the problems were clothed was also at fault. In the selection of problems too much weight has been attached to those of a commercial nature, and agricultural and domestic problems have been overlooked.

In geography and history much of the foreign geography has been excluded and local geography and history substituted. There is still a tendency to make geographical knowledge merely a verbal one rather than real, but care in the framing of the Proficiency Test papers has begun to impress teachers with the futility of treating these subjects as if they were catechisms.

The effort to improve the instruction in Maori and New Zealand history has not been very productive, owing to the fact that many of the teachers themselves have an inadequate knowledge of these subjects. This naturally results in a very superficial treatment, with little power of appeal to the Maori child.

The value of training in civics was emphasized, but in this also little progress has yet been effected.

In many Native schools singing is very well taught, and the results are most pleasing.

A word of praise is due to the very good progress made, throughout the year, in the primer division. The new Infant Reading-books were welcomed by the teachers and introduced with intelligence and enthusiasm.

In conclusion, it may be stated that the general level of attainment reached in these subjects is a satisfactory one.

14. PROFICIENCY.

The total number of Proficiency candidates for 1934 was 244 (244 in 1933) of whom 176 were Maori children and 68 European children. The average age of the candidates at the time of the examination was 14 years 2·4 months. One hundred and seventeen candidates were awarded Proficiency Certificates and 42 Competency Certificates.

15. MAORI MISSION SCHOOLS.

The eleven mission schools for Native children, controlled and administered by denominational authorities, were all visited by your Inspectors. The reports indicated that in each case the conditions necessary for registration were satisfied. Five hundred and thirty-five children were enrolled at these mission schools, the average attendance being 473·1.

16. SECONDARY EDUCATION.

The Maori child has the same right to a free secondary education as a European; as a free place pupil he can attend any secondary school, technical school, or district high school. This right is of value only to Maoris who are living in the vicinity of such institutions, and thus it provides no real facility for secondary education for the Maori children living in the backblocks. For the latter, by means of a generous system of Government Scholarships, secondary education for two years is provided at selected private schools controlled by the authorities of various religious denominations. Reference to Table H. 3 will give a list of these boarding-schools and of the roll numbers thereat.

During 1934 most of these schools were seriously handicapped by depleted roll numbers, due to the Maori parents' financial inability to assist their children and to other factors attributable to the general financial stringency. At Te Aute and St. Stephens, teaching staffs were reduced, thus making it extremely difficult to provide the broad, practical agricultural training so essential to the majority of the Maori boys. At Te Aute singing has now been included, a revival thoroughly appreciated by many of the boys. The teaching of Maori, a requirement for all scholarship pupils, is proving difficult at some of the private schools. With reference to the instruction given in the girls' schools, I must repeat my remarks in last year's report:—

“Instruction in the domestic arts, cookery, laundrywork, first-aid, and home nursing was provided in all these schools, but the value of such instruction would have been enhanced had the respective schemes been better planned, simpler in nature, and more closely adapted to the special needs of the pupils. In addition, the girls should have been given the mental discipline of planning and management wherein responsibility determines careful thought and calls forth the full powers of the child.”

The tone and discipline of the private secondary schools were of a high standard, and were well devised to afford training both in leadership and in obedience to authority.

The disabilities from which these schools have suffered during the last few years have seriously affected their general efficiency. The loss is a heavy one which the Maori race as a whole can ill afford to suffer.

In all schools the instruction given to Government Scholarship pupils complied with section 114 of the regulations relating to Native schools, and was satisfactory.

17. SCHOLARSHIPS.

In 1934 117 Junior Scholarships were held by pupils attending the boarding-schools. In addition there were four Agricultural Scholarship holders, one Nursing Scholarship holder, and one University Scholarship.

The Junior Te Makarini Scholarship was won by Graham Mika, and the Senior Te Makarini Scholarship by Meta Francis. This year no Buller Scholarship was awarded.

18. CHATHAM ISLANDS AND FIJI.

The Chatham Island Schools were inspected by Mr. D. Brown, of Waltham School, Canterbury, in February, 1934. In August, 1934, I paid an extended visit to Fiji for the purposes of inspection and grading of teachers.

19. CONCLUSION.

On the 1st September, 1934, Mr. A. H. Denne, M.A., was appointed to the position of Inspector of Native Schools. The inspection and examination of Native schools have been conducted in the usual manner. In this connection I have to acknowledge the willing co-operation and valuable assistance of Mr. A. H. Denne, and of Mr. T. A. Fletcher, who continued to assist throughout the year. The enthusiasm and interest of the Native School Branch of the Education Department have been responsible in no small measure for the general welfare of the Service and its smooth administration.

D. G. BALL,
Inspector of Native Schools.

No. 2.

DETAILED TABLES.

Table H 1.

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, 1934.	Number of Teachers (exclusive of Junior Assistants).	Average Number of Children per each Adult Teacher.	Number of Junior Assistants.
I (9-20)	18	309	18	17·2	3
IIA (21-25)	13	315	13	24·2	10
IIB (26-35)	29	917	29	31·6	28
IIIA (36-50)	23	1,026	46	21·8	3
IIIB (51-80)	37	2,386	75	31·8	38
IIIC (81-120)	10	854	20	42·7	19*
IV _A (121-160)	8	990	23	43·0	15
IV _B (161-200) .. ..	..	..	..	..	..
Totals, 1934	138	6,797	224	30·3	116
Totals, 1933	137	6,749	223	30·5	109
Difference	1	48	1	-0·2	7

* One with allowance.

Table H 2.

ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR THE YEARS 1934 AND 1933.

	School Roll.		Mean of Average Attendance of the Three Terms.	Average Attendance as Percentage of Weekly Roll Number.
	Number on Roll. (December).	Average Weekly Roll Number. (Mean of the Three Terms.)		
Totals for 1934	7,587	7,522·6	6,798·5	90·4
Totals for 1933	7,340	7,345·8	6,580·7	89·6
Difference	+247	+176·8	+217·8	+0·8

Table H 3.

LIST OF MAORI MISSION SCHOOLS AND MAORI SECONDARY SCHOOLS WITH THE ATTENDANCE OF PUPILS FOR THE YEAR 1934.

School.	Number on School Roll at end of		School.	Number on School Roll at end of						
	1933. 1934.			1933.			1934.			
	1933.	1934.		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 ..	32	30	Hukarere (girls), Napier ..	3	27	30	5	28	33	
Matahi Mission ..	25	24	Otaki College (mixed), Otaki ..	28	4	32	19	6	25	
Matata Convent ..	62	63	Queen Victoria (girls), Auckland ..	6	26	32	6	31	37	
Onepu Mission ..	13	16	St. Joseph's (girls), Napier ..	2	12	14	1	17	18	
Pawarenga Convent ..	78	68	St. Stephen's (boys), Auckland ..	4	35	39	..	43	43	
Putiki Mission ..	34	23	Te Aute College (boys), Pukehou ..	..	39	39	..	52	52
Ranana Convent ..	35	28	Te Waipounamu (girls), Christchurch	16	..	16	17	..	17	
Tanatana Convent ..	35	43	Turakina (girls), Marton ..	17	16	33	18	8	26	
Tokaanu Convent ..	44	47	Wacenga-a-hika (boys), Gisborne ..	6	..	6	20	..	20	
Waitaruke Convent ..	59	64	Wesley College (boys), Paerata ..	23	38	61	15	47	62	
Whakarapa Convent ..	135	129								
Totals ..	552	535	Totals ..	105	197	302	101	232	333	

Table H 4.

(a) NUMBER OF MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1933 AND 1934.

School.	1933.							1934.						
	Government Pupils.			Private Pupils.			Grand Total.	Government Pupils.			Private Pupils.			Grand Total.
	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.		Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	
Hukarere (girls), Napier	19	3	8	11	30	..	22	22	5	5	10	32
Otaki College (mixed), Otaki	28	4	32	32	..	..	..	19	6	25	25
Queen Victoria (girls), Auckland	19	6	7	13	32	..	22	22	6	9	15	37
St. Joseph's (girls), Napier	10	2	2	4	14	..	15	15	2	1	3	18
St. Stephen's (boys), Auckland	16	3	14	17	33	..	27	27	..	13	13	40
Te Aute College (boys), Pukehou	19	..	16	16	35	..	23	23	..	23	23	46
Te Waipounamu (girls), Christchurch	10	..	10	10	..	..	..	13	..	13	13
Turakina (girls), Marton	7	7	17	8	25	..	5	5	18	3	21	26
Waerenga-a-hika College (boys), Gisborne	6	..	6	6	..	..	..	20	..	20	20
Wesley College (boys), Paerata	9	3	5	8	17	..	7	7	3	4	7	14
Totals	99	78	64	142	241	..	121	121	86	64	150	271

(b) AGRICULTURAL SCHOLARSHIPS.

At the end of 1934 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 1934.

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

Table H 5.

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1934.

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1934.			Number examined in Form II.	Form II Certificates awarded.		
		Boys.	Girls.	Total.		Proficiency.	Competency.	Total.
Auckland	435	2,314	2,144	4,458	90	63	13	76
Taranaki	69	376	361	737	22	14	2	16
Wanganui	78	378	331	709	26	14	8	22
Hawke's Bay	92	875	811	1,686	59	34	19	53
Wellington	75	377	368	745	31	20	4	24
Nelson	12	24	24	48	2	2	..	2
Canterbury	46	130	140	270	10	4	4	8
Otago	22	61	56	117	7	1	2	3
Southland	12	35	49	84	7	6	..	6
Totals, 1934	847	4,570	4,284	8,854	254	158	52	210
Totals, 1933	829	4,498	4,202	8,700	243	159	42	201
Difference	+12	+72	+82	+154	+11	-1	+10	+9

NOTE.—For the purpose of this table 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, 1933 AND 1934.

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.	
1933.						
Public schools	243	159	65.4	42	17.3	201
Native schools	244	148	60.6	38	15.6	186
1934.						
Public schools	254	158	62.2	52	20.5	210
Native schools	244	170	69.7	42	17.2	212

Table H 7.

CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS AT THE 1ST JULY, 1934.

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	36	37	..	..	..	..	..	..	..	..	..	..	..	..	..	..	36	37
6 " 7	460	429	1	2	..	1	..	..	..	..	..	..	..	..	..	..	461	432
7 " 8	561	511	60	68	2	2	..	..	..	..	..	..	..	..	..	..	623	581
8 " 9	401	352	172	210	46	55	2	3	1	..	..	..	..	..	..	..	622	620
9 " 10	206	167	209	189	146	160	50	65	2	5	..	..	..	..	..	..	613	586
10 " 11	108	75	145	134	198	179	132	133	31	40	4	1	..	2	1	..	620	563
11 " 12	25	22	74	60	137	119	168	173	98	97	25	40	1	1	2	..	529	514
12 " 13	14	12	28	27	82	62	154	128	132	135	79	79	23	27	1	2	513	472
13 " 14	5	3	15	6	37	29	87	63	91	85	95	97	44	50	1	5	375	338
14 " 15	2	..	3	4	4	6	25	18	37	24	63	30	45	46	5	3	184	131
15 " 16	..	..	1	1	3	..	4	..	5	2	15	4	22	16	7	1	57	24
16 years and over	..	..	..	..	..	..	..	1	1	..	2	..	3	4	4	3	10	8
Totals, 1934	1,818	1,608	708	701	655	613	622	584	398	388	283	251	138	144	21	17	4,643	4,306
Percentage ..	3,426 38.3		1,409 15.7		1,268 14.2		1,206 13.5		786 8.8		534 6.0		282 3.1		38 0.4		8,949 100.0	
Median age, in years and months	7 9 7 8	9 7 9 5	10 8 10 6	11 9 11 6	12 6 12 5	13 4 13 1	14 1 13 11	15 2 13 10	..	..	..	..	..	..	..	..	..	..
Totals, 1933	1,732	1,562	742	694	614	627	571	556	401	353	245	231	148	128	7	5	4,460	4,156
Percentage ..	3,294 38.2		1,436 16.7		1,241 14.4		1,127 13.1		754 8.8		476 5.5		276 3.2		12 0.1		8,616 100.0	
Median age, in years and months	7 8 7 7	9 7 9 4	10 7 10 4	11 9 11 7	12 6 12 3	13 5 13 1	14 1 13 8	14 9 14 9	..	..	..	..	..	..	..	..	..	..

NOTE.—For the purpose of this table half-caste children and children intermediate in blood between the Maori 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, 1934.

Table with columns for Ages, Class P., Standard I, Standard II, Standard III, Standard IV, Form I, Form II, Form III, Race Totals, and Grand Totals. Rows include ages 5 and under to 19, and a Totals row.

NOTE.—For the purpose of this table 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.	1933.			1934.		
	M.	F.	Total.	M.	F.	Total.
A .. .. .	..	..	..	..	..	..
B	17	4	21	19	6	25
C	51	46	97	58	46	104
D	22	25	47	21	26	47
E .. .. .	..	1	1	..	1	1
Total certificated teachers ..	90	76	166	98	79	177
Uncertificated teachers ..	19	38	57	16	31	47
Grand total ..	109	114	223	114	110	224

Approximate Cost of Paper.—Preparation, not given printing (800 copies), £16.

By Authority: G. H. LONEY, Government Printer, Wellington.—1935.

Price 6d.]