

1946
NEW ZEALAND

EDUCATION OF NATIVE CHILDREN

[In continuation of E.-3, 1945]

Presented to both Houses of the General Assembly by Command of His Excellency

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No. 1

REPORT OF THE SENIOR INSPECTOR OF NATIVE SCHOOLS

SIR,—

25th June, 1946.

I have the honour to present the following report on Native schools for the year 1945 :—

I. SCHOOLS AND STAFF

In 1945 the Education Department had under its control 157 Native schools, an increase of 1 over the number for 1944. The Otangaroa School, in North Auckland, was taken over from the Auckland Education Board, to be administered as a Native school. The total enrolment at the end of the year was 12,190 (11,793 in 1944) and the average attendance was 10,173 (9,825 in 1944). The average weekly enrolment number was 11,800 (11,303 in 1944) and the percentage of regularity was 86. Of the 12,190 children on the roll at the end of the year, 11,209 were Maori and 981 European.

It may be of interest to note the development of Native schools during the past sixty years. These schools were first brought under the direct control of the Education Department in 1881, and the following table gives an indication of their growth :—

Year.	Number of Schools.	Total Enrolment.
1886	69	2,343
1896	74	2,874
1906	100	4,174
1916	118	5,190
1926	130	6,591
1936	140	9,175
1939	145	10,403
1942	154	11,009
1945	157	12,190

The staffing of the schools has also been immensely improved by the use of more certificated teachers. Every credit must be given to those uncertificated teachers who worked so well and conscientiously in bygone years under difficult conditions, and even to-day we have some outstanding teachers without any certificate, but the introduction of more qualified teachers has undoubtedly contributed much to the increased efficiency of our Native schools. A comparison of the staffs of even twenty-five years ago produces some very revealing figures :—

	Head-teachers.		Assistants.	
	1920.	1945.	1920.	1945.
A Certificate .. .. .	..	2	..	..
B Certificate	3	36	..	18
C Certificate	14	102	2	145
D Certificate	27	11	7	24
E Certificate	3	..	3	..
Uncertificated	72	6	122	43
	119	157	134	230
Percentage of uncertificated teachers ..	60·5	3·7	91·0	18·7

In the above table, junior assistants and probationary assistants have not been included. Among the 43 uncertificated assistants in 1945 are several ex junior assistants acting in a relieving capacity.

At the end of 1945 there were 15,203 Maori children attending 885 public schools throughout the Dominion.

In addition to the 157 schools mentioned above, there are 10 Native mission schools and convents in various parts of the North Island, and the Department also administers 4 schools in the Chatham Islands.

The year 1945 marked the termination of World War II, and towards the end of the year many of our soldier teachers returned to the Dominion. Of those who received their discharge, the great majority elected to take advantage of the Government's provision of refresher courses at the training colleges, to enable them to improve their technique in teaching and to get in touch with the latest developments in education. I had the privilege of addressing a large number of returned men at the Auckland Training College, and of giving them an insight into the aims and objects of Native schools, and information concerning some of the valuable educational projects that have been carried out in recent years. In addition, the Department gave every facility to our returned Native-school teachers to spend periods of observation in some of the most efficient of our schools.

We were therefore not able to utilize their services as class-teachers to any great extent, and we again experienced great difficulty in keeping the schools fully staffed. No school, however, was closed for a sufficiently long period to affect adversely the standard of education of the children. The problem of finding suitable board and lodging for certificated assistants continues to be a very difficult one. Last year the Department provided or rented houses for this purpose in eight districts, but the problem remains very acute in several others. Even in the larger towns, board is becoming increasingly difficult to obtain.

In 1945, 16 Maori students were admitted to training college in continuance of our policy of encouraging young Maori men and women to enter the teaching profession. The reports concerning the progress of these young people are very encouraging, and, though a very small number occasionally find some difficulty in one or two subjects, the great majority are displaying keenness and enthusiasm for their work. Their

presence in the training colleges is also creating an interest among the other students in Maori songs, dances, arts and crafts, language, and history. Whereas formerly the junior assistant's position was regarded as a means mainly for temporary employment, it is now regarded as a stepping-stone to training college, and most junior assistants are taking courses of study, through the Department's Correspondence School, with that object in view.

2. REFRESHER COURSE FOR TEACHERS

Perhaps the outstanding event in 1945 was the refresher course for Native-school teachers held at Kaikohe from 16th to 20th April. Over two hundred teachers attended, and it is a great tribute to their enthusiasm that only one school in the North Auckland district was not represented. The military hospital was used for the accommodation of the Native-school teachers and their families, and this proved to be a great boon not only in providing accommodation, but also in building up a strong fraternal spirit among the teachers. The local executive was consulted in the compilation of the course, and I should like to express my appreciation of the tremendous amount of thought and work these teachers gave to the organization of the course, and in making it such a success.

The days were very full ones, commencing with physical drill at 8.45 every morning, and closing with the open forum at 4.15 every afternoon. Plenty of options were provided, thus ensuring that teachers would have the opportunity of receiving expert advice on any subjects in which they had a special interest. I desire to express my thanks to the lecturers for the thought and preparation which they had so obviously put into their work.

3. NATIVE SCHOOLS AND THE WAR

Now that the war has ended it may be opportune to review the effects it has had on our schools. They have, in common with all other schools, suffered from shortages and from the absence of the soldier teachers, but, in my opinion, the Maori people took a greater interest and pride in the operations and welfare of the Maori Battalion in particular than other sections of the community. They were willing to make any sacrifice from their limited resources if it was for the benefit of their soldiers. In 1941 I felt that our schools should make some contribution, and I appealed to our schools for £600 to equip the Maori Battalion with a mobile canteen. In a very short space of time more than £900 had been donated, and few schools failed to contribute. The result was that we were able not only to buy the mobile canteen, but also to equip it, and on 19th August, 1941, it was officially handed over by the Hon. the Minister of Education to the Governor-General, as Chairman of the National Patriotic Fund Board. It was presented "as a token of love from the children of the Native Schools in New Zealand." The mobile canteen was with the Maori Battalion throughout the North African and Italian campaigns, and gave wonderful service.

The war also made its call on the teachers. The men were called away, and the women had to carry on. A large number of teachers on the staffs of the Native schools served overseas, and six made the supreme sacrifice. Of these six, five were young Maori men. The six were Patrick Farren, Pat Mete Kingi, Pango Munro, John Pile, John Rogers, and Joseph Urlich. To their relatives I desire to offer the sympathy of the Native School Inspectors and staff.

Other teachers served with the home Forces, while others, in addition to their teaching duties, gave valuable service in the Home Guard, many of them holding very important posts. The shortage of men teachers threw a great strain on the women teachers, who deserve every credit for the manner in which they carried out their extra responsibilities. There were also inevitable shortages in materials, but in spite of these difficulties the Native Schools Service functioned efficiently.

4. PRIMARY EDUCATION

Some progress can be reported in all subjects of the primary-school curriculum, whilst the extra-curricular activities, special features of Native-school work, continue to flourish in the hands of enthusiastic teachers, lending interest and purpose to the daily routine. The success of a Native school cannot be judged by academic results alone, but more by its influence for good among children and adults alike.

In arithmetic the issue of the new departmental text-books has given a new stimulus to the teaching by making it more live and real to the child. While mechanical accuracy is essential, it is now more closely related to practical work in shopping exercises—buying and selling, weighing and measuring, making up accounts, giving change, &c.—in which the children take a very keen interest. The school shop is an established institution in most Native schools, but there is even more scope for practical arithmetic in the school and its grounds, in the garden, and in the woodwork and cookery rooms.

During the year most of the infant-teachers were visited at their schools by the Organizers in Infant-teaching, or had opportunities to attend local refresher groups held by these officers. The keenness of our infant-teachers to make themselves conversant with the most recent methods is commendable, and beneficial results are very evident, particularly in regard to reading and number. In both these subjects teachers are appreciating the importance of educational readiness and well-graded teaching.

Written expression continues to be closely related to the needs and experiences of the children. It is pleasing to note that a few teachers, in developing suitable vocabularies for the children, are giving some attention to the study of basic English. While it is not considered necessary to confine vocabularies strictly to the frequency order set out in this scheme, yet it is highly important that, by the time the Maori pupil leaves the primary school, he shall have a thorough mastery of those English words which are essential if he is to be able to express himself clearly and concisely in his adopted language.

Even more necessary is it that the child shall be able to speak the language fluently, correctly, and confidently. This explains the high importance attached to oral expression. The varied activities in the Native schools provide abundant subject matter for speech work and discussion. In addition, recitation, choral speaking, and dramatization provide further opportunities for raising the standard of speech. The subject-matter for these subjects needs to be carefully chosen if the children are to be naturally attracted to them. No longer are they regarded as tests of memorization, but aim rather that the children shall first enjoy them, then love them, and finally develop a taste for good English. Dramatization cannot yet be said to be as highly assessed as it should be. There is a dearth of suitable printed literature for this subject, for most of the books are printed in England for English children, but it is pleasing to see that short, simple, attractive plays are now being published in the *School Journal*. These are greatly enjoyed by the Maori children, especially when they are taught to enter thoroughly into the spirit of the play.

Art work generally can be said to have developed well, but handwork is capable of much greater development in quite a number of schools. Shortage of materials has been a substantial contributing factor, for the Department has not been able to supply the quantity and variety of materials as in pre-war years, yet in quite a number of schools the teachers, by using the resources of the district and their own ingenuity, have successfully triumphed over these difficulties. In a few schools, where well-planned and graded courses in woodwork are provided, the teaching of this branch of handwork has reached a high standard. But there are too many schools where work of inferior quality and poor finish is allowed. In this subject pride of craftsmanship should be one of the major aims, for without this the result must be failure. Generally speaking, in such schools it is usual to find that little attention is given to the care of tools.

More progress, however, can be reported in the teaching of Maori arts and crafts, as a result of the keen interest of teachers, who have themselves acquired considerable skill and knowledge. The appointment each year of more trained Maori teachers is helping to promote this work. It is pleasing to note a growing demand for specialist instructors.

Valuable and conscientious work continues to be given in cookery, housecraft, and needlework. Here again it has to be pointed out that the best results are to be found where the work is thoughtfully planned and carefully graded. In an increasing number of schools the girls of the cookery class take turns in providing a hot lunch for a small group of their school mates. This provides an excellent opportunity to put into practice what they have been taught in their cookery lessons.

During the war the building of suitable facilities for the teaching of cookery and housecraft has been almost at a standstill. Many teachers, realizing the importance of this instruction for the future mothers of the Maori race, have carried it out under conditions far from ideal. Some have given lessons in their own homes, using their own equipment. They are to be commended for their interest and enthusiasm.

Physical education, linked with practical health teaching, is increasing in efficiency. Teachers have now had ample opportunities of making themselves acquainted with the system, and the sympathetic guidance and advice of the specialist instructors is appreciated by the teachers. It may be interesting to record that among these specialist instructors we have a young Maori certificated teacher, a product of Native schools, who is now attached to a group of Native schools on the East Coast. More schools are now having their pupils correctly costumed for this work, in special garments made in the needlework class.

In connection with health teaching, I should like to pay a special tribute to the District Nurses not only for their work in the schools, but also in the Maori homes. It would be difficult to find a keener or more conscientious group of workers. They have large districts to cover, but, no matter when or whence the call for help comes, they answer the call readily, and nothing seems to be able to prevent them from reaching their destination and rendering comfort and help.

The return to their respective areas of the Instructors in Agriculture has given a stimulus to the revival of interest in this subject. The gardens and grounds of Native schools have always been noted for their attractiveness, but it is desirable that greater emphasis be placed on the educational value of environment. The subject of gardening should be planned with this end in view, so that it becomes more than a mere job of work and should also carry over to the home. The condition of the tools and equipment in a few schools indicates a need for improved supervision of all gardening work.

The annual supply of supplementary readers could not be sent out last year, owing to the difficulty of obtaining a suitable selection of new material. It is hoped to make a two years' supply available in 1946. This additional reading-matter has been supplied regularly to Native schools for a number of years, and in many schools, through care in use, and regular attention to binding, an extensive collection of supplementary readers has been accumulated. There are, however, a few schools where no trouble has been taken to ensure that the books remain serviceable for any length of time. The Country Library Service is being freely used, and many schools are on the waiting-list. A beginning has also been made in the establishment of reference libraries in Native schools.

During 1945 several well-conducted educational tours were organized, in the course of which instruction was given under conditions favouring the fullest comprehension. The children returned to their schools enriched with new memories, experience, and first-hand knowledge to add interest and reality to the lessons in the class-room for many months. A feature of these tours was the care taken by the children to ensure that their new experiences were permanently recorded by well-illustrated notes and diagrams.

Club work continues to be a strong feature in many schools. Where the clubs are based on genuine interest and are fostered and encouraged in an understanding manner, they are proving valuable aids to teaching, imparting confidence, creating initiative and aiding self-expression.

5. POST-PRIMARY EDUCATION

The problem of providing further education for the Maori children passing out of Form II in our Native schools continues to be a very acute one. Last year there were 749 pupils in Form II in Native schools, 652 of these being Maori. Owing to the shortage of available accommodation, it is not possible to increase our annual allocation of from 85 to 90 scholarships, and so we have been compelled, in awarding scholarships, to give a considerable degree of preference to those Maori children who are unable to get secondary education within reasonable distance of their homes. It is recognized that most Maori children, even those living in the larger centres, would benefit by a period of residence in a hostel with its many new contacts, improved living conditions, and sympathetic but strict supervision, but our aim must be to ensure that the greatest possible number of those passing out of Form II shall pass on to higher education. Until more hostels can be provided, the solution must lie in the expansion of the Native district high school movement.

This was started by the establishment of three post-primary departments in the East Coast area in 1941. The courses were to be essentially practical ones, but the innovation did not make an immediate appeal to the Maori people in that area, and the schools had a struggle to maintain adequate rolls. With the new syllabus for School Certificate, however, it became possible for pupils at these schools to reach that standard, and the curriculum was modified with that aim in view. It was evident that the Maori people did not want any suspicion of inferiority about their district high schools, and there is evidence, however, that the idea of Maori district high schools is now beginning to take much firmer root and is beginning to spread. A fourth district high school was established at Te Kao, in the Far North, in 1944, and we have had requests for the formation of Form III classes in other areas, preliminary to the establishment of district high schools when the rolls permit. At the end of 1945 there were 81 pupils enrolled in these four post-primary schools, but their rolls during the year were over 90.

The following table shows the number of scholarship holders enrolled at the public and private secondary schools in the month of December, 1945 :—

Boys.		Girls.	
School.	Number.	School.	Number.
Te Aute College, Pukehou	57	Hukarere College, Napier	44
Wesley College, Paerata	21	Queen Victoria College, Auckland ..	35
Sacred Heart College, Auckland ..	8	St. Joseph's Maori Convent, Napier ..	39
St. Patrick's College, Silverstream ..	7	Turakina Maori Girls' College, Marton ..	28
Dannevirke High School	7		
Gisborne High School	4		
Napier Boys' High School	13		
New Plymouth Boys' High School ..	3		
Feilding Agricultural High School ..	5		
Total	125	Total	146

The Junior Te Makarini Scholarship was awarded to Enoka Munro, of the Whakaki Native School. An Industrial Scholarship was awarded to Gerald Rangū.

Three University Scholarships were awarded as follows : Victor Urlich, Architecture ; Sidney Anaru, Medicine ; Te Hope Taipana, Law.

The Government has done much to give additional facilities for post-primary education in recent years, especially by increasing the number of continuation scholarships, thus enabling the successful students to get four years at a secondary school. As a result of these facilities many of our young Maori students have passed the School Certificate Examination, and have thereby qualified for entrance to the

teaching and nursing professions and to the Government Service. In the years 1940–45, 82 Maori students entered the training colleges, and about 24 Maori girls have entered the nursing profession.

There is, however, still a big gap between school and employment, more especially for our Maori boys. We have done much to increase opportunities for practical handicrafts, particularly woodwork, but this has not, to the extent expected, achieved the desired aim—that of encouraging them to enter the skilled trades. Too many Maori boys leave school for a listless life, with the inevitable drift to delinquency. Much of our effort is thereby lost. It is planned to have Vocational Guidance Officers who will establish contact with our Maori boys before they leave school, secure employment for them suited to their talent and wishes, and keep a watchful eye over them to prevent undesirable contacts and habits during the impressionable years.

6. SOUTH PACIFIC ISLANDS

Last year I had the privilege, under instructions from the Right Hon. the Prime Minister, of accompanying the Director of Education, Dr. Beeby, and the Superintendent of Technical Education, Mr. Renyard, on a tour of the South Pacific Islands—Fiji, Samoa, Cook Islands, Tonga, and Niue—to report to the Government on the present state of education in these islands and to submit suggestions as to steps necessary to bring about a higher standard. The trip provided a unique opportunity of making a complete survey of the varying systems of education in the different groups of islands, and thus of being able to compare and contrast the strengths and weaknesses of each. A report on the schools, together with recommendations, was submitted to Right Hon. the Prime Minister.

Efforts to raise the general level of teaching in the Islands must necessarily take several years to accomplish, but certain steps have already been taken with this aim in view. The Chief Samoan Inspector accompanied us on our visits to the Cook Islands, Tonga, and Niue. Thirty-four young islanders—27 from Samoa, 5 from the Cook Islands, and 2 from Niue have been brought to New Zealand for higher education. The headmistress of Malifa Girls' School (Samoa) came to New Zealand in the last term of 1945, and she was given the opportunity of observing a number of our best Native schools at work. Two younger Samoan teachers have been teaching as Junior Assistants in Native Schools in the Kaikohe area for the past two years, and it is anticipated that when they return home they will have a beneficial influence on their schools. Mr. W. Parsonage, who for the last four years has been an Inspector of Native Schools and who was previously in charge of education in Tonga, has been appointed Officer for Islands Education and will make the welfare of the education system in the South Pacific his special study.

7. BUILDINGS

Last year we were able to increase our building programme, and the following new buildings were completed in 1945: Te Iringa, new two-roomed school to replace the previous school destroyed by fire; Ahipara, four new class-rooms; Pakotai, two new class-rooms; Wharekahika, new three-roomed school; Matata, new class-room and old school remodelled; Rotokawa, additional class-room; Tokaanu, new residence.

I have, &c.,

T. A. FLETCHER,

Senior Inspector of Native Schools.

The Minister of Education, Wellington.

No. 2.

DETAILED TABLES

Table H 1

GRADE OF NATIVE SCHOOLS WITH NUMBER OF TEACHERS AND AVERAGE NUMBER OF CHILDREN PER TEACHER

Grade of School.	Number of Schools.	Total Average Attendance, Year ended 31st December, 1945.	Number of Teachers (exclusive of Probationary Assistants and Junior Assistants).	Average Number of Children per Teacher.	Number of Probationary Assistants.	Number of Junior Assistants.
II	11	176	11	16	..	2
IIIA	16	372	18	21	..	12
IIIB	63	2,567	116	22	..	30
IVA	34	2,589	95	27	..	35
IVB	20	2,173	69	31	7	20
IVC	5	848	32	27	2	6
VA	7	1,276	41	31	3	6
V B	1	172	5	34	1	2
Totals ..	157	10,173	387	26	13	113

Table H 4

MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1945 AND 1944

School.	1945.							1944.						
	Government Pupils.			Private Pupils.			Grand Total.	Government Pupils.			Private Pupils.			Grand Total.
	Primary.	Secondary.	Total.	Primary.	Secondary.	Total.		Primary.	Secondary.	Total.	Primary.	Secondary.	Total.	
Queen Victoria (girls), Auckland	..	35	35	..	37	37	72	..	30	30	..	39	39	69
St. Stephen's (boys), Auckland
Wesley College (boys), Paerata	..	21	21	5	16	21	42	..	11	11	..	12	12	23
Turakina (girls), Marton	..	28	28	..	27	27	55	..	24	24	..	30	30	54
St. Joseph's (girls), Napier	..	39	39	..	35	35	74	..	38	38	..	37	37	75
Te Aute College (boys), Napier	..	58	58	..	51	51	109	..	70	70	..	57	57	127
Hukarere College (girls), Napier	..	44	44	..	39	39	83	..	41	41	..	50	50	91
Te Waipounamu (girls), Christchurch	32	32	32	..	..	..	2	31	33	33
Totals	225	225	5	237	242	467	..	214	214	2	256	258	472

Table H 5
MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1945

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1945.		
		Boys.	Girls.	Total.
Auckland	441	4,337	4,146	8,483
Taranaki	71	616	481	1,097
Wanganui	89	752	672	1,424
Hawke's Bay	105	1,353	1,283	2,636
Wellington	75	483	506	989
Nelson	8	16	20	36
Canterbury	58	190	159	349
Otago	22	57	35	92
Southland	16	49	48	97
Totals	885	7,853	7,350	15,203

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
CLASSIFICATION AND AGES OF MAORI SCHOLARS ATTENDING PUBLIC SCHOOLS
AT THE 1ST JULY, 1945

Years.	P.	S. 1.	S. 2.	S. 3.	S. 4.	F. I.	F. II.	F. III.	Total.
5 and under 6—Boys ..	707	..	..	..	..	..	..	..	707
Girls	619	..	..	..	..	..	..	..	619
6 and under 7—Boys ..	854	6	..	..	..	..	..	..	860
Girls	781	7	..	..	..	..	..	..	788
7 and under 8—Boys ..	797	132	4	..	..	..	..	..	933
Girls	652	152	6	..	..	..	..	..	810
8 and under 9—Boys ..	457	314	108	2	..	..	..	..	881
Girls	365	354	145	3	..	..	..	..	867
9 and under 10—Boys ..	201	333	265	77	6	..	..	..	882
Girls	134	220	283	135	7	..	..	..	779
10 and under 11—Boys ..	66	169	293	240	60	5	..	..	833
Girls	57	116	198	261	79	9	..	..	720
11 and under 12—Boys ..	16	65	158	237	211	46	1	..	754
Girls	21	48	133	273	218	70	4	..	767
12 and under 13—Boys ..	6	19	63	292	238	158	41	2	729
Girls	8	6	67	137	207	227	64	1	737
13 and under 14—Boys ..	8	10	33	84	167	204	143	6	655
Girls	2	7	14	82	151	209	118	7	590
14 and under 15—Boys ..	..	3	12	31	74	149	150	13	432
Girls	1	1	8	21	60	113	163	23	330
15 and under 16—Boys ..	..	..	1	6	10	30	64	11	122
Girls .. ..	..	..	1	5	8	20	54	12	100
16 and over—Boys ..	..	..	..	..	..	1	6	1	8
Girls .. ..	..	..	..	..	..	1	4	6	11
Totals—Boys	3,112	1,051	937	899	766	593	405	33	7,796
Girls	2,640	911	855	937	730	649	407	49	7,178
Grand totals	5,752	1,962	1,792	1,836	1,496	1,242	812	82	14,974
Percentage	38.4	13.1	12.0	12.3	10.0	8.3	5.4	0.5	100.0
Median age, in years and months—									
Boys	7 0	9 3	10 4	11 6	12 5	13 5	14 1	14 8	..
Girls	6 11	8 10	10 0	11 3	12 4	13 1	14 1	14 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 7
AGES AND STANDARDS OF CHILDREN ON THE NATIVE SCHOOL ROLLS AT THE 1ST JULY, 1945

Ages.	Class P.		Standard 1.		Standard 2.		Standard 3.		Standard 4.		Form I.		Form II.		Form III.		Race Totals.		Totals.
	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	
5 and under 6 years—Boys	49	555															49	555	604
Girls	39	525															39	525	564
6 and under 7 years—Boys	40	624	3	1													43	625	668
Girls	49	574	3	3													52	577	629
7 and under 8 years—Boys	33	528	22	42													57	570	627
Girls	21	480	10	65	1	1											36	540	582
8 and under 9 years—Boys	8	331	24	192	14	41	3	5									48	565	613
Girls	5	308	13	257	17	68	3	3									39	636	675
9 and under 10 years—Boys	158	9	243	22	151	18	31	8	1								55	584	639
Girls	101	10	195	21	199	16	52	14	1								55	548	603
10 and under 11 years—Boys	42	177	12	177	12	25	14	17	28	1	1						56	605	661
Girls	33	378	9	178	19	173	14	36	6	2							51	514	565
11 and under 12 years—Boys	15	15	46	4	143	15	236	25	126	16	30						61	596	657
Girls	9	9	25	3	82	15	181	7	158	14	43						44	503	547
12 and under 13 years—Boys	4	4	14	1	61	4	175	9	186	17	102						37	564	601
Girls	3	3	15	1	31	3	128	3	128	9	176						53	529	582
13 and under 14 years—Boys	2	2	1	1	13	2	82	3	109	9	163						10	448	472
Girls	1	1	1	1	7	1	49	3	109	9	163						10	448	472
14 and under 15 years—Boys							32	2	2	1							16	14	364
Girls							21	1	63	4	113						10	17	387
15 and under 16 years—Boys							4	1	17	2	27						7	1	107
Girls							4	1	10	1	22						5	6	96
16 and under 17 years—Boys									1		5						1	1	16
Girls									1		2						1	1	8
17 years and over—Boys																			1
Girls																			1
Totals—Boys	131	2,259	60	721	56	621	66	708	61	581	48	444	52	297	1	20	475	5,651	6,126
Girls	174	2,054	30	654	56	567	57	611	42	534	53	494	45	355	2	27	408	5,296	5,704
	245	4,293	90	1,375	112	1,188	123	1,319	103	1,135	101	938	97	652	3	47	883	10,947	11,830
Percentage	4.538		1.474		1.300		1.442		1.238		1.039		749		50		11,830		
	38.3		12.5		11.0		12.2		10.5		8.8		6.3		0.4		100.0		
Median age in years and months—Boys	6	5	6	9	6	9	7	10	6	11	9	11	4	12	9	14	3	15	0
Girls	6	4	6	9	6	9	7	10	5	11	5	10	11	12	6	14	2	14	8

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 8

CERTIFICATES HELD BY TEACHERS IN NATIVE PRIMARY SCHOOLS (PROBATIONARY AND JUNIOR ASSISTANT TEACHERS ARE EXCLUDED)

Class of Certificate.	1945.		
	M.	F.	Total.
A	2	..	2
B	42	12	54
C	100	147	247
D	12	23	35
Total certificated teachers	156	182	338
Uncertificated teachers	7	42	49
Grand total	163	224	387

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