

1941.
NEW ZEALAND.

EDUCATION OF NATIVE CHILDREN.

(In continuation of E. 3, 1940.)

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,—

12th May, 1941.

I have the honour to present the following report on the Native schools for the year 1940 :—

I. POST-PRIMARY EDUCATION OF THE MAORI.

Of recent years the problem of providing suitable post-primary educational facilities for the Maori has become very acute. There are several reasons for this, some inherent in the system of education as provided to-day and some due to social and population changes. In New Zealand every child, including the Maori boy and girl, is entitled to a free place up to the age of twenty years, but the implication of this provision is less generous to the Maori than would at first appear. The technical schools and secondary schools have necessarily been established in the larger centres of population, while, for the country child, the secondary departments of district high schools have been provided. A child living in the neighbourhood of any of these schools may attend without further cost to his parents. Children who live in remote areas may be conveyed to the school or, alternatively, may receive a boarding allowance of 7s. 6d. per week. Although most of the Maori people live in settlements remote from the larger centres, these generous provisions should have been attractive enough to ensure that a large number of Maori children continued at school after passing Form II. It is a fact, however, that relatively few Maori pupils do take advantage of the facilities available at the State post-primary schools. There are several reasons for this. In the first place, many Maori families are not in a position to provide the necessary clothing nor to supplement the boarding allowance of 7s. 6d., even if board could be found in the towns. Secondly, the schools most immediately in their vicinity are the district high schools, the curriculum of many of which is not satisfactorily adjusted to the non-academic country child. The curriculum of many secondary and technical schools is practical and quite suitable, but these schools are in another social world and the cost of living in the cities makes attendance at them prohibitive. It must be accepted, therefore, that the general State provisions for the post-primary education of the children of this Dominion do not, in fact, provide for many Maori children.

The Maori child has been fortunate in that, since 1840, his education has been the special charge of the Government. In 1844 Governor Fitzroy made grants to the churches for the establishment of schools for the Maori. Governor Grey also gave land and money to the churches for similar purposes, but laid down certain provisions: that the schools must be open to Government inspection and examination and must provide religious instruction, industrial training, and the teaching of English. As a result of these endowments Wesley College, at Paerata, was established by the Wesleyan Church authorities and St. Stephen's, at Bombay, and Te Aute, in Hawke's Bay, by the Anglican Church. These are the only Maori post-primary schools for boys with special endowments. The post-primary education for girls was provided later, the Anglican Church establishing Hukarere Maori Girls' School, Napier, and Queen Victoria Maori Girls' School, Auckland; the Presbyterian Church, the Turakina Maori Girls' School, at Marton, and the Roman Catholic Church, St. Joseph's School at Greenmeadows, Napier. In 1881 there were 197 Government boarders in these schools. About that time a system of Government scholarships was approved, and it was by this means that the Government continued to give financial assistance to the denominational post-primary schools. The history and growth of the scholarship system has been outlined in previous reports.* It is sufficient now to point out that £9,400 is expended annually from Government funds on scholarships of various kinds for Maori children, and that out of a total Maori school population of 22,684 in 1940, 220 continued their education by this means.

One very significant fact emerges from this examination. At the beginning of the century, when it was commonly accepted that the Maori race was fast dying out and when the total Maori population was less than 45,000, there were seven denominational post-primary schools. In 1940, except for a small increase in the number of scholarships, the provision for the post-primary education of the Maori was the same—*i.e.*, seven denominational schools with only slightly increased roll numbers, notwithstanding the fact that the Maori population had in that time doubled.

The rate at which the Maori has increased in numbers is remarkable, and each decade the curve of increase is becoming steeper. In 1930 there were 139 Native schools with a total roll number of 7,503. In 1940 the schools had increased by 7 to 146 and the enrolment to 10,730. This represents an increase of 43 per cent. in ten years, and that this increase is likely to be maintained is shown by the fact that 45 per cent. of the children on the roll at present are in the primer classes. Last year, in addition to the above, there were also 11,968 Maori pupils on the rolls of the public schools.

Such a rapid increase in numbers may affect adversely the general standard of living and result in a greater proportion of unemployed requiring State assistance. Among the adolescents reared under such conditions there appears to be considerable apathy and lack of ambition. Such results could be countered only by inspired educational and socially constructive activities. Educationally no special steps were taken to cope with the unusual stresses due to the rapid increase, while the most effective of the social efforts was the development of Maori land. In certain districts the land schemes have placed the Maori on a more satisfactory economical footing, but an attendant evil has been the tendency to use the children to milk cows, thus denying to them the educational opportunities that could otherwise have been taken up.

Up to this point it has been assumed that every Maori child passes Form II. For many reasons, the least of which is lack of ability, a large percentage of children attending Native schools leave school at the age of fourteen years, with a standard of attainment no higher than Form I, and in most cases much lower. Because there are no facilities for practical education near their homes, these children never take advantage of the Free Place Regulations. In 1940 the position was that 917 Maori pupils attained the age of fourteen years in Native schools, and of these, 301 passed Form II. Eighty-one of these were awarded Government scholarships, and approximately 90 others continued their education at post-primary schools. Seven hundred and seventy-eight Maori children left the public and Native schools in Form II, of whom 321 continued their education.

In the post-primary denominational schools academic and agricultural courses are provided for the boys, academic and home-making courses for the girls. Some of these schools are now in the process of reorganization, with the result that their courses should become more attractive and useful. No provision is at present made for technical or trade courses, nor to any significant extent for the development of hobbies and leisure time activities.

The living-conditions in many of the Maori homes are unsatisfactory, and most of the Maori boys and girls have little urge for more satisfactory and satisfying standards. The provision of an adequate education for this increasing population will do much to assist these children who, when they come to maturity, must find a place in our national life.

Attention must be given to the geographical distribution of the Maori. Of the total Maori population 95 per cent. are in the North Island, and these are situated for the greater part in five tribal and district areas: the Ngatiporon on the East Coast, the Arawa in the Bay of Plenty and Rotorua districts, the Waikato and Maniapoto in the Waikato and round Lake Taupo, the Ngapuhi in North Auckland, and the Ngatiruanui in Taranaki.

The tribe requiring most assistance is the Ngapuhi of North Auckland. Here, owing to the sales of land through early colonization, the Maoris have now little land and are in poor circumstances; road communications until recent years were inadequate; except for a number of small district high schools and the secondary school at Whangarei, post-primary facilities are still limited. The Taranaki, Waikato, and Arawa people are better provided for if they choose to take advantage of the available facilities. But for the Ngatiporon on the East Coast the nearest post-primary school is in Gisborne, and the nearest district high school in Tolaga Bay. The leading families of this tribe have depended on Te Aute Boys' College and Hukarere and St. Joseph's Maori Girls' Schools to provide further

* See page 5 of Parliamentary Paper E. 3, 1933.

education for their children; for the remainder education has ceased at the primary stage. The two districts most in need are therefore North Auckland and the East Coast.

The next question to be considered is the type of education that will be of most value to the children in these districts. To a considerable extent this should depend on what avenues of employment are open to the Maori. At present the number who make good in the professions is not large, though a few Maori men and women have taken up teaching or nursing and some have entered the Public Service. The Maori is not sufficiently far removed from his past to be well adapted for commerce, with its demand for strongly individualistic traits, which are in such strong contrast to his ancient mode of living. Many will, of course, find their salvation on the land, but there is an increasing number, landless yet living in a rural setting, who seem destined to make a precarious living as labourers on farms or public works, or in such seasonal occupations as shearing. Although the Maori has manual skill of a high order it is very difficult for him, owing to the distance of his home from the town, to become a trained tradesman. Because the denominational post-primary schools for Maoris provide only academic and agricultural courses and it is most difficult for the Maori to obtain an education of a technical nature, the Hon. the Minister in 1940 approved of two major extensions of post-primary facilities for the Maori, one in Kaikohe, North Auckland, and one on the East Coast. Both of these ventures are experimental in nature and perhaps unique in educational endeavour. They have excited the interest and co-operation of the Maori people and of the teachers and all concerned in their successful development. The objectives have been defined clearly, but only very general lines of procedure have been laid down, as it is realized that room must be left for improvisation and that practice and experience will be the best guides. The East Coast scheme will begin early in 1941, and it is hoped that the Kaikohe venture will be launched before the end of that year. The core of both schemes is home-making, home-making in the widest sense, including building construction and all its features, furniture-making, metal-work, and home gardening for the boys, and home-management, including cookery, home decorating, and infant welfare for the girls. The aim is to teach the skills and to develop the tastes that make the house not merely a place of habitation, but a home in the best sense of the word.

The East Coast is a long narrow strip of fertile land from ten to twenty-five miles wide, stretching from Hicks Bay southwards to Gisborne. The part most closely populated is from Hicks Bay to Tokomaru Bay, including Tikitiki, Te Araroa, Ruatoria, and Waipiro Bay. Owing to the configuration of this area the proposal to establish one central post primary technical school at Tikitiki was reluctantly abandoned. The school would have been too distant from the majority of the homes, conveyance would have been expensive, even if possible, and the influence of the school in advancing adult education would have been very limited. There are three natural sub-centres—Te Araroa, Tikitiki, and Ruatoria—in each of which is established a large Native school. It was decided, therefore, to open a post-primary department in each of these schools (at Te Araroa a Standard VII class has been in operation for two years). The qualifications required of the teachers for these secondary departments will be an appreciation of modern trends in education, ability in some practical skill such as carpentry or home-management, and faith in the inherent virtues of the scheme.

In addition to the usual staffing of these departments a man trained in building construction and a woman expert in home-management and its related arts will be appointed, and their activities will be shared among the three East Coast schools. These two specialists will be provided with a covered van fitted with the more expensive tools, and it is around their work that the curriculum of the schools will be planned. Woodwork and cookery rooms will be provided at each centre. It is proposed that at each school a full-scale building project will be put into immediate operation, and the first task is likely to be the erection of a model cottage. The enthusiastic co-operation of all the parents, both Maori and European, has been freely offered, and it is well understood that education of a practical nature only will be provided. As soon as the scheme is well under way it is possible that adults will also be able to take advantage of the equipment and special facilities. It is hoped that as the boys increase in skill and knowledge they will be found apprenticeships in the trades that appeal to them, and thus they will not only have a sufficient means of livelihood but also will be active instruments in the provision of better housing for their people. In addition to the practical work, cultural activities—reading, singing, art, drama, physical education, and health—will be stressed.

At Kaikohe an even more interesting scheme is being prepared. The secondary department attached to the Kaikohe Public School is to be closed and a separate institution established. This will make provision for the post-primary education of the children of both races and will be known as the Kaikohe Combined Technical School. Special staffing will be necessary, and the practical programme planned for the East Coast schools will be put into operation. In addition to the post-primary department, this school will have an intermediate department also catering for both races. An excellent site has already been acquired.

The programme outlined above will undoubtedly be of great assistance to the Maori, but, as in all social endeavours, much more remains to be done. Vocational Officers, backed by strong committees of prominent men of both races, will be required to place the young Maori in work and to assist and encourage him to make a success of whatever he undertakes. In the Bay of Plenty and Waikato areas facilities in addition to those now available must be planned. The solution in these districts may be through co-operation with the technical and secondary schools already established and may mean the provision of hostels. With regard to agricultural education there is hope in the present re-organization of the courses now available in the denominational post-primary schools. A much closer relationship between these schools and the Maori land-development schemes is desirable. It may be found that these three schools—Te Aute, St. Stephen's, and Paerata—are too far away from the centres of Maori population to be able to render maximum assistance. These and many other problems still await solution, but the progress made in 1940 will remain outstanding in the history of Maori education.

2. PRIMARY EDUCATION OF THE MAORI.

During 1940 progress was maintained in primary education, and no effort was spared to make the schools efficient and happy centres of industry.

In the August vacation a well-attended woodwork refresher course for teachers was held in three manual-training centres in the Auckland City. The assistance of the Auckland Education Board, and the services of the three instructors—Messrs. Caradus, Bleakly, and Askew, who willingly sacrificed a portion of their holidays—were much appreciated. In June Mr. P. A. Smithells, Superintendent of Physical Education, spent a week in Native schools in the North Auckland district, and concluded his visit with a one-day refresher course. Later in the year a physical education specialist, Miss Cutler, visited a number of selected schools, spending two or three days in each. Almost without exception, Native-school teachers have adopted the new programme in physical education.

The attention given to the practical aspects of Native education has not been relaxed, and the provision of special facilities such as woodwork and cookery rooms, laundries, baths, and showers has been continued. Similarly, the club work, including the calf clubs and home-garden clubs, has been extended.

In a few schools efforts have been made to introduce adult education. Experience has shown that great care must be taken in the arrangement of adult courses, but the work is well worth while and capable of much further expansion.

3. SCHOLARSHIPS.

In 1939 there were awarded 17 Continuation Scholarships, 5 Nursing Scholarships, and 5 Agricultural Scholarships; and in 1940 these scholarship holders completed their courses. Of the 17 Continuation Scholarship holders 6 passed either the School Certificate Examination or the University Entrance Examination or both, and 6 obtained partial passes in the School Certificate Examination. Of the girls who finished their fourth-year training in 1940, 6 will be employed as junior assistants in Native schools in 1941.

The girls who completed their Nursing Scholarships in 1940 have been accepted for training in various hospitals in the North Island, except one, whose training has been postponed.

At the end of 1940, 161 Junior Scholarships, 29 Other-than-Native Schools Scholarships, 33 Continuation Scholarships, 8 Nursing Scholarships, and 7 Agricultural Scholarships were held by pupils attending Maori boarding schools. Six University Scholarships were current. The Junior and Senior Te Makarini Scholarships were won by Peter Dyall and John F. T. Nyman respectively.

4. MAORI MISSION SCHOOLS.

The ten Mission schools for Native children, which are controlled and administered by denomi-national authorities, were visited by your Inspectors. The reports indicated that in each case the conditions necessary for registration were satisfied. Six hundred and fifty-nine children were enrolled at these Mission schools. The school at Otaki was closed in 1939.

5. PACIFIC ISLANDS INSPECTION.

In 1940 no inspections were made of the schools in the Pacific Islands.

6. ATTENDANCE.

At the end of 1940, 146 Native schools were administered and maintained by the Education Department. The school at Waipiro Bay, East Coast, was transferred from the control of the Hawke's Bay Education Board to that of the Department at the beginning of the year. The total roll number was 10,730 (10,403 in 1939), and the average attendance was 9,302 (8,970 in 1939). The average weekly roll number was 10,701, the percentage of regularity being 86.9. Of the 10,730 children enrolled at the 31st December, 1940, 9,599 children were Maori, the remainder (1,131) being European children. The following table shows the increase in the attendance at Native schools since 1918:—

Year.	Roll Number at 31st December.	Average Attendance.	Average Weekly Roll.
1918	5,064	4,551	5,281
1928	6,671	5,964	6,770
1938	9,832	8,471	9,787
1939	10,403	8,970	10,169
1940	10,730	9,302	10,701

7. STAFF.

The total number of teachers employed in the Native Schools' Service at the end of 1940 was 466, of whom 297 were certificated and 169 uncertificated. Of the total staff 24.9 per cent. were junior assistants, 9 of whom were fully-qualified teachers and 107 uncertificated. Most of the junior assistants were Maori girls who have been encouraged to study in order to qualify for entrance to the training colleges. The percentage of certificated head and class teachers is 87.1, an increase of 0.6 per cent.

8. BUILDINGS.

In 1940 a vigorous building programme was carried out. Owing to the rapid expansion of the Maori school population there has been, and still is, a lack of accommodation in many districts. The following is a list of completed works:

- (1) New school, with residence: Ngaiotonga Valley (one room).
- (2) Replacement of schools: Matihetihe (two rooms), Orauta (three rooms), Papamoa (two rooms), Te Ahu Ahu (two rooms), Te Kotukutuku (two rooms), Te Matai (three rooms), Te Teko (four rooms), Tikitiki (four rooms), Omarumutu (four rooms).
- (3) Additional class rooms: Manaia (1), Matawaia (1), Otoko Pa (1), Tawera (1), Te Araroa (2), Tokata (1), Waioamatatini (2).
- (4) Enlargement and remodelling of class-rooms: Whangape (2).
- (5) Remodelling of class-room: Tokata (1).
- (6) Replacement of teachers' residences: Maraeroa, Matihetihe, Omarumutu, Orauta, Papamoa, Te Ahu Ahu, Te Kotukutuku, Te Matai, Te Teko, Tikitiki.
- (7) Additions to, or remodelling of, residences: Rangitukia, Tangoio, Waimarama.
- (8) Special Works:
 - (a) Model cottage: Maraeroa.
 - (b) Crafts building: Te Kotukutuku.
 - (c) Crafts and baths buildings: Omarumutu, Papamoa, Te Kao, Te Matai, Te Teko, Waioamatatini.
 - (d) Bathhouses: Arowhenua, Rangitahi, Te Parea Totara.
 - (e) Permanent water supplies: Ngaiotonga Valley, Omaio, Omarumutu, Orauta, Tawera, Te Ahu Ahu, Te Kao, Te Kotukutuku, Te Matai, Te Parea Totara, Tokaanu, Waioamatatini.
 - (f) Septic tank drainage systems: Arowhenua, Ngaiotonga Valley, Omaio, Manaia, Omarumutu, Orauta, Ratana Pa, Tawera, Te Ahu Ahu, Te Kao, Te Matai, Te Parea Totara, Te Teko, Tokaanu, Waioamatatini.

9. GENERAL.

In April last Mr. D. G. Ball, M.A., LL.B., Senior Inspector of Native Schools, after eleven years' association with the Native schools, was promoted to the position of Senior Inspector of Schools in the Department. In September, Mr. F. T. Woodley, B.A., Head Teacher of the Nuhaka Native School, took up duties as Inspector of Native Schools. I have to express my thanks to Mr. W. O'Connor for his valuable assistance and co-operation throughout the year.

The work of the Native Schools Branch of the Head Office has continued to increase, and all members take a keen interest in the welfare of the schools.

I have, &c.,

T. A. FLETCHER.

The Director of Education, Wellington.

Inspector of Native Schools.

No. 2.

DETAILED TABLES.

Table H1.

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 August, 1940.	Number of Teachers (exclusive of Probationary Assistants and Junior Assistants).	Average Number of Children per Teacher.	Number of Probationary Assistants.	Number of Junior Assistants.
H (9-24)	8	144	8	18.0	..	3
III A (25-30)	16	394	17	23.1	..	13
III B (31-70)	58	2,376	105	22.6	..	36
IV A (71-110)	40	3,118	112	27.8	1	40
IV B (111-150)	12	1,343	44	30.5	4	12
IV C (151-190)	10	1,444	44	32.4	3	10
V A (191-230)	1	186	5	37.2	1	1
V B (231-270)	1	185	6	30.8	..	1
Totals	146	9,190	341	27.0	9	116

Table H 2.

ROLL AND AVERAGE ATTENDANCE, ETC., OF PUPILS ATTENDING NATIVE VILLAGE SCHOOLS FOR THE YEARS 1939 AND 1940.

		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 1940	..	10,730	10,700.7	9,302.5	86.9
Totals for 1939	..	10,403	10,168.9	8,969.5	88.2
Difference	..	327	531.8	333.0	1.3

Table H 3.

MAORI MISSION SCHOOLS AND MAORI BOARDING-SCHOOLS WITH THE ATTENDANCE OF PUPILS AT THE END OF 1939 AND 1940.

School.	Number on School Roll at end of		School.	Number on School Roll at end of					
	1940.	1939.		1940.			1939.		
				Primary.	Secondary.	Total.	Primary.	Secondary.	Total.
<i>Maori Mission and Boarding-schools subject to Inspection.</i>			<i>Boarding-schools affording Secondary Education for Maoris.</i>						
Matahi Mission ..	35	34	Queen Victoria (girls), Auckland ..	1	61	62	2	70	72
Matata Convent ..	69	60	St. Stephen's (boys), Auckland ..	21	65	86	17	68	85
Kawerau Mission ..	27	28	Wesley College (boys), Paerata ..	35	49	84	31	51	82
Pawarenga Convent ..	104	97	Turakina (girls), Marton ..	..	44	44	..	43	43
Tanatana Mission ..	43	41	St. Joseph's (girls), Napier ..	16	56	72	12	58	70
Tokaanu Convent ..	47	51	Te Aute College (boys), Napier ..	..	70	70	..	70	70
Panguru Convent ..	169	159	Hukarere (girls), Napier ..	2	66	68	13	59	72
Waitaruke Convent ..	83	80	Te Waipounamu (girls), Christchurch	2	8	10	3	12	15
Jerusalem Convent ..	39	42							
Ranana Convent ..	43	42							
Otaki College ..	†	10							
Totals ..	659	644	Totals ..	77	419	496	78	431	509

† Closed in 1940.

Table H 4.

(a) MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1939 AND 1940.

School.	1940.							1939.						
	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	37	37	1	24	25	62	..	32	32	2	38	40	72
St. Stephen's (boys), Auckland	32	32	21	33	54	86	..	37	37	11	24	35	72
Wesley College (boys) Paerata	16	16	8	19	27	43	..	16	16	6	13	19	35
Turakina (girls), Marton	24	24	..	20	20	44	..	22	22	..	20	20	42
St. Joseph's (girls), Napier	37	37	19	16	35	72	..	39	39	12	19	31	70
Te Aute College (boys) Napier	35	35	..	35	35	70	..	35	35	..	30	30	65
Hukarere (girls) Napier	36	36	2	20	22	68	..	38	38	13	20	33	71
Te Waipounamu (girls), Christchurch	2	8	10	10	..	..	..	3	9	12	12
Totals	217	217	53	185	238	455	..	219	219	47	173	220	439

(b) MAORI STUDENTS HOLDING UNIVERSITY SCHOLARSHIPS AT END OF 1940.

Number.	University Course.			University at which Scholarship is held.
1	Arts	..	..	Auckland.
4	Medical	..	..	Otago.
1	Science	..	..	Victoria.

Table H 5.
MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1940.

Education District.				Number of Schools at which Maoris attended.	Number of Maori Pupils at end of 1940.		
					Boys.	Girls.	Total.
Auckland	..	..	..	418	3,456	3,430	6,886
Taranaki	..	..	..	68	509	455	964
Wanganui	..	..	..	73	612	538	1,150
Hawke's Bay	..	..	..	97	1,089	1,062	2,151
Wellington	..	..	..	76	328	398	726
Nelson	..	..	..	12	25	22	47
Canterbury	..	..	..	55	164	150	314
Otago	..	..	..	29	56	53	109
Southland	..	..	..	12	45	38	83
Totals	..	..	..	840	6,284	6,146	12,430

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, 1940.

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	488	460	..	..	..	..	..	..	..	..	..	..	..	..	..	488	460
6	7	797	683	6	9	..	..	..	..	..	..	..	..	..	..	..	713	692
7	8	676	671	84	106	7	10	..	..	..	..	..	..	..	..	..	767	787
8	9	416	367	275	279	68	94	2	1	..	..	..	..	..	..	..	761	738
9	10	226	187	309	234	216	233	42	67	3	4	1	..	..	..	..	797	775
10	11	86	71	122	157	242	242	126	190	30	28	1	..	..	..	..	698	689
11	12	27	25	80	56	292	171	217	249	105	127	45	33	1	..	..	646	662
12	13	15	10	36	35	466	82	163	162	179	153	192	105	20	26	..	619	573	
13	14	6	1	17	11	38	34	93	83	143	99	158	123	74	89	5	8	524	450
14	15	2	5	10	7	16	25	57	52	89	72	85	70	3	6	262	237
15	16	..	..	1	1	..	1	1	10	3	12	14	29	30	4	7	66	56
16 years and over	..	..	..	..	1	..	..	..	..	..	3	4	8	5	2	3	14	9
Totals, 1940	2,647	2,475	1,601	943	880	862	683	782	527	466	381	348	246	221	14	24	6,349	6,128	
Percentage	..	54.22	41.4	15.6	14.0	11.7	8.0	5.8	3.5	0.3	12.477	100.0	..	..	..	..	..	..
Median age in years and months	7	2	7	2	9	5	9	3	10	7	10	5	11	8	11	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.

Table H 8.

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

Class of Certificate.	1940.			1939.		
	M.	F.	Total.	M.	F.	Total.
A	1	..	1	1	..	1
B	35	12	47	34	15	49
C	99	100	199	87	91	178
D	18	32	50	18	34	52
Total certificated teachers ..	153	144	297	140	140	280
Licensed	1	..	1	1	..	1
Uncertificated teachers ..	11	32	43	11	32	43
Grand total	165	176	341	152	172	324

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