

1947
NEW ZEALAND

EDUCATION OF NATIVE CHILDREN

[In continuation of E.-3, 1946]

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,—

3rd June, 1947.

I have the honour to present the following report on Native schools for the year 1946 :—

1. SCHOOLS AND STAFF

In 1946 the number of Native schools under the control of the Education Department was 159, an increase of 2 over the number for 1945. New schools were opened at Waipoua Forest, North Auckland, and at Minginui, in the Urewera. The total enrolment at the end of the year was 12,654, an increase of 464 over the figures for December, 1945. The average weekly enrolment was 12,345 (11,800 in 1945) and the percentage of regularity was 86. Of the 12,654 children on the roll at the end of the school year, 11,640 were Maori and 1,014 European. I have commented on the continued growth in our school population in recent reports, and as 5,439 out of our 12,654 children were in the primer classes—i.e., more than 41 per cent.—it seems inevitable that our schools must continue to increase in size.

In addition to the 159 schools mentioned above, there are 10 Native mission schools and convents, with a total roll of 761, in various parts of the North Island, and there are also 5 schools in the Chatham Islands, with a total enrolment of 124 scholars.

At the end of 1946 there were 15,929 Maori children on the rolls of the public schools throughout the Dominion, an increase of 726 over the figures for 1945.

The adequate staffing of the schools presented considerable difficulties during last year. Until fairly recent years most of the schools required only a married couple,

with perhaps a Maori girl as junior assistant, but the rolls have grown to such an extent that many of the schools now require one or more extra assistants. There has been a dual problem, not only that of getting fully qualified applicants, but also that of finding suitable accommodation. In certain districts, particularly those where district high schools have been established, the Department has been forced to buy houses for the use of our assistants.

It has for some time past been the policy to encourage young Maori men and women to take up teaching as a career. In 1940, 4 Maori students were admitted to training college. From 1941–45 the numbers were 9, 18, 16, 19, and 16 respectively. Last year, however, there was a substantial increase, and the new entrants rose to 29. This result is very gratifying, as it demonstrates clearly the value of providing higher education for Maori scholars. The same standard of attainment is demanded as for pakeha trainees, and the Maori students are now beginning to realize the possibilities that lie ahead of them. It is pleasing to be able to report also that young Maori men are coming forward in increasing numbers for the teaching profession.

Of the 398 teachers employed in Native schools (excluding probationary assistants and junior assistants), 347 hold a Teacher's Certificate, according to the following table :—

—				M.	F.	Total.
A Certificate	..	..	..	2	.	2
B Certificate	..	..	..	45	12	57
C Certificate	..	..	..	106	145	251
D Certificate	..	..	..	11	26	37
Uncertificated	..	..	..	4	47	51
Grand total	..	..	..	168	230	398

2. REFRESHER COURSE FOR TEACHERS

In 1945 the policy of providing refresher courses for Native-school teachers was revived by organizing a course at Kaikohe for the teachers in the North Auckland area. Last year another comprehensive refresher course was held at Rotorua, from the 25th February to the 1st March, for the benefit of the teachers in the Bay of Plenty, Waikato, National Park, and Wanganui districts. More than 250 teachers were present, and the course was a great success in every way. A strong executive was formed in Rotorua to make all arrangements, and I should like to record my appreciation of the thoroughness of their organization. They entered into the work with enthusiasm, and to their efforts much of the success was due.

A strong panel of lecturers was formed, which included not only visiting specialists, Native School Inspectors, and departmental officials, but also a number of Native-school teachers who had specialized in certain subjects with considerable success. Two evening lectures, by the Director of Education and by Mr. H. C. D. Somerset, Director of the Feilding Community Centre, were outstanding contributions.

The other speakers and their subjects were :—

T. A. Fletcher, Senior Inspector : "Aims and Objects of Native Schools."

F. T. Woodley, Inspector : "Teaching and School Organization."

W. Parsonage, Inspector : "Vocabulary Training."

W. A. B. Goodwin, Inspector : "The Teaching of English."

Miss P. Hildreth : "Choral Speaking."

O. A. Banner : "School Arithmetic."

Miss Gallagher : "Reading and Number for Infants."

A. E. Lake, departmental officer : "School Correspondence."

D. T. Alexander : "Maori Crafts, Games, &c."

R. L. Middleweek : "Nature Study for Infants."

J. H. Dennehy : " Agriculture for Seniors."
 H. A. Savage : " Maori Carving."
 Mr. Day : " Music for Seniors."
 R. H. Haesler : " Sketching."
 R. R. Judd : " Poultry-keeping."
 Mrs. M. Judd : " Domestic Crafts."
 R. H. Hawthorne : " The School Farm."
 L. M. Stewart : " Handwork for Boys."
 Mrs. Fricker : " Women's Institutes."
 Miss Small : " The Junior Red Cross."

I desire to express my thanks to the various speakers for the thought and preparation given to their addresses and for the help they gave to the teachers. Particular reference is due to Mr. Banner, whose death last year was a great shock to all. Both at Kaikohe and at Rotorua he had handled the subject of arithmetic with outstanding skill and an abundance of good humour.

3. PRIMARY EDUCATION

While the functions of Native schools cannot be confined to school work alone, nevertheless it is expected that academic results should reach as high a standard as possible. This has been stressed in all conferences with teachers, of which several were held during the year, and at refresher courses. Consequently, the Inspectorate has closely watched the progress of the basic subjects as well as those which have to be specially adapted to Native schools.

We have continually stressed that both the subject-matter and the method of presentation should be made as interesting as possible to the child, preferably by giving him a very active share in his own instruction. Wherever such aspects of education are fully considered we find a brightness and a confidence in the children that are reflected in the excellence of their work. Such conditions are by no means universal, but there is a growing tendency for Native-school teachers to depart from the old orthodox lecture type of instruction. This is to be seen more often in the infant-room perhaps than in the standard classes, owing to the fact that more material suitable for the new teaching methods is available and has been demonstrated by the Infant Advisers in their visits to our schools.

Yet even in the infant-room, in such a subject as reading, there is too much reliance on text-books, to the neglect of the most effective material—the teacher's own black-board and self-prepared reading matter. It must be admitted that the primer readers, as supplied to the schools, have serious deficiencies, but so far there is nothing better available to supplant them as text-books. They were not written for Maori children, and contain words that are unnecessary for a Maori child's vocabulary. The need is all the greater, therefore, to supplement these books by suitable reading material. A study of the words needed by the Maori child should be one of the first points to be considered. It is necessary to provide for a steady expansion of his reading vocabulary, while at the same time there should be regular drill and consolidation of words already assimilated. Last year about £250 worth of supplementary readers was issued to Native schools.

In the standard classes we find the same tendency to rely upon text-books in the teaching of arithmetic. The new text-books issued in 1945 are much superior to their predecessors, as they stress the value of practical exercises as well as mechanical accuracy. Some teachers still seem to consider it necessary to work strictly through all examples and exercises set out in the books, with a resultant slowing down of progress and an incomplete coverage of the year's work. Nevertheless, we are able to report a much more enlightened handling of this subject and an improvement in the attitude of both teachers and pupils towards it.

In English we are concerned with two important phases—oral and written. Both are essential to the Maori if he is to be capable of taking his place in a society that is

predominantly English. No longer can the Native pa provide for all the requirements of its growing youth, and opportunities must be sought farther afield. It is therefore all the more important that they should be equipped with the language to such a degree that they are able to compete on practically level terms with the pakeha. In most schools the children definitely show ability to speak the English language, but the written side shows greater variation in quality. In recent years we have stressed, especially in Forms I and II, the necessity for a sound training in business English. Yet even here there is the necessity for attention to fundamentals—sound sentence structure, extensive vocabularies, correct grammar, and correct spelling. The foundations of these need to be well laid in the lower standards. In Standards 1 and 2 too much should not be attempted in any one effort, and considerable assistance is needed by the young Maori pupil if he is to gain a complete understanding of the essentials I have mentioned. Drills are needed to correct typical Maori errors, and these should be based on the mistakes actually noted both in oral and written English in the class-room.

This work should be supplemented by wider reading, and an effort is being made to build up good libraries in our schools. Books should be easy to read and attractive in content so that when the child has finished one book he wants immediately to proceed with another. In building up the libraries we have tried not only to provide interesting, easy, and good literature, but also informative books useful in the teaching of such subjects as history, geography, and elementary science.

Spelling, too, requires more thoughtful preparation. Several well-known lists are available, but again they have not been prepared specially for the Maori child. That is essential in any list used in a Native school. Too often we find words given in spelling tests that could conveniently be left till a later stage, while the written tests reveal errors in the spelling of comparatively simple words. These are the words the child needs to use, and they should be thoroughly known.

In art and handwork the Native schools have a dual aim—to revive an interest and skill in the old Maori crafts and to give training in the pakeha crafts. In the latter case the aim is to give the Maori boys an incentive to enter the skilled trades, for which many have the aptitude. About half our Native schools have been equipped with woodwork tools, and every effort is made to see that instruction is practical in nature, having some relation to the needs of the children or of the home. The aim must be to develop initiative and resource, by teaching them to plan things for themselves and carry them to a successful conclusion. We have also stressed the fact that the completed article should exhibit a finish that will give complete satisfaction to its maker.

With regard to the old Maori crafts, these have had a stimulus in 1946 by the appointment of specialist instructors in the North Auckland district. Mr. and Mrs. Toka were appointed to the staff of the Kaikohe Native School and were asked to give instruction in a group of 10 schools round Kaikohe, visiting them in rotation once a fortnight and spending a day at each school. In most schools the results were very gratifying. The older Maori people as well as the younger ones, showed a keen interest in the revival of their old crafts, songs, and dances. An annual competition for pois, hakas, and action songs was inaugurated at Kaikohe last year, and as a result of the work of Mr. and Mrs. Toka there was an immense improvement in the standard of work at the display this year. In one or two schools there was, unfortunately, not the degree of co-operation that we should desire, and in those particular schools little progress was made.

The Department also employed Miss Tuini Ngawai at Ruatoria and neighbouring schools. She did excellent work in improving the singing of action songs in that area.

Physical education continues to receive its proper share of attention in Native schools. Last year a Maori girl, trained as a specialist in physical education, took up duties in the East Coast area.

During the year several educational tours were organized in different Native schools. From all reports these tours were complete successes and afforded the children an opportunity of seeing many things which are, in the ordinary way, completely outside their experience.

4. POST-PRIMARY EDUCATION

In 1946 the development of post-primary education among the Maori children was continued. The number of district high schools remained the same as for the previous year—that is, 4—but Form III classes were started in three other schools—Rangitahi, Ruatoki, and Te Kaha—preparatory to the establishment of district high schools as soon as the required roll should be obtained. In the district high schools already established the curriculum has been developed along practical lines, leading at the same time up to School Certificate. These schools are beginning to develop in numbers, and although the actual increase in enrolment last year was not great—from 81 to 95—there was evidence that the schools are going to increase rapidly in size in the next two or three years. The schools were successful in getting their first candidates through the School Certificate Examination last year.

It was decided at the end of the year to increase the number of junior scholarships held by Maori scholars at certain private and public secondary schools from 174 to 200 over a two-year period. The value of the scholarships was increased from £35 per annum to £55 per annum for boys and to £50 per annum for girls. This increase was necessitated by the increase in the cost of upkeep in both boys' and girls' secondary schools. The rates were fixed accordingly after due consideration had been given to income derived from original endowments.

The following table shows the number of scholarship-holders enrolled at the public and private secondary schools in the month of December, 1946 :—

Boys.		Girls.	
School.	Num-ber.	School.	Num-ber.
Te Aute College, Pukehou	55	Te Wai Pounamu College, Christchurch ..	4
St. Stephen's College, Bombay .. ..	..	Hukarere College, Napier	44
Wesley College, Paerata	17	St. Joseph's College, Greenmeadows ..	33
St. Patrick's College, Silverstream ..	10	Turakina College, Marton	32
Sacred Heart College, Auckland	7	Queen Victoria College, Auckland ..	40
St. Peter's College, Northcote	3		
Gisborne High School	4		
Napier Boys' High School	10		
New Plymouth Boys' High School ..	3		
Dannevirke High School	8		
Feilding Agricultural High School ..	4		
Total	121	Total	153

The Junior Te Makariri Scholarship was awarded to Rangi Morete, of Whakarewarewa Native School.

5. HIGHER EDUCATION

I have already commented on the increased number of Maori students entering training college. Three University scholarships were awarded to Edward Tauroa, Tuakau (veterinary science), Ranfurly Jacob, Otaki (medicine), and James Tukaioa Turoa, Tirau (civil engineering). Seven other University scholarships were current in 1946.

6. MAORI BATTALION MOBILE CANTEEN

During the year the mobile canteen presented by the Native-school children to the Maori Battalion in 1941 was returned to New Zealand, and, thanks to the opportunity provided by the Government, arrangements were made for it to make a comprehensive tour of all schools that contributed to its cost and that were accessible by road. This canteen had a unique record of service during the war and had a warm place in the hearts of the Maori soldiers not only because of the service it gave, but also because of the spirit behind the gift.

The tour was a triumphal one. At practically every school it was welcomed with traditional Maori custom, beginning with a lament for the fallen heroes and continuing with speeches and hakas of welcome. It was driven by Mr. Charles Bennett, who had driven it throughout the various campaigns in Egypt and Italy, and he also was welcomed by the Maori people as one dear to their hearts. He was able to give many interesting details about the history of the canteen, and absorbed the interest of parents and children alike. Returned Maori soldiers flocked to the schools to revive old memories, and they also were able to recount their many reminiscences to the children.

Approximately half a day was spent at each school, and on all sides gratitude was expressed for the opportunity to see the canteen. To the Maori people it was an ample reward for any sacrifices they had made to contribute towards its cost.

7. BUILDINGS

Last year the building situation was very difficult and the programme we had planned for the year was not completed.

The following works were, however, completed in 1946 : Lake Ohia, former Waikeri Native School building removed to Lake Ohia, remodelled, and re-erected ; Moawhango, additional class-room provided by the removal and remodelling of a disused school from elsewhere ; Nuhaka, new block of four open-air class-rooms ; Rotokakahi, residence from the former Waikeri Native School removed to Rotokakahi and re-erected ; Waipoua, new one-roomed school and teacher's residence.

8. THANKS

I have to express my thanks for the loyal support given to me by my three colleagues, Messrs. F. T. Woodley, W. A. B. Goodwin, and A. E. Golding, and also to the staff of the Native Schools Branch.

I have, &c.,

T. A. FLETCHER,
Senior Inspector of Native Schools.

The Director of Education.

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, 1946.	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	12	198	12	16	..	3
IIIA	14	386	18	21	..	12
IIIB	63	2,699	117	23	..	34
IVA	38	2,687	95	28	..	35
IVB	17	2,126	70	30	8	17
IVC	6	1,020	36	28	3	8
VA	8	1,335	44	30	5	9
V B	1	196	6	32	1	1
Totals ..	159	10,647	398	26	17	119

Table H 4

MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1946 AND 1945

School.	1946.							1945.						
	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	..	40	40	..	38	38	78	..	35	35	..	37	37	72
Turakina (girls), Marton	32	32	..	22	22	54	..	28	28	..	27	27	55
St. Joseph's (girls), Napier	33	33	..	38	38	71	..	39	39	..	35	35	74
Hukarere (girls), Napier	44	44	..	50	50	94	..	44	44	..	39	39	83
Te Wai Pounamu (girls), Christ-church	..	4	4	..	34	34	38	..	..	..	..	32	32	32
St. Peter's (boys), Northcote	13	33	46	46	..	..	..	..	..	..	..
St. Stephen's (boys), Auckland
Wesley College (boys), Paerata	..	17	17	2	20	22	39	..	21	21	5	16	21	42
Te Aute College (boys), Napier	..	55	55	..	60	60	115	..	58	58	..	51	51	109
Totals	225	225	15	295	310	535	..	225	225	5	237	242	467

Table H 5

MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1946

Education District.			Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1946.		
				Boys.	Girls.	Total.
Auckland .. ..	..	..	448	4,558	4,474	9,032
Taranaki .. ..	..	..	69	591	456	1,047
Wanganui .. ..	..	..	88	766	702	1,468
Hawke's Bay .. ..	..	..	110	1,414	1,333	2,747
Wellington .. ..	..	..	74	570	508	1,078
Nelson .. ..	..	..	11	32	15	47
Canterbury .. ..	..	..	61	182	174	356
Otago .. ..	..	..	18	48	17	65
Southland .. ..	..	..	16	54	35	89
Totals.. ..	..	..	895	8,215	7,714	15,929

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, 1946

Years.	P.	S. I.	S. 2.	S. 3.	S. 4.	P. I.	F. II.	F. III.	Total.
5 and under 6—Boys ..	695	..	..	..	..	..	..	..	695
Girls ..	641	..	..	..	..	..	..	..	641
6 and under 7—Boys ..	950	8	..	..	..	..	..	..	958
Girls ..	857	14	2	..	..	..	..	..	873
7 and under 8—Boys ..	774	130	7	..	..	..	..	..	911
Girls ..	713	170	7	..	..	..	..	..	890
8 and under 9—Boys ..	477	352	101	1	..	..	..	..	931
Girls ..	376	347	119	10	..	..	..	..	852
9 and under 10—Boys ..	191	325	274	106	4	..	..	..	900
Girls ..	167	251	304	141	3	..	..	..	866
10 and under 11—Boys ..	69	167	311	258	63	1	..	..	869
Girls ..	49	125	230	276	116	1	..	..	797
11 and under 12—Boys ..	23	71	175	285	211	62	3	..	830
Girls ..	13	43	137	256	221	71	5	..	746
12 and under 13—Boys ..	11	14	66	181	245	171	38	3	729
Girls ..	5	18	52	143	252	177	63	..	710
13 and under 14—Boys ..	3	7	18	79	184	218	147	3	659
Girls ..	6	6	12	82	146	230	186	6	674
14 and under 15—Boys ..	2	4	7	30	80	167	175	9	474
Girls ..	2	1	5	28	58	151	179	10	434
15 and under 16—Boys ..	..	..	..	5	13	36	59	7	120
Girls ..	..	..	..	2	25	26	58	3	114
16 and under 17—Boys ..	..	..	..	..	..	..	7	1	8
Girls ..	..	..	..	..	2	2	5	3	12
17 and over—Boys ..	..	..	..	..	..	..	..	..	..
Girls ..	..	..	..	..	..	..	..	..	..
Totals—Boys ..	3,195	1,078	959	945	800	655	429	23	8,084
Girls ..	2,829	975	868	938	823	658	496	22	7,609
Grand totals ..	6,024	2,053	1,827	1,883	1,623	1,313	925	45	15,693
Percentage ..	38.4	13.1	11.6	12.0	10.3	8.4	5.9	0.3	100.0
Median age, in years and months—									
Boys	6 11	9 2	10 4	11 5	12 6	13 5	14 2	14 7	..
Girls	6 11	8 10	10 0	11 2	12 3	13 4	14 0	14 6	..

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, 1946

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—Boys	55	566	..	..	..	..	..	..	..	..	..	..	..	..	..	..	55	566	621
Girls	55	499	..	..	..	..	..	..	..	..	..	..	..	..	..	..	55	499	554
6 and under 7—Boys	53	641	..	..	..	..	..	..	..	..	..	..	..	..	..	..	53	641	698
Girls	42	609	..	..	..	..	..	..	..	..	..	..	..	..	..	..	42	609	1,356
7 and under 8—Boys	32	596	13	51	..	..	..	..	..	..	..	..	..	..	..	..	32	596	696
Girls	28	536	28	66	..	..	..	..	..	..	..	..	..	..	..	..	28	536	1,357
8 and under 9—Boys	7	352	31	203	19	40	..	..	..	..	..	..	..	..	..	..	47	604	661
Girls	10	265	16	219	12	160	5	..	..	..	..	..	..	..	..	..	57	595	653
9 and under 10—Boys	3	180	6	234	14	222	12	53	..	..	..	..	..	..	..	..	43	546	589
Girls	..	130	7	249	18	216	20	180	15	18	..	..	..	..	..	..	47	572	619
10 and under 11—Boys	..	55	5	132	11	172	15	211	18	127	17	33	3	..	..	..	38	642	680
Girls	..	33	1	103	9	187	20	180	15	51	5	..	..	..	..	..	64	575	639
11 and under 12—Boys	..	14	..	66	3	172	15	211	18	127	17	33	3	1	..	..	50	556	606
Girls	..	9	..	28	4	172	15	211	18	127	17	33	3	1	..	..	56	624	680
12 and under 13—Boys	..	6	..	15	..	52	3	170	15	211	21	103	10	21	..	..	51	497	548
Girls	..	3	..	10	..	37	1	106	10	159	8	132	11	38	..	..	49	578	627
13 and under 14—Boys	..	1	..	7	..	17	..	83	8	130	10	168	9	33	..	..	31	485	516
Girls	..	1	..	2	..	9	..	51	11	172	13	163	12	39	..	..	28	547	575
14 and under 15—Boys	..	..	..	..	..	..	..	33	8	130	11	172	13	39	..	..	39	483	522
Girls	..	..	..	..	..	..	..	16	11	153	7	163	12	39	..	..	25	367	373
15 and under 16—Boys	..	..	..	..	..	..	..	36	2	145	3	69	3	1	..	..	17	14	359
Girls	..	..	..	..	..	..	..	16	1	145	3	69	3	1	..	..	4	130	134
16 and under 17—Boys	..	..	..	..	..	..	..	1	..	16	1	145	3	1	..	..	1	23	23
Girls	..	..	..	..	..	..	..	1	..	16	1	145	3	1	..	..	..	20	20
17 and over—Boys	..	..	..	..	..	..	..	..	..	3	..	..	..	..	..	..	..	2	2
Girls	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	2	2
Totals—Boys	151	2,385	59	696	54	670	59	670	64	619	69	478	37	326	4	27	488	5,871	6,359	
Girls	135	2,085	56	666	41	607	46	603	61	547	37	501	46	390	3	35	425	5,434	5,859	
Totals	286	4,470	115	1,362	95	1,277	105	1,273	125	1,166	97	979	83	716	7	62	913	11,305	12,218	
Percentage	4,756	12-1	1,477	11-2	1,372	11-3	1,378	11-3	1,291	10-6	1,076	8-8	799	6-5	69	0-6	12,218	100-0	..	
Median age in years and months—Boys	6	5	9	5	9	4	10	7	10	6	11	9	11	6	12	8	12	5	13	7
Girls	6	4	6	11	7	10	9	2	10	4	11	4	11	5	12	5	12	4	13	6
Boys
Girls

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.	1946.		
	M.	F.	Total.
A	2	..	2
B	45	12	57
C	106	145	251
D	11	26	37
Total certificated teachers ..	164	183	347
Uncertificated teachers ..	4	47	51
Grand total ..	168	230	398

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