

1948  
NEW ZEALAND

# EDUCATION OF MAORI CHILDREN

[In continuation of E-3, 1947]

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

## CONTENTS

	PAGE
No. 1.—Report of the Senior Inspector of Maori Schools.. .. .	1
No. 2.—Detailed Tables :—	
Table H 1. Number of Maori Schools classified according to Grade, &c. . . . .	7
Table H 4. Number of Maori Pupils attending Maori Secondary Schools, &c. . . . .	8
Table H 4A. Number of Scholarship-holders enrolled at Public and Private Secondary Schools . . . . .	8
Table H 5. Number of Maori Children attending Public Schools . . . . .	9
Table H 6. Classification of Maori Children at Public Schools . . . . .	10
Table H 7. Ages and Standards of Children at Maori Primary Schools . . . . .	11
Table H 8. Certificates held by Teachers in Maori Primary Schools . . . . .	12

### No. 1

#### REPORT OF THE SENIOR INSPECTOR OF MAORI SCHOOLS

SIR, 1st June, 1948.

I have the honour to present the following report on Maori schools for the year 1947 :

#### I. SCHOOLS AND STAFF

In 1947 the number of Maori schools under the control of the Education Department was 160, an increase of 1 over the number for 1946. The schools at Mokai and Te Renua were taken over from the Auckland Education Board, while the Maori school at Tokata was consolidated on Te Araroa Maori District High School. The total enrolment at the end of the year was 13,170, an increase of 516 over the figures for December, 1946. The average weekly enrolment was 12,640 (12,345 in 1946) and the percentage of regularity was 88. Of the 13,170 children on the roll at the end of the school year, 12,036 were Maori and 1,134 European. These figures show an increase of just over 4 per cent. on the figures for 1946.

In addition to the 160 Maori schools, there are 10 Maori mission schools and convents with a total enrolment of 784 pupils, as compared with 761 in 1946. In the Chatham Islands there are 4 schools, catering for 105 scholars. One school in the Chatham Islands was closed last year, owing to the inability to get a teacher.

At the end of 1947 there were 16,804 Maori children on the rolls of the public schools throughout the Dominion, as compared with 15,929 at the end of 1946.

The staffing of the schools presented many difficulties, owing to the shortage of teachers, especially assistants. Indeed, except for one or two favoured localities, it was almost a waste of time advertising B positions, for they met with no response whatever. Under such circumstances we had no option but to make use of our more experienced junior assistants. These young women, having had two or three years' teaching experience, have been of great assistance, and have given ample evidence of their ability to profit by their training as juniors.

Again I have to record an increase in the number of young Maori students qualifying for training college. In 1946 the number increased from 16 (in 1945) to 29. Last year the number was 31, and this year there is an even greater increase. Thus, in the eight years 1940-47 inclusive, 142 Maori students have entered training college, and the annual intake has risen steadily from 4 in 1940 to 31 in 1947.

Of the 378 teachers employed in Maori schools (excluding 18 probationary assistants and 91 junior assistants), 314 hold a Teacher's Certificate.

## 2. PRIMARY EDUCATION

As this will be my last report as Senior Inspector of Maori schools, I should like to review some of the progress I have noted in the sixteen and a half years during which it has been my privilege to be associated with the education of our Maori children.

In my opinion the most important change has been the transformation of the school into a Maori institution. When I first visited Maori schools in 1931 I was impressed by the fact that there was practically nothing Maori in the schools except the Maori children. No Maori song was ever sung, there was no sign of Maori crafts, nor any interest in Maori history as part of the school curriculum. The values in their own culture were ignored, and instruction was on pakeha lines. Under the discerning eye of Mr. Ball, who was then Senior Inspector, this attitude was quickly changed, and from year to year we have tried to cultivate an interest in the old Maori arts and crafts, in their songs and dances, in their games, and in their history and mythology, with the object of developing a pride of race. In recent years difficulties in procuring tools for carving and materials for taniko have retarded the development of Maori crafts to their fullest extent, but nevertheless in certain schools where the keenness of the teachers triumphed over all difficulties some very fine work has been done.

But it is not only by the introduction of Maori culture that the schools have benefited. Equal importance has been attached to the improvement of the academic subjects and of relating them closely to the needs of the Maori. Apart from advocating and demonstrating better methods of teaching on our routine inspection visits and in our addresses at teachers' meetings, the first large-scale effort to inculcate the new philosophy was in 1936, when three large sectional refresher courses for Maori-school teachers were organized in Kaikohe, Rotorua, and Ruatoria respectively. This was the first time that special courses for teachers of Maori schools had been organized. Most of the addresses were given by the Inspectors and other specialist professional officers. Then in 1939 a comprehensive refresher course for the whole service was held in Rotorua. By this time the new ideas had made such progress that the great majority of the speakers were drawn from the ranks of the Maori-school teachers. They were specially selected for the success they had attained in their own particular subjects.

These courses not only helped to increase the efficiency of the schools, but they inspired a spirit within the service. After the war was over, the courses were resumed, one being held for the North Auckland teachers at Kaikohe in 1945 and for the Waikato Bay of Plenty Hawke's Bay teachers at Rotorua in 1946. The keenness displayed by the teachers at these two courses was the subject of very favourable comment by visiting speakers.

From the inception of our campaign teachers have been encouraged to use their initiative in promoting schemes for the increased efficiency or the wider influence of their schools. While the Inspectors have laid down the broad general plans on which they wish the schools to be conducted, there has been ample scope for teachers to use originality. On the whole, teachers have used this freedom well. There will always be a considerable number of teachers who prefer the formed road to the untrodden track, but those who have given thought to their work and have been prepared to try out a well-planned experiment have initiated many ideas that have proved of benefit to Maori education. The Department established woodwork and cookery rooms and bathhouses, but such institutions as model cottages, school farms, poultry clubs, pig clubs, calf clubs, women's institutes, citrus culture, community centres, Boy Scouts, Girl Guides, Junior Red Cross, and organized school tours have been inspired mainly by the teachers themselves. Success in one school has led to their introduction into others, and valuable results have been achieved not only for the schools, but also for their communities.

Then, too, we have tried to inculcate a new spirit into our schools—the spirit of child activity. From the beginning we stressed the fact that we did not want the children to be kept sitting passively in their desks listening to long lectures by the teacher. The chief task of the teacher was to awaken and foster a keen interest in each and every subject. In certain subjects the children should be taught how and where to get information for themselves, how to compile short talks and conduct discussion groups, so that they can speak with authority on the topic of their choice. Many of the schools have adopted such methods, and in these schools the spirit of industry is in strong contrast to the old spirit of boredom.

Another objective was to secure the co-operation of the Maori people. It was extremely probable that they would view with considerable misgiving any changes from the old established order. Consequently, whenever opportunity offered, we took them into our confidence, and soon found that if the new changes were to be for the benefit of their children they were pleased to help; and they have done so. In 1942 we held meetings of Maori parents on our routine inspections of schools. Last year we tried a new method of approach. Starting from Wairoa, in Hawke's Bay, we went up round the East Coast and down to Tauranga holding small groups of teachers' meetings. At the same time we collected representatives of the Maori School Committees and gave them a review of our work over the last few years. I was very impressed by the intense interest taken in our talks by the Maori people, and in every case they wanted pencil and paper to take down the information supplied, to take back to their own people. They were particularly interested in the growth of post-primary education for Maori children and the success attained by training college and University students.

For many years the Maori schools have had the benefit of a junior assistant. This position was filled by a young Maori girl who had had a year or two of secondary education, and her duties consisted mainly of helping the infant-teacher. The position offered little prospect of advancement, and the girls stayed at the school until they married or found a more profitable occupation. We felt that much latent teaching talent was being lost to the service. With the increase in the number of scholarships (and particularly those giving a third and fourth year of secondary education), we have had more and better qualified girls offering for these positions. We therefore arranged for a continuance of their studies through the Department's Correspondence School, so that

they could pass the School Certificate Examination and thus qualify for admission to training college. A "quota" for Maori students was arranged, and in 1940 the first 4 students having fulfilled all requirements, entered training college under the Maori quota. Last year, as stated previously in this report, the number had grown to 31, and the Maori schools have had the benefit of a considerable number of trained Maori teachers in recent years. From 1940 to 1947 (inclusive), 142 Maori students have been admitted to training college. There can be no doubt about the success of this scheme, for not only has it provided us with trained Maori teachers, but the presence of our students in the colleges has also stimulated an interest in the Maori among the pakeha students.

For the last six years I have also tried to foster this interest by giving an address on Maori schools to the second-year students at the Christchurch and Dunedin Training Colleges, and we have had recruits to our service from both these colleges. Last year, in addition to addressing the training-college students, I also addressed the Stage III Education students at Canterbury College and Otago University. These students are expected to know something of Maori education, and they followed with keen interest the history and present policy of our schools.

In 1931 the Maori schools were poorly equipped for the task they had to perform. The new methods demanded much more equipment, and we have endeavoured to supply this as quickly as circumstances would permit. When old buildings, no longer suitable for class-room purposes, were replaced by modern rooms, we have adapted them for the teaching of woodwork and cookery, and for the provision of bathhouses where an adequate water-supply was easily accessible. To-day there are 68 woodwork-rooms and 55 cookery rooms attached to our Maori schools, and 22 schools are equipped with bathhouses. Eleven model cottages have been built, and by the end of this year it is anticipated that all schools of Grade IV and higher will be equipped with a sewing-machine. Woodwork tools have been issued to 93 schools, and capitation is paid at the rate of 5s. per pupil of eleven years of age and upwards, for both woodwork and cookery, where the schemes have been approved by an Inspector and the Department is satisfied the work is being satisfactorily performed. Libraries have been established in most schools, and these are being extended year by year.

The publicity given to our Maori schools has attracted to the service more highly-qualified teachers, as may be seen from a comparison of certification in 1931 and 1947:

					1931.	1947.
A Certificate	..	..	..	..	..	1
B Certificate	..	..	..	..	16	54
C Certificate	..	..	..	..	76	232
D Certificate	..	..	..	..	48	27
E Certificate	..	..	..	..	1	..
Uncertificated	..	..	..	..	81	64
					222	378

Whereas in 1931 more than 36 per cent. of the teachers were uncertificated, in 1947 the proportion was 17 per cent. Teachers' D and E Certificates are no longer issued. In 1931 only 41 per cent. of the teachers had a C Certificate or higher, whereas in 1947 76 per cent. were so qualified. Some of the uncertificated teachers are quite equal in teaching skill to those who have been fully trained, but there can be no doubt that, viewing the service as a whole, the influx of better trained and more highly qualified teachers has had a beneficial effect. A number of these uncertificated teachers are Maori girls who, having proved their ability as junior assistants, are being used, owing to the general shortage of teachers, in more responsible positions.

## 3. POST-PRIMARY EDUCATION

The changes in post-primary education have been just as far-reaching as those in primary education. In 1931 the only assistance given by the Government was by means of a system of scholarships, tenable for two years only, at a number of residential colleges established by different Churches. Maori pupils were, of course, entitled to attend public post-primary schools within reasonable distance of their homes, and many did so, but the great majority of our Maori schools are in more remote areas, and unless a pupil succeeded in winning a scholarship he had little chance of receiving a higher education. Even in 1931, though 170 scholarships were available over a two-year period, only 140 were being used, the qualification then being a pass in the Proficiency Certificate Examination.

The Church colleges have had an excellent influence, and until recent years were mainly responsible for the higher education of the Maori. Our school population, however, has grown so rapidly that not only were all scholarships taken up, but there was a demand for more. The number was extended, but still more were required, and the residential accommodation of all colleges was fully taxed. The following table gives a brief review of the number of junior scholarships available over a two-year period, and their value. The years are those in which changes were made :

	Number.	Value.
Up to 1904 .. .. .	113	£20.
1905 .. .. .	123	£20.
1910 .. .. .	134	£20.
1911 .. .. .	150	£20.
1919 .. .. .	150	£30.
1928 .. .. .	170	£30.
1937 .. .. .	187	£35.
1946 .. .. .	200	£55 (boys) and £50 (girls).

Two years of secondary education, however, was insufficient qualification for any position with reasonable prospects of advancement, and many Maori parents did pay for the further education of their sons and daughters. In 1937 the Government approved the award of a limited number of continuation scholarships to provide for a third and fourth year of post-primary education. The number allotted over a two-year period was 35, and 5 nursing scholarships and 5 agricultural scholarships brought the total to 45. In 1944 the number of continuation scholarships was increased to 80, and would have been still further increased had accommodation been available.

By 1937 we were faced with the position that about 400 Maori pupils were passing through Form II annually, whereas we were able to provide less than 100 scholarships. This meant, in effect, that less than 25 per cent. of our pupils were able to go on to secondary schools, and of this 25 per cent. only about one-quarter could get a third and fourth year. As numbers continued to increase, we were forced into the position of restricting scholarships to those schools where the pupils could not attend an accessible post-primary school.

Then in 1942 we lost St. Stephen's and Wesley Colleges (both boys' schools), which, owing to war necessities were taken for other purposes. The authorities at Te Aute did their best to take as many of these boys as possible, but could not take the full number. I visited all public secondary schools in the North Island with hostel accommodation for boys, and eventually secured a limited number of places at Gisborne, Napier, New Plymouth, Feilding, and Dannevirke. These high schools were at once approved for Maori scholarships, and the full boarding fees were paid. These places are still retained, and here is very keen competition for scholarships at these schools.

In order to increase the facilities for post-primary education for Maori pupils, the Department, realizing that further residential accommodation was impossible, established three district high schools in the East Coast area in 1941. At first only a very practical curriculum was provided, but with the alteration in the courses for the School Certificate it has been possible to retain the practical bias and yet provide the academic instruction necessary to pass this examination. Since then the movement has prospered, and in 1947 three additional district high schools were established at Te Kaha, Ruatoki, and Rangitahi (Murupara). A district high school had been established at Te Kao, in the Far North, in 1944. Thus, from 3 district high schools in 1941, with a total enrolment of 75, the Department in 1947 had 7 district high schools, with a total enrolment of 233. Form III classes have been established at other places as a foundation for a district high school when the roll reaches 21.

There is no doubt that the success attained by those young Maori students of ten years ago has inspired those who have followed them, and to-day there is a growing consciousness of the value of a full education among the Maori people. What was a small trickle in 1937 is now a steadily increasing stream, and the following figures taken recently (early in 1948) show the number of Maori pupils (from half-caste to full Maori) receiving post-primary education at the present time:

	North Island.	South Island.	Total.
Public secondary and technical high schools	1,077	54	1,131
District high schools .. .. .	1,093	63	1,156
Maori district high schools .. .. .	263	..	263
Private Maori secondary colleges ..	580	33	613
Private secondary and technical high schools	86	8	94
	3,099	158	3,257

#### 4. UNIVERSITY EDUCATION

The same upward tendency is to be noted with respect to University education. The Government has for many years made provision for the award of 3 new University scholarships annually for Maori students. These scholarships are renewable annually upon receipt of a certificate from the Chairman of the Professorial Board that the student has been diligent in his studies and has a reasonable prospect of completing the course. From 1931 to 1935 there was little demand for them. In 1936 the full quota of 3 was filled for the first time. In 1937-39 two were awarded each year, and then with the outbreak of war the demand was practically nil. One scholarship was awarded in 1942. In 1944, however, the demand was renewed in greater numbers, and in 1944-46, 3 were awarded each year. In 1945 and 1946 we had more well-qualified applicants than scholarships available, and as there was every prospect of the demand increasing the Government increased the annual allocation from 3 to 6. Actually 4 scholarships were awarded.

At the end of 1947, 11 scholarships were current, and for the following courses: 4 medical, 2 agricultural science, 2 arts, 1 science, 1 dentistry, and 1 home science. As a result of these University scholarships, the Maori race has, during the last four years, gained 3 fully qualified doctors (M.B., Ch.B.), 1 M.Sc. with Honours, 1 B.Sc., 1 M.A., and 2 B.A. (including our first Maori woman graduate).

The figures given above refer to scholarship-holders only, and do not by any means represent the total number of Maori students at the University colleges. Indeed, it seems probable that there are at least 50 Maori students attending the University at the present time. Success by a few is often an inspiration to many, and I believe that our Maori students, having proved their ability, will be anxious to go on to even greater success.

## 5. BUILDINGS

In 1947 our building programme was again restricted, but the following works were completed: Moawhango, new residence; Parapara, new one-roomed school and residence; Rangitukia, additional class-room; Kaikohe, new residence; Te Kaha, two temporary class-rooms, to replace two destroyed by fire.

## 6. CONCLUSION

The work of inspection of Maori schools involves much arduous travelling, although conditions have improved very considerably in recent years. It has, so far as I am concerned, had its reward in the co-operation of both teachers and Maori parents, and in the affection of the children. The children are so natural and so eager that it has been a pleasure to inspect them, and a privilege to be able to plan and work for their future welfare.

I have also to thank my colleagues, both past and present, for their loyal co-operation and interest in their work, and I hope that Maori education will continue to prosper.

I have, &c.,

T. A. FLETCHER,

Senior Inspector of Maori Schools.

The Acting Director of Education.

## No. 2

## DETAILED TABLES

Table H 1

**GRADE OF MAORI 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, 1947.	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 .. ..	14	202	11	18	..	2
IIA .. ..	12	316	13	24	..	10
IIb .. ..	61	2,649	116	23	..	22
IVA .. ..	40	2,989	105	28	..	27
IVb .. ..	17	2,109	52	41	10	16
IVc .. ..	7	1,119	33	34	3	6
VA .. ..	7	1,295	36	36	3	6
Vb .. ..	2	480	12	40	2	2
Totals ..	160	11,159	378	29	18	91

Table H 4

**MAORI PUPILS ATTENDING MAORI SECONDARY SCHOOLS AT THE END OF 1947 AND 1946**

School.	1947.							1946.						
	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	..	43	43	..	35	35	78	..	40	40	..	38	38	78
Turakina (girls), Marton	..	34	34	..	22	22	56	..	32	32	..	22	22	54
St. Joseph's (girls), Napier	..	36	36	..	51	54	90	..	33	33	..	38	38	71
Hukarere (girls), Napier	..	44	44	..	55	55	99	..	44	44	..	50	50	94
Te Wai Pounamu (girls), Christchurch	..	6	6	..	29	29	35	..	4	4	..	34	34	38
St. Peter's (boys), Northcote	..	9	9	11	37	48	57	..	..	..	13	33	46	46
St. Stephen's (boys), Auckland	..	17	17	..	9	9	26	..	..	..	..	..	..	..
Wesley College (boys), Paerata	..	16	16	3	20	23	39	..	17	17	2	20	22	39
Te Aute College (boys), Napier	..	56	56	..	71	71	127	..	55	55	..	60	60	115
Totals	..	261	261	14	332	346	607	..	225	225	15	295	310	535

Table H 4A

**NUMBER OF SCHOLARSHIP-HOLDERS ENROLLED AT PUBLIC AND PRIVATE SECONDARY SCHOOLS IN DECEMBER, 1947**

Boys.		Girls.	
School.	Number.	School.	Number.
Te Aute College, Pukehou	.. 56	Te Wai Pounamu College, Christchurch	.. 6
St. Stephen's School, Bombay	.. 17	Hukarere College, Napier	.. 44
Wesley College, Paerata	.. 16	St. Joseph's College, Greenmeadows	.. 36
St. Patrick's College, Silverstream	.. 8	Turakina College, Marton	.. 34
Sacred Heart College, Auckland	.. 3	Queen Victoria College, Auckland	.. 43
St. Peter's College, Northcote	.. 9		
Gisborne High School	.. 3		
Napier Boys' High School	.. 6		
Dannevirke High School	.. 9		
Northland College, Kaikohe	.. 2		
Total	.. 129	Total	.. 163



**Table H 5**  
**MAORI CHILDREN ATTENDING PUBLIC SCHOOLS, DECEMBER, 1947**

Education District.	Number of Schools at which Maoris attended.	Number of Maori Pupils at End of 1947.		
		Boys.	Girls.	Total.
Auckland .. ..	422	4,892	4,632	9,524
Taranaki .. ..	72	606	521	1,127
Wanganui .. ..	94	791	764	1,555
Hawke's Bay .. ..	109	1,550	1,370	2,920
Wellington .. ..	72	566	553	1,119
Nelson .. ..	14	29	23	52
Canterbury .. ..	62	170	169	339
Otago .. ..	22	45	31	76
Southland .. ..	13	55	37	92
Totals.. ..	880	8,704	8,100	16,804

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, 1947**

Age, in Years.	P.	S. I.	S. 2.	S. 3.	S. 4.	F. I.	F. II.	F. III.	Total.
5 and under 6—Boys ..	705	..	..	..	..	..	..	..	705
Girls ..	685	2	..	..	..	..	..	..	687
6 and under 7—Boys ..	957	15	1	..	..	..	..	..	973
Girls ..	899	16	1	..	..	..	..	..	916
7 and under 8—Boys ..	920	153	10	..	..	..	..	..	1,083
Girls ..	733	210	11	1	..	..	..	..	955
8 and under 9—Boys ..	476	352	107	8	..	..	..	..	943
Girls ..	396	344	167	9	..	..	..	..	919
9 and under 10—Boys ..	184	334	314	101	6	..	..	..	939
Girls ..	146	239	298	128	6	..	..	..	817
10 and under 11—Boys ..	58	179	288	267	99	3	..	..	894
Girls ..	54	135	249	289	121	5	..	..	853
11 and under 12—Boys ..	17	55	173	289	229	67	6	..	836
Girls ..	14	51	118	238	259	97	3	..	780
12 and under 13—Boys ..	2	23	79	191	250	226	49	..	820
Girls ..	6	18	54	138	234	232	69	..	751
13 and under 14—Boys ..	2	7	24	80	177	215	165	3	673
Girls ..	4	4	24	53	129	246	175	3	638
14 and under 15—Boys ..	..	2	2	26	72	184	196	6	488
Girls ..	1	3	2	25	58	149	192	16	446
15 and under 16—Boys ..	..	..	3	6	22	29	97	4	161
Girls ..	1	..	..	2	8	29	78	1	119
16 and under 17—Boys ..	..	..	..	..	2	5	11	2	20
Girls ..	..	..	..	..	..	7	12	..	19
17 and over—Boys ..	..	..	..	..	..	..	..	..	..
Girls ..	..	..	..	..	..	1	..	..	1
Totals—Boys ..	3,321	1,120	1,001	968	857	729	524	15	8,535
Girls ..	2,939	1,022	924	883	815	766	529	20	7,898
Grand totals ..	6,260	2,142	1,925	1,851	1,672	1,495	1,053	35	16,433
Percentage ..	38.1	13.0	11.7	11.3	10.2	9.1	6.4	0.2	100.0
Median age, in years and months—									
Boys .. ..	7 0	9 1	10 3	11 4	12 5	13 4	14 3	14 9	..
Girls .. ..	6 10	8 10	10 0	11 1	12 1	13 2	14 1	14 5	..

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 MAORI SCHOOL ROLLS AT THE 1ST JULY, 1947

Age, in Years.	Class P.		Standard 1.		Standard 2.		Standard 3.		Standard 4.		Form I.		Form II.		Form III.		Race Totals.	
	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Europeans.	Maoris.	Totals.	
5 and under	59	511	..	..	..	..	..	..	..	..	..	..	..	..	39	511	570	1,139
6 and under	61	508	..	..	..	..	..	..	..	..	..	..	..	..	61	508	569	1,077
7 and under	61	596	1	4	..	..	..	..	..	..	..	..	..	..	73	682	755	1,422
8 and under	43	605	12	46	5	3	..	..	..	..	..	..	..	..	67	600	667	1,267
9 and under	50	551	23	48	5	3	..	..	..	..	..	..	..	..	58	632	720	1,410
10 and under	14	573	23	53	13	39	..	..	..	..	..	..	..	..	38	632	715	1,402
11 and under	2	588	10	53	22	65	..	..	..	..	..	..	..	..	62	632	687	1,325
12 and under	2	588	10	53	22	65	..	..	..	..	..	..	..	..	62	632	687	1,325
13 and under	2	588	10	53	22	65	..	..	..	..	..	..	..	..	62	632	687	1,325
14 and under	2	588	10	53	22	65	..	..	..	..	..	..	..	..	62	632	687	1,325
15 and under	2	588	10	53	22	65	..	..	..	..	..	..	..	..	62	632	687	1,325
16 and under	2	588	10	53	22	65	..	..	..	..	..	..	..	..	62	632	687	1,325
17 and over	2	588	10	53	22	65	..	..	..	..	..	..	..	..	62	632	687	1,325
Totals—	188	2,400	60	782	71	667	67	716	62	614	68	539	43	341	11	562	6,011	12,597
Boys	161	2,073	69	715	56	670	45	590	48	556	60	543	41	384	13	480	5,544	6,024
Girls	349	4,473	129	1,447	127	1,337	112	1,306	110	1,170	128	1,073	84	725	3	1,042	11,555	
Percentage	4.822	15.76	1.576	11.6	1.418	11.3	1.280	10.2	1.201	9.5	1.291	8.9	8.4	7.25	27	12.597	100.0	
Median age, in years and months—	6	7	0	8	4	9	4	9	11	5	12	9	12	7	43	8	14	8
Boys	6	7	0	8	4	9	4	9	11	5	12	9	12	7	43	8	14	8
Girls	6	4	6	11	8	2	9	0	9	1	10	3	10	3	11	4	13	5

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 MAORI PRIMARY SCHOOLS (PROBATIONARY AND JUNIOR ASSISTANT TEACHERS ARE EXCLUDED)

Class of Certificate.				1947.		
				M.	F.	Total.
A ..	..	..	..	1	..	1
B ..	..	..	..	40	14	54
C ..	..	..	..	116	116	232
D ..	..	..	..	7	20	27
Total certificated teachers ..				164	150	314
Uncertificated teachers ..				9	55	64
Grand total ..				173	205	378

*Approximate Cost of Paper.*—Preparation, not given; printing (763 copies), £40.

By Authority: E. V. PAUL, Government Printer, Wellington.—1948.

*Price 6d.*]