

1885.

NEW ZEALAND.

EDUCATION :

NATIVE SCHOOLS.

(In continuation of E.-2, 1884.)

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

The INSPECTOR of NATIVE SCHOOLS to the INSPECTOR-GENERAL of SCHOOLS.

SIR,—

Wellington, 31st March, 1885.

In accordance with your instructions, I have the honour to send in my report on the Native schools of New Zealand for the year 1884-85.

NUMBER OF SCHOOLS.

Seventy-one schools have been in operation during the whole or some portion of the year—viz., fifty-seven village schools, three half-time, five subsidised, and six boarding-schools. The boarding-schools are not under the direct control of the Department; they are all connected with religious denominations, and are in receipt of capitation grants from the Government. The teachers of subsidised schools are employed by the Natives, the Government granting subsidies of limited amount. These schools are, generally, either undergoing a probation in order that it may be seen whether village schools could be kept going in the localities where they are situated, or they are village schools at which the attendance has fallen below the limit fixed by the Native Schools Code.

SCHOOLS OPENED, REOPENED, OR CLOSED.

Sickness in the district caused some delay in the reopening of the school at Omaramutu, eight miles from Opotiki, but a beginning was made in the June quarter, and the school now bids fair to be thoroughly successful. The new school at Pamapurua, in the Mangonui District, has taken the place of the unsuccessful school at Kaitaia. Through the exertions of the District Superintendent the new arrangement has been made on a thoroughly satisfactory basis, the three principal neighbouring *hapus* having been induced to give their hearty support to a scheme that is likely to provide for the educational wants of all the Natives in the Victoria Valley. The Tolago Bay (Uawa) School, which had to be closed at the end of 1883, has lately been reopened. A numerously-signed petition, in which the Uawa Natives expressed great eagerness to have a new teacher sent them, and promised to do their very best to keep up a good attendance, was sent to the Department. The request was complied with, on the understanding that this is the last attempt the Department will make to maintain a Native school at Uawa. The school at Matakohe, after having been closed for some months, was reopened at the beginning of the year 1885. The state of matters that led to the closing of this school was fully explained in my last report; the attendance dwindled down to nothing, and, as it seemed likely to remain at that figure, the master's services were dispensed with. It is possible that the school might have got through its difficulties, great as these were, if the master had permanently resided on the school premises instead of living at his own house some three miles away; as it was, the school collapsed. The Natives appear to have thought, too, that the pupils of the school made no progress. This was a mistake; all those that attended regularly did very well indeed. It may be expected, now that they have had another master sent them, who will always reside at the school, that the Natives will do their best to show that the break-down of the school was caused by their misfortune rather than by their fault. A subsidy has been granted for a small Native school at Taumarere; its continuance should depend on the amount of success achieved by the teacher. The Kaitaia school is the only one that has been permanently closed during the year.

NEW SCHOOLS AND NEW BUILDINGS REQUIRED, AND NEW SCHOOLS APPLIED FOR.

The legal difficulties that have for so long prevented the establishment of schools at Waimamaku, near the entrance to Hokianga Harbour, at Tangiteroria, on the Northern Wairoa, and at Te Waotu, in the Waikato District, have been almost or quite surmounted, and building should begin at these places very shortly. A tender for new buildings at Waiomatatini, East Coast, has been accepted, and the work should be now in progress. The Department is largely indebted to the public spirit of the Waiomatatini Natives, which enabled it to carry on a thoroughly successful school for

many years here without having built at all; at last, however, new buildings were so urgently needed that longer delay was out of the question. It is probable that during this year schoolhouses and residences, (in some cases schoolhouses only, in one case a residence only), will be needed at the following places on the East Coast: Tokomaru; Whareponga and Waipiro (to replace Akukaku School); Rangitukia and Tikitiki, on the left bank of the Waiapu; Tuparoa, and Kawakawa, near the East Cape. The reasons why these buildings are now needed are stated further on. A tender for new buildings at Te Ahuahu, Waimate, Bay of Islands, has been accepted, and school-work should begin there shortly. The school at Umuhika, between Matata and Te Teko, will probably be gone on with when the site has been secured; there has been some delay in connection with the survey. The people of Otatau, in the Hokianga District, applied for a school many years ago; but they were then so busily engaged in quarrelling and fighting about their land that it was considered advisable to wait for more peaceful times before building. These difficulties now seem to have been got over, and it is desirable that a school should be established here as soon as funds are available for the purpose. In all probability new buildings will shortly be required at Taita, some thirteen miles from Dargaville, as the title to the site is just being acquired.

New schools have been asked for by the Natives of the following places: Waiuku, Manukau Harbour; Kopua, Waipa; Tapapa and Lichfield, on the road between Cambridge and Ohinemutu; Karetu, Bay of Islands; Raukokore, near Cape Runaway; Maungatautari, a short distance south-east of Cambridge; Te Matai, near Te Puke, Bay of Plenty; and Wharekahika, Hicks Bay. An application was also made for the reopening of the Arahura school, West coast of the South Island; but it was found on inquiry that there were not enough Native children in the district to warrant the taking of any steps in this direction. After due consideration it has been thought unadvisable to establish a Native school at Kawhia until a proper site can be secured in the regular way; as a long time must elapse before this can be managed, and as there are many Europeans at North Kawhia, whose educational wants would be better provided for by a public than by a Native school, the matter has been handed over to the Auckland Board, who will perhaps found a school at the European settlement at Kawhia. Some of the Native children would probably attend this school for a time, and then most likely the Natives of both North and South Kawhia would ask for schools for themselves and would give proper sites in suitable localities.

It would appear from what has been said that a large sum of money will be needed this year for Native schools. Past experience has shown, however, that the establishment of a Native school on a thoroughly satisfactory footing is a business that takes time; and it is not very probable that any considerable number of the schools asked for will be even in a fair way to be built by the end of the year. This being understood, the requirements are not by any means so formidable as at first sight they would appear to be.

SCHOOLS IN FULL OPERATION.

These schools are dealt with in groups, geographical position being taken as the basis of classification. To avoid monotony and repetition nearly all the information with regard to the literary work and the general efficiency of separate schools has been tabulated and placed in the appendix. In Table VI. the examination results are given; in Table VII. will be found a statement of the conclusions arrived at from the results of each inspection; these results are given in five columns, headed respectively, "Records," "Organization," "Discipline," "Method," and "Extras." In a sixth column one-half of the percentage obtained by each school at the examination is entered. The total of the six numbers belonging to each school appears in the seventh column, and this number may be taken as the gross percentage of marks obtained by each school at the inspection for the year 1884. Other matters relating to individual schools are reported on in the following paragraphs:—

Mangonui and Whangaroa.

This district is superintended by Mr. H. W. Bishop, R.M., to whose exertions in the cause of Native education, and to whose judicious management of the Natives in their relation to the schools, the measure of success attained during a peculiarly trying year is largely due. Nearly all the schools in the district have suffered from the effects of a severe fever epidemic. At one school one pupil died, at another six, at another nine, and in one case no less than eleven school-children were carried off by this disease. In some parts of the district adults suffered more severely from the scourge than the children did. There is no one thing that can be assigned as the sole cause of this shocking mortality; but the expression "neglect of sanitary precautions" will probably cover the whole of the circumstances. Certainly, however, the very important position that work on the gunfields now holds in the lives of the Maoris of the far north has very much to do with the genesis and spread of such epidemics. Gum is now becoming very scarce in many localities, and the Natives have therefore to procure this article where and how they can. They accordingly spend a great portion of their time in swamps and other unhealthy places, and so give such malaria and miasmata as may be found in these localities a fair chance of doing their horrid work of starting a really effective form of fever; neglect of all reasonable precautions by the Natives does the rest, and the fever runs its course until its virus is so modified that it cannot kill any more. In spite of the very depressing effects of so fatal an epidemic, a considerable amount of good work had been done during the year; at one school, indeed, which had lost a large number of its pupils through the fever, really admirable examination results were obtained. The epidemic is now nearly over; it is still hanging about a few of the settlements, but it will almost certainly disappear as the cold weather comes on, and it may be hoped that the district will rapidly recover its former position.

Te Kao, Parengarenga.—This school, which is further north than any other in the colony, had suffered through the death of Tiopira Pineaha, an excellent Native and a firm supporter of the school; through the sickness amongst the pupils, which had been widespread and fatal; and through the withdrawal of the North Cape children from the school through their parents' fear of the fever.

A domestic bereavement caused the master to apply for removal to a less isolated district; his place has been taken by a teacher who has shown considerable ability at one of the smaller southern schools.

Ahipara.—The fever had been very severe here. Eleven children had died. The epidemic had thrown the school quite out of gear, and it was suffering a recovery at the time of my visit. There is good reason to hope that a permanently satisfactory state of matters is in course of being established in the district; some of the discordant elements appear to have been got rid of, and Mr. Bishop, in a recent communication to the Department, states that the school is more satisfactory now than it has been for many years. What is wanted at Ahipara is that some intelligent young chief, who understands the pakeha and his ways, should endeavour to bring about a union amongst the divided tribes and families of the district, and should take the lead in all matters affecting their interests and welfare. There are not wanting well-educated young Maoris who could play such a part, but none of them seem willing to exert themselves in this way.

Pukepoto.—Seven of the children belonging to this school had died, but only one of these had attended since the outbreak of the fever. The Natives bear testimony to the teacher's zeal and assiduity in attending to their needs during the epidemic. In spite of the existence of such a drawback as this fever, fair results were obtained; no more could be expected, seeing that hardly any of the children examined had completely recovered. One would have thought that the Pukepoto Natives had had enough of sickness and death to last them for a considerable time, but it is reported that, now that the epidemic has quite ceased, the Natives have taken to importing invalids and corpses, so that subjects for *tangihanga* may still be available, and that they have thus been able to have five of these festivals since the fever went away. This would almost appear to be a grim joke, but it is to be feared that it is quite true.

Pamapurua.—The old Kaitaia School has been moved to Pamapurua, which is thoroughly central. There is every reason to anticipate a successful future for this school, which ought to be the largest in the district.

Awanui.—The master is on good terms with both the Natives and the Europeans, and his school bids fair to be as successful as the nature of the district will permit. Gum-digging is the bane of the school. As parents can by this kind of work get enough rough pakeha food to support them, they cultivate but little, and are constantly going away to dig gum at the North Cape and elsewhere, and taking their children with them. Really, Awanui can hardly be considered a permanent settlement at present; by-and-by the gum will be exhausted, and then, probably, the Natives will settle down to farming, their natural occupation, and a better state of things will exist.

Peria.—The epidemic was particularly severe here, and nine children died. In spite of this calamitous state of affairs, the school was in admirable order in every respect. The master was inclined to take a gloomy view of the future prospects of his school: there is only a limited number of children in Peria itself, and there are jealousies existing that prevent the people of the surrounding settlements from cordially co-operating for the success of the school. The Peria people do their best, but their power is limited. Still, there ought to be no reason to despair about the school. Surely the Natives round about Peria will sooner or later see that the Government cannot waste its resources by giving a school to every little kainga, and in the end they will certainly determine to make such small sacrifices as are needful to enable their children to attend one of the best schools in the colony, and get a suitable education there.

Te Moari, Kaero.—This will probably become year by year more of a European school; the time cannot be very far distant when it will be advisable to hand it over to the Board, and remove the master to another locality. In the meantime Heremaia Te Ara, the chief of the district, is doing all that he can to keep up the Native attendance, and, if he were thoroughly supported by the other Natives—if these showed more willingness to make small sacrifices in order to get their children educated—the evil day might possibly be indefinitely postponed; meanwhile, the number of the Europeans in the district is very rapidly increasing. Some legislation seems to be needed on a point involved in the case of this school. Heremaia showed great public spirit in presenting the Government with a site for a Native school at Te Moari when the chiefs of surrounding districts made great difficulties about the matter. It would be very hard if, in two or three years' time, this became a European school, with a Committee hostile to the Natives, and perhaps doing their best, by indirect means, to exclude Native children from the school altogether. I would suggest, therefore, that, before a Native school is handed over to a Board, the Natives who have given the site to the Government should receive its value at the time of transfer as compensation. Unless some regulation of this kind can be made, the Natives will hesitate about giving a school site, because they will fear that a time may come when the children of their race will be quietly prevented from attending their own school, while they themselves will have given away their land to the pakeha without receiving any adequate recompense.

In the recent communication before referred to, Mr. Bishop remarks that the general prospects in his district are fairly encouraging, considering the great demoralisation that the fever has naturally caused. He states, too, that the teachers have done good service with the drugs supplied by the Native Department, their work in this direction being more effective than skilled but irregular medical attendance. Mr. Bishop concludes by saying that the Maori race is doomed, until sanitary rules are strictly enforced by legislation.

Hokianga.

Mr. S. von Stürmer, R.M., is the District Superintendent. Nearly all the schools under his care are in excellent order, and doing very thoroughly the work expected of them. The following is an extract from a letter lately received by the Department from this gentleman: "During the past month I visited six of the Native schools in my district. After the usual inspection of the buildings and the teachers' books and registers I in each case put the children through a short examination, with the most satisfactory results. On the occasion of the Inspector's next visit he

will be equally as well pleased as myself with the general progress made. It is a matter of great regret to me that I cannot spare more of my time to visit these schools oftener. . . . I observe, in visiting the different schools, that the mulberry and olive trees supplied by the Government are thriving very well indeed." Much of the splendid success of the Native-school system in this district is owing to Mr. von Stürmer's influence over the Natives, and the deference that experience has taught them to pay to his opinion on all subjects connected with the advancement of their welfare. Another advantage that the Hokianga Natives, as a body, have over many other Maori communities, is that they appear to have by some means grasped the idea that an education is a good thing in itself and independently of its being likely to make the obtaining of a livelihood more easy and certain. Any person visiting Hokianga on educational business can hardly fail to be struck with this peculiarity.

Upper Waihou.—This is just now the most important of the Hokianga schools. There is a difficulty here of this nature: the Natives have parted with all the land in the immediate vicinity of the school; hence, if they are to attend regularly, it is absolutely necessary that boarding accommodation should be provided for the children in the neighbourhood of the school. Besides the Waihou people's children, there are at least thirty outsiders, whose parents would gladly send them to school if there were any place where they could live. Thus there might be an attendance of at least eighty if some means of housing the children could be devised. This is a typical case. The difficulty could be got over by putting up another school—or, perhaps, two schools—within a convenient distance of the children's homes, or by erecting a boarding-house in the immediate neighbourhood of the present school, and providing for thoroughly effective supervision of the children. The objection to each of these plans is the very great expense that would have to be incurred to give effect to it. Plans for housing the children near the school are continually being proposed, but they invariably have the defect of requiring that the children shall herd together without proper supervision. The Department could hardly be expected to take upon itself the responsibility attached to any such arrangement. The difficulty, therefore, has to be left to the Natives, and they have to get over it as best they may. It must be acknowledged that they deserve great credit for the efforts they make to do so.

Omanaia.—Four years ago this settlement had the name of being in every respect the most backward in Hokianga. Of course, I have no means of knowing whether what was said about the Omanaia people was true or false; but I can say that, if any one had for some special reason been looking for an extremely dirty and unhealthy-looking set of youngsters, and had reached Omanaia, he would have found it quite unnecessary to go any further; he would have been suited just there. Now this is all changed. The children made a most creditable appearance at the examination; most of them were well dressed, and they were all clean. It is a matter of common remark in the district that the Omanaia Natives have changed wonderfully of late. The blue-ribbon movement has had a good deal to do with bringing about the improvement; but most of the credit for it should undoubtedly be given to the school and its teachers.

Mangamuka.—This is a very useful school. The district is isolated, and the Natives come into contact with Europeans comparatively seldom. Progressive improvement in the behaviour, dress, and English-speaking power of the children is very noticeable.

Pakia.—If the moderate improvement noticed in this school should become more marked and should increase to such an extent as to produce a fair number of passes at the next examination, it might perhaps be advisable to raise it to the rank of a village school; or, perhaps, seeing that most of the children attending it are European quarter-castes, to hand it over to the Auckland Board.

Waitapu.—A new master has been sent here, the old one having been promoted to a larger and consequently more important school. The partial breakdown that occurred in the examination was entirely caused by a fever epidemic which had rendered it necessary to close the school for a lengthened period.

Waima.—There are but few European primary schools that would give a European visitor a better impression than this one does. The children are so neat and orderly, everything is done so systematically, and there is such a complete absence of any kind of friction, that the school seems as if it were a well-constructed and properly-adjusted machine in full working order. The master has lately been promoted to a larger school.

Whirinaki.—Difficulties between the teacher and some of the Natives appear to occur with undue frequency. In such cases as this it is often hard to say on which side the greater part of the fault lies. Perhaps, if the Natives, on the one hand, were not so ready to assume that things done by the teacher are intended as acts of hostility towards them, and if, on the other, the teacher took proper care to act up to the Department's instructions in every particular, these misunderstandings might be obviated. The master takes great interest in his school, and works hard to insure its success.

Motukaraka.—Acting under a misapprehension, the master of this school procured some goods from Auckland and sold them to the Natives at reasonable rates. Some of the Hokianga storekeepers protested against this on the ground that it was unjust that a Government officer, with a residence and a fair salary, provided out of taxes, should be allowed to compete in business with private persons who had no such advantages. The motives of the master were, I believe, good; he saw that the Natives in his district found it a hard matter to get clothing, and he thought that, by procuring suitable goods and selling them at a small profit, he might supplement his own income in a justifiable way, and at the same time confer a very great benefit on the Natives. But, of course, the storekeepers had right on their side, and the rule that forbids teachers to trade with Natives was rigidly enforced; so the trouble that had arisen was put an end to. In a recent letter Mr. von Stürmer remarks, with regard to this teacher and his work: "I examined each scholar separately and carefully, and was much surprised and pleased at the great advance that has been made. There will be very few of them that will not pass at least one standard at the next examina-

tion. The teacher, although not in the best of health, is doing wonders, and deserves great praise."

Whakarapa.—Here it was found that considerable improvement had taken place in nearly every respect. It is to be hoped that, at the next visit, this improvement will be found to have been continuous and progressive. There should be a capital little school here by-and-by if the master attends to his work properly.

Whangape.—This school was suffering from the effects of a very severe fever epidemic. Although most of the children had recovered sufficiently to go to school, the effects of the disease were still obvious. It is probable that the school will not reach its former high standard until at least a year has passed by. The future prospects are good, and it is probable that an average somewhat under fifty will be maintained here for many years. I repeat the substance of a remark made in a former report: Seeing that Whangape is so thoroughly isolated that months often pass by without its being visited by a single European, the Department has been fortunate in obtaining the services of teachers who thoroughly realise that it is their duty to do the best they can for the Natives, and to render them every reasonable assistance in school and out of it. I have reason to know that during the fever epidemic the master often incurred serious risks in order that the patients in his district might receive proper care and attention.

Bay of Islands.

Mr. J. H. Greenway, Clerk of Court, Russell, has charge of this district, which was formerly one of the least satisfactory. Within the last year or two there has been a pleasing revival^{of} interest in their schools on the part of the Natives, and the district is rapidly gaining ground. As in the other northern districts, fever has been prevalent, and has given a temporary check to progress; but the epidemic is about over, and a season of prosperity may be looked forward to with considerable confidence.

Mangakahia.—The fever had taken a very severe form in this district; no fewer than twenty-seven deaths had occurred within a very short time before my visit took place. Adults and children had been swept off with dreadful rapidity. The district, being intersected in all directions by large creeks and the winding Mangakahia River, which frequently overflow their banks, and on subsiding leave the flats in a marshy condition, is peculiarly exposed to danger from any epidemic that may once gain a footing. The Natives appeared to be well pleased with their new master. Wharepapa, the chief, and other leading men informed me that he was just the man for the place. I have since heard, however, that the school is not getting on very satisfactorily. It is likely that the fever has thoroughly disorganized the affairs of the settlement, and school matters among other things. Time is probably required to set the place right again.

Waikare.—The school at Waikare has been thoroughly resuscitated. The new master had been there more than six months, and consequently the "new broom" stage had been passed through; but the Natives spoke of the master in the highest terms, and with great anticipations of the good he was going to do them and their school. My opinion coincides with that of the Natives. It is hoped that the Maoris will succeed in keeping the attendance above the limit required for a village school.

Paihia.—The teacher was compelled through ill-health to give up work at the end of the third quarter of the year, and the school was not reopened until the beginning of the new school year. This was, of course, a serious drawback to the progress of the school. Mrs. Hickson has since resigned, and the department has lost the services of an enthusiastic and hardworking teacher. There was a considerable increase in the attendance when the school was reopened. This was caused by the praiseworthy exertions of the half-caste residents of the place, who were determined that the school should not be broken up through any fault of theirs.

Ohaeawai.—The chief of this district is an intelligent and well-meaning man, but remarkably easy-going. Until lately he has not taken very much interest in the school; though on the whole favourable to it, he could not be induced to exert his really great influence in the direction of inducing parents to make small sacrifices in order that their children might attend regularly. Of late, however, he has been doing his best to make the school succeed, and there is reason to hope that the attendance will be better than it has been for many years past. The late teacher, who is very competent, has been removed to Te Ahuahu, and her place has been taken by the master of Fort Galatea School.

Kaikohu.—The way in which this school is conducted, and the order, cleanliness, and industry of the pupils, are most satisfactory. It is said, too, that a great and satisfactory change in the habits and manners of all the Natives of the district has been effected of late years. No doubt the school and the teachers have done much to bring about this change, but very much of it is due to the efforts of the Rev. M. Kapa and the Committee. This Native clergyman has been untiring in his efforts to promote the welfare, not only of this, his own school, but of all the schools in his district. It is gratifying to be able to say that his efforts have been very successful.

Whangarei, Kaipara, Waikato, and Thames.

The schools in these districts are scattered, and can hardly be said to be under the care of District Superintendents. Mr. J. S. Clendon, R.M., of Whangarei; Mr. G. T. Wilkinson, Native Agent, Alexandra; and Mr. G. Brown, of the Native Office, Auckland, have given much valuable assistance during the year, and have kindly performed most of the duties appertaining to the office of District Superintendent. It would be difficult to make any remarks that would apply to all or to the greater number of these schools; it will be better, therefore, to deal with them one by one.

Matakohe.—This school was closed when I was last in the district; it has just been reopened. It is to be hoped now that another good teacher has been sent to them, that the Natives will send their children to school with greater regularity, and not, after letting them be absent from school the greater part of the time, blame the teacher if they do not get on.

Ngunguru.—The Natives are well disposed towards the school, and are quite willing to have their children educated, but they do not, like the Maoris of most districts, exert themselves to keep up the attendance by inviting outsiders. A very moderate amount of trouble taken by the Ngunguru people would very probably double the number in attendance.

Pouto Point.—This school is in some respects unique. The schoolroom presents an extremely pleasing appearance; the walls are adorned with pictures, diagrams, and other educational apparatus, made by the teacher for the most part; and the mantel-pieces and shelves hold geological specimens and natural curiosities. The master has also laid out the school-grounds very prettily. Altogether this bids fair to be an extremely attractive Native school. The Natives and the master are on very good terms, and the former are doing their best to maintain a good attendance. Seeing that the school is going on so well in all other respects, it is to be regretted that disagreements between the teacher and some of the European residents should be rather frequent. It is possible that a little forbearance on each side is the thing required to prevent these disagreements.

Otamatea.—The attendance here is gradually increasing. The opening of the neighbouring school at Oruawharo seems to have had a capital effect in producing a healthy rivalry between the two districts. I should judge that both parents and children have been greatly benefited in this way. A large number of Natives attended at the examination, which was more successful than any held previously. The mistress carries on the school-work here while the master is away at Oruawharo.

Oruawharo.—The experiment of working this as a half-time school with Otamatea is succeeding well. The master deserves great credit for this; more especially because the Otamatea school, instead of suffering under the new arrangement, is actually improving. The two schools are about ten miles apart, and the ride between them is a very rough one in the winter time.

Kirikiri, Thames.—Gratifying progress has been made here during the year; the inspection showed that there had been considerable improvement, but the examination results were even better than the inspection had led me to expect.

Waitetuna.—This school has been a failure so far; it is the only one of the numerous schools established by the Education Department that deserves to be so called. The Natives, with two or three exceptions, seem to have had only one aim in asking for a school—viz., that they might in some way or another make money out of it; as this was found to be impossible, their interest in the school ceased. Owing, however, to the good influence exerted by the Rev. Hauraki Paul and one or two others, a considerable extent of ground has been enclosed and ploughed, and it is probable that if the crops succeed there will be a fair attendance at the school—for a time, at any rate. A further trial of, say, twelve months should therefore be given to the Waitetuna Natives; if the attendance should again fall off, the buildings and fencing, and also the teacher, should be removed to some district in the neighbourhood where they would be properly appreciated. The expense of removal should not be very great.

Bay of Plenty (West) and Lakes District.

Mr. H. W. Brabant, R.M., Tauranga, is the Superintendent of this important district. As might have been expected, the change effected in the Maoris through contact with improving forms of European civilisation is far smaller here than it is in the parts north of Auckland. Owing to the war and other causes, it may be said that Europeans have hardly had a firm footing in the inland districts for more than ten years; while in most parts of the north Maoris and Europeans have been living side by side for a very long time. Even now, though communication between the two races has become an every-day affair, it is only here and there that there are permanent settlers, who, as a rule, are the only class of Europeans that can exert any enduring good influence upon the Natives. Moreover, the communication that the Natives actually have with the whites is not quite fitted to induce the former to abandon their old principles and their modes of living and to take to those of the Europeans. In many parts the Maoris see Europeans only as visitors; and experience has taught them that some of these visitors—those, perhaps, that they see the most of—care little or nothing for the welfare of the Natives, and are anxious only that the Maoris should contribute to their enjoyment in some way or another—by getting drunk, perhaps, or performing the *haka*. In short, what the Maori sees leads him to believe that the ordinary pakeha thinks amusement the highest good, that he is not always overscrupulous about the means he uses to get it, and that the stories told by missionaries and others about the beliefs of the pakeha and his way of life must be unworthy of serious attention. Has he not now, he asks himself, a chance of seeing what the pakeha really is? Is he much better than the Maori? Is he, indeed, quite as good? Of course the Maori is far wrong, because he has seen only a very small part of pakeha life, and assumes that what he has seen is a fair specimen of the whole; but he answers the question in the negative, and the mischief is done. It thus comes about that in not a few parts of this large district all attempts to induce the Maori to adopt European civilisation have to surmount two very formidable difficulties instead of one. They have not only to overcome the natural repugnance of the Maori to relinquish his cherished customs and prejudices, but also to persuade him to give in his adherence to a system which, as far as he can see—unaccustomed as he is to look beneath the surface of things—is a shade or two less respectable than his own. We must remember, in trying to find how a Maori regards the ways of the pakeha, that the old Maoris, bad as their way of life was in many respects, knew nothing whatever of drunkenness and many other forms of the vices of civilisation which we, unfortunately for ourselves and for them, have to introduce to their notice along with religion and education. We must remember, too, that the individualism which forms so marked a feature in modern civilised life, and which comes out with peculiar distinctness under the circumstances in which European visitors to the Lakes are placed, is absolutely shocking to the old Maori with his communistic ideas. Hence it comes about that the conclusion arrived at by him is that the pakehas, with all their cleverness, are a very bad lot, and that his best plan will be to keep to the good old way—the way that his ancestors have walked in from time immemorial,

Notwithstanding this great drawback fairly satisfactory progress is being made by the schools in the district. Two or three of these are now very good indeed, and nearly all of them are improving more or less. The schools in the neighbourhood of Tauranga, where the District Superintendent's influence is constantly felt, are likely to be very successful.

Maketu.—An aided Board school has been established here. It may be objected that this step has been taken prematurely, seeing that difficulty is experienced in keeping up the attendance without the aid of some of the half-caste children of the district; but the effect on the Native school has been good. The Natives now certainly take more interest in their school and the education of their children than they did before the new school was established. The master is quite an enthusiast about Native children and their capabilities, and thinks, now that he has only Natives to deal with, that he will be able to do better work than he has ever done before.

Te Awahou.—As far as buildings and appliances are concerned Te Awahou is now in a very satisfactory position; the Natives, too, deserve great credit for their efforts to keep up a good attendance at the school. There seems, indeed, to be now no reason why, with a proper amount of energy and hard work, the teachers should not make this one of our most satisfactory schools.

Ohinemutu.—Very little real good has ever yet been done at this school; this is owing to the extreme irregularity of the attendance, caused by the numerous attractions presented by the hot baths and by the constant influx of visitors, with plenty of spare time and money, who are generally willing to pay for such amusement as the Native children can afford them by running, swimming, diving, and so forth. If any master can succeed here the present one should, seeing that he is an accomplished artist and a very fair musician, and spares no pains to make his school attractive to the young people. When he has had a little more practice in teaching Native children, he will, I feel sure, be able to do about the best that can be done for the young Natives of this district.

Rotoiti.—The master of this school takes great pride in it and in the progress made by his pupils; but the school is unsatisfactory in two very important respects: The attendance is not exactly irregular, but it is fitful—sometimes there is a large attendance for weeks together, and then it is reduced almost to nothing; secondly, when there is a good attendance it is maintained to a certain extent in an irregular way. The intention of the master is very good indeed. The parents of the children here seem to be poor, and they are certainly very improvident. The children consequently often come to school hungry. It is no easy task for a man of kindly and benevolent disposition to be constantly with children that are in a half-starved condition without wishing to feed them. The master, then, gives them a meal; the next day this is repeated, and so on. In the end the children get to look upon this as the normal condition of affairs, and so do the parents. By-and-by perhaps these too get to think that they should have a share of such good things as may be going. The master at last finds that he has laid a very heavy burden upon himself without doing the slightest good to the children, the parents, or himself. There is this additional evil result: such masters of neighbouring schools as wisely refuse to act in the same way get to be looked upon by the Natives with more or less dislike and distrust. It is plain that the practice of feeding the children attending a Native school should be discontinued except in cases in which they perform a definite amount of work and receive a meal as payment. A master should do the best he can in every way to help the Natives to help themselves; but to feed their children for them is to give them a premium for neglecting one of their most important duties, and to effectually prevent them from gaining a just idea of their responsibilities in this matter.

Lake Tarawera.—Seeing that people from every district of the colony—and, indeed, from all parts of the world—visit this school, it is very important that it should be a good one; and so it is—one of the very best. The only weak point is the building in which the school-work has to be done. It is to be regretted that the two tribes here cannot agree to sink their petty differences and combine to give a title to the school-site, so that the Government may be in a position to make the school-buildings inferior to none in the colony. At the last examination even higher results than usual were obtained here.

Maungatapu.—A most satisfactory revival has taken place in connection with this school since the fever has been fairly got rid of; it will now probably be permanently successful. After the serious mortality experienced last year, it is hardly to be expected that the large attendance originally anticipated will be secured—for some time to come, at any rate; but it is likely that when the school has settled down to its proper working form, an average of from thirty to thirty-five may be depended upon.

Paeroa.—This school is some five miles from Tauranga. It has been worked as a half-time school along with that at Huria. Arrangements have been made of a nature somewhat similar to those adopted in the case of Otamatea and Oruawharo, with the difference that both of the Tauranga schools will be worked the full time. A small building has been erected here, and there is no doubt that the school will be useful, providing as it does for the wants of over fifty children, most of whom would grow up quite illiterate without this provision.

Huria.—It is perhaps to be regretted that it was found necessary to put up a small building here, when the distance from the nearest Board school is only some two miles. But there was really no help for it; the Huria children did not go to school, and probably never would have gone. As soon as even a very rough sort of school was opened for the Native children alone, they attended with laudable regularity. It was soon found that it would be advisable to put up a suitable small school and work it along with that at Paeroa, which is somewhat similarly circumstanced. I have no doubt that the new arrangement for these two schools will work satisfactorily; a healthy rivalry is almost sure to spring up between the two schools, to the manifest advantage of both of them.

Bay of Plenty (East).

Mr. R. S. Bush, R.M., Opotiki, is Superintendent of this district. Nearly all the schools under Mr. Bush's care are in very good order; some of them are really capital schools. A pleasing feature of the progress made in this district is that in several cases the Natives living near the larger

townships, such as Opotiki and Whakatane, are bestirring themselves to get their children educated. For instance, about a hundred children living within ten miles of Opotiki, whose education had been either entirely neglected or had been of a very intermittent character, are now attending the schools at Waioeke and Omaramutu. The attendance at Whakatane also is very large, and seems to be increasing. In fact, the same sort of change has taken place here as at Tauranga, where the Natives, after doing little or nothing in this way for many years, have come to realise the necessity of getting their children educated, so that they may be able to exist under the new order of things that is coming into being. Nearly all the outlying schools in this district are doing good work too. Torere and Te Kaha are in the van just now, but they will have to work hard to maintain their position; they have competitors that are not to be despised. Here, as in several other districts, much of the credit due for the measure of success obtained by the Native schools must be given to the District Superintendent, who actively co-operates in every effort that is made to secure the good conduct and efficiency of the schools.

Te Kaha.—This is an excellent school all round. The elder pupils work hard and seem to be exercising a very good influence over the juniors; this good influence has extended to the parents also. The fact is that the elder children, by means of their rapidly-increasing intelligence and ability to deal with such practical problems as turn up in the affairs of the Natives, have demonstrated to their parents in the best of all ways that a pakeha education is not half a bad thing. As a consequence of this, the Natives value their school much more than they did in bygone times. There was a large gathering of Natives to see the examination; they appeared to take great interest in all that was done, and were evidently much gratified at the success of the three boys that passed the highest standard. There is one matter to which a slight reference should be made here: a little difficulty with regard to the teacher's right to exclude Natives from the school-grounds arose through a misconception by the teacher of the nature of an Inspector's duties. It is and can be no part of an Inspector's work to enforce the letter of a regulation upon the Natives when he feels that an extremely strict reading of this regulation is entirely at variance with the whole spirit of the Native Schools Code. Perhaps it is not quite in good form for a teacher, in the presence of the Natives, to insist on obtaining answers to questions that are far better left unanswered, and that can be practically and satisfactorily dealt with only by the constant exercise of tact and prudence on the part of the teacher himself.

Torere.—The teachers are on excellent terms with the Natives, who are now taking more interest in their school than ever they did. The influence of William King, the chief of the district, is most beneficial. If all Maori chiefs were like him, Native education would be a much easier thing to deal with than it is. There was a large attendance of Natives on both examination days, and the proceedings from beginning to end were watched with great attention.

Omaramutu.—This school, like the following, has made an excellent beginning, and bids fair to be very useful. The chief, Te Awanui, has here an opportunity of doing great good to his people by steadily keeping up the interest he has already shown in school matters in trying to have the school reopened and fairly started.

Waioeke.—There is every reason to hope that this will be a very successful school. Great progress had been made during the few months that it had been open. As is usual in the case of new schools, some pretty unreasonable requests were made by the Natives—*e.g.*, that the members of the Committee should be paid for their services; but the proceedings on the whole were satisfactory. It may here be mentioned incidentally that the more uncivilised Maoris find it difficult to understand why teachers, inspectors, and other Government officials, in order that they may be able to support their own families, should be paid for attending to the educational wants of the Native children, while the Maoris themselves are expected to render their services gratis; yet they have no difficulty in seeing that it is right that Maoris should be paid for potatoes, kumara, or pork that they raise for the pakeha and his children, and would laugh if a pakeha asked them to make an allowance on the price charged, on the ground that he would have to be at the trouble of having these things cooked in order that his children might get the benefit of them. Seeing that the Maori mind is very acute and logical, and is able to form clear ideas as to what is just and what is unjust, the difficulty that the Natives find in understanding this simple principle is rather to be wondered at.

Omaio.—This school was closed at the time of my visit to the district, the master, Mr. M. Nicholson, a very valuable and painstaking teacher, having died a short time previously. A new master has since been sent.

Whakatane.—There is a difficulty here: it is found to be impossible to get a Committee elected in the usual way. The members of the present Committee hold, perhaps rightly, that they are the very best men that could be obtained. If this is the case, they say, what possible use can there be in having an election? As it appears that the other Natives of the district hold substantially the same opinion, and, besides, are unwilling to attend any meeting whatever at which an abundant supply of flour, sugar, &c., is not forthcoming, it may be just as well to let things remain as they are. It is, however, to be regretted, on general grounds, that the Natives cannot be induced to adopt the European custom with regard to this matter. There is now a large and regular attendance at Whakatane, and there seems reason to believe that the school is going to be successful in all respects.

Matata.—Matata has suffered greatly through the prolonged illness of the mistress. As the school is a very large and important one, the Department, with the concurrence of the teacher, considered it advisable that he should be removed to a smaller school, where the services of a mistress would not be indispensable. One of the most successful of the Hokianga teachers is now master of the Matata School.

Te Teko.—The new master and the Natives agree very well; he likes them and they respect him. There is reason to hope that, when the teachers have had a little more practice and expe-

rience with the work now asked for in Native schools, they will do very well indeed. It seems probable that the ultimate success of this experimental school is now secured.

Fort Galatea.—This isolated school gave satisfactory standard results; and if it can be kept up to its present state of efficiency it will be well worth the money expended upon it. This is not a school at which a teacher should be kept for any great length of time; it is too much out of the world. Galatea is a rather pretty and striking-looking place when once it is reached; but the approach to it from all sides is through what is virtually a desert. The master, who has been lately removed, had to pack all his stores from Te Teko, a distance of thirty-three miles. This difficulty is now, to a certain extent, removed; but it has been considered fair to give the teacher a special allowance to meet the extra expenses caused by the imperfect means of communication with other places. On the whole, a person who cared little for society might spend two or three years here pleasantly enough, and if he put heart into his work might benefit the Natives very much indeed. Certainly the Galatea Natives require as much help as they can get, the circumstances by which they are surrounded being anything but cheering.

East Coast.

Mr. James Booth, R.M., Gisborne, is the District Superintendent here. Mr. Booth believes—and my opinion fully coincides with his—that the Natives of this part of the colony have now become fully aware that they must get their children taught in schools if they are to hold their own either with Europeans or with the Natives of more advanced parts of the colony. A very great change has taken place during the last year or two in the attitude of the East Coast Natives towards the subject of education. Formerly education was looked upon as quite an unimportant matter; but all the intelligent Maoris that I have conversed with lately consider it to be, next to those affecting the tenure and disposal of land, the most important subject. There is little doubt, if the opportunity can be seized just now (before the Natives get tired out with delay and so give the thing up as hopeless), that schools may be successfully established all along the coast, and Native education be promoted to such an extent as to make the Ngatiporou (who, by the bye, are amongst the shrewdest of Maoris) as well-educated and civilized as the Rarawa and Ngapuhi of North Auckland, or the Natives of the South Island. The expense will, of course, be considerable; but certainly if so great an advantage can be gained by it the expenditure will be more than justified. Mr. Booth is now rendering most valuable aid to the Department in its efforts to get this important work done as speedily and effectively as possible.

Uawa, Tolago Bay.—This school was closed when I last visited the district. Later on the Natives asked, almost unanimously, that it should be reopened, and promised to do their best to keep up a good attendance. Accordingly a master and mistress were sent to them, and school-work was begun shortly after the New Year.

Akuaku.—The state of matters here is unsatisfactory and has been so for a long time. One of the principal drawbacks is irregular attendance. This is caused to some extent by the unfavourable circumstances of the school, which are as follows: Akuaku is a very small settlement, and only five of the school-children belong to it; many things go to prove that the Akuaku people are strongly impressed with the idea that the teacher is an official whose principal duty is to feed their children and to give themselves whatever they ask for; Whareponga and Waipiro, the two settlements that really supply children for the school, are situated respectively two and three miles from Akuaku, and when the tide is high or the weather is bad it is almost impossible for the children of either settlement to go to school. The proper remedy appears to be the removal of the Akuaku school to Whareponga and the establishment of another school at Waipiro, to be worked along with the main school by a master and mistress.

Waiomatatini.—This has always been a very important school, but it has laboured under the great disadvantage of being held in an unsuitable building. Now the schoolhouse and residence are no longer available, as they are required by the Natives for other purposes. Accordingly, new and suitable buildings are in course of being erected. The Natives have shown great liberality and public spirit in getting this matter pushed forward, and have proved themselves to be, as always, eagerly desirous of getting their children properly educated. The Natives of Wai-o-matatini and those of Te Horo had quite a friendly contest as to who should give the necessary site. Although the land offered by the latter was found to be, on the whole, the more suitable, and was consequently accepted, the Waiomatatini people deserve a full share of the credit, seeing that they were ready and anxious to give for school purposes some of the best land they had.

Wairarapa and the South Island.

There is no District Superintendent for these schools. They are nearly all within easy reach of the central office, and the Superintendent's work is carried on there.

Papawai.—Nothing has yet been done in the way of securing a site and building a school here. Manihera, the chief, speaks as if the matter could be settled in a very short time, and so he did at my two previous visits; but nothing comes to pass. It is hard to say where the hitch is; but it is probably caused by the unwillingness of the Maoris to give any more land, when they consider that they have already given too much for religious and educational purposes. Any way it is much to be regretted that a suitable school cannot be established.

Te Oreore.—A difficulty exists here also. The Natives appear to be willing enough to give a site for a proper building, but the legal difficulties in the way seem to be insuperable. The building used as a schoolroom is thoroughly unsuitable, and now that the Natives live in the teacher's former quarters, and use the schoolroom as an eating, sleeping, and dancing room, the arrangements are more unsatisfactory than ever. At my previous visit I found the schoolroom, furniture, and material in some sort of decent order; but now everything is "at sixes and sevens." It is to be hoped that it will in some way be found possible to have a decent building and a properly organized school here, seeing that there is no reason to doubt that under fairly favourable circumstances a very good attendance could be maintained at Te Oreore.

Wairau.—The late master has been promoted to a much larger school in the far north. As showing the way in which the best class of Natives are mindful of the interests of a master who does his duty both in school and out of it, an extract from the school log-book may be given. It is a resolution passed by the Committee at one of their meetings: “*Resolved*, That the master’s salary ought not to be cut down on account of the smallness of the attendance, seeing that the Maoris pay part of the salary—viz., that which accrues from the Reserves Fund.” On another occasion, when the Committee, labouring under a misapprehension, feared that their teacher was going to be unjustly treated by the Department, they stood up for him manfully, and put the matter under consideration in such a clear light that it was at once plain that the master had been a sufferer instead of an offender. Such little episodes are creditable both to the Natives and to the teacher.

Waikawa.—Most of the elder children were absent from the examination; they had gone to the Heads for the sheep-shearing season, and had been detained there by bad weather. Nearly all the children examined were very young, and of course only very moderate results were obtained. The inspection, however, was quite satisfactory, and I have no doubt about the master’s eventual success.

Mangamaunu.—The general condition of the Natives here appears to have been greatly improved by the school; at all events, a very great change is observable, and the only alteration in the circumstances of the place is that there is now a school at Mangamaunu, while formerly there was none.

Wairewa.—This is a very difficult school to understand. Petitions asking for the removal of the master arrive at the office with considerable frequency; these are followed after an interval by counter-petitions to the general effect that the Wairewa Natives could hardly see their way to get on without the services of this particular master. The results of the last election of a Committee seem to prove conclusively that the teacher really possesses the confidence of most of the Natives in the district. Of course, I have no means of judging as to the exact merits of the disputes that take place at Wairewa, except such as are afforded by the periodical inspections. These certainly show that the teacher does quite satisfactorily the work asked for by the Department. I am inclined to think, however, that many of the Wairewa troubles would be avoided if the master could see his way to refrain from expressing *all* his opinions. There are many occasions on which it is both necessary and expedient to say as little as possible.

Rapaki.—There is reason to hope that the present large attendance may be maintained, or even increased, seeing that the Port Levy people are speaking of sending children here after the holidays. The schoolroom is now much too small for the number of children; should the expected increase take place more room would be absolutely necessary. It would not cost much to enlarge the building according to the plan adopted at Onuku; but, even if the expense should be considerable, the school deserves it.

Onuku.—Although this school is hardly doing the kind of work for which Native schools are established, seeing that few Maoris attend or can be expected to attend it, yet it is very useful, and has been a great boon to the people living in the neighbourhood, a fact which the residents thoroughly recognise. It is found that European children that have passed our Fourth Standard have received a fair English education, thoroughly sound as far as it goes, and well fitted for qualifying farmers’ sons and daughters for transacting such business as they are likely to be called upon to deal with. Of course the school is an anomaly, but it is very far from being an objectionable one.

Kaiapoi.—It is gratifying to compare the results obtained here now with the comparatively poor work done at such schools a few years ago, when Native schools were merely an experiment. Kaiapoi School has always been respectable, but it is now much more than this; it is a really valuable institution, doing excellent all-round work.

Waikouaiti.—The great success of this school is due partly to the unwearied efforts of the teachers to keep up a high standard of efficiency, and partly to the sound public opinion that exists among the Natives of the district with regard to the importance of their getting their children educated. Mr. T. Pratt, the Chairman of the Committee, takes in the position thoroughly, and seems to have determined that if his people get worsted in their race with the pakeha it shall be through no fault of his.

The Kaik, Otago Heads.—This is gradually but surely becoming a European rather than a Native school; even now nearly all the Native children in attendance can speak English quite well, so that they might advantageously work for the public-school standards. The removal of the Hon. H. K. Taiaroa, M.L.C., to Canterbury, seems to have caused the settlement to be broken up. Unless Mr. Taiaroa should return, it is not very probable that there will ever be a real Native village here again. There are some difficulties in the way of effecting a transfer; but if these could be got over this school should be handed over to the Otago Board as soon as possible. If the thing cannot be arranged, the Department will have to keep the school going as it does that at Onuku. Of course a great deal more may be expected of a school of this sort than can be looked for when the pupils are taught in what is to them a foreign and very difficult language.

Port Molyneux.—This school, though a small one, is doing very good work. It would compare favourably with any other of our schools of similar size. The Maoris here are mostly of pure race; they are civilised, and most of them are industrious. At the beginning of the year some of the Port Molyneux Maoris displayed great courage and humanity in trying to rescue a clergyman and his wife from drowning. Unfortunately, their efforts were only partially successful.

Riverton.—This is, in some respects, among the least satisfactory of our schools. The results obtained at the last examination were small, and the school is within a short distance of a capital Board school. If the school property could be satisfactorily disposed of, and the proceeds could be applied so as to permanently benefit the Natives in some other way, the school might perhaps be closed, and the master removed to another district.

Ruapuke.—I was unable to visit the island without too great loss of time. There are seven children now attending the school. The master receives a small subsidy for teaching them. There was formerly a large population on this island, which was then, so to speak, the head-quarters of the Maoris of the far south. Now there are very few permanent residents, nearly all the able-bodied Natives finding it more to their interest to live on the mainland or at Stewart Island. It is very unlikely that there will ever be any considerable population, Maori or European, on the island again.

Oraka, Colac Bay.—The Maoris attending this school are nearly all of pure race. They appear to be very intelligent. The school was in a very flourishing condition at the time of my visit, the only fault noticed being that the schoolroom was very much overcrowded. A contract for the enlargement of the school and an addition to the master's residence was recently entered into.

The Neck, Stewart Island.—This continues to be one of the most useful Native schools. Here the Natives take proper care of themselves and their children, and they work continuously, just as Europeans do; the consequence is that the population of the Neck is increasing steadily, if slowly. This seems to show that there is not one physical law for the one race and a different one for the other, but that like causes produce similar effects on both, and that the circumstances that are causing the decay of the Maori race are so far manageable that the Maori and the half-caste may, by taking proper precautions, live and thrive in close contact with European civilisation.

BOARDING-SCHOOLS, SCHOLARSHIPS, AND APPRENTICESHIPS.

St. Mary's, Ponsonby (Roman Catholic).—There are only two Native scholars here. These are well-behaved and fairly intelligent. They have not made much progress. Neither of them passed a standard.

St. Mary's, Meaneë (Roman Catholic).—Four Native scholars were examined. One passed Standard III. and another Standard II. I understood that the authorities of this school were taking steps to reorganize it. The late master has been appointed to one of our village schools. He is likely to become a valuable teacher.

St. Joseph's Providence, Napier (Roman Catholic).—This is a very good school. The results this year, however, were lower than those obtained on previous occasions. The seniors are relatively much better than the juniors. The latter require some extra attention. At the time of my visit the ordinary arrangements of the school had been interfered with to a considerable extent through the illness and death of the Rev. Father Forrest. It will probably be some time before the institution will quite get over the effects of the loss thus sustained. The number of Government scholars here is slowly increasing. There appears to be less difficulty in obtaining thoroughly suitable pupils than there was a year or two ago.

Protestant Native Girls' School, Hukarere, Napier.—Pupils passed as follows: Standard IV., 2; Standard III., 4; Standard II., 6; Standard I., 6. Of the advanced Government scholars, five answered very well, and four well; the two others had only lately come to the school. On the whole, the work this year was particularly good. The school, too, seems to be now doing the kind as well as the amount of work that it is especially fitted to do. Special inquiries were made about the arrangements for giving the girls a knowledge of housework, laundry-work, and cookery. It was found that each Government scholar, in turn, takes one month in the laundry, losing thereby one day's schooling in the week. Each girl also is cook for one month; during this period, of course, much of the school time is lost. The other house duties are taken by the girls as their turns come round. All things considered, these arrangements appear to be satisfactory, and to be likely to conduce to the end desired—namely, that when the girls leave the institution they shall know how to do most kinds of house-work in the European fashion. It may be advisable to give here an account of what the girls sent to Native boarding-schools are expected to be able to do at the end of their two years' term:—They must be able to pass a strict examination in all the old work of the Native-school standards (as for boys); to show that they have made satisfactory progress in writing and in speaking English, and to be able to translate a Maori letter, a paragraph from a Maori newspaper, or a verse of a Maori hymn into good, idiomatic English; they have also to show acquaintance with the rudiments of the laws of health, and to be able to answer easy questions on the history of their own country. Besides this, they must have made considerable progress in singing (notation and practice) and in the rudiments of drawing; they must have gone through a course of gymnastic or calisthenic exercises; and, especially, they must show that they possess a good knowledge of the more useful kinds of needlework—such as cutting out, making, and mending garments—and that they are able to do housemaids' work, laundry-work, and cooking. When a girl has passed the examination, and has shown that she possesses the ability to do the kinds of work specified, she is entitled to a certificate to the effect that she has satisfactorily completed her Native-school education.

St. Stephen's, Parnell, Auckland.—This is an excellent school. It is doing really first-class work. The percentage of passes obtained is very high (87·31). Of the fourteen village-school scholars, five answered very well, and five well; the remaining four were new scholars. Of the juniors, four passed Standard IV., seven Standard III., three Standard II., and seven Standard I. Only three boys out of forty broke down at the examination. I have no new suggestions to make this year: all my previous recommendations have been given effect to by the Committee, except that with regard to the expediency of supplying sheets for the boys' beds. The difficulty appears to be, not the cost of the sheeting, but the laundry-work connected with it. It seems to me, however, that the advantages to be derived from making Maori boys acquainted with all ordinary European comforts and conveniences, so that they may in time come to look upon them as absolute necessities, are so great that an attempt to overcome the difficulty in some way should be made.* At the inspection great attention was paid to the dietary arrangements of this institution. Having first carefully inspected the stores, and found all the articles in use to be of good quality, I dined with the boys. My visit was quite unexpected, and there was nothing but the ordinary fare. I took a boy's share; this consisted of a bowl of excellent pea-soup, eight ounces of well-cooked beef, and five large potatoes. At tea-

* A later report from the Inspector states that sheets are now in use—SECRETARY FOR EDUCATION.

time there was a bountiful supply of bread and butter and tea. Each boy has about twenty ounces of bread per diem. This, with the other articles of food supplied (including potatoes *ad libitum*) for dinner, should, in my opinion, be enough even for Maori boys.

Te Aute College.—This institution is the best of the Native schools. It ought to be so, because its advantages in the way of situation, buildings, and endowments are very great. At the same time, it should be remembered that if these advantages were not made the most of, there are several schools that would soon bring the fact to light by suggesting unfavourable comparisons. The lower school is taught by a Maori, Mr. Walter Wi Paipa. It is thoroughly sound and good. The progress made in English by Mr. Paipa's pupils shows that if thoroughly trained Natives could be got to do the work, and if these should in time develop the power of maintaining discipline in their classes, it might be worth while, in special cases, to make trial of them again as assistants in the larger schools in Native settlements. The middle portion of this school is the weakest at present; the duller boys have drifted into these classes, and most of them are likely to remain there until they leave the school. It would be useless to promote such boys to the head master's classes; where they are, they are gradually getting their knowledge of reading, writing, arithmetic, and English perfected, and, in fact, are having the best done for them that can be done. The highest classes were, as usual, very good indeed; in truth, it is in these classes only, as far as I know, that an opportunity can be obtained of seeing what Maori lads can do under very favourable circumstances. The mathematical and the science work were particularly good this year. The boys in the senior classes were working for the matriculation examination. Probably the Latin and the English papers would be too difficult for them. The boys had only one year in which to prepare for the examination, and they knew nothing whatever of Latin at the beginning of it. This is altogether too short a time for such work, and failure to pass could hardly be wondered at. Only the most clever among European boys, with English for their mother-tongue, could do the work. Nevertheless, two of the Te Aute pupils succeeded in getting through the examination. Perhaps the most admirable thing about this institution is the discipline; there is no unnatural stillness in the schoolroom, but the order is perfect. A better-behaved or harder-working set of boys than the Te Aute scholars could hardly be found anywhere; nearly every boy seems to work and behave as if he believed that the success and character of Te Aute depended entirely upon himself.

Attempts have been made during the year to get pupils that have passed through the village-school course apprenticed to trades. The success attending these efforts has been small hitherto, but a little has been done. This object is altogether too important to be given up lightly, and attempts on the same lines are being renewed, while steps are also being taken to secure that no Maori boy shall leave a secondary school without having a fair amount of acquaintance with the elements of some handicraft. It is to be hoped that within a few months the arrangements for this will be complete.

MISCELLANEOUS.

Expenditure.—A statement of the expenditure incurred in connection with Native schools, and of the way in which this expenditure is distributed, will be found in Tables Nos. I. and II.

Teachers.—At the end of 1884 there were employed as head teachers in Native schools fifty-five masters and five mistresses; there were also twenty-two mistresses, three assistant mistresses, and thirty sewing-mistresses. I am glad to be able to bear testimony to the general excellence of the work done by the teachers; there may be an exception here and there, but, as a rule, the teachers are becoming more and more capable year by year, which, indeed, ought to be the case under any fairly satisfactory system. It is gratifying, too, to be able to say that the number of teachers who look upon themselves as the missionaries of civilisation generally, and who do not confine their work to the ordinary school-teaching, is constantly increasing. Nothing has a more salutary effect in the way of making the Natives take a proper interest in their schools than finding that the teachers have the general welfare of the Maoris at heart, and do not look upon their schools merely as a means of getting a livelihood. In one or two cases the teachers seem to be constantly quarrelling with the Natives. Where this is so it is evident that the master has mistaken his vocation. In most districts one or two Natives may be found who are provoking enough; but there is only one case that I can remember in which it has not been quite easy to get over every difficulty of this kind by a persistence in the steady performance of duty and absolute refusal to be one of the parties in a quarrel. It must be a very bad settlement indeed where public opinion would not efficiently protect a teacher acting thus from the annoyance that one or two turbulent characters might try to cause him. Maoris have as good an idea as most people of what is just and fair, and in the long run they nearly always take the right side. It would seem, then, that a teacher who cannot get on amicably with the Natives should try to earn a living in some other way.

Committees.—The number of inefficient Committees is gradually diminishing. The Natives are learning what their duties are, and are beginning to understand when their interference is needed and when it is best for them to do nothing at all. In a few cases the Committees still think that their principal duty is to ask the Government to give them flour, sugar, ploughs, and nets; but this sort of thing is dying out. At some schools the committee-work is done in a most businesslike and satisfactory way; at Kaikohe and Waiomatatini, for instance, the entries in the minute-books, for form, neatness, and precision, would be creditable to the clerk of the Committee of a large European town school. This work is entirely done by the Natives themselves. Several other schools are nearly as good as these two. On the other hand, some few of the Committees are of no use whatever. There is, however, no case in which a Native School Committee is a positive nuisance and a hindrance to education through the members making the committee-room an arena for party-fights and a washhouse for dirty linen. This is something to be thankful for.

Attendance.—It has been stated in other parts of this report that the schools in the north have suffered very severely from a fever epidemic; this has of course reduced the average attendance at the northern schools very materially. In spite of this drawback, however, the total attendance

at Native schools has increased to a satisfactory extent. Full information on this point will be found in Table IV. It may be stated here, however, that, while for 1883 the number belonging to the schools at the end of the year, the strict average, and the working average for the whole year were 1,923, 1,505, and 1,583, the numbers for 1884 were 2,226, 1,733, and 1,811, showing an increase of 303, 228, and 228 respectively. It is also pleasing to learn, as we may from Table V., that, while the attendance of European and European quarter-caste children has increased by 48, and that of half-castes by 18, there were 237 more pure Maoris and Maori quarter-castes attending school at the end of 1884 than there were at the end of the previous year. In districts where the schools are well conducted, and where there is a healthy public feeling with regard to education, the children attend with surprising regularity, and parents very often make considerable sacrifices of their personal convenience in order that their children may take a good place at examination time. In many districts, even where children are allowed to act pretty much as they please, they still attend school wonderfully well if the masters can succeed in making the school-work attractive to them. On one occasion I suggested to the Matata children that, as they had been kept in long past their time on the two examination days, they ought to have a holiday the next day. The proposal was received with manifest signs of displeasure and disgust, and I was informed by the master that if an extra day's work had been proposed they would have accepted it with great contentment.

Methods of Instruction and General Results.—Under this head a selection of the criticisms that have been made in the course of the year on the organization, discipline, or methods of instruction in use in particular schools will be given. Seeing that copies of these reports are sent to all teachers of Native schools, it is hoped that such a selection may be of considerable use, as being a sort of chart, showing the rocks and shoals that the teacher who wishes to be thoroughly successful has to avoid. It is, of course, to be understood that all these remarks, or any considerable number of them, would not apply to any one school. At one place there is one kind of failure, at another another kind; at some places there is hardly any failure at all. But there is not a mistake amongst those mentioned that did not occur in a very glaring form in some one or more of our schools.

- (a.) The time-table does not deal with silent work.
 (b.) The time-table is simplicity itself; it really allows any work to be done at any time.
 (c.) The tone is better than it appears to be at first sight. It rather shocks one to hear the boys calling the master "Bob," though this is the Maori fashion; perhaps "Mr. ———" would be better.
 (d.) There is not enough attention paid to pronunciation: pupils are allowed to say "fi" for "five," "hikity" for "sixty," "hirring" for "shilling," and "faren" for "farthing."
 (e.) Much time is lost in explaining to individuals what might be more effectively explained to a class.
 (f.) *Geography.*—The strong point was that the lesson was interesting. The weak ones were: (a) The master did nearly all the talking, (b) far too much ground was gone over, (c) the remarks made were discursive, (d) no attempt was made to drive the information home, (e) the final tests were quite insufficient.
 (g.) *Writing.*—The faults were: (a) The children are allowed to write fast before they can write well; (b) insufficient attention is paid to letter-forms, and there is no black-board illustration.
 (h.) *Methods.*—It seems almost impossible to get some teachers to show what their methods really are. Mr. ———'s work during the inspection was an examination pure and simple. It is quite certain that the children, who answered very well, could not have been taught in this way; but after the inspection was over I knew just as much about the methods really employed in teaching them as I did before.
 (i.) The children are reading in books that are far too difficult for them; the consequence is that the reading is broken and expressionless.
 (j.) The time-table is satisfactory, except that insufficient provision is made for special lessons in English, and that too much time—two hours and a half weekly—is devoted to copy-book writing.
 (k.) The master's children are allowed much greater liberty than the other pupils are; they go in and out of school as they please.
 (l.) The drawing should be much more elementary. Children can be but little benefited by drawing horses and ships before they can make a straight line.
 (m.) The singing is very good. It is a pity, and almost a shame, that the children know nothing whatever about musical notation.
 (n.) There is a shocking want of punctuality; some of the children did not arrive till 10.45.
 (o.) *Methods.*—The defects noted here are: (a) Some of the work given to pupils is not sufficiently definite: classes were told to write out lists of the towns, mountains, and rivers of New Zealand. It is difficult to see what good this kind of work could do to the scholars. Children that made mistakes in writing were told to be more careful; the correction went no further. (b) Too many of the questions given could be answered by "Yes" or "No." (c) But little was done in the way of "building up" the children's knowledge with the aid of the information obtained by questioning.
 (p.) *Reading.*—Few attempts were made to improve the elocution. In the comprehension work, too, words were dealt with while the meaning of clauses and sentences was neglected.
 (q.) *Geography.*—The work was too purely topographical: from the beginning to the end of the lesson nothing more than the names and positions of towns, rivers, mountains, &c., was dealt with.
 (r.) A moderate amount of simultaneous reading from a very easy book or from the black-board, would do very much to improve the style of reading throughout the school.
 (s.) *Writing.*—Copy-books and slates, black-board illustration, criticism and correction; work good in the main. The chief faults in the work were: (a) Models were not very closely imitated by the pupils; (b) juniors were allowed to write rather too fast; (c) long strokes were not straight; they were also too thick; (d) more special lessons are needed.
 (t.) *English.*—The fault in a lesson in English composition was that no new ground was covered. Before pupils begin to do such an exercise, at least one precept should be laid down and illustrated, and its observance thereafter should be strictly insisted upon. In this way real progress may be secured as the result of even a single lesson.
 (u.) Defects still existing in the methods employed at this excellent school may be exemplified by reference to a mental arithmetic lesson given by the master. Nearly all the answers were given by two or three of the cleverest children, the others catching up these replies and giving them as their own. Questions should, as a rule, be given to the whole class, and the children that are to answer them should be indicated by some conventional signal. This was another fault: when an answer had been obtained it was considered that enough had been done; no attempt was made to show the class how the result had been, or could be arrived at, or to enable the whole class to answer a similar question.
 (v.) *Methods.*—The principal defect observed was that the children were not in all cases made to reproduce what they had been taught, in order to show that they had thoroughly mastered it.
 (w.) The reading was good, but there was not quite enough *reading* in it.
 (x.) *Dictation.*—This common fault was noticed: the master dictated the clauses many times instead of only once, and therefore did not make a proper demand on the children's attention.

(y.) *Methods.*—(a) No attempt was made to make the facts elicited the common property of the class; (b) the errors made by individuals were properly corrected, but no attempt was made to make the whole class profit by this correction; (c) as only the cleverest children were questioned, the weakest points in the class remained undiscovered. (z.) The sewing has evidently been much neglected. I do not think the causes assigned account for this satisfactorily.

The general educational results obtained were very fairly satisfactory; on the whole they were similar in amount and kind to those of the previous year; what difference there was showed that some improvement had taken place.

The work of introducing useful plants into Native districts is being steadily carried forward. The mulberry and olive trees sent to Native schools are nearly all doing well. This year black-wattle seeds and arrowroot plants are being distributed, and, to favourable localities, a few date-palms. Ceratonias (carob bean) and cinchona plants will shortly be forwarded. Arrangements are being made to secure other suitable plants for next year. By such means it is hoped that in a few years most of the Native school glebes will contain trees and plants that are likely to be useful to both Natives and Europeans residing in the several districts.

An attempt has been made during the past year to put the Natives into the way of improving the conditions under which they live by giving them some idea of the laws of health, and of the important advances that have been made by Europeans through the attention they have learnt to pay to such matters. A little book has been published for the use of children preparing for our highest standard; in this the ordinary sanitary rules are explained, illustrated, and enforced. It is hoped that young Natives leaving school and taking some of this kind of knowledge with them may be led, not only to take better care of themselves than they probably would take without this kind of knowledge, but that they will also become, so to speak, centres from which information will be gradually diffused among the older Natives. I am glad to say, too, that the Hon. the Native Minister is having the book translated and widely circulated amongst the adult Natives, who will thus have an opportunity of learning something about the laws of health in a more direct manner.

It seems to me that there is room for yet another little work of a somewhat similar kind. The object of this should be to give the Natives some idea of the most elementary principles of social economy, and of the nature of the laws and government under which we live. Such a book could not be made too simple, but it would also have to be fairly interesting. Any one that produced such a book would, I have no doubt, confer a very great benefit on the race. The Natives would certainly read the book (they read every Maori publication they can get hold of, except, perhaps, the *Gazette*), and it is impossible for any one to read about and study such subjects without becoming better fitted to discharge the duties of citizenship than he can be without some knowledge of the rudiments of the science that underlies even the most ordinary social, economic, and political arrangements. Without a little of this kind of knowledge, the Maori, shrewd as he is, cannot properly discharge his simple political functions, such as voting at elections, or form any satisfactory idea of the why and the wherefore of any of the institutions that he sees at work around him. In fact, the Maori is in a plight somewhat similar to that of the totally illiterate pakeha, who is, by the nature of the case, actually obliged to give his vote at an election to the candidate who can most successfully appeal to his prejudices and to his ignorance.

Conclusion.—A review of the year's work shows that the results are more favourable than those of any previous year; had it not been for the fever in the north, they would have been still more satisfactory. Discouragements have, of course, been numerous; schools that seemed certain to be permanently successful have temporarily broken down; settlements that appeared to be quite on the right track have been injuriously affected by sudden outbreaks of superstition or fanaticism. On the other hand, great improvement has been noticed in places where it was quite unexpected. On the whole, the Natives appear to be growing more sober and more industrious, and to be gaining more knowledge of and respect for the better class of pakeha habits and customs. The changes which have been gradually taking place and differentiating the Maori settlements that have schools from those that have none are in many cases becoming so obvious that they attract the attention of even those who care for none of these things, while in some cases the change has caused considerable disgust to persons whose interests are not exactly forwarded by any improvement that takes place in the Maori race. It is almost touching to hear some of the regrets and lamentations that are made for the grand old times when perhaps a couple of hundred Maoris would visit a country township, and every man and woman of them be drunk within a few hours after their arrival. Those were the times when money was to be made. In some of the more civilised places, at the present time, fifty or a hundred Maoris will come in to the Resident Magistrate's Court, or even to a Land Court, and nearly all return to their homes as sober as they came. The balance this year is decidedly on the credit side, and the outlook for next year is favourable also.

I have, &c.,

The Inspector-General of Schools, Wellington.

JAMES H. POPE.

TABLE No. 1.

LIST OF THE NATIVE VILLAGE SCHOOLS, AND SCHOOLS AT WHICH NATIVE CHILDREN ARE MAINTAINED BY THE GOVERNMENT OF NEW ZEALAND, WITH THE EXPENDITURE ON EACH AND ON GENERAL MANAGEMENT, DURING THE YEAR 1884; AND THE NAMES, STATUS, AND EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1884.

** In the column "Position in the School," M, means Master; F, Female Teacher; A, F, Female Assistant; S, Sewing Mistress.

County.	School.	Expenditure during 1884.				Teachers of Village Schools at the End of the Year.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.				
		£ s. d.	£ s. d.	£ s. d.	£ s. d.				
Mongonui	Te Kao ..	140 0 0	56 12 9	35 0 0	281 12 9	Minchin, T. M.	M	130	
	Awanui ..	140 0 0	6 17 4	..	146 17 4	Minchin, Miss	S	20	
	Kaitaia ..	68 15 0	17 0 8	..	85 15 8	Tobin, W. H. J.	M	120	
	Pamapuria ..	96 5 0	14 9 4	222 9 0	333 3 4	Tobin, Mrs.	S	20	
	Alipara ..	150 0 0	14 6 2	25 17 6	190 3 8	Dunn, R. H.	M	145	Removed to Pamapuria.
	Pukepoto ..	212 10 0	33 5 9	2 15 0	248 10 9	Dunn, Mrs.	S	20	Opened September quarter.
	Peria ..	176 13 4	10 13 6	..	187 6 10	Créne, P. ...	M	110	
	Te Ngaere ..	28 17 9	20 13 0	..	49 10 9	Créne, Mrs.	A F	35	
	Te Moari ..	187 15 2	40 16 1	18 19 0	247 10 3	Masters, C. M.	A F	175	
	Whangape ..	205 0 0	21 15 5	..	226 15 5	Masters, Miss	A F	35	
	Whakarapa ..	186 13 4	22 15 8	32 5 0	191 14 0	Capper, J. F.	M	145	
	Hokianga	Upper Waikou ..	200 0 0	12 0 11	20 2 6	232 3 5	Capper, Mrs.	S	20	Closed 31st March.
Waitapu ..		175 0 0	6 12 2	..	181 12 2	Calkin, S. ...	M	155	
Whirinaki ..		117 10 0	19 0 4	..	136 10 4	Nesbit, Miss	A F	20	
Waimea ..		197 10 0	10 17 11	10 12 6	219 0 5	Calkin, Mrs.	S	20	
Omanaia ..		165 0 0	20 10 7	1 0 0	186 10 7	Bow, A. ...	M	180	
Pakia ..		80 0 0	5 18 5	..	85 18 5	Bow, Mrs. ...	A F	35	
Motukaraka ..		200 0 0	12 17 0	2 10 0	215 7 0	Irvine, C. D.	M	110	
Mangamuka ..		212 10 0	14 7 2	14 10 0	241 7 2	Irvine, Mrs.	S	20	
Mangakahia ..		141 5 0	38 18 2	..	180 3 2	Phillips, G. W.	M	165	
Pahia ..		84 10 0	0 17 10	..	85 7 10	Phillips, Mrs.	A F	35	
Ohaeawai ..		127 10 0	2 12 8	14 10 0	144 12 8	Hill, C. P.	M	145	
						Hill, Mrs. ...	S	20	
					Aimer, E. B.	S	100		
					Aimer, Mrs.	S	20		
					Thurston, H. C.	M	160		
					Thurston, Mrs.	A F	35		
					Cockroft, J.	M	130		
					Cockroft, Mrs.	A F	35		
					Magee, E. J.	M	60	Subsidised.	
					Magee, Mrs.	S	20		
					Moloney, M.	M	165		
					Moloney, Mrs.	A F	35		
					Harrison, J.	M	175		
					Harrison, Mrs.	A F	35		
					Grahame, J. L.	M	125		
					Grahame, Mrs.	A F	20		
					Hickson, Mrs.	S	79 10s.	Subsidised; teacher paid according to attendance.	
					Watling, Mrs.	F	125		

TABLE NO. 1—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1884.

County.	School.	Expenditure during 1884.				Teachers of Village Schools at the End of the Year.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.				
Bay of Islands	Kaikōhe ..	£ s. d. 256 5 0	£ s. d. 25 16 10	£ s. d. 9 0 0	£ s. d. 291 1 10	Mitchell, J. Mitchell, Miss A.	M A F	205 35	
	Waikare ..	89 5 11	3 2 5	..	92 8 4	Mitchell, Mrs. Blythe, W. H. Blythe, Mrs.	S M S	20 80 20	
Whangarei	Ngunguru ..	60 12 6	4 19 10	..	65 12 4	Sturge, Miss	F	71 5s.	Subsidied; teacher paid according to attendance. Closed.
	Poroti ..	15 2 6	4 11 3	..	19 13 9	..	..	..
Hobson	Matakohe ..	78 6 8	..	..	78 6 8	..	..	..
	Pouto Point ..	110 0 0	17 19 8	6 2 6	134 2 2	Winkelmann, C. P. Winkelmann, Mrs.	M S	100 175	
Rodney	Otamatea and Orua-wharo ..	207 10 0	34 4 7	43 0 0	284 14 7	Haszard, Mrs.	A F	95	
Raglan ..	Waitetuna ..	115 0 0	8 2 11	203 13 0	326 15 11	Hooper, Mrs.	F	100	
	Kirikiri ..	160 3 2	27 12 9	..	187 15 11	Stewart, R. O. Stewart, Miss	M A F	135 35	
Tauranga.	Maungatapu ..	122 1 8	24 5 10	..	146 7 6	Morton, B. D. Morton, Mrs.	M A F	80 35	
	Hiria and Paeroa ..	145 16 8	45 11 11	1 0 0	192 8 7	Duffus, J. W. Duffus, Mrs.	M A F	155 35	
Te Awahou	Te Awahou ..	127 10 0	13 10 2	0 4 6	141 4 8	Robinson, T. J. Robinson, Mrs.	M S	110 20	
	Ohinemutu ..	129 7 10	25 1 4	..	154 9 2	Clarke, Mrs.	A F	100	
Rotoiti ..	Rotoiti ..	121 5 0	6 18 1	..	128 3 1	Wood, J. J.	M	35	
	Tarawera ..	220 0 0	10 6 4	..	230 6 4	Haszard, C. A. Haszard, Miss	M A F	125 185	
Maketu ..	Maketu ..	172 10 0	14 15 11	17 9 6	204 15 5	Pinker, A. Pinker, Mrs.	M S	35 155	
	Matata ..	202 10 0	54 3 3	33 0 0	289 13 3	Masters, G. Masters, Mrs.	S A F	20 35	
Whakatane	Te Teko ..	136 2 7	29 2 0	..	165 4 7	Donaldson, R. Donaldson, Miss	M A F	80 20	
	Fort Galatea ..	103 15 0	35 16 8	1 0 0	140 11 8	Donaldson, Mrs. Woods, G. E.	S M	20 115	
Whakatane	Whakatane ..	172 10 0	26 4 8	24 6 0	223 0 8	Woods, Mrs. Browne, W. F.	S M	20 135	
	Waioeka ..	196 19 1	42 3 3	590 10 0	829 12 4	Herlihy, P. Herlihy, Mrs.	A F M	35 165	
Omaranutu	Omaranutu ..	120 0 0	75 1 11	252 3 0	447 4 11	Tennent, A. P. Tennent, Mrs.	M A F	35 120	
	Torere ..	182 10 0	16 3 2	95 10 0	294 3 2	Leech, W. A. Leech, Mrs.	A F M	35 150	Opened March.

TABLE No. 2.

CLASSIFIED SUMMARY of EXPENDITURE on NATIVE SCHOOLS during 1884.

	£	s.	d.
Inspector	500	0	0
Village-school salaries	9,382	6	5
Teachers' allowances for special objects	73	3	10
Travelling Expenses—			
Inspector	£228	12	9
Less refund	13	12	0
	—————	215	0 9
Teachers' removal allowances	347	17	5
Scholars	82	17	0
District Superintendents and others	77	13	1
Boarding schools, higher education, and apprenticeship.. .. .	1,924	9	11
Books and school requisites	429	7	0
Sewing material	143	6	1
Prizes for regular attendance	209	3	2
Standard prizes	53	4	4
Bonuses for passing higher standards	11	0	0
Board of girls with teachers	24	0	0
Subsidies for games	£11	18	0
Less contributions	4	3	0
	—————	7	15 0
Subsidies for music	£47	10	0
Less contributions	17	0	0
	—————	30	10 0
Planting sites	13	13	7
Buildings, fencing, furniture, &c.	2,006	7	2
Repairs and small works	106	16	9
Sundries	51	1	10
	—————	15,689	13 4
Less miscellaneous recoveries (sewing material, £193 8s. 11d.; buildings, &c., sold, £32; Te Makarini scholarships trustees, £15 12s. 10d.)	241	1	9
	—————	£15,448	11 7

NOTE.—Of the above total, £156 1s. 8d. was paid from Native reserves funds, leaving a net Government expenditure of £15,292 9s. 11d.

TABLE No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1884.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	62	43	105	4.72
Five and under ten years	606	517	1,123	50.45
Ten and under fifteen years	492	364	856	38.45
Fifteen years and upwards	73	69	142	6.38
Totals	1,233	993	2,226	100.00

TABLE No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1884, and the Staff at the end of the Year.

** In the column "Staff at End of Year," M means Master; F, Female Teacher; A F, Female Assistant; S, Sewing Mistress.

Schools.	Staff at End of Year.	School Roll.				Average Attendance.					
		Number belonging at Beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Strict Average.		Working Average.			Whole Year.
						Fourth Quarter.	Whole Year.	Fourth Quarter.			
								Boys.	Girls.	Total.	
Te Kao	M and S ..	48	2	22	28	17	22.75	16	4	20	24.00
Awanui	"	26	25	23	28	13	18.75	11	7	18	20.75
Kaitaia ¹	"	21	..	21	..	..	9.00	..	..	..	9.00
Pamapurua ²	M and S ..	..	47	..	47	39	35.00	22	18	40	37.00
Ahipara	M and A F ..	31	44	29	46	34	27.75	16	18	34	32.50
Pukepoto	"	45	25	28	42	31	24.50	17	16	33	32.75
Peria	M and S ..	25	19	14	30	28	25.50	10	18	28	25.50
Te Moari	M, A F, and S	43	19	18	44	34	33.50	18	16	34	33.50
Whangape	M and A F ..	65	5	30	40	32	31.75	22	10	32	32.25
Whakarapa	M and S ..	34	27	16	45	19	19.00	13	10	23	22.25
Upper Waihou	M and A F ..	38	29	17	45	33	35.25	18	15	33	36.00
Waitapu	M and S ..	24	12	13	23	20	15.25	11	9	20	15.25
Whirinaki	"	29	7	13	23	22	24.00	12	10	22	24.00
Waima	M and A F ..	46	6	13	39	37	39.50	22	15	37	39.50
Omanai	"	40	9	13	36	29	33.50	19	10	29	33.50
Pakia	M and S ..	25	12	12	25	23	21.25	10	13	23	21.25
Motukaraka	M and A F ..	32	7	9	30	24	28.25	8	16	24	28.25
Mangamuka	"	47	10	15	42	38	37.75	19	19	38	37.75
Mangakahia	M and S ..	31	10	34	7	16	24.00	8	8	16	24.00
Paihia	F	11	19	14	16	10	11.50	4	7	11	13.00
Ohaeawai	F	19	17	16	20	17	13.50	12	5	17	13.75
Kaikohe	M, A F, and S	65	16	20	61	56	60.25	42	14	56	60.25
Waikare	M and S ..	19	13	8	24	16	16.50	9	8	17	17.50
Ngunguru	F	16	19	21	14	9	9.75	4	6	10	11.25
Otamatea	"	26	5	5	26	17	20.75	13	8	21	23.00
Oruawhoro	M and F ..	21	5	2	24	20	17.00	12	8	20	18.00
Pouto Point	M and S ..	26	15	12	29	26	26.50	13	13	26	26.75
Waitetuna	F	13	18	18	13	9	11.25	3	6	9	11.50
Kirikiri	M and A F ..	42	19	19	42	31	29.50	21	11	32	30.50
Maungatapu	"	14	55	15	54	36	37.25	15	22	37	37.50
Huria	M and F ..	38	13	19	32	26	26.25	17	9	26	26.25
Paeroa ³ .. ..	" .. ..	..	82	41	41	25	25.00	14	11	25	25.00
Te Awahou	M and S ..	31	22	19	34	25	30.25	20	6	26	31.00
Ohinemutu	M and A F ..	60	162	141	81	33	37.00	29	18	47	44.75
Rotoiti	M	28	38	44	22	17	25.00	9	9	18	28.75
Tarawera	M and A F ..	37	52	32	57	25	49.50	32	15	47	52.75
Maketu	M and S ..	64	95	100	59	21	24.75	18	11	29	30.50
Matata	M and A F ..	51	24	30	45	34	39.25	24	14	38	40.25
Te Teko ³	M, A F, and S	..	80	33	47	24	32.00	17	14	31	35.50
Fort Galatea	M and S ..	16	15	5	26	24	20.25	16	8	24	20.75
Whakatane	M and A F ..	59	44	32	71	60	56.25	30	30	60	56.25
Waioeka ³ .. ..	" .. ..	..	55	6	49	44	44.50	29	15	44	44.50
Omaramutu ⁴ .. ..	" .. ..	..	58	6	52	44	43.25	25	19	44	43.25
Torere	"	41	10	13	38	35	37.50	23	12	35	37.50
Omaio ⁵	M and S ..	21	14	6	29	28	25.00	20	8	28	25.00
Te Kaha	"	25	12	4	33	31	26.25	16	15	31	26.50
Waiomatatini	M and A F ..	43	26	6	63	53	48.50	30	23	53	49.25
Aknuaku	M and S ..	43	30	28	45	27	23.50	17	14	31	32.25
Te Oreore	M	28	22	20	30	20	17.50	12	9	21	18.00
Papawai	M and S ..	26	26	17	35	29	28.75	18	11	29	28.75
Waikawa	"	17	9	4	22	12	16.00	10	9	19	18.00
Wairau	"	15	9	8	16	12	11.00	7	6	13	12.00
Mangamaunu	"	20	7	5	22	18	17.25	8	11	19	17.75
Kaipoi	M and A F ..	48	16	18	46	37	37.75	17	23	40	40.00
Rapaki	M and S ..	24	14	7	31	30	27.00	13	17	30	27.00
Little River	"	15	14	6	23	17	12.75	6	11	17	12.75
Onuku	"	31	6	6	31	20	20.00	12	10	22	22.00
Waikouaiti	M and A F ..	43	13	7	49	46	45.50	25	21	46	45.50
Otago Heads	M and S ..	26	18	8	36	29	27.50	11	19	30	28.25
Port Molyneux	F	20	8	10	18	14	14.75	6	8	14	15.25
Riverton	M and S ..	26	10	13	23	20	19.50	11	9	20	20.75
Colac Bay	M, A F, and S	45	25	26	44	40	37.75	21	19	40	40.75
Ruapuke	M	7	3	3	7	5	5.50	4	1	5	5.50
The Neck	M and S ..	28	14	16	26	21	20.75	12	9	21	21.25
Totals for 1884 .. ..	.. ..	1,893	1,562	1,229	2,226	1,682	1,733.25	999	784	1,783	1,811.50
Totals for 1883 .. ..	.. ..	1,735	1,270	1,082	1,923	1,466	1,504.95	841	701	1,542	1,583.25

¹ Closed end of March quarter. ² Opened September quarter. ³ Opened during March quarter. ⁴ Opened during June quarter. ⁵ Closed in June quarter; reopened in December quarter.

TABLE No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1884.

** M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European; E, European.

Schools.	M and M Q.			H.			E Q and E.			Totals.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Te Kao	22	4	26	1	..	1	1	..	1	24	4	28
Awanui	8	8	16	..	..	..	8	4	12	16	12	28
Pamapurua	26	18	44	..	..	..	..	3	3	26	21	47
Ahipara	14	14	28	3	1	4	5	9	14	22	24	46
Pukepoto	16	20	36	..	..	..	4	2	6	20	22	42
Peria	11	14	25	..	..	..	..	5	5	11	19	30
Te Moari	14	8	22	..	..	..	8	14	22	22	22	44
Whangape	26	12	38	2	..	2	..	..	..	28	12	40
Whakarapa	26	14	40	..	..	..	1	4	5	27	18	45
Upper Waihou	13	18	31	..	..	..	11	3	14	24	21	45
Waitapu	11	11	22	..	..	..	1	..	1	12	11	23
Whirinaki	13	10	23	..	..	..	..	..	..	13	10	23
Waima	21	14	35	2	..	2	1	1	2	24	15	39
Omanaia	19	12	31	..	..	..	4	1	5	23	13	36
Pakia	2	1	3	1	6	7	8	7	15	11	14	25
Motukaraka	7	5	12	..	5	5	5	8	13	12	18	30
Mangamuka	16	13	29	4	3	7	2	4	6	22	20	42
Mangakahia	2	3	5	..	..	..	1	1	2	3	4	7
Paihia	2	8	10	1	..	1	5	..	5	8	8	16
Ohaeawai	7	6	13	3	1	4	3	..	3	13	7	20
Kaikohe	42	15	57	3	..	3	1	..	1	46	15	61
Waikare	9	10	19	..	1	1	2	2	4	11	13	24
Ngunguru	3	5	8	..	2	2	2	2	4	5	9	14
Otamatea	13	7	20	..	..	..	4	2	6	17	9	26
Oruawharo	15	9	24	..	..	..	..	..	..	15	9	24
Pouto Point	9	11	20	1	1	2	5	2	7	15	14	29
Waitetuna	3	9	12	..	..	..	1	..	1	4	9	13
Kirikiri	15	9	24	3	3	6	8	4	12	26	16	42
Maungatapu	22	29	51	1	2	3	..	..	..	23	31	54
Huria	20	10	30	1	1	2	..	..	..	21	11	32
Paeroa	12	11	23	7	7	14	4	..	4	23	18	41
Te Awahou	22	6	28	3	..	3	3	1	2	26	8	34
Ohinemutu	26	27	53	10	3	13	7	8	15	43	38	81
Rotoiti	10	10	20	1	1	2	..	..	..	11	11	22
Tarawera	37	17	54	..	..	..	2	1	3	39	18	57
Maketu	28	18	46	4	3	7	3	3	6	35	24	59
Matata	22	16	38	4	2	6	1	..	1	27	18	45
Te Teko	22	21	43	1	3	4	..	..	..	23	24	47
Fort Galatea	13	9	22	1	..	1	3	..	3	17	9	26
Whakatane	22	21	43	5	7	12	7	9	16	34	37	71
Waioeke	22	9	31	5	5	10	6	2	8	33	16	49
Omaramutu	22	19	41	2	3	5	4	2	6	28	24	52
Omaio	20	7	27	1	1	2	..	..	..	21	8	29
Torere	25	13	38	..	..	..	..	..	..	25	13	38
Te Kaha	15	13	28	..	..	..	2	3	5	17	16	33
Waiomatatini	33	21	54	1	1	2	2	5	7	36	27	63
Akuaku	22	16	38	2	3	5	2	..	2	26	19	45
Te Oreore	13	9	22	1	2	3	3	2	5	17	13	30
Papawai	10	5	15	..	..	..	11	9	20	21	14	35
Waikawa	9	10	19	..	..	..	3	..	3	12	10	22
Wairau	9	5	14	..	..	..	..	2	2	9	7	16
Mangamaunu	6	11	17	2	1	3	2	..	2	10	12	22
Kaipoi	13	17	30	1	3	4	5	7	12	19	27	46
Rapaki	7	10	17	7	7	14	..	..	..	14	17	31
Little River	5	12	17	..	..	..	2	4	6	7	16	23
Onuku	1	5	6	..	..	..	14	11	25	15	16	31
Waikouaiti	9	6	15	7	8	15	10	9	19	26	23	49
Otago Heads	3	6	9	2	3	5	8	14	22	13	23	36
Port Molyneux	6	7	13	..	..	..	2	3	5	8	10	18
Riverton	5	1	6	7	10	17	..	..	..	12	11	23
Colac Bay	15	8	23	..	2	2	7	12	19	22	22	44
Ruapuke	3	2	5	1	..	1	1	..	1	5	2	7
The Neck	5	4	9	10	4	14	..	3	3	15	11	26
Totals for 1884	919	699	1,618	111	105	216	203	189	392	1,233	993	2,226
Totals for 1883	785	596	1,381	99	99	198	168	176	344	1,052	871	1,923

SUMMARY of the above Table.

	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	919	699	1,618	72.69
Half-caste	111	105	216	9.70
Between half-caste and European, and European	203	189	392	17.61
Totals	1,233	993	2,226	100.00

TABLE No. 6.
RESULTS of EXAMINATION, 1884.

Schools.	Passes of Pupils examined.					Classification of Teachers.	Percentage obtained at Examination
	Did not pass any Standard.	I.	II.	III.	IV.		
Te Kao	14	4	2	..	..	IV.	55.32
Awanui	14	7	3	1	..	III.	57.41
Pamapurua ¹ .. .. .	..	..	..	..	..	III.	..
Ahipara	7	5	2	..	1	V.	50.00
Pukepoto	10	2	1	1	1	I.	59.21
Peria	13	3	4	3	3	III.	74.52
Te Moari	7	12	6	..	..	IV.	71.09
Whangape	25	4	5	..	..	I.	60.28
Whakarapa	15	4	1	..	..	III.	39.47
Upper Waihou	13	8	5	5	2	II.	75.67
Waitapu	16	..	2	1	..	IV.	65.38
Whirinaki	17	4	3	..	1	V.	63.70
Waima	23	4	4	4	3	III.	67.34
Omanaia	21	6	12	..	..	III.	61.34
Pakia	19	..	..	..	..	V.	38.88
Motukaraka	20	2	5	1	3	III.	63.33
Mangamuka	18	7	12	..	..	II.	80.48
Mangakahia	17	..	..	1	..	IV.	30.94
Paihia	10	5	..	..	..	IV.	67.39
Ohaeawai	5	2	2	..	1	III.	70.37
Kaikōhe	31	15	7	2	..	II.	67.27
Waikare	10	3	..	1	..	V.	58.33
Ngunguru	12	2	1	..	..	V.	50.00
Otamatea	17	2	2	4	1	III.	61.40
Oruawhara ²	8	6	1	..	..	III.	68.18
Pouto Point	15	1	4	2	..	IV.	57.84
Waitetuna	9	..	1	..	..	IV.	41.66
Kirikiri	11	7	3	1	..	III.	66.17
Maungatapu	24	6	7	..	..	V.	52.68
Huria ²	19	6	..	..	..	IV.	32.69
Paeroa ²	18	1	..	..	..	IV.	30.70
Te Awahou	19	4	2	..	..	IV.	45.45
Ohinemutu	23	4	1	1	1	IV.	33.53
Rotoiti	9	2	..	..	..	I.	29.41
Tarawera	21	11	6	1	7	III.	71.88
Maketu	11	3	1	..	2	III.	48.75
Matata	28	5	6	1	..	III.	54.87
Te Teko	37	5	..	..	..	V.	37.05
Fort Galatea	14	3	6	..	..	IV.	56.82
Whakatane	22	6	3	..	..	IV.	55.90
Waioeka	23	17	2	..	..	I.	55.00
Omaramutu	35	6	1	..	..	III.	46.87
Omaio ¹ .. .. .	..	..	..	..	..	V.	..
Torere	24	1	7	2	4	III.	64.04
Te Kaha	16	2	2	1	3	III.	67.64
Waiomatatini	38	7	7	1	1	IV.	58.47
Akuaku	16	4	..	1	..	II.	58.33
Te Oreore	10	5	3	..	..	V.	53.94
Papawai	20	3	1	..	..	V.	41.27
Waikawa	8	..	..	1	..	III.	60.00
Wairau	4	2	1	1	2	IV.	60.00
Mangamaunu	17	1	..	1	..	IV.	51.19
Kaiapoi	21	3	5	2	5	III.	69.37
Rapaki	10	6	1	..	3	I.	72.09
Little River	9	2	4	..	..	III.	59.05
Onuku	5	3	8	2	5	II.	84.12
Waikouaiti	24	8	3	8	3	I.	71.51
Otago Heads	21	1	1	..	3	V.	50.81
Port Molyneux	4	3	1	2	1	IV.	74.07
Riverton	20	2	..	..	..	II.	46.98
Colac Bay	29	7	3	6	..	II.	60.05
Ruapuke ¹ .. .. .	..	..	..	..	..	..	..
The Neck	13	2	6	..	..	III.	51.96
Totals for 1884	1,013	256	156	58	56		
Totals for 1883	802	268	151	77	45		

¹ Not examined.² Half-time.

TABLE No. 7.
RESULTS OF INSPECTION.

School.	Condition of Records and other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, as far as this depends on the Master.	Discipline, including Order, Tone, and Fidelity.	Methods, judged partly from Inspection and partly from the kind of Passes obtained.	Extras — Singing, Drawing, and Drill.	Half Percentage obtained at Examination.	Gross Percentage.
Onuku	10	9	10	8	6	42.06	85.06
Waihou	10	10	9	7	8	37.83	81.83
Peria	10	10	10	9	5	37.26	81.26
Kaiapoi	10	10	8	8	10	34.68	80.68
Waikouaiti	9	10	8	8	7	35.75	77.75
Lake Tarawera	8	8	9	8	8	35.94	76.94
Te Kaha	10	10	9	7	7	33.82	76.82
Ohaeawai	10	10	8	9	4	35.18	76.18
Port Molyneux	10	9	7	7	6	37.03	76.03
Waitapu	9	10	9	8	7	32.69	75.69
Rapaki	8	8	9	8	6	36.04	75.04
Kaikōhe	10	9	8	7	7	33.63	74.63
Waima	9	8	10	7	6	33.62	73.62
Te Moari	8	9	7	7	6	35.54	72.54
Torero	9	8	9	7	7	32.02	72.02
Paihia	7	10	8	7	5	33.69	70.69
Mangamuka	8	6	7	6	3	40.24	70.24
Waiomatatini	9	8	8	7	8	29.23	69.23
Colac Bay	9	9	8	8	5	30.02	69.02
Omanaia	8	8	8	7	7	30.67	68.67
Waioeka	10	9	9	9	4	27.50	68.50
Whirinaki	8	8	7	6	7	31.85	67.85
Waikawa	10	8	8	6	5	30.00	67.00
The Neck	10	8	10	8	5	25.98	66.98
Motukaraka	10	7	7	7	4	31.66	66.66
Maketu	10	10	8	9	5	24.37	66.37
Wairau	7	8	6	8	6	30.00	65.00
Fort Galatea	7	8	9	8	4	23.41	64.41
Whangape	9	7	7	6	5	30.14	64.14
Pouto	8	9	7	7	4	28.92	63.92
Te Kao	7	7	7	7	8	27.66	63.66
Little River	10	7	6	7	4	29.52	63.52
Waikare	8	7	6	7	6	29.16	63.16
Oruawharo	3	8	8	8	2	34.09	63.09
Kirikiri	6	6	6	7	4	33.08	62.08
Awanui	7	6	8	7	5	28.70	61.70
Mangamaunu	9	8	7	7	5	25.59	61.59
Otago Heads	9	8	7	6	6	25.40	61.40
Pukepoto	6	8	7	6	4	29.60	60.60
Maungatapu	7	7	7	5	8	26.34	60.34
Whakatane	10	6	8	7	1	27.60	59.60
Omaramutu	8	7	9	8	4	23.43	59.43
Otamatea	4	7	7	7	4	30.20	59.20
Akuaku	8	7	5	6	4	29.16	59.16
Matata	6	6	7	6	5	27.43	57.43
Ngunguru	8	8	8	6	1	25.00	56.00
Te Awahou	6	7	7	6	5	22.72	53.72
Ahipara	8	6	5	5	3	25.00	52.00
Waitetuna	8	8	5	6	3	20.83	50.83
Riverton	7	5	6	6	2	23.46	49.46
Huria	8	7	9	7	1	16.34	48.34
Paeroa	8	7	8	7	1	15.35	46.35
Ohinemutu	8	6	5	3	7	16.76	45.76
Te Orcore	2	3	5	6	2	26.97	44.97
Whakarapa	6	5	5	6	3	19.73	44.73
Rotoiti	8	6	7	7	1	14.70	43.70
Papawai	4	5	6	5	3	20.63	43.63
Mangakahia	5	6	7	6	4	15.47	43.47
Pakia	7	4	5	5	3	19.44	43.44
Te Teko	5	4	6	5	4	18.75	42.75