

1886.
NEW ZEALAND.

EDUCATION:

NATIVE SCHOOLS.

(In Continuation of E.—2, 1885.)

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

No. 1.

EXTRACT FROM NINTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

At the beginning of 1885 there were 55 Native village schools in operation, 5 subsidised schools, 3 half-time schools, and 6 boarding-schools. During the year the village school at Ruapuke, near Stewart Island, has been closed, owing to the death of the Rev. J. H. F. Wohlers, after forty-two years of faithful work among the Maori people of the settlement: the population is too small to justify the establishment of another teacher there. The school at Otago Heads has been transformed into an ordinary public school, under the control of the Education Board of the district. The Roman Catholic boarding-school at Meanee, near Napier, has been closed: it may, perhaps, be revived on a new model. The subsidised school at Pakia, having achieved respectable success, has been converted into an ordinary village school. Two new village schools have been opened—at Otaua, in the Hokianga District; and at Te Ahuahu, near Waimate, Bay of Islands. Two schools that had been closed for a time have been reopened—one at Matakoho, in the Kaipara District, and the other at Tologa Bay, East Coast. Two subsidised schools have been opened—at Taumarere, Bay of Islands; and D'Urville Island, in the Nelson Provincial District. The number of schools in operation at the end of the year was 72, of which 59 were village schools, 5 subsidised, 3 half-time schools, and 5 boarding-schools. There were 58 masters (with salaries ranging from £205 to £60), 7 mistresses (from £155 to £76 10s.), 25 assistant-mistresses (from £35 to £20), and 30 sewing-mistresses (£20 each).

The number of children sent to boarding-schools by the Department and receiving instruction in them was 67. These were distributed among the several schools as follows: 25 boys at St. Stephen's, Parnell; 10 boys at Te Aute, Hawke's Bay; 20 girls at Hukarere, Napier; 11 girls at St. Joseph's, Napier; and 1 girl at St. Mary's, Ponsonby. Besides the Government pupils there were at the end of the year 76 children of the Native race attending these schools, the cost of their maintenance being paid from the endowments of the several institutions. Of these pupils there were 30 girls at Hukarere, 11 boys at St. Stephen's, and 35 boys at Te Aute.

In the other schools there were at the end of the year 1,215 boys and 946 girls (total 2,161), less by 61 than at the end of 1884. The average attendance for the last quarter of 1885 was 957 boys and 744 girls (total, 1,701), or 76·5 per cent. of the mean number on the books. This is rather less than the corre-

sponding percentage (78·5) for the year at the public schools. It is probable that but for the fact of the Motukaraka school, with an average attendance of 30, being unavoidably closed during the last quarter of the year, the percentage would have reached 78. The slight falling-off in the number of pupils, notwithstanding the increase in the number of schools, seems to be due to a general decline of the Maori population in some of the settlements where sanitary precautions are much neglected.

The number of European children attending the Native schools—many of them the schoolmasters' children—is probably about 150. Many of the pupils are of mixed race. The returns show that 227 are half-caste, 1,537 Maori or more Maori than half-caste, and 397 are European or more European than Maori. As to their ages—73 are under five years, 1,183 above five but under ten, 805 above ten but under fifteen, and 100 are above fifteen.

During the year 639 children passed in the standards of Native school inspection: in Standard I., 278; in Standard II., 214; in Standard III., 106; and in Standard IV., 41. These numbers reduced to percentages of the sum of the number on the rolls of the several schools at the several dates of examination give for Standard I., 13; II., 10; III., 5; IV., 2: total, 30.

The expenditure, exclusive of the cost of new buildings, and of payments connected with boarding-schools, superior instruction, and apprenticeship, was £12,304 8s. 7d. Of this sum £10,375 3s. 7d. was paid in teachers' salaries and allowances; £224 for the travelling expenses of teachers when going to new schools; £386 4s. 10d. for books and school requisites; £171 10s. 2d. for prizes; £252 3s. for repairs, planting, and minor works; £768 10s. 5d. for inspection, superintendence, and travelling; and the remainder, £126 16s. 7d., is for sundries. This cost may be stated as £7 per unit of average attendance, and £5 10s. for each child belonging to the schools. Native reserve funds contributed £211 9s. 9d. towards this expenditure.

The expenditure on boarding-schools and apprenticeship was £1,532 15s. Part of this sum was paid in the form of subsidies to the schools, and part as a direct outlay for the benefit of individual children. Treating it as if it were all spent for the direct benefit of the 67 individual children on whose behalf payment was made by the Department, the expenditure was about £23 for each child.

The school at the Chatham Islands, established in 1885, is maintained out of the Native Schools vote. Its affairs have not been taken into account in the foregoing statements. The expenditure in 1885 was £182 11s. 8d. Only one return of attendance has been received. The number of children that had been admitted in August was 22, of whom 5 were Maoris. Six had left, and the average attendance for six weeks had been 14. It has not yet been possible to obtain a site, on account of differences of opinion as to the most suitable place for a school, and difficulties connected with Native titles to land. The schoolmaster has spent only part of his time at the school, the rest being spent in visits for instruction to distant places for the benefit of 24 children.

The expenditure on Native school buildings in 1885 was £4,235 12s. 11d. The principal outlay was on new buildings at Waiomatatini, Otaua, Te Ahuahu, Waimamaku, Huria, and Paeroa, and in enlargements at Waima and Colac Bay.

Since the end of the year a new building has been finished and opened at Papawai, near Greytown, Wairarapa; and one at Karetu, Bay of Islands, is to be opened immediately. Tenders have been invited for schools at Tangiteroria (Northern Wairoa), at Kopua near Alexandra, at Tapapa and Te Waotu in the Cambridge District, at Raukokore in the Bay of Plenty, and at the following places on the East Coast: Rangitukia, Tikitiki, Kawakawa, Tuparoa, Wharekahika, and Tokomaru. New schools are urgently required at Te Matai, near Te Puke, and Mokoia, near Lake Rotorua, but at present there are obstacles to the obtaining of titles to the proposed sites. There is every probability that a school will soon be wanted at Tokanu, on Lake Taupo.

Mr. Pope, to whose ability and influence the satisfactory state of the schools as a whole is largely due, has expressed his desire to be relieved of some of the most arduous work involved in inspecting schools in places difficult of access. An arrangement has, therefore, been made for a partial exchange of duties

between Mr. Pope and Mr. H. B. Kirk, M.A., who for seven or eight years has performed all the most important part of the clerical work in the Inspector-General's branch of the Department. Mr. Kirk is now on a tour of inspection among the northern schools. Mr. Pope has made good progress in the preparation of his book on the elementary ideas relating to society and the state, intended especially for the use of Maoris who have been educated in Native schools. He hopes to finish it as soon as the present pressure of more urgent affairs is sufficiently relaxed to allow of his giving his attention to it for a few consecutive weeks. His report on the schools will be submitted to Parliament.

The services of the District Superintendents are of great value, and deserve cordial recognition. They are often able to give most useful advice to the Department and to the teachers, and their frequent visits to the schools constitute an important extension of the system of inspection.

No. 2.

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

SIR,—

Wellington, 31st March, 1886.

In accordance with your instructions I have the honour to send in my report on the Native schools of New Zealand for the year 1885-86.

NUMBER OF SCHOOLS.

Seventy-four schools have been in operation during the whole or some portion of the year, viz., sixty-one village schools, three half-time, five subsidised, and five boarding-schools. The relation of the boarding and the subsidised schools to the Department has been fully described in former reports.

SCHOOLS OPENED, REOPENED, OR CLOSED.

The school at Otana, Hokianga, was opened towards the close of 1885. The population of this district is large but somewhat scattered. The Otana school should be a very good one. Te Ahuahu, Waimate, Bay of Islands, now has a flourishing school: there should have been one there years ago. Now that a start has been made, the Natives are supporting the school well, and there is every probability of its being successful. Legal difficulties stood in the way of the establishment of a school at Waimamaku, Hokianga, for several years, but these difficulties have at last been overcome, and a fully-equipped village school has been successfully opened there. A small school has been established at D'Urville Island, Cook Strait. Although the Native population of this island is small, it was considered advisable to aid the people in getting their children educated, more especially as the Natives showed a laudable willingness to do their share of the work required to start a school.

The grave difficulty in connection with the Native school at Poroti has been satisfactorily got over, and the school has been reopened. Energetic teachers have been sent to Poroti, and it is hoped that the Natives will do their best to make the school succeed.

The school at Otago Heads was closed last October. All the Native children residing in the district have a sufficient knowledge of English to enable them to profit by the ordinary public-school instruction. When this is the case nothing is to be gained by the special arrangements suited for schools in purely Native districts, and the sooner the school is handed over to a Board the better. The small school at Ruapuke has also been closed. The Rev. J. F. H. Wohlers, who had lived on the island for forty-two years, and who, as missionary, civiliser, and teacher, had done work of the very best kind for the Natives, died in May last. The probability of securing anything like a satisfactory attendance is so small that it has been considered desirable to abandon the school.

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

The school building at Karetu, Bay of Islands, is nearly finished. There is every reason to hope that this school, though it cannot be very large, will be very successful. The Natives at Karetu have to a large extent adopted the European way of living, and they are very industrious. Tenders are about to be called for schoolhouses and residences at the following places: Tangiteroria, Northern Wairoa; Te Kopua, on the Waipa; Rangitukia, with side school at Tikitiki, near the banks of the Waipatu, East Cape; Kawakawa, beyond the East Cape; Wharekahika, Hicks Bay, East Cape; Tuparoa, East Cape; Te Waotu, Waikato; and Tapapa, between Cambridge and Rotorua; also for a new residence at Tokomaru. A full statement of the reasons that make it desirable that the new East Coast schools should be established as soon as possible is contained in my last year's report. I have little doubt of the success of any of these East Coast schools: the Natives have learnt to feel the want of them, and that is one of the chief conditions of success—the only one that the Department cannot help to secure. It is easy enough to build a schoolhouse in a district and to send a good master to take charge of it, but, unless

the school satisfies a want, the money and trouble expended are thrown away. The success of Te Waotu, Tangiteroria, and Tapapa will depend, to a certain extent, on the extent to which certain enlightened Maoris in their respective districts can succeed in communicating their own enthusiasm for education to the rest of their people. There is no reason why the Waikato and the southern Ngapuhi should not make use of the means provided for preventing their race from being wiped out before the advancing pakeha, just as the northern Ngapuhi (including the Rarawa), the Bay of Plenty tribes, the northern Ngatiporou, and the South Island Natives have done. It remains to be seen whether they will do so or not.

It has not yet been found possible to substitute two schools (one at Whareponga and one at Waipiro, under one master and one mistress) for the unsatisfactory school at Akuaku, but it is hoped that the difficulties in the way will shortly be overcome. Schools have been asked for at Te Matai and Mokoia, in the Tauranga District. Both of these are promising cases, but all progress is barred for the present through legal difficulties with regard to the sites offered by the Natives. It is to be feared that the Natives will be much discouraged by the delay. There is every reason to believe that the site at Raukokore, near Cape Runaway, will be secured almost immediately, and that it will be possible to establish a school there before the close of next year. Tau Rangatira, Waiuku, Auckland, was visited last spring. A school should be established if a removal of the Awhitu Natives to Tau Rangatira took place; but at present it seems doubtful whether a satisfactory attendance could be kept up. The establishment of a school at Taita, some fourteen miles from Dargaville, cannot be proceeded with until a difficulty in connection with the school buildings at Kaihu has been settled. There is reason to hope that the delay thus caused will not be of long duration, and that the Taita school will be in operation before the close of the year. The site at Te Umuhika, near Matata, Bay of Plenty, has not yet been put through the Court, and the Department cannot build until that has been done. An application for the reopening of the school at Waiomio, Bay of Islands, has been received: there is no reason to suppose that a school could succeed there. There is some probability that a school may be asked for at Tokanu, West Taupo, before very long; it is very desirable that such a school should be established. The Natives of Te Puna, Tauranga Harbour, are asking for a school. The district will be visited, and the application will be reported upon, in due course. Formal applications have been sent in from Te Pupuke, Whangaroa, and Purunoihu, Raglan, for new schools, and from Te Ngaere for the reopening of the school there. Numerous inquiries by Natives, and recommendations by Europeans, with regard to the establishment of Native schools in different localities, have been made; but it has not been considered necessary to refer to any applications that have not advanced to the stage at which the desire for a school is stated in the form of a petition to the Minister and the offer of a site.

SCHOOLS IN FULL OPERATION.

The 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 1885. Other matters that need to be mentioned in connection with individual schools are briefly referred to in the following paragraphs:—

Mangonui and Whangaroa Districts.—District Superintendent, Mr. H. W. Bishop, R.M.

Te Kao, Parengarenga.—Twenty-five children, all Maoris, were present at inspection. It may be said that the school is succeeding well, especially when it is remembered that the pupils were more than decimated by the dreadful fever epidemic that the district has only lately got rid of.

Ahipara.—The teachers are succeeding in overcoming the difficulties which want of any kind of organization amongst the Natives and the long continuance of a fever epidemic had caused.

Pukepoto.—Through the master's energy and determination the school has been kept well in hand, although the high price of gum on the one hand, and the prevalence of fever on the other, have often induced the parents to withdraw their children from the school.

Pamapuria.—The work done at Kaitaia by the teachers of this school was always excellent in quality, but, owing to the smallness of the attendance, it was insufficient in quantity. The new school is now doing well in all respects, except that more attention should be paid to singing, drawing, and drill, which subjects form by no means the least important part of Native school work.

Awanui.—The master has been removed to the larger school at Otatau, and his place has been taken by one of the East Coast teachers.

Peria.—As usual, Peria was in excellent order and doing first-class work.

Te Moari, Kaeo.—A useful school, although the attendance of Native children is not very large. This is, perhaps, the most successful of our mixed schools. The examination results this year were rather low; the ground had been, so to speak, temporarily worked out during the previous year.

Hokianga.—District Superintendent, Mr. Spencer von Stürmer, R.M.

Upper Waihou.—The Natives suffered much through an attack of fanaticism that came upon them in March, 1885. A "prophetess" said that the end of the world was very near at hand and fixed a date for the catastrophe. The Natives believed what she said, and sacrificed their property, thinking it would be of no use to them under the new order of things. They are now sadder if not wiser men. The delusion had an injurious effect on the school while it lasted, but the evil has now quite passed away.

Omanaia.—The school was placed at some disadvantage through the serious illness of the master and of many of the pupils. This school has done and is still doing capital work.

Mangamuka.—The Committee are extremely anxious that a law should be passed giving them power to compel careless and refractory parents to send their children to school. This wish is very general amongst the more intelligent Natives.

Whangape.—This school had suffered terribly through the epidemic fevers that had been raging, with greater or less violence, in the north of the North Auckland Peninsula for more than two years. There is reason to believe that the fever has now left the district.

Pakia.—Much good work had been done here; very satisfactory results were obtained.

Waitapu.—The fever epidemics reduced this settlement to a very low condition, and it seemed doubtful at one time whether it would be possible to keep it going. It now seems certain that, through the efforts of the Natives and of the master, the school will revive. There are many West Coast children who might come to this school if arrangements were made by the West Coast parents for boarding their children at Waitapu during the week. Such an arrangement formerly existed; it is a pity that it cannot be renewed.

Whakarapa.—The teacher has had many and great difficulties to overcome. The district is very rough, and much hard work has been required to put the site into good order. The teacher deserves great credit for what he has done in this particular direction. There is much jealousy amongst the different sections of the Natives; this is a standing obstacle of a very formidable character. Steady, continuous work in school affords the best means of getting over it. In time Natives learn to sink their differences, as far as the school is concerned, if they find that their children are getting a good education. But little has yet been done in the way of satisfying this kind of want.

Whirinaki.—Ill health has prevented Mr. Aimer, the master of this school, from remaining in the service. A new teacher has been appointed.

Motukaraka.—After doing capital work here for several years the master has been removed to a southern school, owing to his wife's ill health.

Waima.—The percentage is lower than usual. A change of masters is nearly always followed by a temporary falling-off, even when, as in this case, one thoroughly efficient master is followed by another.

Bay of Islands.—District Superintendent, Mr. J. H. Greenway.

Mangakahia.—A new teacher has been sent here. He appears to be getting on capitally. If well worked this should be one of the best schools in the colony, and I think it would be quite worth while to expend a considerable sum on the present teacher's quarters in order to make him thoroughly comfortable, so that he may have every inducement to make this out-of-the-way place his home for many years to come.

Kaikohē.—This is a very efficient school. It suffered greatly from the effects of a very fatal fever epidemic. The "prophetess" delusion also caused some temporary difficulty, but the bad times have passed by, and the school is again doing well.

Ohaeawai.—The attendance has increased. There is reason to hope that the improvement will be permanent.

Paihia.—This small subsidised school does useful work in providing, at a reasonable cost, education for Maori and half-caste children, who would otherwise grow up illiterate.

Taumarere.—This school is on almost exactly the same footing as the Paihia school, and is doing the same kind of work.

Waikare.—The Natives have not been able to keep up the attendance required for a village school, and Waikare therefore receives a subsidy only.

Whangarei, Kaipara, Waikato, Thames.—District Superintendents, Mr. James Clendon, R.M., and Mr. G. T. Wilkinson.

Ngunguru.—Some signs of interest in their school have been shown by the Natives. Improvement in this direction is much needed.

Matakohe.—Some cases of fever have occurred here. This has caused a temporary falling-off in the attendance, which had been satisfactory ever since the reopening of the school.

Pouto Point.—Exceptionally satisfactory results were obtained here this year.

Otamatea and Oruawhoro.—After working these schools together for some years, and after long and useful service under the Department, Mr. Robert Haszard has had to give up Native school work through ill health.

Waitetuna.—The master of this school, too, has left the service. After making a very good beginning at Waitetuna, and doing a year's really successful work, he had to resign, owing to the ill health of his wife.

Kirikiri.—The holding of a Land Court at Kirikiri during five months had temporarily withdrawn the attention of the Natives from school matters, and there had been much sickness in the district.

St. Stephen's, Parnell.—The number of boys on the roll at the date of the examination was thirty-four; all of these were examined; thirteen had previously passed Standard IV. The higher work done by these boys was very satisfactory. Of the remaining twenty-one boys, four passed Standard III., three passed Standard II., and six passed Standard I. The domestic arrangements continue to be good. It is hoped that before very long every boy attending this school will have an opportunity of learning how to use tools of some kind. The difficulties in the way of making such arrangements are great, but they are not insuperable. Probably the best plan would be to teach only one sort of work at one school; for instance, smiths' work at St. Stephen's, and carpentering at Te Aute. St. Stephen's is a good school, and it does a large amount of very useful work.

Tauranga.—District Superintendent, Mr. H. W. Brabant, R.M.

Maungatapu.—After going through severe reverses caused by a very fatal fever epidemic, the school is now doing work that is very good as regards both quantity and quality.

Huria and Paeroa.—These schools, worked by a master and a mistress conjointly, have been very fairly successful. Unfortunately, the health of the mistress has broken down, and some new arrangement will have to be made.

Te Awahou.—If the school could be kept going on for a year or two as it was at inspection time, capital results would be obtained.

Ohinemutu.—Only four pupils passed, and two of these were the master's children. The extreme irregularity of the attendance makes the work most disheartening to all concerned. (I am pleased to be able to say that at a recent visit I found that great improvement had taken place. Through the support given by an efficient Committee, the master had been able to secure a regular attendance, and to do much more satisfactory work than had ever been done at Ohinemutu before.)

Rotoiti.—A Land Court at Maketu, lasting some months, had had an injurious effect on the attendance, and consequently on the progress of the pupils.

Lake Tarawera.—The teachers deserve great credit for the long-continued success of their school. The Natives were thinking of removing to Rotomahana; but a thorough examination of the district has shown them that there is no place near the Terraces at all suitable for a settlement of any size. In all probability, therefore, no removal will take place. (Since this was written, a removal, unhappily, has taken place, in a very dreadful way—one that has deprived the Native race and the Department of the services of one of the most enthusiastic, hard-working and successful teachers on the Native-school staff.)

Maketu.—The attendance here has been extremely irregular. The Land Court was the main cause of the irregularity.

Whakatane.—District Superintendent, Mr. R. S. Bush, R.M.

Fort Galatea.—The new teacher seems to be getting on well; the examination results were small, but that is probably owing to the change.

Te Teko.—The discipline of this school is rather lax, and the results obtained are small. It is said that Te Kooti has a strong following here, and that his influence is exercised against the school. It is hard to see how such influence could produce the particular kind of failure noticed here. It may be fairly expected that next year's work will show great improvement.

Matata.—This is a large school with a very regular attendance. As usual, change of masters was followed by an examination at which only fair results were obtained.

Whakatane.—On the ground that work deserves payment, the Natives will do but little for their school without it. Of course, the children suffer through their parents' folly.

Waioeka.—The master of this school manages to get his children to prepare home-work for him; this is rather an unusual thing. The active support of the School Committee enables it to be done.

Omaramutu.—This is now a very successful and well-conducted school.

Torere.—This also is a capital school.

Omaio.—The new master is likely to make an excellent teacher when he has had some more practice and experience. The Natives here were most anxious that the Government should supply them and their children with food. Judging from appearances, there was no corresponding want of drink at the time of the inspection.

Te Kaha.—It is very seldom that one sees a school where the documents are so well and neatly kept, and the schoolroom and appliances are so clean and orderly, as they are here.

East Coast.—District Superintendent, Mr. James Booth, R.M.

Waiomatatini.—The new buildings had just been completed, and there had been a long break through the sitting of the Land Court; the school therefore was not examined.

Akuaku.—A thorough change in the staff and the general arrangements here seems to have produced a very salutary effect: the attendance is much larger and much more regular than it has ever been before.

Uawa, Tologa Bay.—So far, the experiment of reopening this school has been successful; the Natives have kept their promise to keep up a good attendance.

Hawke's Bay Boarding-schools.

St. Joseph's Providence, Napier.—Of the sixteen girls examined eight passed. Mr. Kirk reports that at the examination the girls were all exceptionally neat and well dressed, and nearly all looked healthy. He remarks that "Drawing and plain and fancy needlework are here brought almost to perfection. It is satisfactory to find that those who excel in these do well in the other branches of school work."

Hukarere, Napier.—Although this school has suffered somewhat from frequent changes of teachers—two in succession having had to give up the work after having been engaged in it for a comparatively short period—it is in excellent order. The schoolroom has been greatly improved, and the school is now thoroughly equipped for doing all the work required of it by the Education Department. At the December inspection twelve girls passed the first of the two examinations prescribed for scholars from village schools; those who pass again this year will be entitled to certificates as having completed their Native-school education. A recent visit gave me the impression that a large proportion of the girls are likely to be successful. Altogether, this is one of the most satisfactory of our institutions.

Te Aute College.—The "highest" part of the work of this school has been abandoned—most judiciously, I think. There is now no matriculation class. What was done last year showed that boys could be successfully prepared for matriculation here, but it also showed that the doing of such work would necessarily make the rest of the school weaker than it should be. Boys are still doing good work here in higher English, algebra, Euclid, elementary physiology, and elementary physics: it is not advisable to ask for, or to expect, more. Indeed, seeing the difficulties that have to be encountered and overcome before Maori boys can be brought to the condition in which they can do effective work in such subjects, the condition and efficiency of Te Aute, shown by its ability to cope with these difficulties, are very satisfactory. It would be a pity to spoil the condition or mar the efficiency of the school by asking for results in the higher class that could be obtained only by rendering the proper training of boys for the higher classes almost an impossibility. A pleasing feature of the work of this school is described in the following extract from Mr. Kirk's last report: "During the last six months careful instruction in the use of carpenters' tools has been given, with very good results. I saw several decidedly creditable specimens of work. Some of these were to be taken home by the boys in the approaching holidays, and they should do much to demonstrate, in one of the very best ways, and where demonstration is most needed, the advantages of European training. Numbers of small articles in use in the institution have been made by the scholars." The report on the general instruction given at this school is highly favourable on the whole, and the points calling for unfavourable criticism are neither numerous nor important. I found that the answers given to the questions set to the boys of the highest class were very good throughout. In the second class some weakness was shown in geography and in mensuration, but this was owing to the non-agreement of the actual school course with that laid down in the regulations. The work presented was quite satisfactory.

Te Makarini Scholarship examinations were held as usual in the middle of December. The senior scholarship was gained by W. Prentice, who declined to take it up. It was then awarded to A. Tamihere, who, though he obtained only 76·3 per cent. of the marks, while A. Downes gained 82·5 per cent. and W. Prentice 85 per cent., deserved high commendation. W. Napier, who was not qualified because he had not previously held a Te Makarini Scholarship, also gained 85 per cent. of the total number of marks. The two ordinary scholarships were awarded to Hiroa Tiopira and Pahoe Morete, both of Te Aute. Perhaps I may be permitted to suggest that the Trustees of the Te Makarini Scholarships Fund might with advantage substitute some kind of technical scholarship for the senior scholarship now given as a final reward for scholastic success. Such a scholarship would make the transition from the school to every-day practical life much easier than it is at present, and probably far less dangerous.

The Wairarapa and South Island Districts.

Te Oreore.—The school accommodation here is altogether insufficient, and about all that can be said in favour of the school is that the Maori children are much better off than they would be with no school at all.

Papawai.—A new and convenient building has been put up here, and there is great reason to hope that the educational needs of both the Maoris and the Europeans belonging to the district will now be fully met.

Wairau.—Good work was done at this little school by the master, who has since been removed to Papawai.

Waikawa.—The Native population of the district seems to be slowly, but surely, decreasing; of course the school decreases too.

Mangamaunu.—A new master has been sent here, the former teacher having been promoted to one of the Hokianga schools.

Onuku.—The character of this school has been sufficiently described in former reports. The master had been very successful, and the Department decided to remove him to Akuaku, a place where there was room for the display of special ability. The experiment so far has been very successful.

Wairewa.—There is a Board school not very far from the Native school. I think the time has now nearly arrived when all such Native schools should be abolished, the teachers being removed to districts where Native schools are really needed.

Rapaki.—This always was a capital school, and it is so still.

Kaiapoi.—Though this is one of the best Native schools in the colony, it is a question whether it ought not to be handed over to the Board. As far as I can judge, the children are all quite capable of profiting by the instruction ordinarily given to European children, and it is quite certain that the special qualifications of the teachers would be of more use in a purely Native district than they are at Kaiapoi.

Waikouaiti.—What has been said of Kaiapoi applies, *mutatis mutandis*, to Waikouaiti, but perhaps with still greater force, seeing that the children of the latter place are European to a far larger extent than are those of the former. The principal argument in favour of keeping this and the two previously-mentioned schools as they are is that they are all three very good schools, and that it is generally desirable “to let well alone.”

Port Molyneux.—A small, but satisfactory, school. There had been a great deal of illness here.

Riverton.—Steps are being taken to remove the teachers and to close the school. The reasons for this have been fully stated in former reports.

Colac Bay.—A large and very good school. It is probable that it will do good work as a Native school for a long time to come.

The Neck.—Mr. Arthur Traill, who for many years had done excellent work in Stewart Island as teacher, missionary, and general adviser to the Natives and half-castes of the island, has been compelled, through ill-health, to resign his position. The loss of his valuable services is much regretted by the inhabitants of the island and by the Department.

Miscellaneous.

Expenditure.—A statement of the expenditure incurred in connection with Native schools, and of the way in which this expenditure has been distributed, will be found in Tables Nos. 1 and 2. Of the total net Government expenditure on Native schools, £18,043 18s. 5d., the sum of £11,532 12s. 6d. was paid for salaries and allowances, inspection, general school requisites, travelling, and other ordinary expenditure in connection with village schools; the remainder defrayed the cost of boarding-schools, building, fencing, and furniture, and of the school at Chatham Islands. In 1880, the year when the present system was initiated, the ordinary expenditure on village schools was £10,198 10s. In 1880 the working average attendance was 1,239·75, while in 1886 it was 1,831·83. Thus an extra average attendance of 592·8 is maintained, at an increased cost of £1,334 2s. 6d.; and the average cost per pupil has been reduced by £1 18s. 7d.

In 1880 the total net Government expenditure on Native schools was £16,898 7s. 4d., or £1,155 11s. 1d. less than that of 1885. In 1880 the sum of £1,933 14s. 11d. was paid for buildings, as against £4,235 12s. 11d. in 1885; while in 1885 £1,532 15s. was paid for children in boarding-schools, as against £4,766 2s. 5d. for boarding-schools, and educating and apprenticing the sons and daughters of Native chiefs, in 1880. As the cost of maintaining children at boarding-schools is very great, it appears that the tendency now is to increase the facilities afforded for the education of Native children generally, and to diminish the expenditure on individuals and classes.

Table No. 3 gives the ages of the children on the books of the Native village schools at the 31st December, 1885. The percentages from this and similar tables of former years are collated in Table A.

TABLE A.—AGES.

	1880.	1881.	1882.	1883.	1884.	1885.
Under five years	6·1	4·73	3·21	4·11	4·72	3·38
Five and under ten	51·0	52·49	53·66	52·37	50·45	54·74
Ten and under fifteen	35·8	35·37	35·62	37·23	38·45	37·25
Over fifteen	7·1	7·41	7·51	6·29	6·38	4·63
	100·0	100·00	100·00	100·00	100·00	100·00

This table shows that within the period embraced by the statistics the percentage of pupils between five and fifteen has increased from 86·8 to 91·99. It is satisfactory to find that the

number of pupils over fifteen years of age is decreasing, because such pupils seldom do much good at a village school. It is not quite so certain that the diminution of the percentage of children under five is an advantage; young Maoris can hardly begin to learn English too soon. It would be well, however, to make it a rule that none *but* Maoris or Maori quarter-castes should be put on the roll till they are over five. Seven would be a good lower limit for Europeans.

Table No. 4 gives statistics of attendance during the year. It will be noticed that the number of children belonging to the schools at the end of 1885 was 2,161, as against 2,226 at the corresponding time in 1884. I am afraid that no other cause can be assigned for this than the falling-off in the number of children really available. Fever and other diseases carry off Maori children through the insanitary conditions in which they live, while European children are able to pass through the same sort of ordeal comparatively unscathed.

Table B, compiled from Table 4 and similar tables of former years, shows the working averages for previous years. It will be seen that these figures are of a satisfactory character.

TABLE B.—ATTENDANCE.

Average of last quarter of 1879	..	..	..	..	1072
Working average of 1880	..	..	..	..	1239·75
”	”	1881	..	..	1562·25
”	”	1882	..	..	1648·25
”	”	1883	..	..	1583·25
”	”	1884	..	..	1811·50
”	”	1885	..	..	1831·83

Statistics showing how the children attending Native schools may be classified with reference to the race to which they belong are given in Table V. Some results derivable from this and similar tables of previous years are summarised in Tables C and D.

TABLE C.—RACE.

	Percentages.						
	1880.	1881.	1882.	1883.	1884.	1885.	
Maori and between Maori and half-caste	..	76·46	76·77	74·16	71·81	72·69	71·13
Half-caste	..	9·61	10·10	10·28	10·30	9·70	10·50
Between half-caste and European	..	13·93	13·13	15·56	17·89	17·61	18·37

The results in this table are entitled to only limited reliance: they are vitiated to some extent by the fact that a rigorous classification of the children is more and more insisted upon. In the earlier years it was the practice to call any child a Maori who was living with the Maoris, while any European child with a trace of Maori blood was called a half-caste. Still there seems to be a well-defined tendency for the attendance to become more European. This will probably be corrected by the process, which has already been commenced, of handing over Europeanised schools to the Boards.

TABLE D.—SEX of MAORIS and MAORI QUARTER-CASTES attending NATIVE SCHOOLS.

	1880.	1881.	1882.	1883.	1884.	1885.	
Male	..	56·94	58·00	56·31	56·84	56·79	57·84
Female	..	43·06	42·00	43·69	43·16	43·21	42·16

From this it appears that very little change has taken place in the ratio of the numbers of the two sexes. The excess of boys may, to some extent, be owing to an absolute excess of births of males; but, no doubt, the opinion prevalent amongst the Maoris that, while education is necessary for boys, it is of little use to girls, has very much to do with it.

Table No. 6 shows the number of passes in each standard for 1885, and Table E gives a summary of results obtained since standard examinations were begun in Native schools.

TABLE E.—EXAMINATION RESULTS.

	Total.	Stand. IV.	Stand. III.	Stand. II.	Stand. I.	
1880	..	690	13	70	195	412
1881	..	492	25	65	161	241
1882	..	519	29	81	146	263
1883	..	541	45	77	151	268
1884	..	526	56	58	156	256
1885	..	648	41	109	216	282

Bearing in mind that the results obtained in 1880 were the accumulated products of several years' work, we see from this table that the progress made has been, on the whole, continuous and satisfactory. It is right to mention, too, that the standards are now much higher than they were in 1880, and that a pupil who would have passed in English then would now be sent back as a bad failure.

Table No. 7 gives the general results of inspection. Its construction has been explained on page 4. This table, I think, affords the best means of determining the relative general efficiency of each school. It is worth noticing that the same two schools in two successive years have formed the van- and rear-guards of the list. Twice is, perhaps, often enough for a school to occupy the last-named position.

The Native Schools Code.—The code is undergoing a careful revision. I do not think that any changes of principle are needed, but experience has shown that many details require modification. The principal alterations should probably be in the direction of making the standards more definite and more conducive to the acquirement by Maori children of a knowledge of the simpler inflections of English words, and of the construction of easy English sentences; and all rules that have been found necessary for the management of Native schools and have already had to be constantly observed should now be formulated.

Apprenticing Native Boys and Technical Training.—Most of the attempts made to get Native boys apprenticed to trades have been quite unsuccessful, but an experiment is now being tried which will probably succeed better. An attempt is being made to give the Government scholars at St. Stephen's an opportunity of attending a smith's forge and of being taught the nature of the different operations of firing, blowing, shaping, welding, and shoeing, and of putting such instructions as they receive into practice. At Te Aute a considerable advance has already been made in the direction of giving the senior pupils a knowledge of the elementary operations of carpentry. On the whole, these two kinds of work seem, next to farming and seafaring occupations, the most suitable and useful for young Maoris.

Work on Social Economy.—Considerable progress has been made with this book; but it is a task of unusual and unforeseen difficulty to translate an exposition of the rudimentary principles of the subject into terms that even a well-educated young Maori could understand. I hope, however, that the attempt, which should have been made long ago, will not be altogether unsuccessful.

It has been explained in the Education Report for 1885 that Mr. H. B. Kirk, M.A., of the Education Department, now takes part of my work, while I relieve him of a portion of his duties. I am very glad that the portion of the inspection that I have been relieved of has fallen into such good hands.

The Inspector-General of Schools, Wellington.

I have, &c.,

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 1885; and the Names, Status, and Emoluments of the Teachers as in December, 1885.

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

County.	School.	Expenditure during 1885.				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 ..	153 15 0	13 16 6	12 15 6	180 7 0	Hosking, J. T.	M	155	
	Awanui ..	135 0 0	30 4 7	.. 0 0	165 4 7	Hosking, Mrs.	S	20	
	Pamapurua ..	172 10 0	8 0 6	.. 0 0	240 10 6	Dunn, R. H.	M	145	Vacant.
	Ahipara ..	152 10 0	8 13 8	32 12 6	193 16 2	Dunn, Mrs.	S	20	
	Pukepoto ..	230 0 0	14 15 9	19 0 0	263 15 9	Créne, P. ..	M	120	
	Peria ..	180 0 0	15 5 10	195 5 10	Créne, Mrs.	A F	35	
	Te Moari ..	179 3 4	21 5 7	14 0 0	214 8 11	Masters, C. M.	M	175	
	Whangape ..	192 10 0	19 10 9	212 0 9	Masters, Miss E.	A F	35	
	Whakarapa ..	194 3 4	4 0 5	198 3 9	Capper, J. F.	M	165	
	Upper Waihou ..	215 0 0	10 16 0	31 0 4	256 16 4	Capper, Mrs.	S	20	
	Waitapu ..	122 0 4	31 7 2	6 15 8	160 3 2	Calkin, S. ..	M	145	
	Wairinaki ..	120 0 0	16 13 1	28 15 0	165 8 1	Calkin, Mrs.	S	20	
Waina ..	182 9 2	22 1 9	256 6 0	460 16 11	Bow, A. ..	M	150		
Omanai ..	172 10 0	6 10 6	22 10 0	201 10 6	Bow, Mrs. ..	A F	35		
Pakia ..	90 0 0	23 13 10	20 2 6	133 16 4	Irvine, C. D.	M	120		
Motukaraka ..	185 0 0	6 13 10	31 0 0	222 13 10	Phillips, G. W.	M	185		
Mangamuka ..	202 10 0	20 7 10	25 0 0	247 17 10	Phillips, Mrs.	A F	35		
Mangakahia ..	143 19 6	80 13 0	38 9 3	263 1 9	Minchin, T. M.	M	100		
Waimamaku ..	12 10 0	.. ..	314 11 4	314 11 4	Minchin, Miss	S	20	
Otaua ..	66 15 2	5 17 0	660 7 6	672 17 6	Aimer, E. B.	M	100		
Paia ..	157 10 0	45 10 1	.. ..	203 0 1	Aimer, Mrs.	S	20	
Obaewai ..	251 13 4	36 2 3	55 0 0	344 15 7	Hill, C. P. ..	M	145		
Keikohe ..	.. ..	.. ..	.. ..	.. ..	Hill, Mrs. ..	A F	35	
					Cockroft, J.	M	140		
					Cockroft, Mrs.	A F	35		
					Magee, E. J.	M	80		
					Magee, Mrs.	S	20		
					Moloney, M.	M	145		
					Moloney, Mrs.	A F	35		
					Harrison, J.	M	165		
					Harrison, Mrs.	A F	35		
					Spencer, R.	M	90		
					Spencer, Mrs.	S	20		
					Tobin, W. H. J.	M	130	Not open till January, 1886.	
					Tobin, Mrs.	S	20		
					Johnson, Mrs.	F	76 10s.	Subsidised.	
					Woods, G. E.	M	145		
					Woods, Mrs.	S	20		
					Mitchell, J.	M	205		
					Mitchell, Mrs.	A F	35		

TABLE NO. 1—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1885.

County.	School.	Expenditure during 1885.				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.				
Bay of Islands	Waikare ..	133 6 8	11 13 4	13 5 0	158 5 0	Blythe, W. H.	M	80	
	Taumarere ..	61 17 6	15 14 8	..	77 12 2	Blythe, Mrs.	S	20	
	Te Ahuahu ..	76 17 6	10 12 9	533 12 3	621 2 6	Tautari, Mrs.	F	85/14/4	Subsidised.
	Ngunguru ..	106 12 3	3 16 8	..	110 8 11	Watling, Mrs.	F	155	
	Matakohe ..	92 4 7	12 15 9	..	105 0 4	Burleigh, Miss K.	A F	35	
	Pouto Point ..	127 10 0	8 11 11	25 0 0	161 1 11	Stevens, Mrs.	F	84/7/6	Subsidised.
	Otamatea and Oruawhoro ..	221 17 6	19 6 11	..	241 4 5	La Trobe, Mrs.	M	20	
	Waitetuna ..	108 15 0	27 13 5	..	136 8 5	Winkelmann, C. P.	M	110	
	Kirikiri ..	192 10 0	10 14 6	32 2 0	235 6 6	Winkelmann, Mrs.	S	20	
	Maungatapu ..	147 10 0	29 7 10	..	176 17 10	Haszard, R.	M	185	
Whakatake	Huria and Paeroa ..	251 3 2	26 13 6	384 5 0	662 1 8	Haszard, Mrs.	A F	35	
	Te Awahou ..	141 5 0	14 17 9	4 0 0	160 2 9	Masters, Mrs.	S	20	
	Ohinemutu ..	151 5 0	12 15 6	100 1 6	264 2 0	Stewart, Mrs.	M	185	
	Rofoti ..	188 15 0	4 19 3	..	193 14 3	Morton, B. D.	M	110	
	Tarawera ..	235 0 0	11 15 1	14 13 10	261 8 11	Morton, Mrs.	A F	35	
	Maketu ..	175 0 0	16 4 11	..	191 4 11	Duffus, Mrs.	F	80	
	Matata ..	196 16 7	6 1 9	13 14 0	216 12 4	Robinson, T. J.	M	135	
	Te Teko ..	126 13 4	14 14 10	70 0 0	211 8 2	Robinson, Mrs.	S	20	
	Fort Galatea ..	159 19 2	32 3 7	..	192 2 9	Clarke, J. C.	M	120	
	Whakatake ..	185 0 0	16 10 3	6 0 0	207 10 3	Clarke, Mrs.	A F	20	
Waioeka ..	237 10 0	31 15 7	4 5 0	273 10 7	Wood, J. J.	M	155		
Omaranutu ..	195 0 0	27 5 1	23 10 0	245 15 1	Haszard, Miss	A F	35		
						Pinker, A.	M	155	
						Pinker, Mrs.	S	20	
						Thurston, H. C.	M	160	
						Thurston, Mrs.	A F	35	
						Donaldson, R.	M	100	
						Donaldson, Mrs.	S	20	
						Hooper, Mrs.	F	130	
						Browne, W. F.	M	155	
						Browne, Mrs.	A F	35	
						Herihy, P.	M	185	
						Herihy, Mrs.	A F	35	
						Tennent, A. P.	M	140	
						Tennent, Mrs.	A F	35	

4 Cook ..	192 10 0	8 12 3	15 0 0	216 2 3	160	M	Leach, W. A.
Waiarapa West ..	107 10 0	2 16 10	..	110 6 10	85	A F	Leach, Mrs.
Sounds ..	195 0 0	10 10 0	29 1 0	234 11 0	90	M	Hamilton, H. A.
Marlborough ..	182 10 0	15 17 6	719 8 0	917 15 6	20	S	Hamilton, Mrs.
Waikouaiti ..	152 10 0	10 0 9	24 0 0	186 10 9	165	M	Levert, E. ...
Waikouaiti ..	102 2 10	24 2 9	6 0 0	132 5 7	95	A F	Levert, Mrs.
Waikouaiti ..	78 0 0	5 3 1	..	83 3 1	145	M	Creeke, W. ...
Waikouaiti ..	134 11 0	23 1 5	5 9 6	159 1 11	35	A F	Creeke, Mrs.
Waikouaiti ..	15 0 0	19 6 8	..	34 6 8	130	M	Nicholls, C.
Waikouaiti ..	133 15 0	7 14 1	..	141 9 1	20	S	Nicholls, Mrs.
Waikouaiti ..	97 19 6	15 14 10	..	113 14 4	100	M	Hyde, E. G.
Waikouaiti ..	138 15 0	2 7 7	..	221 2 7	20	S	Hyde, Mrs. ...
Waikouaiti ..	217 10 0	84 13 9	32 12 11	334 16 8	60	M	Sillars, J. ...
Waikouaiti ..	183 6 8	9 8 2	..	192 14 10	100	M	Curtis, R. T.
Waikouaiti ..	160 2 0	8 11 8	2 11 2	171 4 10	20	S	Curtis, Mrs.
Waikouaiti ..	165 0 0	7 11 5	..	172 11 5	60	M	Macdonald, G.
Waikouaiti ..	241 5 0	22 19 1	..	264 4 1	125	M	Parker, J. R. C.
Waikouaiti ..	174 11 8	16 18 1	..	191 9 9	80	M	Parker, Mrs.
Waikouaiti ..	116 5 0	13 4 4	..	129 9 4	115	M	Brittain, F. H.
Waikouaiti ..	165 0 0	6 12 4	..	171 12 4	20	S	Brittain, Mrs.
Waikouaiti ..	225 0 0	16 12 6	232 18 0	474 10 6	185	M	Danaher, T. J.
Waikouaiti ..	50 0 0	..	..	50 0 0	20	S	Reeves, H. J.
Waikouaiti ..	156 5 0	4 14 0	..	160 19 0	85	A F	Reeves, Mrs.
Waikouaiti ..	131 14 5	50 17 3	..	182 11 8	165	M	Lucas, W. S.
Waikouaiti ..	..	649 0 2	..	649 0 2	20	S	Vacant
Waikouaiti ..	..	15 0 0	..	15 0 0	96/16/6	M	Curling, J. ...
Waikouaiti ..	..	150 0 0	..	150 0 0	20	S	Curling, Mrs.
Waikouaiti ..	..	300 0 0	..	300 0 0	145	M	Hamilton, A. G.
Waikouaiti ..	..	112 10 0	..	112 10 0	20	S	Hamilton, Mrs.
Waikouaiti ..	..	254 3 4	..	254 3 4	215	M	Green, F. A.
Waikouaiti ..	..	52 1 6	..	52 1 6	35	A F	Green, Mrs.
Waikouaiti ..	..	280 17 0	..	760 17 0	..	..	McGavin, Mrs.
Waikouaiti ..	..	247 3 3	235 18 2	483 1 5	120	F	Ireland, J. ...
Waikouaiti ..	10,970 0 6	3,244 10 4	4,235 12 11	18,450 3 9*	145	M	Ireland, Miss
Waikouaiti ..	..	..	..	..	185	M	Nickless, H. W.
Waikouaiti ..	..	..	..	..	20	S	Nickless, Mrs.
Waikouaiti ..	..	..	..	..	20	A F	Nickless, Miss
Waikouaiti ..	..	..	..	..	..	..	Trail, A. W.
Waikouaiti ..	..	..	..	..	..	..	Trail, Mrs.,
Waikouaiti ..	..	..	..	..	..	..	Russell, A. ...
Totals	10,970 0 6	3,244 10 4	4,235 12 11	18,450 3 9*	10,323	..	..

£53 19s. 9d. paid from Native reserves funds.

Transferred to the Education Board in September.

£41 5s. paid from Native reserves funds.

£75 paid from Native reserves funds.

Closed all the year.

£41 5s. paid from Native reserves funds.

* Deducting recoveries (£194 15s. 7d.) and payments from Native reserves funds (£211 9s. 9d.), the result is a net Government expenditure of £18,043 18s. 5d.

TABLE No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1885.

	£	s.	d.
Village-school salaries	10,169	1	1
Teachers' allowances for special objects	195	5	10
Teachers' removal allowances	224	0	0
Books and school requisites	386	4	10
Prizes for regular attendance	127	13	4
Standard prizes	43	15	0
Bonus for passing higher standard	3	0	0
Planting sites	12	12	5
Repairs and small works	239	10	7
Inspector	500	0	0
Inspectors' travelling expenses	220	18	0
Travelling expenses of District Superintendents and other officers.. .. .	47	11	9
Board of girls with teachers	14	0	0
Subsidies for games	3	13	2
Subsidies for music	10	4	0
Sundries (including sewing material, £127 1s. 8d., and deducting refunds for sewing material, £130 14s. 10d., and refund from Te Makarini Trustees, £12 2s. 9d.).. .. .	106	12	11
Boarding-schools, higher education, and apprenticeship	1,492	13	6
Travelling expenses of scholars sent to boarding-schools.. .. .	40	1	6
Buildings, fencing, furniture, &c.	4,235	12	11
School at Chatham Islands	182	11	8
	<u>£18,255</u>	<u>8</u>	<u>2</u>

NOTE.—Of the above total, £211 9s. 9d. was paid from Native reserves funds, leaving a net Government expenditure of £18,043 18s. 5d.

TABLE No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1885.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	37	36	73	3.38
Five and under ten years	665	518	1,183	54.74
Ten and under fifteen years	457	348	805	37.25
Fifteen years and upwards	56	44	100	4.63
Totals	1,215	946	2,161	100.00

TABLE No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1885, 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 ..	22	16	7	31	23	23-25	15	8	23	24-00
Awanui	"	24	23	14	33	21	18-50	13	8	21	19-50
Pamapuria	"	36	26	21	41	30	25-75	16	15	31	26-75
Ahipara	M and A F ..	37	22	17	42	33	32-00	14	19	33	32-00
Pukepoto	"	36	13	8	41	32	28-25	19	14	33	29-50
Peria	M and S ..	24	6	4	26	24	25-75	12	12	24	25-75
Moari Kaco	"	41	2	9	34	24	28-75	15	9	24	29-00
Whangape	M and A F ..	33	17	16	34	23	27-50	19	5	24	28-00
Whakarapa	M	27	8	10	25	9	14-25	4	5	9	15-75
Waihou Upper ..	M and A F ..	43	31	28	46	33	34-75	20	15	35	37-25
Waitapu	M and S ..	13	13	5	21	12	13-50	7	6	13	14-75
Whirinaki	"	20	8	6	22	15	21-00	10	7	17	21-75
Waima	M and A F ..	36	12	5	43	41	38-50	26	15	41	38-50
Omanaia	"	32	6	6	32	26	27-00	15	11	26	27-25
Pakia	M and S ..	22	7	10	19	17	18-25	8	9	17	18-25
Motukaraka ¹ ..	M and A F ..	30	13	6	37	..	30-00	..	..	..	30-00
Mangamuka	"	36	16	17	35	31	31-25	15	16	31	31-75
Otaua ² .. .. .	" .. .. .	..	25	..	25	25	25-00	15	10	25	25-00
Mangakahia	M and S ..	7	34	14	27	25	23-00	12	13	25	23-00
Paihia	F	11	6	5	12	10	10-50	3	7	10	10-75
Ohacawai	M and S ..	20	14	4	30	27	25-25	20	7	27	25-25
Kaikohu	M and A F ..	61	9	29	41	31	27-25	20	11	31	30-00
Waikare	M and S ..	22	4	6	20	9	11-75	5	6	11	13-00
Te Ahuahu ³ ..	F and A F ..	..	41	..	41	40	37-50	20	20	40	37-50
Ngunguru	F	13	8	7	14	9	11-00	5	5	10	11-50
Taumarere ⁴ ..	F	5	8	1	12	11	11-00	5	6	11	11-00
Matakohe ⁵	M and S ..	..	30	6	24	18	16-25	8	11	19	17-25
Otamatea	"	24	5	10	19	14	17-00	9	9	18	19-00
Oruawhoro	M and A F ..	15	4	4	15	12	13-50	7	5	12	14-50
Pouto Point	M and S ..	29	10	16	23	22	26-50	12	10	22	27-25
Waitetuna	"	9	31	20	20	18	20-50	9	11	20	21-25
Kirikiri	M and A F ..	41	19	13	47	34	33-25	22	13	35	36-00
Maungatapu	"	45	32	39	38	24	23-25	10	15	25	24-00
Huria	"	32	15	16	31	24	25-50	18	6	24	25-50
Paeroa	M and F ..	32	31	23	40	31	27-00	18	13	31	27-00
Te Awahou	M and S ..	27	19	12	34	25	27-50	20	5	25	27-50
Ohinemutu	M, A F, and S	60	76	106	30	16	33-75	13	3	16	38-00
Rotoiti	M	16	77	53	40	24	23-00	18	6	24	31-50
Tarawera	M and A F ..	45	35	23	52	29	48-00	21	18	39	49-75
Maketu	M and S ..	45	103	102	46	20	21-50	13	7	20	24-75
Matata	M and A F ..	39	33	16	56	55	55-00	36	20	56	53-00
Te Teko	M and S ..	36	38	31	43	30	31-25	15	15	30	32-50
Port Galatea	F	20	20	17	23	21	20-50	12	9	21	20-75
Whakatane	M and A F ..	60	23	17	66	54	48-25	30	24	54	48-50
Waioeka	"	46	8	8	46	41	42-50	23	18	41	42-50
Omaramutu	"	50	33	24	59	52	51-25	31	21	52	51-25
Omaio	M and S ..	28	5	1	32	29	23-00	23	6	29	28-00
Torere	M and A F ..	37	12	12	37	35	35-50	20	15	35	35-50
Te Kaha	"	30	6	2	34	32	31-75	16	16	32	31-75
Waiomatatini ⁶ ..	" .. .. .	..	68	1	67	47	48-00	26	21	47	48-00
Akuaku	M and S ..	38	7	32	13	9	12-50	2	7	9	13-50
Uawa ⁷ .. .. .	" .. .. .	..	69	26	43	38	40-75	19	19	38	40-75
Te Oreore	M	20	9	6	23	15	13-50	9	7	16	14-50
Papawai	M and S ..	24	20	22	22	18	17-00	13	5	18	17-00
D'Urville Island ⁸	M .. .. .	..	10	..	10	8	8-00	5	3	8	8-00
Waikawa	M and S ..	21	11	7	25	16	16-25	8	9	17	17-25
Wairau	M	12	3	2	13	8	8-50	6	3	9	9-25
Mangamaunu	M and S ..	22	7	9	20	18	20-00	8	12	20	21-75
Kaiapoi	M and A F ..	46	19	17	48	37	39-25	16	23	39	40-00
Rapaki	M and S ..	24	13	4	33	31	30-50	17	14	31	30-50
Little River	"	22	16	19	19	18	21-50	5	13	18	21-50
Onuku	"	24	..	9	15	13	13-50	8	5	13	14-25
Waikouaiti	M and A F ..	44	7	7	44	43	44-00	22	21	43	44-00
Otago Heads ⁹ ..	"	32	9	41	..	..	25-00	..	..	..	26-33
Port Molyneux ..	F	17	6	4	19	13	15-00	7	6	13	15-25
Riverton	M and S ..	21	8	5	24	17	18-00	9	9	18	19-00
Colac Bay	M, A F, and S	42	26	11	57	50	42-75	28	22	50	43-00
The Neck	M and S ..	22	8	3	27	22	21-75	12	10	22	22-25
Totals for 1885 ..	.. .. .	1,848	1,369	1,056	2,161	1,663	1,781-75	957	744	1,701	1,831-83
Totals for 1884 ..	.. .. .	1,893	1,562	1,229	2,226	1,682	1,733-25	999	784	1,783	1,811-50

¹ Not open during December quarter. ² Opened December quarter. ³ Opened September quarter. ⁴ Opened March quarter. ⁵ Closed end of 1883, and reopened in March quarter, 1885. ⁶ Closed end of 1884, and reopened in September quarter, 1885. ⁷ Opened March quarter. ⁸ Opened December quarter. ⁹ Transferred to Education Board in September quarter.

TABLE No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1885.

* * 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	20	10	30	1	..	1	..	..	..	21	10	31
Awantui	7	7	14	..	..	..	13	6	19	20	13	33
Pamapurua	20	18	38	..	..	..	..	3	3	20	21	41
Ahipara	15	11	26	..	4	4	4	8	12	19	23	42
Pukepoto	18	17	35	..	..	..	4	2	6	22	19	41
Peria	12	10	22	..	..	..	1	3	4	13	13	26
Te Moari	12	1	13	..	..	..	9	12	21	21	13	34
Whangape	24	7	31	1	1	2	..	1	1	25	9	34
Whakarapa	13	9	22	..	..	..	1	2	3	14	11	25
Upper Waihou	18	13	31	..	3	3	8	4	12	26	20	46
Waitapu	4	5	9	4	1	5	4	3	7	12	9	21
Whirinaki	13	7	20	..	..	..	1	1	2	14	8	22
Waima	24	15	39	2	..	2	1	1	2	27	16	43
Omanaia	16	11	27	..	..	..	3	2	5	19	13	32
Pakia .. .. .	..	1	1	4	7	11	5	2	7	9	10	19
Motukaraka	10	6	16	1	5	6	7	8	15	18	19	37
Mangamuka	15	15	30	..	2	..	1	4	5	16	19	35
Mangakahia	11	9	20	..	2	2	2	3	5	13	14	27
Otaua	14	8	22	..	1	1	1	1	2	15	10	25
Pailia .. .. .	..	4	4	3	2	5	1	2	3	4	8	12
Ohaeawai	9	8	17	2	1	3	10	..	10	21	9	30
Kaikohe	24	10	34	3	..	3	1	3	4	28	13	41
Waikare	9	7	16	..	1	1	1	2	3	10	10	20
Taumarere	6	6	12	..	..	..	..	..	..	6	6	12
Te Ahuahu	19	18	37	1	3	4	..	..	..	20	21	41
Ngunguru	3	4	7	..	2	2	3	2	5	6	8	14
Matakohe	9	3	17	..	..	..	1	6	7	10	14	24
Pouto Point	9	9	18	..	..	..	5	5	14	9	23	32
Otamatea	9	5	14	..	..	..	1	4	5	10	9	19
Oruawhoro	9	6	15	..	..	..	..	..	..	9	6	15
Waitetuna	9	11	20	..	..	..	..	..	..	9	11	20
Kirikiri	16	10	26	5	3	8	8	5	13	29	18	47
Maungatapu	10	21	31	2	4	6	..	1	1	12	26	38
Huria	20	10	30	1	..	1	..	..	..	21	10	31
Paeroa	17	12	29	6	5	11	..	..	..	23	17	40
Te Awahou	22	4	26	2	..	2	3	3	6	27	7	34
Ohinemutu	13	1	14	9	..	9	4	3	7	26	4	30
Rotoiti	27	12	39	1	..	1	..	..	..	28	12	40
Tarawera	27	16	43	..	1	1	4	4	8	31	21	52
Maketu	15	13	28	4	4	8	4	6	10	23	23	46
Matata	26	17	43	8	3	11	2	..	2	36	20	56
Te Teko	18	20	38	3	2	5	..	..	..	21	22	43
Fort Galatea	11	10	21	1	..	1	1	..	1	13	10	23
Whakatane	23	16	39	6	5	11	8	8	16	37	29	66
Waioeka	15	10	25	5	7	12	8	1	9	28	18	46
Omaramutu	25	18	43	4	4	8	5	3	8	34	25	59
Torere	20	17	37	..	..	..	..	..	..	20	17	37
Omaio	22	6	28	3	1	4	..	..	..	25	7	32
Te Kaha	15	15	30	..	..	..	1	3	4	16	18	34
Waiomatatimi	36	23	59	2	2	4	2	2	4	40	27	67
Akuaku	2	9	11	..	..	..	2	..	2	4	9	13
Uawa	15	11	26	..	1	1	9	7	16	24	19	43
Te Oreore	10	7	17	1	1	2	2	2	4	13	10	23
Papawai	8	5	13	..	1	1	6	2	8	14	8	22
D'Urville Island	4	4	8	..	..	..	2	..	2	6	4	10
Waikawa	9	11	20	1	1	2	3	..	3	13	12	25
Wairau	9	4	13	..	..	..	..	..	..	9	4	13
Mangamaunu	3	8	11	1	..	1	5	3	8	9	11	20
Kaipoi	15	21	36	1	1	2	3	7	10	19	29	48
Rapaki	13	8	21	6	6	12	..	..	..	19	14	33
Little River	4	10	14	..	1	1	1	3	4	5	14	19
Onuku	1	2	3	..	..	..	8	4	12	9	6	15
Waikouaiti	10	4	14	5	8	13	7	10	17	22	22	44
Port Molyneux	6	4	10	..	..	..	5	4	9	11	8	19
Riverton	3	0	3	8	12	20	..	1	1	11	13	24
Colac Bay	13	8	21	..	..	..	18	18	36	31	26	57
The Neck	6	4	10	8	6	14	1	2	3	15	12	27
Totals for 1885	890	647	1,537	115	112	227	210	187	397	1,215	946	2,161
Totals for 1884	919	699	1,618	111	105	216	203	189	392	1,233	993	2,226

SUMMARY of the above Table.

	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	890	647	1,537	71.13
Half-caste	115	112	227	10.50
Between half-caste and European, and European	210	187	397	18.37
Totals	1,215	946	2,161	100.00

TABLE NO. 6.
RESULTS of EXAMINATION, 1885.

Schools.	On Roll.	Present at Examination, but did not pass any Standard.	Passes of Pupils examined.				Classification of Teachers, 31st March, 1886.	Percentage obtained in Examination.
			IV.	III.	II.	I.		
Te Kao	27	10	..	1	5	9	IV.	77.84
Awanui	29	12	..	1	7	6	II.	64.91
Pamapurua	34	15	..	1	6	7	III.	69.15
Ahipara	37	21	..	1	2	7	V.	44.35
Pukepoto	32	12	..	3	4	5	I.	66.39
Peria	30	12	1	3	2	9	III.	72.00
Moari Kao	37	25	1	2	3	1	IV.	52.11
Whangape	40	10	..	2	9	10	I.	62.80
Whakarapa	29	9	..	..	2	8	III.	55.68
Waihou Upper	42	17	..	5	5	8	II.	70.00
Waitapu	18	14	..	1	1	2	III.	55.26
Whirinaki	28	15	..	1	8	1	V.	63.71
Waima	40	25	..	2	6	5	III.	55.20
Omanaia	37	10	..	5	5	2	III.	56.30
Pakia	24	9	..	2	2	5	V.	79.03
Motukaraka	43	17	2	4	4	3	IV.	47.88
Mangamuka	34	12	..	..	12	7	II.	73.67
Mangakahia	22	16	1	..	..	2	V.	41.43
Paihia	16	5	..	..	2	1	V.	51.92
Ohacawai	28	8	..	..	3	5	IV.	58.51
Kaikohe	60	4	1	3	8	9	II.	75.69
Waikare	23	7	1	2	..	2	V.	65.00
Ngunguru	17	10	..	..	..	3	III.	50.00
Taumarere	12	10	..	..	..	1	V.	46.15
Matakohe	29	11	..	..	..	2	IV.	49.00
Otamatea	19	10	3	1	2	3	III.	69.23
Oruawhoro	16	8	..	..	3	3	III.	54.54
Pouto Point	31	13	2	4	2	5	IV.	69.67
Waitetuna	35	11	1	1	4	4	V.	58.53
Kirikiri	53	20	..	2	5	5	I.	62.50
Maungatapu	33	11	..	1	1	9	V.	63.15
Huria	24	13	..	..	4	2	IV.	53.00
Paeroa	23	12	..	1	1	5	IV.	61.54
Te Awahou	36	11	..	2	3	3	IV.	53.91
Ohinemutu	92	26	..	2	1	1	IV.	37.66
Rotoiti	30	6	..	1	1	..	I.	50.00
Tarawera	63	27	2	6	5	2	III.	57.73
Maketu	79	15	..	1	2	4	III.	62.50
Matata	56	38	1	4	4	5	III.	56.56
Te Teko	46	30	..	1	..	1	V.	31.57
Fort Galatea	23	11	..	..	1	3	IV.	48.14
Whakatane	70	37	..	..	3	6	IV.	53.63
Wairoa	44	19	..	2	13	10	I.	69.01
Omaramutu	44	9	..	3	5	26	III.	85.24
Omaio	31	21	..	3	4	2	V.	63.11
Torere	37	12	7	4	7	7	III.	78.49
Te Kaha	33	22	..	1	5	5	III.	57.27
Waiomatatini .. .. .	..	..	..	No examination	..	..	IV.	..
Akuaku	27	5	..	..	2	4	II.	73.07
Uawa	49	30	..	1	1	4	V.	47.32
Te Oreore	23	11	..	..	1	1	V.	42.18
Papawai	26	15	..	..	1	2	V.	45.12
D'Urville Island .. .. .	..	..	..	No examination	..	..	V.	..
Waikawa	25	12	..	1	1	3	III.	60.30
Wairau	13	5	..	1	3	1	V.	66.00
Mangamaunu	24	11	3	3	4	2	II.	65.38
Kaipoi	43	12	3	6	3	7	III.	75.36
Rapaki	33	12	1	2	5	2	I.	63.82
Little River	23	13	..	1	2	2	III.	57.31
Onuku	17	5	2	3	4	..	II.	78.75
Waikouaiti	45	15	2	4	8	10	I.	75.90
Port Molyneux	21	7	..	1	3	1	III.	70.83
Riverton	26	12	2	1	2	3	II.	61.40
Colac Bay	58	16	5	6	5	8	I.	66.50
Neck .. .. .	..	..	..	No examination	..	..	III.	..
Totals for 1885 ..	2,139	879	41	109	216	282	..	..
Totals for 1884 ..	2,226	1,013	56	58	156	256	..	..

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 Punctuality.	Methods, judged partly from Inspection and partly from the Kind of Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Onuku	8.8	9.0	10.0	8.0	6.1	39.4	81.3
Omaramutu	7.5	7.5	8.5	6.8	7.5	42.6	80.4
Kaikohe	10.0	7.5	10.0	7.9	7.0	37.8	80.2
Kaiaapoi	9.4	8.3	8.8	7.5	7.0	37.6	78.6
Upper Waihou	8.1	8.8	10.0	8.8	6.3	35.0	77.0
Tcrere	7.5	7.0	8.5	6.8	7.5	39.2	76.5
Waikouaiti	7.0	9.4	8.5	7.6	6.0	37.9	76.4
Peria	6.3	8.0	10.0	8.0	4.2	36.0	72.5
Mangamuka	8.9	8.8	7.0	6.8	3.8	36.8	72.1
Colac Bay	7.0	7.0	7.5	7.5	2.5	33.2	70.7
Port Molyneux	7.5	6.8	8.5	7.3	5.0	35.4	70.5
Te Kaha	10.0	9.4	9.2	6.2	6.8	28.6	70.2
Pakia	6.8	6.7	6.7	6.8	3.1	39.5	69.6
Waioeka	7.5	6.5	7.5	8.8	4.3	34.5	69.1
Wairau	6.1	8.8	8.0	7.3	5.8	33.0	69.0
Pouto	8.9	7.5	6.7	6.6	3.6	34.8	68.7
Te Kao	5.8	6.3	6.2	6.4	5.0	38.9	68.6
Omanaia	7.0	9.4	9.2	7.4	6.9	28.1	68.0
Maungatapu	6.5	7.9	7.5	5.9	8.5	31.5	67.8
Maketu	8.6	7.5	6.9	6.4	6.9	31.2	67.5
Awanui	7.5	6.3	8.5	6.5	6.1	32.5	67.4
Whirinaki	5.8	5.8	7.5	9.6	6.6	31.8	67.1
Waima	9.0	7.5	9.0	7.4	6.4	27.6	66.9
Pamapurua	8.9	6.3	9.1	8.0	0.0	34.6	66.7
Rapaki	7.0	7.9	7.5	8.1	4.3	31.9	66.7
Whangape	8.0	8.1	7.5	6.8	4.1	31.4	65.9
Otamatea	3.1	7.5	8.3	5.9	6.0	34.6	65.4
Pukepoto	7.0	6.8	7.5	6.8	3.5	33.2	64.8
Waitapu	5.5	8.3	8.2	6.6	8.2	27.6	64.4
nirikiri	7.5	6.0	6.1	6.7	6.0	31.2	63.5
Mangamaunu	5.7	5.7	5.7	6.4	6.1	32.6	62.2
Wairewa	8.1	7.0	6.9	7.3	4.2	28.6	62.1
Tarawera	7.5	7.3	6.3	6.3	5.7	28.8	61.9
Waikare	6.8	6.2	3.1	7.5	5.4	32.5	61.5
Omaio	6.8	5.7	6.1	6.3	5.0	31.5	61.4
Akuaku	4.6	5.0	3.4	4.8	6.5	36.5	60.8
Waikawa	6.2	6.5	6.8	5.2	5.7	30.1	60.5
Paeroa	5.0	7.1	6.9	7.3	3.1	30.7	60.1
Te Moari	8.4	8.8	5.9	5.9	5.0	26.0	60.0
Matata	7.0	5.8	9.1	7.5	1.8	28.2	59.4
Motukaraka	8.1	6.0	8.3	7.9	3.6	23.9	57.8
Waitetuna	6.5	6.0	6.0	5.8	4.2	29.2	57.7
Te Awahou	5.9	7.3	6.8	4.9	5.0	26.9	56.8
Paihia	3.8	8.0	5.4	7.4	5.6	25.9	56.1
Ohaeawai	5.8	4.6	6.2	5.6	3.5	29.2	54.9
Whakatane	6.8	7.5	5.0	4.1	5.0	26.3	54.7
Whakarapa	8.3	6.0	4.6	6.8	0.0	27.8	53.5
Oruawhoro	3.8	7.4	7.0	6.1	1.8	27.2	53.3
Matakohe	5.6	6.2	6.8	5.1	5.0	24.5	53.2
Ngunguru	5.6	6.8	6.9	6.3	2.5	25.0	53.1
Huria	4.2	6.3	7.5	5.0	2.5	26.5	52.0
Ahipara	8.0	5.9	7.0	5.0	3.5	22.2	51.6
Port Galatea	6.8	6.1	4.2	5.2	5.0	24.0	51.3
Riverton	3.1	5.1	3.8	4.6	3.2	30.7	50.5
Taumarere	2.5	6.8	6.4	5.4	5.0	23.0	49.1
Rotoiti	6.0	5.8	6.0	3.9	1.0	25.0	47.7
Mangakahia	5.0	5.0	6.6	5.7	3.6	20.7	46.6
Ohinemutu	6.0	6.0	4.1	5.6	5.6	18.8	46.1
Uawa	5.0	4.4	3.4	4.4	4.3	23.6	45.1
Papawai	5.7	5.2	2.0	3.8	3.7	22.6	43.0
Te Oreore	6.8	4.0	2.0	4.0	0.6	21.1	38.5
Te Teko	4.2	4.4	2.5	3.1	4.8	15.7	34.7
Waioamatini	No examination.
The Neck	No examination.

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