

1888.
NEW ZEALAND.

EDUCATION: NATIVE SCHOOLS.

[In continuation of E.-2, 1887.]

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

No. 1.

EXTRACT FROM ELEVENTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

EIGHT new schools were opened during the year: at Taita, in Hobson County; at Te Matai, near Te Puke; at Raukokore, in the Bay of Plenty; at Wharekahika or Hicks Bay, and Kawakawa, near East Cape; and at Rangitukia, Tikitiki, and Tuparoa, near the Waiapu River. The school at Fort Galatea, on the confines of the Urewera country—closed for a time on account of the destruction wrought by the volcanic outbreak at Tarawera—has been reopened. The school at Tokomaru, Open Bay, which was abandoned in 1884, has been revived, with good prospects of success; and the school at Te Ngaere, near Whangaroa, closed for three years, is undergoing a new probation. The Upper Waihou school has been closed, owing to the adverse influence of Hauhauism; and the school at Oruawharo, subsidiary to Otamatea, has been given up on account of the small number attending. The school at Uawa, Tologa Bay, has been handed over to the Hawke's Bay Board of Education. The number of schools in operation at the end of the year was 79, not including four boarding-schools, to which a considerable number of the more advanced pupils are sent by arrangement with the Trustees. Of the 79 schools 67 were ordinary village schools, and 12 were either subsidised or subsidiary schools. The report of Mr. Pope, the Inspector of Native Schools (E.-2), furnishes very full information respecting the condition and progress of all these schools.

The Government pupils at boarding-schools were 74 in number, 15 of whom were at S. Joseph's (Roman Catholic) School, Napier, and 59 at Church of England schools. The 59 are, for the most part, pupils who have passed the Fourth (the highest) Standard at the ordinary Native schools, and the 15 are children selected from districts where there is no local school. With the 59 Government scholars at Church of England boarding-schools (29 boys at S. Stephen's, Parnell; 10 boys at Te Aute, Hawke's Bay; and 20 girls at Hukarere, Napier), 82 other pupils (19, 43, and 20 at the several schools in the order in which they have been named) are maintained at the sole cost of the Trustees of the schools. The number on the books of the ordinary Native schools in December was 2,631, as against 2,346 a year ago. Of the 2,631 pupils, 1,973 were Maoris, or more Maori than European; 242 were half-castes; and 416 European, or more European than Maori (many of these being the children of the teachers). With respect to age, 72 were under 5 years, 1,384 ranged from 5 to 10 years, 1,032 from 10 to 15, and 143 were above 15. The working average for the year was 2,247, and for the fourth quarter, 2,095—1,189 boys and 906 girls; the strict average for the year being 2,138, and for the fourth quarter, 1,977. The increase in the working average for the year (as compared with 1886) was 227, and for the last quarter (as compared with the last quarter of 1886), 249. The mean of the four quarterly average roll numbers is 2,674; so that the working average for the year shows an average daily attendance of 84 per cent., and the strict average for the year shows an average daily attendance of 80 per cent. This indicates a regularity of attendance superior to that of the pupils of the public schools, except those of Otago, where the average daily attendance is 84·5 per cent., to be compared with 84 per cent. in Maori schools.

At the examinations held during the year passes in standards were recorded as follows: I., 407; II., 217; III., 148; IV., 68: total, 840.

The number of teachers employed at the end of the year was as follows: 67 masters, with salaries from £245 to £60; 11 mistresses, £160 to £75; 26 assistant mistresses, £40 to £10; and 39 sewing-mistresses at £20.

The expenditure on Native school buildings for the year was £5,657 9s. 2d., including £762 12s. 7d. granted to Education Boards for building schools in districts in which Maoris are largely intermingled with Europeans. The outlay on school buildings for 1886 and 1887 has been unusually large, owing to the fact that during that period many sites were obtained with respect to which negotiations had been in progress for several years, and had been greatly delayed by legal difficulties. It is not at all likely that such accumulations of arrears will occur again.

The other expenditure amounts to £16,147 19s. 5d., made up as follows: Teachers' salaries and allowances, £11,774 12s. 4d.; removal of teachers, £334 0s. 5d.; books and school requisites, £480 5s. 7d.; prizes, £222 12s. 8d.; repairs and minor works, £466 0s. 6d.; inspection, superintendence, and travelling, £772 13s. 10d.; grants in aid of musical instruments and games, and for girls residing in turn in teachers' families, £67 6s. 10d.; boarding-schools and apprenticeship, £1,813 7s. 11d.; sundries, including sewing material to be accounted for, £216 19s. 4d. Contributions amounting to £216 6s. 2d. were received from Native Reserves Funds.

The following list contains the names of all schools that have been in operation at any time since the control was transferred from the Native Department to the Education Department in 1879. The names of schools that have ceased to exist as Native schools are printed in italic letters, and of schools established by the Education Department in capital letters:—

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| TE KAO—opened 1882. | HURIA—opened 1884. |
| Awanui. | PAEROA—opened 1884. |
| Pamapuria—transferred from Kaitaia 1884. | Te Awahou. |
| Ahipara. | Ohinemutu. |
| Pukepoto. | Rotoiti. |
| Peria. | <i>Tarawera</i> —destroyed, 1886; volcanic eruption. |
| TE MOARI—opened 1882. | TE MATAI—opened 1887. |
| Te Ngaere—closed 1884, reopened 1887. | Maketu. |
| WHANGAPE—opened 1881. | Matata. |
| WHAKARAPA—opened 1883. | TE TEKO—opened 1881, closed 1886; Tarawera eruption. |
| Lower Waihou—closed 1882, reopened 1886. | <i>Waiotahi</i> —closed 1883; settlement deserted. |
| <i>Upper Waihou</i> —closed 1887; Hauhauism. | Fort Galatea—old school reopened 1881. |
| Waitapu. | Whakatane. |
| <i>Rakau Para</i> —transferred to Education Board 1882. | WAIOWEKA—opened 1884. |
| Whirinaki. | Omarunutu—old school reopened 1884. |
| Waima. | Torere. |
| OMANAIA—opened 1881. | Omaio. |
| Pakia—closed 1880, reopened 1883. | Te Kaha. |
| MOTUKARAKA—opened 1881. | RAUKOKORE—opened 1887. |
| MANGAMUKA—opened 1882. | WHAREKAHIKA—opened 1887. |
| Mangakahia. | Kawakawa—closed 1880, reopened 1887. |
| WAIMAMAKU—opened 1886. | RANGITUKIA—opened 1887. |
| OTAUA—opened 1885. | TIKITIKI—opened 1887. |
| Paihia. | Waiomatatini. |
| <i>Oromahoe</i> —closed 1880; decay. | TUPAROA—opened 1887. |
| Ohaeawai. | Akuaku. |
| Kaikohe—closed 1880, opened on new basis 1882. | Tokomaru—closed 1884, reopened 1887. |
| KARETU—opened 1886. | <i>Uawa</i> —transferred to Education Board 1887. |
| Waikare. | <i>Wairoa</i> (Clyde)—closed 1882; apathy. |
| <i>Waiomio</i> —closed 1880; European settlement. | <i>Pakowhai</i> —old school reopened 1881, closed 1883; Natives few. |
| Taumarere—closed 1883, opened on new basis 1885. | TE OREORE—opened 1882. |
| TE AHUAHU—opened 1885. | PAPAWAI—opened 1882. |
| Ngunguru. | D'URVILLE ISLAND—opened 1885. |
| Poroti—closed 1884, reopened 1886. | Waikawa. |
| <i>Kaiku</i> —closed 1880; European settlement. | Wairau. |
| TANGITERORIA—opened 1886. | Mangamaunu. |
| TAITA—opened 1887. | <i>Arahura</i> —closed 1880; European settlement. |
| Matakohé—closed 1884, reopened 1885. [1881. | Kaiapoi. |
| POUTO POINT—transferred from Education Board | Rapaki. |
| Otamatea. | Little River. |
| ORUAWHARO—opened 1883, closed 1887; decay. | Onuku. |
| <i>Taupiri</i> —closed 1880; insufficient attendance. | Waikouaiti. |
| <i>Kawhia</i> —closed 1880; insufficient attendance. | Port Molyneux. |
| <i>Karakariki</i> —closed 1880; insufficient attendance. | <i>Otago Heads</i> —transferred to Education Board 1885. |
| WAIHETUNA—opened 1881. | <i>Riverton</i> —closed 1886; European settlement. |
| KOPUA—opened 1886. | COLAC BAY—opened 1881. |
| <i>Orakei</i> —closed 1880; insufficient attendance. | <i>Ruapuke</i> —closed 1885; decay. |
| KIRIKIRI—opened 1883. | The Neck. |
| TAPAPA—opened 1886. | |
| TE WAOTU—opened 1886. | |
| MAUNGATAPU—opened 1881. | |

The number of schools receiving boarders has declined since 1879 from seven to four, the three schools that have fallen out of the list being S. Mary's (Ponsonby), Meanee (Hawke's Bay), and S. Joseph's (Wellington).

The thanks of the Department are due to the gentlemen who have acted as District Superintendents of Native schools, namely, Mr. H. W. Bishop, Mr. J. H. Greenway, Mr. J. S. Clendon, Mr. G. T. Wilkinson, Mr. H. W. Brabant, Mr. R. S. Bush, and Mr. J. Booth. Much of the success of the schools in their districts is due to their exertions.

Mr. Pope's Native School Reader has been translated into Maori and printed, and the edition has been presented to a society which will sell the book to the Natives and devote the proceeds to the preparation of another work to be sold in its turn, and so on.

No. 2.

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

SIR,—

Wellington, 31st March, 1888.

In accordance with your standing instructions, I have the honour to send you my report on the condition of the Native schools of New Zealand during and at the end of the year 1887-88.

NUMBER OF SCHOOLS.

Eighty-seven schools have been in operation during the whole of the year or some portion of it, viz., eighty-two day-schools (either fully-organized village-schools, or schools receiving subsidy or capitation allowance), and five boarding-schools. Of the boarding-schools, three are connected with the Church of England, and two are under the control of the Roman Catholic Church. Only one of the two Catholic schools is, at the present time, of any importance as a Native school, the other having only one Maori pupil. At the end of 1887 there were eighty-three schools doing really appreciable work, viz., sixty-seven village, two subsidised, ten capitation, and four boarding-schools.

CHANGES: SCHOOLS OPENED OR REOPENED, REDUCED IN RANK, OR CLOSED.

After long delay schools have been opened in the very promising district lying between Tolago Bay, on the East Coast, and Waikawa Point, Bay of Plenty, at the following places: Tuparua, Tikitiki, Rangitukia, Kawakawa, Wharekahika, and Raukokore. These schools are all well attended, and are likely to be for many years to come. At Taita, near Dargaville, a school has been opened, the success of which will largely depend on the amount of effort put forth by the Natives in the direction of making arrangements for boarding and housing the children of their district in such a way that they may be able to attend school regularly. The school at Te Matai, near Te Puke, Tauranga, has already a very large attendance, and is doing extremely well.

Tokomaru was reopened in April last. There is no reason why the school should not be successful. The Native population is large, and the people are fully alive to the advantages to be derived from getting their children educated. A final effort is being made to keep open the school at Te Ngaere, Whangaroa. The school-buildings are, unfortunately, not in the best place; but the Native population in the neighbourhood is considerable, and, if the people would display the same amount of interest in their children's welfare as is shown by Natives in other parts of the colony, there would be no difficulty in keeping up a good attendance. Fort Galatea school has been reopened; in spite of the many obstacles caused by sterile soil and almost complete isolation it appears to be doing fairly well. It is the fact that this school is a kind of outpost of civilisation that gives it importance.

The schools at Waitapu, Waikare, Waitetuna, Waikawa, Wairau, Mangamaunu, and Port Molyneux have been reduced to the rank of subsidised schools in the course of the year through falling-off of the attendance. Of course they will be reinstated when the attendance improves sufficiently to satisfy the code requirements of an average attendance of over fifteen.

The schools at Upper Waihou and Oruawhoro have been closed on account of insufficient attendance. At Uawa a transference to the Hawke's Bay Education Board has been effected. It is probable that the Te Moari and Whakatane schools will shortly be handed over to the Auckland Board, the circumstances of these schools having become such that the attendance would naturally be European rather than Maori.

NEW SCHOOLS AND NEW BUILDINGS, AND NEW SCHOOLS ASKED FOR.

The new buildings at Pukawa, near Tokaanu, Lake Taupo, are well on the way towards completion. This school will open up quite new ground, and, it is to be hoped, will prove to be a pioneer of civilisation in a district where it has long been needed. It seems to be quite certain that a school of some kind will be required at Hiruharama (some miles inland from Akuaku), where a very large settlement is being rapidly formed under the influence of the well-known chief Tuta Nihoniho. It is, however, not yet settled where the principal centre of population will be, or whether the people now living at Akuaku and Whareponga will desert their present kaaingas in order to live inland. It seems, therefore, that any action in the direction of building inland, or of abolishing or removing the Akuaku school, which is now a kind of educational centre for the district, would be premature. The Akuaku

building, however, is worn out and not worth putting into a state of repair. Whareponga is a much more suitable place for a school than Akuaku is. If, therefore, the coast people do not go inland, Whareponga should be chosen as the permanent site for the coast school; perhaps a very inexpensive one would suffice. On the other hand, there seems to be no reason for delay in establishing a school at Waipiro, which is about three miles from Akuaku, communication between the two places being difficult in the winter time, unless when the tide is favourable. The Waipiro people have for some years, under very great discouragement, shown much earnestness about getting their children educated. The population is large, and it is rapidly increasing, many Europeans having settled in the neighbourhood. There is a considerable settlement at Waikawa (which lies to the south of Waipiro) that could send a pretty large contingent to Waipiro, but hardly to Akuaku. All these circumstances being taken into consideration, it would seem that want of funds is the only reason that could justify delay in establishing a school at Waipiro. This and the Akuaku school might well be worked by the same teachers.

The proposal to hand over the Whakatane school to the Auckland Board involves almost necessarily the establishment of a new school at Poroporo, some three miles up the Whakatane River. Here there is a large Native population, now very anxious to have their children educated. A dangerous river flows between Poroporo and the school. There can be no doubt that the difficulties caused by the river have done much to prevent Whakatane from being as successful as the other schools on the shores of the Bay of Plenty.

The people living at Ti, near Awanui, at the south of the mouth of the Waiapu River, are anxious to have a school. There are already three schools in the district within a few miles of each other, but these are separated, even in moderately rough weather, by dangerous rivers. Ti and Wio-matatini are not so separated. No doubt Ti could easily support a large school, and in the winter time the road between the two places is very bad; but, on the whole, it may be said that, while there is need for a school here, it can hardly be considered urgent.

The proposal to establish a school at Purunoihu, Waipa, is still a proposal; no advance has been made during the year. Nor has it yet been found possible to make the necessary final arrangements for rebuilding the school at Roto-iti. It may be hoped, however, that this very necessary work will soon be undertaken. Proposals for the erection of schools in other places have been received, but, with one exception, that from the Natives of Moawhango, near Erewhon, Hawke's Bay, they all seem to refer to cases that are not yet urgent, and that may safely be left for consideration until a more convenient season arrives.

SCHOOLS IN FULL WORK.

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 general efficiency of individual schools has been tabulated, and placed in the Appendix. Table No. 6 shows the examination results. In Table No. 7 a statement of the results of each inspection will be found. Other matters relating to individual schools are briefly referred to in the following paragraphs.

The Far North.—District Superintendent, Mr. H. W. Bishop, R.M.

Te Kao, Parengarenga Harbour.—The school was in excellent working order. Very good results may be expected at next year's examination.

Awanui.—At inspection-time some improvement was perceptible, but it was found that a change was unavoidable. The master of Matakohē school, a very competent teacher, has been sent to Awanui.

Pamapurua.—This school is, and always has been, remarkable for the excellence of its "English." The Committee deserve credit for their attention to their duties.

Ahipara.—This is one of the most useful of the northern schools. It has passed through very severe trials, but its position is now well assured.

Pukepoto.—The teacher's illness injuriously affected the results. Last year the Natives showed much interest in the school. The beginning made this year has been less satisfactory.

Peria.—During the whole of last year the Committee worked very hard to keep up the attendance. There is reason to be well pleased with the results of these efforts, and with the work done by the teachers.

Te Moari, Kaeo.—This school has become far more European than Maori, and it has been handed over to the Auckland Board.

Whangape.—The children of this settlement never hear English except in school. Backwardness in this subject involves backwardness in all subjects. It is plain, therefore, that the Whangape teacher has very uphill work, seeing that the only road to general success lies through success in teaching one subject under exceptional disadvantages.

Whakarapa.—A considerable amount of useful work has been done here by the mistress, and when all the circumstances are taken into consideration they show that she is a teacher of decided ability.

Lower Waihou.—The results obtained here were almost inappreciable. Now that a road has been made between the two places there seems to be no sound reason for bearing the expense of a second school so close to that at Whakarapa, which all the Native children in the district might easily attend if their parents felt disposed to send them.

Waitapu.—In spite of great difficulties, caused by the want of children in the district, the master works on with constant determination. He should be removed to a more promising field when an opportunity occurs.

Motukaraka.—The founding of a special settlement in the neighbourhood has made this, to some extent, a mixed school. Many of the children are young, but good results should be forthcoming at the next examination.

Mangamuka.—This school, although it is now smaller than it ought to be, impresses a visitor very favourably.

Upper Waihou was closed towards the end of last year because the attendance had fallen to zero through the rise and progress of a new Hauhau sect. The Natives now ask that the school be reopened under a new master.

Waimamaku.—There has been some little friction owing to misunderstanding as to the limits of the Committee's duties; but such difficulties generally occur at the outset of Native-school work. Time always sets things right when the teacher's work is really good, as it is in this case.

Pakia.—In spite of lack of form in some important respects, much honest and useful work is done here.

Whirinaki.—The Committee make laudable efforts to keep the attendance regular, and not altogether without success; but local differences and jealousies tend to make their task difficult. The school did as well as could be expected in view of its past history. Better results may be looked for during the current year.

Omanaiā.—In spite of some defects in method, the zeal and conscientiousness of the teachers produce substantial results.

Waima.—This is one of the schools in which good, solid work may always be expected. Besides this, the whole establishment may be fairly considered a pattern of neatness and order.

Otaua.—Very muddy roads and the election, held the previous day, of a Maori M.H.R. had made the school premises have an untidy appearance; but the school did really well at examination, arithmetic being a specially strong point.

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

Mangakahia.—Several large meetings, with the attendant consumption of food, have left the Natives nearly destitute. This is much to be regretted, seeing that at the examination the school made a creditable appearance, and there seemed to be great reason to hope for success that would be very gratifying when obtained in this remote district.

Kaikōhe.—This school is in very good form, and is working steadily; the impression that it makes on a visitor's mind is that the work is solid and its civilising effect very decided. At the time of the examination, however, the school had not yet quite recovered from the effects of a severe and long-continued fever epidemic.

Ohāewai.—The Maoris of this district have never taken very great interest in their school, which, however, is pretty fairly successful.

Paihia.—This small subsidised school is useful. Under new arrangements the attendance has improved considerably.

Te Ahuahu.—At the examination indications were not wanting that much higher results would probably be obtained at the next examinations. The teachers had evidently worked hard and well.

Waikare.—The renewed zeal of the Committee has led to a large increase in the attendance.

Karetu.—A good beginning was made at Karetu, and, so far, the success of the school has been without a break.

Taumarere.—The increased attendance has made this a village school. Very good work is being done.

Whangarei and Kaipara.—District Superintendent, Mr. James Clendon, R.M.

Ngunguru.—Such success as has rewarded the teacher's efforts has been achieved in spite of much apathy and some disaffection on the part of the Natives. This has never been a satisfactory school.

Poroti.—The Natives are doing their best to keep up a satisfactory attendance. There are, however, some causes (hard to comprehend) of disagreement between them and the teachers. They are possibly real misunderstandings, which may disappear as time goes on.

Tangiteroria.—A good start had been made when the examination took place.

Taitā.—Here, too, a good beginning has been made, and there should be numerous strong passes at the next examination.

Matakōhe.—The results obtained at the examination were, in spite of irregular attendance, so good that it seemed advisable to remove the teacher to a school affording greater scope for his industry and skill.

Pouto Point.—Notwithstanding the existence of many discouragements the teacher's work is full of life and vigour, and the results obtained by him are very good. He deserves a better school.

Otamatea.—The results obtained were poor. The plan of working this school in connection with that at Oruawharo has evidently not answered.

Oruawharo.—The work here was much more fruitful than that done at Otamatea. The attendance at Oruawharo, however, became too small to warrant the continuance of the school, and it was therefore closed.

Thames and Waikato.—District Superintendent, Mr. G. T. Wilkinson.

Kirikiri.—Irregularity of attendance is the great drawback here; the European children that attend the school are the worst offenders in this respect. The children did not lose ground appreciably through the change of teachers which had taken place.

Waitetuna.—This is very unsatisfactory. On a great many occasions the school has been closed owing to non-attendance of the children. It is unnecessary to say that such a state of matters ought not to be allowed to continue.

Kopua.—The scholars are mostly half- or quarter- castes. Probably as time goes on the pure Maoris will abandon their present attitude of passive hostility, and will send their children to school. The teachers appear to have completely gained the confidence of the Natives.

Tapapa.—There is reason to be satisfied with the work done here, although “Hauhauism” seems to keep away from school many children that ought to attend it.

Te Waotu.—The prospects of this new school are good, and the work already done is very satisfactory.

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

Mauangatapu.—This has been an unfortunate school. It began well, but about a year after it was opened a very fatal epidemic of fever almost broke the school down. The Natives, rightly or wrongly, believe the place to be unhealthy, and prefer to live elsewhere. The population is now very small; even the strenuous and well-directed efforts of the teachers cannot be expected to make the attendance large. Under these circumstances the master is making an attempt to teach the children of the district at Ngapeke, a tolerably convenient centre some distance off. The result of this experiment has yet to be seen.

Huria.—The appearance made by this school at the examination was decidedly creditable.

Paeroa.—The school tone is really first-rate, and capital work is being done. The teacher is enthusiastic, and has much natural aptitude for the work.

Te Matai.—This school has a very large attendance. An excellent beginning has been made, and all indications point towards great and permanent success.

Te Awahou.—Want of food, caused in a great measure by the Natives feasting Te Kooti and others, and a severe winter, had made the attendance very bad indeed; hence the results obtained were not of a satisfactory character.

Ohinemutu.—Here, too, scarcity of food and numerous distractions have had an injurious effect on the school work; the results, however, are better than might have been expected under the circumstances.

Rotoiti.—It has not yet been found possible to complete arrangements for rebuilding the school-house that was burnt down soon after the volcanic eruption. School work, however, has been carried on with some success in spite of disadvantages.

Maketu.—The school work is always good here when the master has an opportunity of doing it. There have been the usual drawbacks this year—a visit from Te Kooti, with the consequent extravagant expenditure, and a Land Court at the Lakes. Besides this, the Natives have persisted somewhat more than usual in asserting that they should be paid for sending their children to school. Maketu is now almost the only place where this foolish notion still lingers. There seems to be reason to believe that removal of the teacher to another school might have a beneficial effect.

Bay of Plenty East.—District Superintendent, Mr. R. S. Bush, R.M.

Matata.—Last year there was a large contingent from Umuhika; had these remained at the school it would have been necessary to enlarge the building. Now, however, the plantations of the Umuhika people are far from Matata, and the attendance of their children is very irregular.

Galatea.—As was stated in a former report, the teacher's residence was destroyed by fire soon after the Tarawera eruption. Steps have been taken to provide suitable accommodation for the school and for the teacher. The results obtained at the last examination were very meagre, but much better work may now be expected.

Whakatane.—The results obtained at the examination were very poor, and it is unlikely that there will be much improvement if the school remains where it is.

Waioweka.—This school has effected much good; outside of its own special work, its civilising influence has been very considerable. The children now seem to a visitor to be healthy, clean, and happy. No European would have been so impressed by them before the school was opened.

Omarumutu.—Here, as elsewhere, Te Kooti's visit caused considerable neglect of school work while it lasted, to say nothing of the time during which the work of preparing for this visit was going on. No doubt these *huis* have some peculiar kind of charm for the Maori mind, although they appear to Europeans so wasteful and senseless. It is to be regretted that they cannot be discontinued.

Torere.—This school suffered more than is usual from the disarrangements incidental to a change of teachers, and the results obtained at examination were comparatively small.

Omaio.—Very gratifying progress has been made here.

Te Kaha.—This is a capital school, and improvements in the various details are discernible year by year.

Raukokore.—A large and enthusiastic gathering of Natives saw the examination. They appeared to be much pleased with the work done, and indeed they had very good reason to be pleased with it.

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

Wharekahika.—The instruction given here is particularly sound and thorough; the English taught is really English, not “Piki pakeha.”

Kawakawa.—There is every reason to hope that this school will be very successful. What makes this more gratifying is that the speedy failure of the school was confidently predicted by many “Native doctors.”

Rangitukia.—This school is also succeeding very well; it did not make a start quite so soon as some of its neighbours, and it is consequently a little behind them. The attendance here is sure to be large, but it is not yet quite certain how large.

Tikitiki.—At present this is worked in conjunction with Rangitukia; should it continue to be as important as it is now, it may possibly be advisable to make it independent. The prospects of both the schools are very encouraging.

Waiomatatini.—The steady and zealous efforts of both master and mistress, and the cordial co-operation of the Waiomatatini and Te Horo Maoris (the first East Coast Natives who realised

that a well-managed school is not a bad thing), make this hold a very prominent position among Native schools. The attendance, however, has of late been allowed to become rather irregular.

Taparoa.—The instruction given has produced really good results. The teacher is making very satisfactory progress both theoretically and practically.

Ahuaku.—It would not be easy to speak too highly of the work that has been done here during the last two years, or to over-estimate the credit due to the teachers for effecting a thorough transformation in the character and habits of the great majority of the Native children.

Tokomaru.—The reopening of this school has been thoroughly warranted by results. After experiencing some little difficulty, arising from change of teachers, the school is now well on its way towards complete success.

Wairarapa.—District Superintendent, Mr. S. von Stürmer, R.M.

Te Oreore.—As soon as a site can be obtained some kind of suitable school building should be provided; the present arrangements are simply intolerable: they have been sufficiently described in previous reports. The teacher lacks neither industry nor perseverance, but he has never had a chance, much less a fair chance, at Te Oreore.

Papawai.—Very useful work is being done here both for the Maori and for the European population. Lately there has been a large increase in the attendance.

SOUTH ISLAND AND STEWART ISLAND.

D'Urville Island.—Most of the children are very young; it is hoped, however, that, under the more favourable circumstances now existing, it will be found possible to produce very tangible results at the next examination.

Waikawa.—The attendance has improved somewhat. The examination-results were of a satisfactory character.

Wairau.—Some additional strength in arithmetic would have given this school a very good place indeed.

Mangamaunu.—Bad weather and some negligence on the part of the parents tended to bring about irregular attendance; this, in turn, appears to have been the main cause of the extreme poor-ness of the results.

Kaiapoi.—The attendance was very irregular, and much unwonted apathy has been shown by the parents in consequence of unfavourable circumstances of an unusual character. No doubt the school has by this time returned to its normal condition.

Rapaki.—Most of the children at this school are young, but the school's character for great efficiency was nevertheless very fairly maintained. The Department is about to lose the valuable services of the Rev. W. S. Lucas, the master of this school, who for thirteen years has been doing Native school work which, on the whole, has been unsurpassed by that of any other teacher belonging to the staff.

Onuku.—The proposal to hand the school over to the Board elicited strong opposition on the part of the Natives, who at once set themselves to secure a satisfactory attendance of Native children, in order that Onuku might still have a Native school. So far the effort has been successful. I think, however, that this should be a Board school.

Wairewa.—There is every reason to be satisfied with the appearance made by the school at the inspection.

Waikouaiti.—The honest work done resulted as usual in the school's making a creditable appearance at examination. The old scholars here show their attachment to the school by voluntarily taking their turn with the present pupils in scrubbing out the school-room.

Port Molyneux.—Satisfactory results were obtained here. No doubt they will be even better next year, seeing that the examination was the first that the teacher had seen.

Colac.—This school is still doing very useful work. The apparent falling-off in the results is owing to the fact that many of the European pupils now attend a Board school some distance away.

The Neck.—As a civilising agency this school has great utility; the literary work done by it is on the whole very satisfactory.

BOARDING-SCHOOLS.

These schools form a very important part of the Native school system. As the annual cost of them is considerable, it is perhaps necessary that clear proof of their utility should be adduced. Seeing that the Native schools are English schools only to a very limited extent,—because the children attending them, though they receive very careful instruction in English, pass the greater part of their time amidst Maori surroundings, live the Maori family life, and have but little contact outside of the school with European customs,—the influence brought to bear on Maori children by these schools is almost entirely external. The children learn something *about* European ways, but they do not learn the ways themselves. In order that they may receive real training in the European mode of life, and have the European customs and modes of thought engrafted into their nature, Maori children must for a time live as Europeans. All that can be expected from the village schools is that the Native children who attend them shall grow up to be fairly-educated Maoris, having such a knowledge of the English language as will fit them for holding intelligent communication and for transacting business with Europeans. If any real transformation of character is to be effected, such as will make Maoris capable of really coalescing with Europeans, and of gradually becoming fitted for the European mode of life, this transformation must be effected by the agency of boarding-schools or some similar means.

To this it might perhaps be objected that, as the cost of educating a boy at a boarding-school is, on the whole, about four times as great as the cost of educating him at a village school, the country ought not to incur the extra expense. The reply to this is that the number of children that can be sent to boarding-schools is not very large, and that it is not necessary that a large pro-

portion of the village school children should be sent; for, in the first place, it is only the children who show marked ability that are suitable subjects for the proposed transformation; in the second place, the parents are in a large number of cases unwilling to part with their children even for a short time; and, in the third place, every scholar who successfully completes the boarding-school course becomes, on returning home, a kind of civilising centre, so to speak, for the diffusion of the new ideas—acting internally in the Native communities and not externally like the village school. It is quite true that in many instances boarding-school pupils disappoint the best expectations of their teachers, and seem to revert entirely to the Maori customs, losing all that they have gained during their stay at the school. Experience shows, however, that this relapse, in the case of both males and females, is generally of only a temporary character, and that in the end the gain is real and permanent. While undoubtedly really unsatisfactory cases do now and again occur, young Maori men and women, educated in the village and the boarding-schools, are to be found in most of the great centres of population, and in many of the Maori kaingas, who are very creditable specimens of humanity, while in not a few cases young Maoris are to be found who might serve as patterns worthy of imitation by many Europeans who, from their birth, have been surrounded by all the advantages which civilisation affords. It may be added that the Department, as a rule, sends to boarding-schools only pupils that have passed the Fourth Standard, and limits their stay to two years. Thus, although the cost per year per head of the boarding-school pupils is considerable, the total cost per pupil of all those who attend Native schools is not very great. There are now four boarding-schools subsidised by the Government: three of these are in the Hawke's Bay District. Te Aute College, for boys, is about thirty miles from Napier. Hukarere Protestant Native Girls' School, and St. Joseph's Providence—a Catholic girls' school—are in Napier. St. Stephen's Boys' School is at Parnell, Auckland. I append a short description of each of these schools.

The Native College, Te Aute, is connected with the Church of England. The headmaster is Mr. John Thornton, who has had wide experience as a teacher and as an inspector, especially in India, where he was for many years connected with Native schools in these two capacities. There are two assistants, one of whom is a Maori. This school has all the advantages that are to be derived from a considerable endowment,—commodious buildings, with spacious dormitories capable of accommodating sixty-three boys, extensive grounds, and an adequate staff; the domestic arrangements leave little or nothing to be desired; the school is well equipped with all suitable appliances, including a gymnasium; each pupil has a garden of his own, which he is expected to keep in good order, and whose produce is entirely his own; there is also a large and convenient workshop, where the boys receive instruction in the use of carpenters' tools, and are taught to make useful and ornamental furniture. With regard to the instruction given in the school, it would be difficult to speak too favourably. The high character of the education given here has been often referred to in former reports. It may suffice to state here that the curriculum extends from the rudiments (for foundation scholars only) up to the subjects required for the matriculation examination (which two Native scholars have passed). Adequate provision is made for the teaching of singing and drawing, and the results are very satisfactory. The general tone of the school is high, and a boy who has been under its influence for any considerable time can hardly fail to receive great benefit from it. Ten Government scholars, sent from the village schools on passing the Fourth Standard, and a number of pupils who have gained Te Makarini Scholarships attend the school; the rest are paid for out of the endowment. The Te Makarini Scholarships are provided for from a fund established in accordance with the wishes of the late Sir Donald McLean. Generally three are given in each year. This year, as only one candidate, John Jacob, of Te Aute, was found to be qualified, the Trustees directed that two complementary scholarships should be offered to village school pupils only. These were gained by F. Tupai Maire, of Colac, and Japhet Winiata, of the same place. Seeing that the very low age limit, thirteen for junior, and fifteen for senior scholars was found disadvantageous, the Trustees have, on my suggestion, raised the limits to fifteen and sixteen respectively; much benefit may be expected to result from the alteration.

Hukarere Girls' School also does excellent work. It is not so favourably situated as Te Aute, seeing that the grounds are rather too small for the purpose. The buildings, however, are good and the staff is efficient; the domestic arrangements are quite satisfactory. The girls belonging to this school are taught to cook, to wash, to make and mend clothes, in short, to be thorough housewives. Nor are things calculated to refine the taste neglected; the drawing is singularly good, and the singing is excellent. There is hardly a girl in the upper division that cannot sing a simple melody at sight. Traces of weakness in some of the ordinary school subjects, and especially English, still remain, but year by year there is improvement. One difficulty after another is being fairly met and overcome, and, on the whole, this is an excellent school. At the last examination the passes were as follows: Standard I., 8; Standard II., 3; Standard III., 2; Standard IV., 4. Higher work: first year, 8; second year, 4. Thirty-five pupils were examined.

St. Joseph's Providence Girls' School is a very useful institution. The grounds are of sufficient size; they extend over about four acres. Plenty of teaching power is available, and the domestic arrangements, as in the case of most establishments of this kind, leave nothing to be desired. The relations between the teachers and their pupils are of a pleasing character. There is a rather striking difference between this school and some of the others. St. Joseph's is stronger in English but weaker in most of the other subjects. This remark, however, applies only to last year's work; the peculiarity had not been noticed previously. The singing and drawing are fair, but certainly not excellent; the needlework is remarkably good. It is very desirable that more village school pupils should be sent to this school, but it is difficult to get them. Those that have been sent have received great benefit from their residence with the Sisters. Passes at the examination were as follows: Standard I., 2; Standard II., 2; Standard III., 1; Standard IV., 1. Higher work: First year, 5. Twenty-three pupils were examined.

St. Stephen's, Parnell, is in connection with the Church of England. The resources of this school are not so large as those of Te Aute, and the school has to depend more on the Govern-

ment aid which it receives in the shape of a capitation-fee of £18 per annum on all pupils sent by the Government, and an absolute grant-in-aid of £200 per annum. Very great improvements have been made in connection with this school during the last few years in the way of providing new and better dormitories, of affording greater facilities for personal cleanliness, and, generally, of making the way of life of the pupils approximate more closely to that of Europeans. The instruction given is, on the whole, sound and good; much of it is very satisfactory indeed, but, until quite lately, the amount of teaching power has been rather small, and consequently the quantity of *viva voce* as compared with that of written work has been insufficient. There is now a suitable assistant, whose help will enable the head-master to devote more attention to purely educational work. It is surprising that so much good work has been done here and done so well without assistance. Special mention may be made of the boys' knowledge of drill and their skill in gymnastic exercises, both of which are worthy of high commendation. The drawing, too, is good, but the singing, which promised so well a year or two ago, is rather disappointing. A good deal of attention is paid to industrial work; the boys all learn to cook, many are able to use carpenters' tools, and all of them take part in such agricultural operations as can be carried on within the limits of the grounds on which the institution stands. Boys who have gone through the school course, are, on leaving, sometimes apprenticed to trades. In all cases thus dealt with boys learn something that will be of use to them, and in some instances the experiment has been thoroughly successful.

MISCELLANEOUS.

Expenditure.—A statement of the expenditure incurred in connection with Native schools and a statement of the way in which this expenditure has been distributed will be found in Tables Nos. 1 and 2 of the Appendix. Of the total net Government expenditure on Native schools, £21,653 (shillings and pence are neglected), the sum of £14,090 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 (£1,813); building, fencing, and furniture; of a portion of the cost of the school at the Chatham Islands; and of grants to Education Boards. Reckoned on the basis of the strict average for the year (2,137·73) the cost per head of the children attending Native village schools was £6 11s. 9d. If the total population of New Zealand is 650,000 the share per head of the total expenditure on Native education is almost exactly 8d. Table No. 3 gives the ages of the children on the books of the Native village and subsidised schools at the end of the December quarter. It will be seen that 91·83 per cent. are between the ages of five and fifteen. Table No. 4 gives statistics of the year's attendance. The working average for 1887 was 2,247·39, as compared with 2,019·73 for 1886. The strict average for 1887 was 2,137·73, against 1,953·23 for 1886. From Table 5 we learn that the percentage of children who are Maoris, in the sense defined by the code, to those who are either Europeans or quarter-castes has risen from 71·06 to 74·99. Tables Nos. 6 and 7 show the examination and inspection results respectively for the year. There is again an increase in the number of passes in the higher standards, the numbers for Standards III. and IV. being 148 and 68 for 1887, against 112 and 64 for 1886. Last year seventeen schools gained over 70 per cent. at inspection; this year twenty-three schools obtained the distinction. As a rule, none but able teachers can secure such a position for their schools; but, on the other hand, external circumstances may sometimes cause even the best teachers to miss it.

THE TEACHING OF ENGLISH.

The work of teaching the Maoris to speak, write, and understand English is in importance second only to that of making them acquainted with European customs and ways of thinking, and so fitting them for becoming orderly and law-abiding citizens. Indeed, it might be maintained that the first-named of these operations is the more important, seeing that the knowledge of English ways can hardly be obtained by Natives unacquainted with the language. To teach the Natives English is therefore the *raison d'être* of Native schools. If they do this work well their existence is justified; if not, there can be little advantage in maintaining a separate order of schools for this purpose. The task is one of extreme difficulty for many reasons; the Maori language is so fundamentally different from the English that, to say nothing of hereditary aptitudes, the Maori, from the time that he begins to speak and think has his vocal organs and thinking faculties moulded in such a way that he could hardly be rendered more unfitted for speaking English and using it as an instrument of thought if his vernacular had been specially devised for that very purpose. As instances of the kind of difficulty thus caused it may be mentioned that, speaking generally, distinctions of number, the use of the copula, and time distinctions in verbs are an abomination to the Maori. Most people are aware that attempts to learn French or German, even with the aid of a good master, are seldom rewarded by very marked success, except in cases in which the pupil has had the advantage of hearing the new language constantly spoken, and has had little or no opportunity of falling back upon his own language. Masters of Native schools are constantly hampered by the difficulty caused by their pupils' training in the use of Maori being continued along with the training in English that they are receiving from their teachers. It is hardly to be wondered at, then, if a Maori boy of fifteen, who has been six or seven years at school, is only tolerably successful in speaking and writing English. It seems to me, indeed, that the success achieved by our best schools is very remarkable, and that it speaks well for the intelligence and energy of the teachers. Nevertheless, no effort should be spared to secure improvement in this direction. With this end in view it has been decided to insist on a very stringent reading of the standards as far as English is concerned, and to allow no pupil to pass a standard who does not do well in that subject. The kind of improvement aimed at is to be obtained by persistent drill, especially in the lower standards; long after the child's knowledge of what is needed is complete he must have constant practice in the use of that knowledge, and this must be continued until the use becomes automatic. For the higher standards there must be abundant translation and

re-translation and much criticism of the more usual errors, and this must be continued until easy Maori or English sentences can be translated off-hand without mistake. In the very best schools, the degree of excellence indicated has been attained to; there seems to be every reason why it should be made the standard for all.

PROPOSED MODIFICATIONS OF THE NATIVE-SCHOOL SYSTEM.

Now that every department of the public service is undergoing modifications of a more or less extensive character, it may be worth while to make a suggestion with regard to the manner in which it seems to me that the Native-school system ought to be dealt with. Owing to the remoteness from civilisation of the great majority of the Native schools the work done by them is exposed to much misrepresentation by people who, through lack of sobriety of judgment and absence of regard for exactness of statement, talk at random. It is often said by persons of this class that Maori education is a farce, and that the money spent on it is quite thrown away, and so forth. I am inclined to think that it is very undesirable that the statements of such people should go for more than they are worth, and recommend the appointment of one or two trustworthy Commissioners to visit two or three of the more populous Maori centres and report the results to the Government. If this were done, I believe that it would become apparent that it would be inexpedient, at all events for some time to come, to seriously interfere with the schools themselves, even though it might be necessary to modify the external arrangements by which they are controlled. I make no attempt here to answer the statements referred to above. There are now nine of my reports in your hands, and they are my answer to these and similar statements.

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 1887; and the Names, Status, and Emoluments of the Teachers as in December, 1887.

** In the column "Position in the School," H M, means Head Master; H F, Head Mistress; M, that there is a Master only, F, Mistress only; A F, Assistant Female; S, Sewing Mistress.

County.	Schools.	Expenditure during 1887.				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.		£ s. d.		
Mangonui	Te Kao ..	121 11 1	13 18 8	..	135 9 9	Allan, A. G.	H M	110 0 0	
	Awani ..	160 8 4	11 17 5	..	172 5 9	Allan, Miss C.	S	20 0 0	
	Pamapurua ..	205 0 0	10 12 8	42 5 0	257 17 8	La Trobe, J.	H M	140 0 0	
	Ahipara ..	167 10 0	15 13 4	4 16 0	187 19 4	Dunn, R. H.	A F	35 0 0	
	Pukepoto ..	231 5 0	19 9 7	6 0 0	256 14 7	Dunn, Mrs. ...	H M	135 0 0	
	Penia ..	145 16 8	69 8 2	16 12 6	231 17 4	Créne, P. ...	A F	35 0 0	
	Te Moari ..	149 3 4	3 9 6	..	152 12 10	Masters, C. M.	H M	180 0 0	
	Te Ngaere ..	35 0 0	9 6 6	..	44 6 6	Masters, Miss E.	A F	35 0 0	
	Whangape ..	177 10 0	26 2 4	11 10 0	215 2 4	McGavin, Mrs.	F	160 0 0	School not opened March quarter: teacher ill. House allowance, £20 per annum.
	Whakarapa and Lower Waihou ..	150 16 8	23 16 7	..	174 13 3	McGavin, S.	M	135 0 0	Mr. and Mrs. McGavin work the school jointly. Closed December quarter: no attendance.
	Upper Waihou ..	175 8 4	1 16 5	..	177 4 9	Kirkman, H. R.	H M	90 0 0	School reopened September quarter.
	Waikapu ..	102 6 3	3 11 9	..	105 18 0	Kirkman, Mrs.	S	20 0 0	
	Whirinaki ..	153 15 0	12 13 11	4 4 0	170 12 11	Bow, A. ...	H M	155 0 0	Allowance for conveyance of goods, £10 per annum.
	Waima ..	210 0 0	7 10 6	20 0 0	237 10 6	Irvine, C. D.	S	20 0 0	
	Omanaia ..	157 10 0	4 18 3	..	162 8 3	Phillips, G. W.	M	165 0 0	Closed end of year.
Pakia ..	115 0 0	6 16 3	..	121 16 3	Minchin, T. M.	M	99 15 0	Subsidised.	
Motukaraka ..	165 0 0	19 8 0	3 10 0	187 18 0	Young, Rev. H.	H M	120 0 0		
Mangamuka ..	187 10 0	6 8 0	..	193 18 0	Young, Miss	A F	20 0 0		
Mangakahia ..	142 10 0	65 3 10	302 11 6	510 5 4	Hill, C. P. ...	H M	185 0 0		
Waimamaku ..	125 0 0	18 18 6	7 10 0	151 8 6	Hill, Mrs. ...	A F	35 0 0		
Otaua ..	172 10 0	5 17 9	..	178 7 9	Cockroft, Mrs.	S	20 0 0		
					Magge, E. J.	H M	100 0 0		
					Magge, Mrs.	S	20 0 0		
					Danaher, T. J.	H M	135 0 0		
					Danaher, Mrs.	S	20 0 0		
					Harrison, J.	H M	165 0 0		
					Harrison, Mrs.	S	20 0 0		
					Spencer, R. ...	H M	120 0 0	Allowance for conveyance of goods, £30 per annum.	
					Spencer, Miss	A F	35 0 0		
					Munee, J. M.	H M	100 0 0		
					Munee, Mrs.	S	20 0 0		
					Tobin, W. H. J.	H M	130 0 0		
					Tobin, Mrs. ...	A F	35 0 0		

Table No. 1—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1887.

County.	Schools.	Expenditure during 1887.					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.	Rate of Salary at the End of Year.				
Bay of Islands	Paiaha	£ s. d.	£ s. d.	£ s. d.	£ s. d.	Jeffcoat, Miss J.	F	95 12 6	Subsidised.	
	Ohaeawai	91 19 9	14 10 5	..	103 10 2	Woods, G. E.	H M	155 0 0		
	Kaikohu	172 10 0	8 1 5	..	180 11 5	Woods, Mrs.	S	20 0 0		
	Karetu	231 5 0	30 2 1	..	261 7 1	Mitchell, J. ...	H M	195 0 0		
Whangarei	Waikare	92 10 0	5 5 9	..	97 15 9	Mitchell, Miss	A F	20 0 0		
	Taumarere	108 9 0	1 6 6	..	109 15 6	Johnson, Miss S. H.	S	20 0 0		
	Te Ahu Ahu	78 12 9	4 0 9	..	82 13 6	Blyth, W. H.	H M	91 17 6	Subsidised.	
	Ngunguru	180 0 0	13 6 4	..	193 6 4	Blyth, Mrs. ...	S	20 0 0		
Hobson	Poroti	81 7 9	6 10 9	..	87 18 6	Tautari, Mrs.	F	77 8 0	Subsidised.	
	Tangiteroria	117 10 0	34 12 5	..	161 1 5	Watling, Mrs.	H F	145 0 0		
	Taita	119 11 8	27 18 8	2. 14 0	150 4 4	Burleigh, Miss K.	A F	35 0 0		
	Maakohu	73 6 8	36 3 1	465 7 3	574 17 0	Stevens, Mrs.	F	79 13 0	Subsidised.	
Rodney	Pouito Point	117 10 0	0 3 6	..	117 13 6	Patrick, J. K.	H M	80 0 0		
	Maakohu	140 0 0	6 18 7	..	146 18 7	Patrick, Mrs.	A F	35 0 0		
	Waitehau	155 0 0	32 16 1	..	187 16 1	Broughton, J. H.	H M	90 0 0		
	Kopua	93 12 0	22 19 0	..	115 11 0	Broughton, Mrs.	S	20 0 0	School opened September quarter.	
Thames	Kirikiri	162 10 0	17 7 5	13 6 8	193 4 1	Aimer, E. B.	H M	100 0 0		
	Te Wapata	182 0 7	25 6 2	..	207 6 9	Aimer, Mrs.	S	20 0 0		
	Te Wapata	161 1 8	29 4 4	16 2 8	206 8 8	Hawkins, T. B.	M	80 0 0		
	Te Wapata	143 6 8	63 13 1	41 0 8	248 0 5	Winkelmann, C. P.	H M	110 0 0		
Tauranga	Maungatapu	129 3 4	6 5 10	..	135 9 2	Winkelmann, Mrs.	S	20 0 0	Oruawhoro half-time school closed at end of year. Allowance for horse, £17 10s. per annum.	
	Paeora	168 10 0	5 5 9	..	173 15 9	Quinlan, W. H.	H M	120 0 0	Subsidised.	
	Te Awahou	80 0 0	7 5 6	..	87 5 6	Johnstone, Mrs.	F	94 16 0		
	Ohinemutu	149 3 4	8 8 0	3 0 0	160 11 4	Ireland, J. ...	H M	145 0 0		
Roto Iti	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Ireland, Miss A.	S	20 0 0		
	Ohinemutu	191 0 0	49 7 4	..	240 7 4	Anderson, Mrs.	S	20 0 0		
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Hosking, J. T.	H M	135 0 0		
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Hosking, Mrs.	S	20 0 0		
Roto Iti	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Haszard, Miss C. N.	H F	110 0 0		
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Haszard, Mrs. I.	A F	15 0 0		
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Haszard, Mrs.	S	20 0 0		
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Morton, B. D.	M	125 0 0		
Roto Iti	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Duffus, J. W.	M	125 0 0		
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Louch, Miss S.	F	80 0 0	Allowance for house-rent, £26 per annum.	
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Robinson, T. J.	M	135 0 0	School was under Mr. and Mrs. Duffus's charge to end of February. Allowance for horse, £10 per annum.	
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Clarke, Mrs.	H M	120 0 0		
Roto Iti	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Clarke, Mrs.	S	20 0 0		
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Clarke, Mrs.	M	165 0 0	Allowance for house-rent, £26 per annum.	
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Clarke, Mrs.	S	20 0 0		
	Ohinemutu	149 3 4	7 9 0	..	156 12 4	Clarke, Mrs.	M	165 0 0		

Whakatane	Te Matai ..	..	151 13 4	56 14 10	554 16 0	763 4 2	Capper, J. F. Capper, Mrs.	H M S	175 0 0	School opened June quarter.
	Maketu ..	..	176 13 4	17 1 9	..	193 15 1	Pinker, A. ... Pinker, Mrs.	H M S	20 0 0	
	Matafa ..	..	215 0 0	21 7 10	..	236 7 10	Thurston, H. C. Thurston, Mrs.	H M A F	185 0 0	
	Galatea ..	..	76 1 5	73 13 1	9 0 0	158 14 6	Wylie J. ... Wylie, Mrs. ...	H M S	35 0 0	School reopened March quarter. Allow- ance for conveyance of goods, £20 per annum.
	Whakatane	..	172 10 0	9 18 0	..	182 8 0	Browne, W. F. Browne, Mrs.	H M A F	20 0 0	
	Waioweka	..	237 10 0	29 1 9	30 0 0	296 11 9	Herlihy, P. ... Herlihy, Mrs.	H M A F	35 0 0	
	Omarumutu	..	216 5 0	69 1 3	..	285 6 3	Tennent, A. P. Tennent, Mrs.	H M A F	185 0 0	
	Torere ..	..	230 0 0	23 1 3	2 5 9	255 7 0	Leech, W. A. Leech, Miss	H M A F	35 0 0	
	Omaio ..	..	147 10 0	41 1 8	..	188 11 8	Leech, Mrs. Hamilton, H. A.	S H M	20 0 0	
	Te Kaha ..	..	212 10 0	111 1 10	8 7 9	331 19 7	Hamilton, Mrs. Levert, E. ...	S H M	140 0 0	
	Raukokore	..	125 3 3	30 4 3	218 9 0	373 17 0	Levert, Mrs. Ensor, E. ...	A F S	20 0 0	School opened March quarter.
	Wharekahika	..	113 3 11	32 11 2	562 0 4	707 15 5	Ensor, Mrs. Parker, J. R. C.	S H M	20 0 0	School opened June quarter.
	Kawakawa	..	79 3 4	24 4 7	548 10 4	651 18 3	Parker, Mrs. Beattie, T. ...	S H M	20 0 0	School opened June quarter.
	Rangitukia and Tiki Itiki	..	143 1 1	49 17 4	785 8 4	978 6 9	Beattie, Mrs. Stewart, R. O.	S H M	20 0 0	Both schools opened June quarter.
	Waiomatatini	..	195 0 0	10 14 4	4 7 6	210 1 10	Stewart, Mrs. Hamilton, Miss E.	A F A F	35 0 0	
	Tuparoa ..	..	100 14 6	29 13 1	490 10 8	620 18 3	Creeke, W. Creeke, Mrs.	H M A F	40 0 0	
	Aku Aku ..	..	236 5 0	7 19 10	..	244 4 10	Hyde, E. G. Hyde, Mrs. ...	A F H M	35 0 0	School opened June quarter.
	Tokomaru	..	136 6 7	59 0 7	361 9 6	556 16 8	Hamilton, A. G. Hamilton, Mrs.	H M A F	130 0 0	
	Uawa ..	..	32 10 0	4 18 3	..	37 8 3	Clemance, P. H. Clemance, Mrs.	H M S	110 0 0	School reopened March quarter.
	Te Ore Ore	..	72 0 0	8 11 2	..	80 11 2	Pahewa, Miss Sillars, J. ...	.. M	20 0 0	School-buildings handed over to Hawke's Bay Education Board, March quarter.
	Papawai ..	..	137 10 0	37 18 3	..	175 8 3	Brittain, F. H. Brittain, Mrs.	H M S	60 0 0	Allowance for house-rent, £12 per annum. Subsidised.
	D'Urville Island	..	85 0 0	27 13 2	..	112 13 2	Macdonald, G. Johnson, Mrs.	M F	60 0 0	House allowance, £20 per ann. Subsidised.
	Waikawa...	..	106 8 0	23 16 7	..	130 4 7	Curtis, R. T. Curtis, Mrs.	F S	100 4 0	Subsidised.
	Wairau ..	..	121 0 8	17 7 3	37 0 0	175 7 11	Beck, R. H. Reeves, H. J.	H M M	98 12 6	Subsidised. £86 6s. 2d. paid from Native reserves funds.
	Mangamaunu	..	84 1 6	6 4 7	6 10 0	96 16 1	Reeves, Mrs. Lucas, W. S.	M H M	82 2 6	Subsidised.
	Kaipoi ..	..	218 15 0	87 1 10	..	305 16 10	Lucas, Mrs.	A F H M	180 0 0	
	Akaroa ..	..	200 0 0	8 1 8	10 0 0	218 1 8	..	S	180 0 0	

Table No. 1—continued.
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1887.

County.	Schools.	Expenditure during 1887.				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.	
Akaroa—continued.	Little River	£ 150 0 0	£ 31 6 5	£ ..	£ 181 6 5	Curling, J.	H M	125 0 0		
	Onuku	£ 165 0 0	£ 9 5 10	£ ..	£ 174 5 10	Curling, Mrs.	S	20 0 0		
Waikouaiti	Waikouaiti	£ 233 15 0	£ 14 14 6	£ ..	£ 248 9 6	Moloney, M.	H M	145 0 0		
Clutha ..	Port Molyneux	£ 90 18 10	£ 1 19 4	£ ..	£ 92 18 2	Moloney, Mrs.	S	20 0 0		
Wallace	Colac Bay	£ 257 1 8	£ 30 18 3	£ ..	£ 287 19 11	Green, F. A.	H M	195 0 0		
Stewart Island ..	The Neck	£ 156 5 0	£ 26 18 9	£ 14 13 0	£ 197 16 9	Green, Mrs.	A F	35 0 0	Subsidised.	
	Chatham Islands ..	£ 50 0 0	£ 14 10 0	£ ..	£ 64 10 0	Vanderhoven, Miss	F	75 0 0	£83 15s. paid from Native reserves funds.	
Boarding-schools—						Nickless, H. W.	H M	215 0 0		
St. Stephen's, Auckland		£ ..	£ 690 12 0	£ ..	£ 690 12 0	Nickless, Miss	A F	20 0 0	£46 5s. paid from Native reserves funds.	
St. Mary's, Auckland		£ ..	£ 7 10 0	£ ..	£ 7 10 0	Nickless, Mrs.	S	20 0 0	Cost of maintenance transferred to Public Schools Vote from 1st April.	
Te Aute, Hawke's Bay		£ ..	£ 250 0 0	£ ..	£ 250 0 0	Connor, Rev. C.	H M	145 0 0		
Hukarere, Hawke's Bay		£ ..	£ 400 0 0	£ ..	£ 400 0 0	Connor, Mrs.	S	20 0 0		
St. Joseph's, Hawke's Bay		£ ..	£ 283 15 1	£ ..	£ 283 15 1	..	..	..
Miscellaneous grants for higher education and apprenticeship		£ 500 0 0	£ 181 10 10	£ ..	£ 681 10 10					
Inspection		£ ..	£ 201 8 10	£ ..	£ 201 8 10					
Grants to Education Boards for establishment of Schools for Europeans and Maoris		£ ..	£ ..	£ 762 12 7	£ 762 12 7					
Other miscellaneous expenditure not chargeable to particular schools		£ 9 9 1	£ 273 4 4	£ 275 19 2	£ 558 12 7					
Totals...		£ 12,253 19 8	£ 4,157 1 6	£ 5,657 9 2	£ 22,068 10 4*			12,000 1 0		

* Deducting recoveries (£198 11s. 3d.) and payments from Native reserves funds (£216 6s. 2d.), the result is a net Government expenditure of £21,653 12s. 5d.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1887.

	£	s.	d.
Village-school salaries	11,589	19	8
Teachers' allowances for special objects	184	12	8
Teachers' removal allowances	334	0	5
Books and school requisites	480	5	7
Prizes for regular attendance	166	9	11
Standard prizes	49	8	0
Prizes for passing final examination at boarding-schools	6	14	9
Planting sites	28	14	11
Repairs and small works	437	5	7
Inspector	500	0	0
District Superintendents	43	15	0
Inspectors' travelling expenses	196	3	10
District Superintendents' travelling expenses	32	15	0
Board of girls with teachers	24	0	0
Subsidies for games	20	16	9
Subsidies for music	22	10	1
Sundries (including sewing material, £214 7s. 7d., and deducting refunds for sewing material, £136 1s., and refund from Te Makarini Trustees, £17 1s.)	216	19	4
Boarding-schools, higher education, and apprenticeship	1,716	18	4
Travelling expenses of scholars sent to boarding-schools	96	9	7
Buildings, fencing, furniture, &c.	4,894	16	7
Grants to Education Boards out of Building Fund for mixed schools	762	12	7
School at Chatham Islands*	64	10	0
Total	£21,869	18	7

*The first quarter of the year only. Now paid out of vote for public schools.

NOTE.—Of the above total, £216 6s. 2d. was paid from Native reserve funds, leaving a net Government expenditure of £21,653 12s. 5d.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1887.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	38	34	72	2·73
Five and under ten years	770	614	1,384	52·60
Ten and under fifteen years	612	420	1,032	39·23
Fifteen years and upwards	90	53	143	5·44
Totals	1,510	1,121	2,631	100·00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, for the Year 1887.

Schools.	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.			
					Fourth Quarter.	Whole Year.	Fourth Quarter.			Whole Year.
							Boys.	Girls.	Total.	
Te Kao	31	13	17	27	23	27.25	14	9	23	27.25
Awaniui	28	40	35	33	14	16.50	14	14	28	24.75
Pamapurua	39	6	6	39	29	30.25	14	16	30	31.50
Ahipara	37	14	8	43	36	32.50	18	18	36	33.50
Pukepoto ¹	58	58	13	45	31	32.00	17	19	36	34.33
Peria	21	18	13	26	22	21.25	15	7	22	21.25
Te Moari ²	18	27	45	..	..	17.00	..	..	..	22.66
Te Ngaere ³ .. .. .	..	27	3	24	22	20.00	14	8	22	20.00
Whangape	29	5	5	29	21	23.25	16	6	22	24.25
Whakarapa	17	36	25	28	17	21.00	11	6	17	22.50
Waihou Lower	33	21	11	43	24	30.00	11	16	27	32.25
Waihou Upper ⁴	20	7	27	..	..	11.33	..	..	..	12.00
Waitapu	19	3	4	18	14	13.75	10	5	15	14.75
Whirinaki	39	7	8	38	36	35.50	23	13	36	36.25
Waima	38	2	4	36	32	33.50	17	15	32	33.50
Omanaia	29	5	4	30	18	24.25	11	7	18	24.25
Pakia	22	4	7	19	16	18.00	8	8	16	18.00
Motukaraka	37	19	13	43	29	30.00	17	12	29	30.25
Mangamuka	27	26	22	31	19	18.25	6	15	21	20.25
Mangakahia	38	9	7	40	20	29.50	20	11	31	36.25
Waimamaku	35	4	16	23	19	26.50	13	6	19	26.50
Otaua	37	8	10	35	32	34.00	18	14	32	34.00
Paihia	10	8	7	11	7	6.75	4	4	8	8.00
Ohaeawai	29	6	4	31	26	23.75	18	8	26	23.75
Kaikohe	40	38	15	63	54	53.75	31	24	55	54.50
Karetu	21	5	2	24	21	22.50	11	10	21	22.50
Waikare	22	4	4	22	17	18.00	9	9	18	18.75
Taumarere	12	9	4	17	17	17.25	7	10	17	17.25
Te Ahuahu	40	4	6	38	33	34.25	15	18	33	34.25
Ngunguru	15	5	9	11	6	7.75	3	4	7	9.00
Poroti	25	18	5	38	28	23.25	16	15	31	31.75
Tangiteroria	21	8	1	28	25	22.50	15	10	25	23.25
Taita ⁵ .. .. .	..	23	1	22	22	18.50	15	7	22	18.50
Matakohe	20	13	10	23	12	10.25	7	6	13	13.00
Pouto Point	14	12	9	17	17	16.75	8	9	17	16.75
Otamatea	21	8	10	19	16	15.25	10	6	16	15.25
Oruawhoro ⁴	9	5	4	10	6	8.75	5	2	7	9.00
Waitetuna	18	7	10	15	9	10.75	4	7	11	12.00
Kopua	18	28	15	31	25	26.25	11	14	25	27.25
Kirikiri	34	36	19	51	29	27.25	21	9	30	33.75
Tapapa	41	22	24	39	30	35.00	21	11	32	36.50
Te Waotu	49	16	23	42	29	31.00	21	12	33	34.25
Maungatapu	21	30	40	11	8	11.25	5	5	10	14.25
Huria	25	31	27	29	15	18.75	11	4	15	19.25
Paeroa	14	20	8	26	23	20.25	14	9	23	20.25
Te Awahou	27	19	19	27	16	13.25	12	5	17	20.25
Ohinemutu	33	53	55	31	21	23.25	13	9	22	26.00
Rotoiti	37	39	36	40	30	32.00	22	9	31	35.75
Te Matai ⁶ .. .. .	..	68	7	61	58	55.00	34	24	58	55.00
Maketu	31	51	39	43	15	14.75	12	12	24	24.25
Matata	48	50	15	83	53	57.75	34	19	53	57.75
Fort Galatea ⁷ .. .. .	..	39	7	32	17	16.00	15	7	22	17.50
Whakatane	44	52	36	60	46	51.75	23	24	47	52.25
Waioweka	43	8	10	41	39	38.75	29	10	39	39.75
Omarumutu	50	11	13	48	45	46.25	26	19	45	46.25
Torere	36	5	3	38	35	36.25	18	17	35	36.25
Omaio	28	6	3	31	28	27.25	22	6	28	27.25
Te Kaha	48	8	11	45	42	44.00	23	19	42	44.25
Raukokore ⁸ .. .. .	..	33	1	32	29	30.25	11	18	29	30.25
Wharekahika ⁸ .. .. .	..	44	5	39	26	26.33	14	12	26	26.33
Kawakawa ⁶ .. .. .	..	56	11	45	34	37.00	21	13	34	37.00
Rangitukia ⁶ .. .. .	..	64	1	63	40	37.66	31	20	51	41.33
Tikitiki ⁶ .. .. .	..	55	8	47	36	36.00	18	19	37	36.33
Waiomatatini	57	21	22	56	36	42.00	25	11	36	44.25
Tuparoa ⁶ .. .. .	..	60	14	46	44	44.66	21	23	44	44.66
Akuaku	47	22	21	48	24	32.50	13	22	35	38.75
Tokomaru ⁷ .. .. .	..	89	48	41	22	45.50	14	13	27	48.25
Uawa ⁹	32	..	32	..	..	23.00	..	..	..	23.00
Te Oreore	16	25	19	22	12	13.25	8	5	13	14.50
Papawai	32	19	12	39	27	25.75	16	11	27	26.50
D'Urville Island	10	5	1	14	13	10.75	7	6	13	10.75
Waikawa	16	12	7	21	17	15.00	8	10	18	16.00
Wairau	16	1	1	16	14	13.75	10	4	14	13.75
Mangamaunu	10	6	2	14	11	9.00	4	7	11	9.50
Kaipoi	37	14	8	43	28	31.25	19	20	39	35.00
Rapaki	25	10	8	27	22	26.00	15	7	22	26.00
Little River	19	8	5	22	19	19.75	6	14	20	20.50
Onuku	21	25	16	30	25	23.25	15	10	25	23.25
Waikouaiti	27	11	4	34	32	31.00	17	15	32	31.00
Port Molyneux	10	11	5	16	13	11.00	9	4	13	11.25
Colac Bay	50	12	20	42	34	36.75	21	13	34	37.75
The Neck	50	3	7	26	25	24.75	14	11	25	25.75
Totals for 1887	1,993	1,730	1,092	2,631	1,977	2,137.73	1,189	906	2,095	2,247.39
Totals for 1886	1,856	1,492	1,002	2,346	1,755	1,953.23	1,020	826	1,846	2,019.73

¹ Not open during March quarter.² No attendance during December quarter.³ Reopened September quarter.⁴ Closed end of year.⁵ Opened September quarter.⁶ Opened June quarter.⁷ Reopened March quarter.⁸ Opened March quarter.⁹ School handed over to Education Board March quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1887.

* * 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	18	6	19	4	4	8	..	..	..	17	10	27
Awanui	5	10	15	..	..	..	12	6	18	17	16	33
Pamapurua	19	17	36	..	..	..	1	2	3	20	19	39
Ahipara	15	11	26	1	1	2	6	9	15	22	21	43
Pukepoto	21	20	41	..	..	..	2	2	4	23	22	45
Peria	15	6	21	..	..	..	2	3	5	17	9	26
Te Ngaere	13	8	21	..	1	1	1	1	2	14	10	24
Whangape	21	5	26	1	..	1	1	1	2	23	6	29
Whakarapa	14	11	25	..	..	..	2	1	3	16	12	28
Waihou, Lower	17	23	40	..	..	..	..	3	3	17	26	43
Waitapu	4	1	5	4	1	5	4	4	8	12	6	18
Whirinaki	22	10	32	..	..	..	3	3	6	25	13	38
Waima	18	15	33	1	..	1	1	1	2	20	16	36
Omanaia	15	8	23	..	1	1	3	3	6	18	12	30
Pakia	1	..	1	4	8	12	4	2	6	9	10	19
Motukaraka	12	3	15	3	4	7	11	10	21	26	17	43
Mangamuka	12	13	25	..	2	2	..	4	4	12	19	31
Mangakahia	21	12	33	..	..	..	3	4	7	24	16	40
Waimamaku	12	9	21	..	..	..	2	..	2	14	9	23
Otaua	16	14	30	1	..	1	2	2	4	19	16	35
Paihia .. .. .	..	2	2	2	3	5	4	4	8	6	5	11
Ohaeawai	12	8	20	2	1	3	8	..	8	22	9	31
Kaikohe	33	24	57	1	..	1	1	4	5	35	28	63
Karetu	8	6	14	3	4	7	1	2	3	12	12	24
Waikare	9	9	18	..	1	1	1	2	3	10	12	22
Taumarere	5	8	13	1	2	3	1	..	1	7	10	17
Te Ahuahu	17	17	34	1	3	4	..	..	..	18	20	38
Ngunguru	1	3	4	..	2	2	3	2	5	4	7	11
Poroti	16	11	27	2	1	3	3	5	8	17	11	28
Tangiteroria	11	5	16	..	..	..	6	6	12	17	11	28
Taita	15	7	22	..	..	..	..	..	..	15	7	22
Matakohe	9	5	14	..	..	..	4	5	9	13	10	23
Poua Point	6	7	13	..	..	..	2	2	4	8	9	17
Otamatea	11	3	14	..	..	..	1	4	5	12	7	19
Oruawhara	7	3	10	..	..	..	..	..	..	7	3	10
Waitetuna	4	9	13	..	..	..	2	..	2	6	9	15
Kopua	9	13	22	4	4	8	1	..	1	14	17	31
Kirikiri	14	7	21	2	3	5	21	4	25	37	14	51
Tapapa	21	13	34	4	1	5	..	..	..	25	14	39
Te Waotu	20	9	29	5	1	6	2	5	7	27	15	42
Maungatapu	5	4	9	..	..	..	1	1	2	6	5	11
Huria	17	8	25	1	..	1	..	3	3	18	11	29
Paeroa	7	3	10	9	5	14	1	1	2	17	9	26
Te Awahou	17	7	24	1	..	1	1	1	2	19	8	27
Ohinemutu	15	13	28	3	..	3	..	..	..	18	13	31
Roto-iti	28	11	39	..	1	1	..	..	..	28	12	40
Te Matai	36	25	61	..	..	..	..	..	..	36	25	61
Maketu	18	10	28	2	2	4	4	11	15	24	19	43
Matata	35	24	59	10	8	18	3	3	6	48	35	83
Fort Galatea	17	10	27	1	..	1	2	2	4	20	12	32
Whakatano	24	21	45	1	2	3	5	7	12	30	30	60
Waioweka	17	6	23	5	3	8	9	1	10	31	10	41
Omarumutu	21	13	34	2	2	4	5	5	10	28	20	48
Torere	20	17	37	1	..	1	..	..	..	21	17	38
Omaio	22	5	27	2	1	3	1	..	1	25	6	31
Te Kaha	22	15	37	1	1	2	2	4	6	25	20	45
Raukokore	11	15	26	2	1	3	1	2	3	14	18	32
Wharekahika	20	15	35	1	..	1	3	..	3	24	15	39
Kawakawa	26	14	40	1	2	3	1	1	2	28	17	45
Rangitukia	33	21	54	6	..	6	..	3	3	39	24	63
Tikitiki	23	20	43	1	3	4	..	..	..	24	23	47
Waiomatatini	32	11	43	3	3	6	5	2	7	40	16	56
Tuparoa	20	21	41	1	1	2	..	3	3	21	25	46
Akuaku	16	25	41	4	2	6	1	..	1	21	27	48
Tokomaru	19	15	34	3	3	6	..	1	1	22	19	41
Te Oreore	10	8	18	2	2	4	..	..	..	12	10	22
Papawai	9	5	14	1	1	2	12	11	23	22	17	39
D'Urville Island	6	6	12	..	..	..	2	2	4	8	6	14
Waikawa	6	6	12	1	1	2	2	5	7	9	12	21
Wairau	9	4	13	..	..	..	2	1	3	11	5	16
Mangamaunu	4	8	12	1	..	1	1	..	1	6	8	14
Kaiapoi	11	12	23	5	3	8	5	7	12	21	22	43
Rapaki	15	5	20	3	4	7	..	..	..	18	9	27
Little River	7	14	21	..	1	1	..	..	..	7	15	22
Onuku	12	5	17	..	..	..	6	7	13	18	12	30
Waikouaiti	7	7	14	6	5	11	5	4	9	18	16	34
Port Molyneux	4	3	7	..	..	..	7	2	9	11	5	16
Colac Bay	19	7	26	..	..	..	8	8	16	27	15	42
The Neck	7	2	9	4	7	11	3	3	6	14	12	26
Totals for 1887	1,161	812	1,973	130	112	242	219	197	416	1,510	1,121	2,631
Totals for 1886	956	711	1,667	128	115	243	221	215	436	1,305	1,041	2,346

NOTE.—At Te Moari and Upper Waihou there was no attendance. Uawa was transferred to Education Board in March quarter.

SUMMARY of Table No. 5.

					Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	..	..	..	..	1,161	812	1,973	74.99
Half-caste	..	..	..	..	180	112	242	9.20
Between half-caste and European, and European	..	..	..	..	219	197	416	15.81
Totals	..	..	..	..	1,510	1,121	2,631	100.00

Table No. 6.

RESULTS of EXAMINATION, 1887.

Schools.	On Roll.	Present at Examination, but did not pass any Standard.	Passes of Pupils examined.				Classification of Teachers, 31st March, 1888.	Percentage obtained at Examination.
			IV.	III.	II.	I.		
Te Kao	34	19	2	3	..	2	III.	52.58
Awanui	44	13	..	..	1	1	II.	46.82
Pamapurua	42	22	1	2	3	12	III.	64.93
Ahipara	39	20	..	3	4	8	V.	57.14
Pukepoto	38	21	2	1	6	8	I.	53.00
Peria	27	15	1	3	2	5	II.	69.30
Te Moari	33	25	2	..	..	..	IV.	40.00
Whangape	31	24	..	3	3	6	I.	55.00
Whakarapa	20	6	..	4	3	4	V.	66.22
Lower Waihou	41	34	..	..	..	2	III.	15.47
Waitapu	18	9	..	..	5	4	III.	67.18
Motukaraka	41	24	..	3	1	2	IV.	44.91
Mangamuka	25	13	2	1	2	1	II.	65.44
Upper Waihou	16	2	..	..	2	1	I.	62.06
Waimamaku	26	9	..	..	5	10	V.	64.81
Pakia	26	10	1	2	..	3	V.	61.90
Whirinaki	39	30	..	3	2	4	III.	41.53
Omanaia	33	18	2	3	4	5	III.	52.27
Waima	36	15	3	4	3	8	III.	69.76
Otaua	35	15	1	2	6	10	III.	67.50
Kaikohe	64	24	3	3	7	3	II.	52.97
Mangakahia	47	19	..	2	4	7	V.	54.83
Ohaeawai	29	14	..	4	2	1	IV.	46.82
Paihia	11	11	..	..	1	2	V.	67.64
Te Ahuahu	42	21	..	..	4	11	III.	62.16
Waikare	20	12	1	1	4	1	V.	63.63
Karetu	24	13	..	..	1	9	V.	74.00
Taumarere	19	11	..	1	5	1	V.	75.64
Ngunguru	17	10	..	..	2	1	III.	44.44
Poroti	36	27	..	..	..	5	V.	39.23
Tangitorea	24	21	..	..	1	2	V.	..
Taita	21	18	..	..	..	1	V.	18.18
Matakohe	20	8	..	3	..	1	IV.	91.07
Pouto Point	19	6	1	2	2	4	IV.	70.60
Otamatea	16	13	..	..	..	1	IV.	36.66
Oruawhoro	10	7	..	..	4	1	IV.	45.00
Kirikiri	48	21	1	..	4	2	III.	57.06
Waitetuna	19	9	..	..	..	2	V.	39.13
Kopua	38	18	1	..	1	9	II.	45.68
Tapapa	46	23	..	..	..	7	IV.	44.59
Te Waotu	42	20	..	1	3	14	III.	52.43
Maungatapu	20	6	..	2	3	1	IV.	75.92
Huria	20	7	..	1	2	10	IV.	60.11
Paeroa	23	4	..	5	5	6	V.	75.54
Te Matai	61	44	..	..	3	14	III.	41.41
Te Awahou	19	12	..	1	..	3	IV.	40.54
Ohinemutu	31	13	..	1	3	8	IV.	47.14
Rotoiti	29	7	..	1	4	3	I.	56.75
Maketu	61	21	1	1	..	1	III.	63.39
Matata	86	35	1	1	11	8	III.	53.93
Galatea	28	26	..	..	..	..	V.	23.61
Whakatane	64	26	..	..	2	6	IV.	41.40
Waioweka	46	19	5	6	7	3	I.	56.87
Omarumutu	45	16	6	11	8	4	III.	60.9
Torere	42	34	1	2	1	2	III.	55.9
Omaio	38	19	3	5	6	7	III.	55.65
Te Kaha	50	18	7	7	11	7	III.	62.33
Raukokore	34	18	..	..	..	14	III.	67.64
Wharekahika	31	16	..	..	1	14	III.	56.25
Kawakawa	48	31	..	..	..	17	III.	58.97
Rangitukia	68	28	..	..	..	7	I.	51.43
Tikitiki	47	33	..	..	1	8	I.	39.12
Waiomatatini	55	30	..	2	6	10	IV.	53.20
Tuparoa	50	26	..	..	..	24	V.	63.20
Akuaku	47	18	2	7	8	8	I.	56.86

Table No. 6—continued.
RESULTS of EXAMINATION, 1887—continued.

Schools.	On Roll.	Present at Examination, but did not pass any Standard.	Passes of Pupils examined.				Classification of Teachers, 31st March, 1888.	Percentage obtained at Examination.
			IV.	III.	II.	I.		
Tokomaru	38	16	1	..	..	8	III.	73.91
Te Oreore	12	4	..	..	..	1	V.	41.60
Papawai	43	28	1	4	5	1	V.	67.40
D'Urville Island	13	12	..	..	..	1	V.	21.15
Waikawa	22	12	..	1	3	10	V.	50.83
Wairau	16	10	..	3	2	..	V.	61.18
Maungamaunu	14	11	..	..	..	..	V.	18.27
Kaipoi	47	16	2	4	3	4	III.	61.36
Rapaki	27	14	3	2	1	2	I.	59.13
Onuku	31	16	1	3	2	2	III.	68.90
Wairewa	23	6	2	5	4	2	III.	81.00
Waikouaiti	34	16	4	4	6	2	I.	71.87
Port Molyneux	16	9	..	2	2	1	IV.	60.15
Colac	41	13	2	7	4	2	I.	69.13
The Neck	29	10	2	6	6	5	III.	78.62
Totals for 1887 ..	2,705	1,370	68	148	217	407	..	..
Totals for 1886 ..	2,175	1,055	64	112	246	275	..	..

Table No. 7.
RESULTS of INSPECTION.

Schools.	Condition of Records and other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Master.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly from Inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Matakohe	10.0	9.0	7.0	7.8	7.3	45.5	86.6
Paeroa	7.8	8.8	10.0	7.5	7.7	37.8	79.6
The Neck	8.0	8.5	8.5	7.1	7.7	39.3	79.1
Wairewa	8.0	7.8	6.7	7.8	6.5	40.5	77.3
Maungatapu	8.6	8.2	8.0	6.7	7.7	38.0	77.2
Waikouaiti	8.3	9.0	8.7	7.7	7.0	35.9	76.6
Taumarere	6.6	9.2	7.7	7.6	7.3	37.8	76.2
Poua Point	9.2	8.5	9.0	7.6	5.3	35.3	74.9
Waima	9.5	6.3	8.7	7.6	7.7	34.9	74.7
Pamapurua	8.9	8.7	7.9	7.9	7.5	32.5	73.4
Karetu	5.5	9.0	8.0	6.8	6.7	37.0	73.0
Peria	8.6	8.0	7.7	7.8	5.7	34.7	72.5
Colac Bay	6.6	8.3	8.0	7.3	7.3	34.6	72.1
Akuaku	9.0	9.8	9.0	7.7	8.0	28.4	71.9
Waimamuku	8.3	8.0	8.7	7.0	7.0	32.4	71.4
Te Kaha	10.0	9.1	8.1	6.9	6.0	31.2	71.3
Kawakawa	8.8	9.3	7.7	7.6	8.3	29.5	71.2
Kaipoi	7.5	9.3	7.0	7.5	9.0	30.7	71.0
Maketu	8.7	9.0	7.7	7.5	6.3	31.7	70.9
Omaramutu	7.2	8.8	8.5	8.1	7.2	30.5	70.3
Otaua	6.8	7.7	8.0	7.3	6.7	33.8	70.3
Upper Waihou	9.0	8.6	6.0	*9.5	*6.2	31.0	70.3
Waitapu	8.5	7.5	6.7	7.2	6.7	33.6	70.2
Kaikohe	9.6	8.9	8.5	7.7	8.5	26.5	69.7
Raukokore	8.8	7.6	7.6	6.2	5.6	33.8	69.6
Mangamuka	8.5	7.8	7.3	7.4	5.6	32.7	69.3
Onuku	7.2	7.5	6.0	7.1	6.6	34.5	68.9
Tuparoa	8.1	8.3	8.3	7.5	5.0	31.6	68.8
Omaio	8.9	9.1	9.1	8.2	5.3	27.8	68.4
Wharekahika	9.2	8.2	9.3	7.8	5.8	28.1	68.4
Whangape	9.7	9.8	7.0	7.5	6.7	27.5	68.2
Wairau	7.0	9.8	7.7	6.3	6.0	30.6	67.4
Papawai	7.6	7.4	7.3	6.7	4.6	33.7	67.3
Mangakahia	8.3	8.5	8.7	6.7	7.5	27.4	67.1
Pukepoto	8.0	7.0	8.6	7.6	6.0	29.0	66.2
Waioweka	8.1	7.5	7.1	8.0	7.0	28.4	66.1
Te Ahuahu	5.0	7.3	7.5	7.1	7.5	31.1	65.5
Tokomaru	5.3	6.0	5.5	6.9	4.3	36.9	65.5

* Previous year's marks.

Table No. 7—continued.
RESULTS of INSPECTION—continued.

Schools.	Condition of Records and other School Documents, except the Time-table.	Organisation of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Master.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly from Inspection, and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Rapaki	6·8	7·5	7·6	7·7	6·0	29·6	65·2
Waikare	7·0	8·0	5·7	7·4	5·3	31·8	65·2
Matata	8·0	8·8	8·3	7·7	5·0	27·0	64·8
Whakarapa	6·3	6·5	6·0	6·6	6·3	33·1	64·8
Huria	6·4	8·3	8·0	6·2	5·2	30·0	64·1
Pakia	8·5	7·8	7·7	5·8	3·3	31·0	64·1
Port Molyneux	6·4	7·5	8·0	5·8	6·0	30·9	63·7
Kirikiri	7·2	7·3	7·3	6·4	6·7	28·5	63·4
Paihia	4·0	7·6	5·7	6·8	4·7	33·8	62·6
Ohinemutu	7·7	8·5	6·7	7·7	8·3	23·6	62·5
Ahipara	6·5	7·9	6·3	6·1	7·1	28·5	62·4
Omanaia	7·3	10·0	5·7	5·4	6·5	26·1	61·0
Te Waotu	6·8	8·5	7·0	7·4	4·5	26·2	60·4
Waioamatini	8·8	6·3	6·5	6·0	6·2	26·6	60·4
Waikawa	7·0	6·6	6·7	6·8	6·0	25·4	58·5
Te Matai	8·8	9·5	7·3	7·4	4·6	20·7	58·3
Te Moari	8·9	8·3	6·3	7·1	7·5	20·0	58·1
Motukaraka	7·2	8·0	6·7	6·2	7·0	22·5	57·6
Tapapa	6·2	8·5	7·3	6·6	6·3	22·3	57·2
Rotoiti	6·4	7·8	7·3	7·0	0·0	28·4	56·9
Oruawhoro	8·8	7·8	6·3	5·3	6·0	22·5	56·7
Rangitukia	7·8	6·2	7·0	6·6	2·3	25·7	55·6
Whirinaki	7·5	8·0	6·7	6·2	6·0	20·8	55·2
Te Kao	2·7	6·5	6·3	6·5	6·7	26·3	55·0
Kopua	4·8	5·6	7·0	6·4	7·6	22·8	54·2
Te Awahou	8·3	7·3	5·7	6·4	6·0	20·3	54·0
Torere	8·2	7·5	9·0	6·5	6·3	16·2	53·7
Whakatane	9·0	8·8	5·0	5·8	4·3	20·7	53·6
Tikitiki	7·8	8·5	7·6	6·3	3·0	19·5	52·7
Poroti	8·1	7·5	6·1	6·3	4·8	19·6	52·4
Waitetuna	6·8	7·0	6·7	5·5	6·5	19·6	52·0
Awanui	4·8	7·0	6·3	4·8	5·0	23·4	51·3
Ohaeawai	5·0	6·5	7·7	3·7	5·0	23·4	51·3
Ngunguru	3·9	6·5	6·1	5·2	5·0	22·2	50·9
Otamatea	8·1	7·5	5·0	5·1	5·0	18·3	49·1
Taita	6·8	6·5	8·7	7·3	7·7	9·1	46·1
Te Oreore	5·2	6·5	3·3	5·2	1·0	20·8	42·0
Mangamaunu	6·8	8·5	5·0	5·3	7·0	9·1	41·7
Fort Galatea	7·0	6·0	3·0	3·8	5·0	11·8	36·6
Tangiteroria	8·9	8·9	7·3	6·1	5·0	0·0*	36·2
D'Urville Island	5·4	6·7	6·0	4·4	2·0	10·6	35·1
Lower Waihou	5·8	6·0	5·3	5·1	2·6	7·7	32·5

* No examination.

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