

1889.

NEW ZEALAND.

EDUCATION:

NATIVE SCHOOLS.

[In Continuation of E.-2, 1888.]

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

No. 1.

EXTRACT from TWELFTH ANNUAL REPORT of the MINISTER of EDUCATION.

THE village schools at Te Moari, in the Mangonui district, and at Pakia, in the Hokianga district, were transferred in 1888 to the Auckland Education Board, the population in both cases having assumed a European character. At Whakatane, in the Bay of Plenty, the school-room has been vacated by the Maori school, and is now occupied by a public school under the Auckland Board; but the Native school has been removed to the Native settlement at Poroporo, about four miles from Whakatane, where it is proposed to erect suitable buildings as soon as a satisfactory title to the site can be obtained: for the present, the school is carried on in a Maori house, and the master, with his family, lives in great discomfort.

Three schools—at Ngunguru, near Whangarei; at Waitetuna, in Raglan County; and at Ohinemutu—have been closed on account of the very small number of pupils attending them; and a subsidiary school at Lower Waihou, established in a somewhat irregular manner by the master of the neighbouring school at Whakarapa, has been closed on the ground that the results of the work done were insignificant.

The only extensions of Native school operations during the year were the opening of a side school at Ngapeke, in connection with the village school at Maungatapu, near Tauranga; and of another side school at Hawaii, in connection with the village school at Torere, in the Bay of Plenty. These side schools are held at present in Native houses; but, with respect to Ngapeke, it is expected that it will be necessary to remove thither the school buildings now at Maungatapu, from which place the Native people are migrating to Ngapeke for sanitary reasons.

By the changes recorded in the preceding paragraphs the number of village schools was reduced from 67 at the beginning of the year to 65 at the end, and the number of subsidised schools from 12 to 10. The number of boarding schools receiving Government scholars who have creditably completed the village-school course remains unchanged. These schools are four in number, and at the end of the year 80 Government scholars and 101 other pupils were under instruction in them. At St. Stephen's, Parnell, there were 23 Government scholars and 21 others; at Te Aute, Hawke's Bay, the numbers were 10 and 50; at Hukurere, Napier, 20 and 30; and at St. Joseph's, Napier, which is for Government pupils only, the number was 27. It may be added that the department pays day-school fees for one Maori boy at Rangiora High School and for another at Timaru High School; and also pays in part for the maintenance at St. Stephen's, Parnell, of one Maori boy apprenticed to a trade.

The number of children on the rolls of the ordinary Native schools in December was 2,512, and the average attendance for the last quarter of the year was 1,996. For the whole year the average attendance was 2,070. The roll number (2,512) is made up of 249 half-castes, 1,825 Maoris, and 438 Europeans. The boys number 1,412; the girls, 1,100. There are 76 pupils below five years of age, 1,334 between five and ten, 998 between ten and fifteen, and 104 above the age of fifteen. During the year 420 pupils passed the First Standard, 198 passed the Second, 122 the Third, and 63 the Fourth or highest standard of the Maori school code.

At the end of 1888 there were 65 masters in charge of Native schools, with salaries from £205 to £48; 9 mistresses, £150 to £48; 25 assistant mistresses, £55 to £15; and 41 sewing mistresses, receiving £20 each.

The expenditure on account of buildings, fencing, and school furniture for the year amounts to £1,441 18s. 7d. The other expenditure (towards the defraying of which the sum of £210 1s. was received from Native Reserves Funds) amounts to £15,547 9s. 1d., made up of the following items: Teachers' salaries and allowances (including £25 for loss of office), £11,677 14s.; removals of teachers, £103 16s. 8d.; books and school requisites, £400 15s. 4d.; prizes, £227 6s. 1d.; repairs and minor works, £374 13s. 3d.; inspection and superintendence, including travelling, £761 2s. 7d.; grants in aid of musical instruments and games, £13 14s. 6d.; allowance to teachers for receiving Maori girls, in turn, into their families, £30; boarding schools, £1,600 5s. 9d.; sundries, £358 0s. 11d.

Mr. Pope's report is, as usual, a very interesting paper. His work of inspection, in which he is relieved from time to time by Mr. Kirk, includes one annual visit, which is never omitted, to every Native school, from Te Kao, in the extreme north of the Auckland District, to Stewart Island; and this work is most efficiently supplemented by the more frequent visits of the District Superintendents—Mr. H. W. Bishop, R.M., Mr. J. H. Greenway, Mr. R. S. Bush, R.M., and Mr. J. Booth, R.M.—to whom the thanks of the Department are due for their zealous and judicious help.

No. 2.

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

SIR,—

Wellington, 12th February, 1889.

In accordance with the terms of your general instructions, I have the honour to send you my report on the condition of the Native schools of New Zealand during the year 1888.

NUMBER OF SCHOOLS.

Eighty-four schools have been in operation during the whole of the year or some portion of it. At the end of 1888 there were seventy-nine schools—viz., sixty-five village schools, ten subsidised schools, and four boarding-schools.

CHANGES: SCHOOLS OPENED OR CLOSED.

Only two schools have been opened during the year, each of them a side school. The removal of the bulk of the Native population from Maungatapu, on account of the unhealthiness of the site, rendered the opening of an auxiliary school at Ngapeke advisable. The other new side school has been opened at Hawaii, four miles from Torere. The Torere school seemed to be insufficient for the wants of the district, and the number of the people living at Hawaii seemed to justify an extension of the school accommodation.

Five schools were closed in the course of the year. At Lower Waihou no appreciable results were forthcoming, and therefore the arrangement under which the school there was worked in connection with that at Whakarapa was terminated. The attendance at Pakia was of such a nature that it was considered advisable to hand the school over to the Auckland Board. The smallness and the extreme irregularity of the attendance at Ohinemutu made the continuance of the school unwarrantable. Similar circumstances led to the closing of the schools at Ngunguru and Waitetuna.

NEW SCHOOLS AND NEW BUILDINGS, AND REOPENING OF SCHOOLS THAT HAVE BEEN CLOSED.

The Te Teko school, which was closed in consequence of the volcanic outbreak in 1886, should now be reopened, as there is a large Native population, and the people are very anxious to get their children educated. The necessity for building at Poroporo, near Whakatane, is pointed out and emphasized further on in this report. The utter lack of accommodation for the school and for the teacher and his family is most deplorable. A school has been asked for at Pakaraka, eleven miles from Ohinemutu; if funds were available a school might be established there. It is desirable that a side school should be opened at Kenana, near Mangonui, to be worked along with the Peria

school; the cost of equipping the school would be trifling. It is hoped that it will soon be possible to rebuild the schoolhouse at Rotoiti, as the accommodation there is quite inadequate. The school at Upper Waihou, which was closed for a time through the effects of an epidemic of Hauhauiism, is now being reopened under favourable auspices. The delays connected with the obtaining of a title to a suitable site at Waipiro have rendered it advisable to make temporary arrangements for continuing the school at Akuaku. More suitable accommodation is still urgently needed at Te Oreore.

This part of my report may fitly conclude with an extract from a memorandum on the necessity for a Native school in the Rotorua district. The memorandum referred to is dated 22nd September, 1888. The extract runs thus: "The reasons for objecting to the attendance of Maoris at the Board school are briefly these: (a.) The Native children need special instruction in English: this would occupy so much of the master's time, if it were given, that European children attending the school would inevitably be neglected; if it were not given the Maoris would make very poor progress, and the school would take a very low position among Board schools. (b.) The circumstances of the district are of such a nature that the European children in it already have too great a tendency to adopt Maori habits; if Maori children attend the school, the children of the two races will be brought into still closer contact, and the school, instead of correcting the tendency, will increase it. (c.) Maori children from a very early age not uncommonly possess an amount and kind of physiological knowledge that Europeans do not obtain till they reach maturity, and perhaps, in most cases, not even then. (d.) Among those Europeans who are more accustomed to be swayed by feeling than by reason there are invincible race-prejudices of an undefined character that will militate against the success of the school, and perhaps prevent it. . . . The European residents are strongly in favour of the re-establishment of a Native school in the district. I have taken considerable pains to ascertain what would be the best thing to do if it were decided to provide education for the Maori children of the district (there are about 150). It would, in my opinion, be useless to reopen the Ohinemutu school—it is too far out of the way; but if the building were removed two miles to the east, to a point near the proposed railway-station and half a mile or so south of Sulphur Point, it would be central for the settlements of Ohinemutu, Whakarewarewa (the people of which have long wanted a school), and Ngapuna (where the remnants of Tuhourangi, the Wairoa Natives, live). If a school were established here under a good master, it would most certainly be thoroughly successful. I do not see my way to make any positive recommendation on the subject, but merely suggest that, as hundreds of tourists, coming from various parts of the world, visit this district every year, the Government might find it advantageous to exhaust every means of giving the Native children suitable education, rather than incur the reproach of allowing such a large number of them to grow up totally illiterate, as they certainly would if no influence beyond that of the public schools and their managers were brought to bear on them. This influence does all that is necessary in the case of European children, but it would be ineffective in the case of Maoris. It might be said that the means of education are provided here; but, if I affirmed this, I should consider my statement a mere subterfuge, unless I completed the statement by saying that Native children are always, in the long run, virtually prevented from making use of such means by opposing influences that are altogether too strong for them or their parents to overcome."

SCHOOLS IN FULL WORK.

The geographical position of the schools is taken as a basis on which to group them. A great deal of information with regard to the literary work of individual schools and their general efficiency as educational institutions has been tabulated and placed in the Appendix. Table No. 6 shows the results obtained by examination only; in Table No. 7 a statement of the results of each inspection will be found. Additional particulars connected with 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.—Great progress has been made except in English and in writing; the former subject especially needs much attention. The school is useful, and if the attendance were not rather irregular the work done would be very effective.

Awanui.—The Maori pupils have become so few that it is no longer desirable that this should be treated as a Native school.

Pamapurua.—Constant absence of parents on the gumfields does much to spoil the attendance. The school nevertheless is a very useful one.

Peria.—During the year the school suffered much through illness and death among the scholars, but yet the examination results were decidedly satisfactory.

Ahipara.—Frequent race-meetings and visits to the gumfields interfere with regularity of attendance. The work done would be satisfactory even if the circumstances were far more favourable than they are.

Pukepoto.—This school also has been injuriously affected by race-meetings and the gumfields. The position of the school on the list is to some extent due to the fact that only nine instead of twelve months' work was reviewed at the examination.

Te Ngaere.—The experiment of reopening this school has been successful so far. The master is making praiseworthy efforts to secure a continuance of the success.

Whangape.—Great improvement has been made in the teaching of English. This school still maintains a very high place as a civilising agency.

Whakarapa.—The results obtained at the examination were moderate, but there is good reason to hope that the school has now got over its troubles, and that its future history will be much more satisfactory than its past.

Waimamaku.—This has now passed completely through the new-school stage and its difficulties, and is doing fairly satisfactory work.

Waitapu.—As it seems, on account of local disagreements, to be impossible to keep up a good attendance here, the school is to be closed. It is to be regretted that this, the oldest of the Hokianga schools, should thus be about to come to an untimely end.

Pakia.—The children attending were all either Europeans, or so nearly "Europeanized" that there was no reason why they should go to a Native school. Accordingly the school was handed over to the Auckland Board at the end of the year.

Whirinaki.—Fair results were obtained; better ones may be expected next year if there be greater regularity of attendance.

Waima.—The results obtained were rather disappointing in one direction; none of the passes were strong. If this kind of weakness could be overcome this would be in all respects one of the best Native schools in the colony.

Omanaia.—After the previous examination the school suffered severely through the large number of meetings held in the district. Of course the school work suffered, and it was scarcely possible for the examination to be very successful. The school still presents a good appearance at inspection.

Motukaraka.—The Committee have shown considerable apathy with regard to the attendance. The teacher appears to have done fair work, and is not altogether to blame for the character of the results obtained.

Mangamuka.—For the first time the examination results at this school were only fair. The teacher's illness was the cause.

Otaua.—Much hard and thoroughly good work had been done since the previous examination.

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

Kaikohē.—This school still keeps its usual place in the foremost rank; the work done is in every respect honest and thorough, and the appearance at examination was very creditable. Improvement, however, should be aimed at in the direction of securing stronger passes in English.

Mangakahia.—It is very desirable that there should be a good school here; but it is not easy to secure continuous success. Last year, for instance, numerous Native meetings and a bad season led to scarcity of food, and then to recourse to the gumfields. Then one large hapu refused to send their children unless the Government supplied flour, &c., the ground alleged being that the Government makes large sums of money through its Native schools, and that it is only fair that the Natives should have their share. This kind of reasoning, baseless as it is, leads to much trouble and disappointment, and it requires all the good sense and energy of the two or three leading men who know better to counteract it. The results obtained were as good as could be expected under the circumstances.

Ohaeawai.—A large amount of useful work had been done, but there was a noticeable absence of strong passes.

Te Ahuahu.—This district had long been neglected. The consequence was that many big boys and girls came to the school when it was opened. As these had never been subjected to consistent discipline, they were naturally rather unruly. This difficulty is now passing away, and the school tone will probably improve rapidly. The examination results were creditable.

Paihia.—Really good work is done at this little school. It would be well if a more important sphere could be found for the teacher to work in.

Waikare.—The examination showed that conscientious work had been done by the teacher, although he had had to contend against the striking apathy of the Natives. Results were on the whole good.

Karetu.—If the teaching of English and geography were brought up to the level of the teaching in other subjects this school would be one of the best in the service.

Taumarere.—This school also did surprisingly well at examination; weakness was hardly discoverable anywhere.

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

Ngunguru.—The school at Ngunguru was closed on account of the smallness and unsatisfactory nature of the attendance. The results obtained at the last examination were on the whole fairly satisfactory.

Poroti.—For a long time Poroti had been a focus of feuds of various kinds. One of these at last led to actual warfare. Under these circumstances little school work could be expected. Many of the difficulties have now been got over, and the school appears to be doing well. At the last examination noticeable results were not forthcoming.

Tangiteroria.—Fighting amongst the Natives, the death of the two principal chiefs, and the very bad state of the roads towards the close of the year led to great irregularity of attendance. Honest and productive work had been done, as the examination results showed.

Taita.—The expectation formed last year of a good examination this year has been fully justified. The school is working smoothly, and there is every reason to be satisfied with it.

Matakohē.—The school has made quite a new start, and there seems to be reason to expect that under the present master this satisfactory state of matters will continue to exist.

Pouto.—The Committee had worked with unusual energy and unanimity, and the school work consequently had been carried on with considerable spirit; several circumstances of an unsatisfactory nature, however, have tended to lower the character of the school.

Otamatea.—Towards the close of the year interest in the school revived, but before the examination most of the parents were away at the gumfields, and the children managed themselves. The examination results were very uneven, only the lowest class being thoroughly satisfactory.

Kirikiri.—The examination and the inspection gave pleasing results; in every department traces of the effects of hard and honest work were discernible. A goodly number of passes was obtained; there would have been more had the attendance of the European pupils been more regular.

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

Waitetuna.—This school has been closed on account of the thoroughly unsatisfactory character of the attendance. It is probable that the teacher would have done good work under more favourable circumstances.

Te Kopua.—This is a very useful school; its success is all the more gratifying because it was the first school established by the Department in the King-country properly so called.

Te Waotu.—If this had been opened as an ordinary public school it would probably not have lasted six months. The teacher, however, has been well trained for the special work, and is thoroughly familiar with Maori customs and modes of thought; and the school is very successful.

Tapapa.—This school may be classed with those at Te Kopua and Te Waotu as occupying entirely new ground, and also as being thoroughly successful. The passes were not so numerous as they were at the other two schools, but most of the work was excellent.

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

Te Awahou.—The inspection showed that considerable improvement had taken place, but the examination results were by far the best ever obtained at this school.

Rotoiti.—The work here was as usual very sound and solid. The master, Major Wood, died of heart-disease in less than a month after the examination. He was greatly beloved by the Natives, to whom he was always kind and considerate. His body lies buried at Atua-rere-atu, a hill overlooking the lake and also the place where for more than twenty years, with one or two brief intervals, he assisted with untiring ardour and no small success in carrying on the work of Maori education. Major Wood was an officer in the Imperial service and belonged to one of the Highland regiments. He was wounded in the Crimean War.

Fort Galatea.—The condition of this school was more satisfactory than it had ever been before. The teachers were doing good work both inside and outside the school, and the Natives were cordially co-operating with them.

Huria.—In April a migration to the gumfields took place; twenty-five children were removed at one stroke. These have now returned, but the year's work was spoiled. Nevertheless a general examination elicited proof that the master had made very good use of the opportunities that he had actually had of teaching the children.

Paeroa.—The school made a very creditable appearance at examination.

Maungatapu and Ngapeke.—These two schools have been worked by the same staff. The Natives of the district have what appears to be a well-grounded distrust of the sanitary conditions at the former place, and it is therefore nearly deserted. Steps are being taken to remove the whole establishment to Ngapeke. The results obtained at the two schools are tabulated jointly.

Maketu.—As usual, the school work was good, and it was gratifying to find that the external relations of the school had very greatly improved. There is now reason to be hopeful of the future of this school.

Matata.—Untoward circumstances and difficulties which the master found it impossible to overcome led to his resignation. Shortly after leaving the school he was accidentally killed. Mr. H. C. Thurston was an energetic and able teacher, and the Native-school staff suffered a distinct loss through his leaving it.

Te Matai.—This is the Maori school *par excellence*. Of sixty children present at examination only one was of mixed race, and that one was three-fourths Maori. This school is excellent all round; it would be difficult to find a more useful educational institution.

Poroporo.—When this school was visited the work was being carried on under almost inconceivable disadvantages. The school-room is a low, badly-lighted, and loosely-built whare, with earthen floor, &c. The teachers and their large family were living in a two-roomed Maori-built house in the midst of the pa, and were evidently suffering from every form of discomfort and inconvenience. Nevertheless work, real work, was being done, and, there is reason to believe, a permanent foundation for a very good school was being laid. It is to be hoped that the unavoidable preliminary difficulties will have been thoroughly overcome before next winter, and that neither scholars nor teachers will have to continue to work under such very unfavourable circumstances in severe winter weather.

Wai-o-weka.—This school has done much good work. Its civilising influence appears to have been very considerable.

Omarumutu.—This is a very good school. The garden here is in a very creditable condition. There are seven healthy olive-trees (two very fine) in it. The cinchona, date, liquorice, wattle, and other plants introduced by the Department are flourishing.

Torere.—In August last the school and the district suffered an irreparable loss through the death of Wi Kingi, the respected chief of Torere, who for many years loyally and steadfastly helped the Government to bring the advantages of education within the reach of the Maori people in the Bay of Plenty: it is to be hoped that his successor will prove to be able and willing to carry on his father's noble work. A side school at Hawai is now worked along with Torere school.

Omaio.—The teacher of this school is a valuable acquisition to the staff; he has the true professional instinct, and he spares no pains to effect improvement in the details of his work.

Te Kaha.—This is one of the best Native schools; it is doing excellent all-round work.

Raukokore.—This is the last of the Bay of Plenty schools; it was doing capital work when the inspection took place, but a change of masters has since become necessary.

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

Wharekahika.—The attendance is still satisfactory. It is a rule with very few exceptions that even in sparsely-populated districts a really good Native school will certainly attract the Native children to it.

Kawakawa.—Here too the attendance is very good. Teachers and parents deserve high commendation for their persistent efforts to secure the success of their school.

Rangitukia.—Very good work is being done here under rather difficult circumstances. The accommodation is hardly sufficient for the number of children in the district.

Tikitiki.—The prospects of this school still continue to be encouraging. The Natives in the district set a high value on school education for their children.

Waiomatatini.—A great *hui* held here in the early part of the year appears to have unsteadied the school to a certain extent, and complete recovery has not yet taken place.

Tuparoa.—This school is very well managed; the relations between pupils and teacher are good, and the attendance is punctual and regular. Numerous passes were obtained.

Akuaku.—The teacher has succeeded in causing an excellent feeling with regard to educational matters to spring up in this district; the attendance is large, the work done in school is very good, and the Natives are proud of their school and greatly attached to the master. It would be difficult to imagine a more complete transformation than that which this school has undergone in the space of three years.

Tokomaru.—After suffering for a time from the difficulties that ordinarily arise when an exchange of teachers takes place, Tokomaru School is doing solid, useful work.

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

Papawai.—This is a satisfactory school; but the Maoris of the district should use it more than they do. Besides European children there should be an average attendance of at least fifteen Maoris.

Te Oreore.—There seems reason to anticipate an improvement in the attendance. No real good will be done, however, until a building more suitable than the one now in use is provided.

The South Island and Stewart Island.

D'Urville Island.—The zeal of the Natives for civilisation has cooled somewhat. This is to be regretted, seeing that their little school has begun to give very good results.

Waikawa.—This school is now in very good form, and the examination gave unmistakable evidences of persistent honest work.

Wairau.—The opening-up of the Waikakaho and Mahakipawa gold-diggings has had an injurious effect on the school, as those parents who are on the goldfields often have their children away with them.

Mangamaunu.—The attendance has been very irregular, and the results that have been obtained are unsatisfactory. Unless much better results appear next year, some radical change will have to be made.

Rapaki.—There had been some unpleasantness between the teacher and the Maoris, arising probably from mutual misunderstanding. This has now been got rid of, and the school is in a promising state.

Kaipoi.—Here, too, some trouble arose through misunderstanding arising after transfer of teachers had taken place. At a recent visit it was found that the difficulties had disappeared, and that the school was again doing fairly well.

Wairewa.—Although the number of passes gained is not great, the work done during the year has been good. The school exerts a salutary restraining influence where such an influence is greatly needed by the Maoris.

Onuku.—The number of Maori children in attendance has increased considerably. The school did well at examination.

Waikouaiti.—The results recorded on the examination sheets do not represent all the good work of this school. Much work that is of high educational value, though not capable of being measured by ordinary tests, is carried on here.

Port Molyneux.—Good work is being done here. The teacher bestows much conscientious and effective labour on thirteen European children for whom no payment is allowed. Some modification of the regulation, which was framed to meet quite a different exigency, is evidently very desirable.

Colac.—Creditable results were obtained at the examination. There is, however, some difficulty in making the children work quite independently; this difficulty should by some means be got rid of.

The Neck.—There are one or two points in which the examination schedule shows some weakness, but the school work on the whole is very good. The value of the school as a social and civilising agency is great.

BOARDING SCHOOLS.

Last year the Native boarding schools were dealt with very fully; it will therefore be unnecessary this year to do more than make brief mention of the principal features of the work done during the year 1888 at each of these boarding schools.

St. Stephen's, Parnell, Auckland: Church of England Boys' School.—At the examination held here in September one boy passed the final Native school examination; two passed the higher examination for the first year, and five failed; two passed Standard IV., and two failed; two passed the Third Standard, and one failed; thirteen passed the Second Standard, and one failed; two passed the First Standard, and none failed. The pupils at St. Stephen's always do great credit

to their teacher's industry, zeal, and organizing power, and the literary work is on the whole satisfactory as far as it goes; but, on the other hand, at the examination there appeared to be good reason for saying that the higher the work was the less it could bear to be subjected to the examination tests specified in the Native Schools Code. This fact seems to warrant the inference that the teaching (though very good of its kind) had hardly gone far enough or deep enough: weakness was most conspicuous in (a) English (except the spelling, which was very satisfactory); (b) arithmetic (except the purely formal book-work, which was good); and (c) the subjects known as elementary science.

St. Joseph's, Providence, Napier: Roman Catholic Girls' School.—At the December examination two pupils failed (but not badly) to pass the final examination; one passed Standard III.; two passed Standard II.; eight passed Standard I. None failed who were expected, in accordance with the regulations, to pass the standards. The examination work was, as far as the Government pupils are concerned, quite satisfactory, but none of the other pupils did well enough to deserve new classification.

Protestant Native Girls' School, Hukarere, Napier.—The examination of this school also took place in December. Of six Government pupils who went up for the second-year or final examination, four passed and two failed; four who were examined for the first year's work passed, and two failed. With reference to the ordinary standard work, two passed Standard IV.; two passed Standard III., and one failed; four passed Standard II., and five failed; and six passed Standard I., and four failed. In the two senior classes the arithmetic and the needlework were very good; the English had improved very considerably. The answering in the rest of the subjects was satisfactory. Five of the pupils not paid for by the Government passed either the first or the second year's examination. Altogether the school did remarkably well.

Te Aute College, Hawke's Bay.—Fifty-seven pupils (ten Government pupils and forty-seven others) were examined. Of these, fourteen passed the second-year examination or higher, eight passed the first-year examination, six passed Standard IV., five Standard III., eight Standard II., and three Standard I.; six had not been long enough at school to be examined, and seven failed. The answering was very satisfactory all through. This school does a great deal of work not asked for in the code. The following brief outline will give a fair idea of the nature and extent of this extra work: In Class VI., which is taught by the headmaster, seven boys were examined in English, geography, Euclid (I. and II., with easy deductions), algebra (to quadratics), mensuration, arithmetic, elementary physiology, and elementary sociology. The highest percentage gained by any boy on the whole work was 67·8, and the lowest 42·9. Consequently all the pupils passed. Class V., also taught by Mr. Thornton, took Euclid (I.), algebra (to simple equations), mensuration, arithmetic, geography, English, and elementary physics. Seven of the thirteen pupils examined gained over 50 per cent. of the marks on papers set with the direct intention of very strictly limiting the number of marks obtainable for mere memory work. Physics and Euclid were particularly well done. Tiweka Anaru and John Damond were first and second in Class VI., and Reweti Mokena was first in Class V.

Te Makarini Scholarships Examinations.—These examinations are held yearly, and the scholarships are provided for from a fund established by R. D. Douglas McLean, Esq., in memory of and in accordance with the views and wishes of the late Sir Donald McLean. Eighteen candidates sent in their names, but only fourteen actually came up for examination. The trustees awarded senior scholarships to Geelong Paul, of St. Stephen's, Parnell, and Haka Tautuhi, of Te Aute. The work of these two candidates was of equal merit. A junior scholarship was awarded to James Joseph Kapa, of Kaikohe Native School.

The following table shows the results of the higher work done at Native boarding-schools for 1886, 1887, and 1888:—

	St. Stephen's (Boys).	St. Joseph's (Girls).	Hukarere (Girls).	Te Aute (Boys).
First year—				
PASSES DUE	22	4	15	17
Passed	7	3	11	12
Failed	15	1	4	5
Second year—				
PASSES DUE	13	5	14	7
Passed	1	3	12	5
Failed	12	2	2	2
Pupils who were twice examined, but failed to pass beyond Standard IV.	9	0	0	0

STATISTICS.

A statement of the expenditure incurred in connection with Native schools will be found in Tables Nos. 1 and 3 of the Appendix. Of the total net Government expenditure on Native schools, £16,779 (shillings and pence are neglected), the sum of £13,737 was paid for salaries and allowances, inspection, general school-requisites, travelling, and other ordinary charges in connection with village schools; the remainder defrayed the cost of boarding-schools, £1,600, and of building, fencing, furniture, &c. Reckoned on the basis of the strict average for the year, 2,069·6, the cost per head of the children attending Native village-schools was £6 12s. 9d. Table No. 2 gives the ages of the children on the books of the Native schools at the end of the December quarter: 92·83 per cent. of the children are between the ages five and fifteen. Table No. 4 gives statistics of the year's attendance; there has been a falling-off to the extent of 68·16, or a little more than one-thirtieth of the

whole. Table No. 5 contains information as to the race to which children attending Native schools belong; 17.44 per cent. of these children are either Europeans, or are not sufficiently Maori to be called half-caste. Tables Nos. 6 and 7 show respectively the examination and inspection results for the year. Exclusive of boarding-school pupils, 63 passed Standard IV., 122 passed Standard III., 198 passed Standard II., and 420 passed Standard I. Fifteen schools this year gained a gross percentage higher than 70, as against the twenty-three schools that reached this standard of excellence last year.

THE ART OF TEACHING IN MAORI SCHOOLS.

Copies of this report are sent to all Native schools, and experience has shown that teachers often make good use of hints and suggestions thus brought before them. For this reason, it is thought, it may be serviceable to enter rather fully into details with regard to the art of teaching as it now exists in Native schools—to give, in fact, a compendium of the principles which the most successful teachers appear to act upon, whether consciously or unconsciously; and, on the other hand, to give a brief statement of the chief conditions and circumstances which seem to precede or accompany failure, partial or complete. It is possible that such a compendium may be useful to teachers not engaged in Native-school work; and it should certainly be serviceable to pupil-teachers and those about to enter the profession, seeing that it will necessarily be a kind of A B C of the art of teaching, because it has reference throughout to pupils whose capabilities and deficiencies render it necessary for their teachers to carry back the analysis of the matter taught until the nearest possible approach to the ultimate elements has been made: every experienced teacher knows that power to simplify and power to teach are very closely allied.* The reason why this compendium is aphoristic in form is obvious: the limits of a report do not allow space for much discussion, or for exposition of the grounds on which the statements and precepts are based.

Section A.—General.

1. On the intellectual side the process of teaching has for its end and aim the improving and strengthening of the pupils' powers (1) of perception—that is, of drawing *immediate* inferences from sensations; (2) of bringing their "perceptions" under the proper concepts—that is, of correctly naming or describing what they observe; and (3) of articulating their knowledge systematically and harmoniously—that is, in effect, of substituting vigorous, orderly, clear, and coherent thought for the mixture of imperfect impressions, disconnected memories, and confused images which, as a rule, constitute the mental possessions of those who have not been educated.

2. Experience plainly teaches that slight impressions are fleeting, and that depth and permanency go together. Therefore when a correct impression has been made on the minds of the members of a class there should be strenuous effort to deepen that impression—to drive it home.

3. The knowledge of a fact or principle is often merely a preliminary to the proper and successful use of a mental process which has to be frequently performed. Such a process, for example, is involved in the use of English by a Maori, or in the handling of the multiplication-table. Processes of this kind are almost invariably fatiguing when consciously performed, but by means of constant drill and practice the work may at last be done almost automatically; then the processes will be pleasurable, or, at the worst, indifferent. It is plain that really satisfactory work cannot be got out of children who are constantly in a state of mental fatigue, and no school training can be considered good which does not favour the production of a large amount of faculty for carrying on mental processes automatically. There are few more common and baneful errors connected with teaching than that of supposing that when the nature of a process has once been intellectually apprehended it is not still a matter of great importance to make the faculty for carrying on that process assume the character of a *habit*, and, as far as possible, an automatic habit.

4. Knowledge gained from a one-sided view of a thing is necessarily superficial and inadequate. There is, of course, a limit to the utility of viewing facts from many different standpoints, but generally the knowledge of a fact is perfect in proportion as it is many-sided: if a thing were known from all possible points of view the knowledge of it would be absolute.

5. A teacher should never satisfy himself with such thoughts as these: "My class thoroughly understand this thing although they cannot just put their ideas into words," or "That pupil knows this fact very well although he cannot express what he knows." A particular act of teaching is not complete until pupils both think correctly about what they have been taught and are able to express their thoughts correctly.

6. Avoid working in such a way as will tend to render the habit of making certain mistakes inveterate. Prevention is generally better than cure; therefore take great precautions to reduce to a minimum the production of incorrect written work. It may be added that the good done by the correction of a written mistake is generally far from counterbalancing the harm done to the mind of the child through his having gone through the faulty mental process which led to the making of the mistake.

7. Because a satisfactory reply to a question about anything is generally derived from views of it taken from more than one point, it is quite possible for two or three children to produce, by joint contributions, a correct answer to a question which no one of them could deal with by himself. It often happens also when a result has been thus arrived at that no one of the contributors really understands the answer or why it has been given. Therefore the test which simultaneous answering by a class affords is very fallacious, and therefore also joint work, copying, dependence on fellow-pupils, &c., should be systematically discouraged.

* If in addition to the analytic faculty which enables a teacher to reduce his matter to its elements and, so, to simplify his teaching of a fact or a process, he also possesses the power of discerning and of leading his pupils to discern the *essential* relations to one another of the elements analytically obtained, and if he is skilful in making and in leading his pupils to make a final synthesis of the elements and their relations in a unified *notion*, he is a fine teacher—a past master of his craft.

8. Nevertheless, under a teacher's careful and skilful guidance, it is an extremely useful exercise for a class to obtain the knowledge of facts or principles by means of contributions from the individuals composing the class; but then this knowledge in its concrete form, as well as the process by which it has been reached, should, by means of a lucid recapitulation, accompanied by test questions, be made the property of every member of the class. The aim in the former part of a good class-lesson is that each pupil should do something to help the others; the aim in the latter part is that each should receive the greatest possible benefit from the work of all.

9. During the whole of a lesson every pupil should be doing something to forward the attainment of the ultimate aim of that lesson. Of course it is only the teacher who knows exactly what this aim is; the pupils are merely giving effect to the teacher's measures for reaching it. It may be added that a teacher's success seems to depend to a large extent on his really setting a definite object before him and devising a plan of operations before he begins his class-work.

10. In teaching a class never tell your pupils what you may readily lead them to tell you. Never ask children to tell you what they have no means of knowing until you tell them; one cannot drink from an empty cup. Never put questions to which an indefinite number of correct answers may be given. Seldom ask questions which may be sufficiently answered by "Yes" or "No." Seldom put a question that *suggests* the right answer, such as, "How does the light from the sun differ from the reflected light of the moon?" Seldom answer your own questions.

11. A small amount of thoroughly systematic and coherent knowledge of any subject is of much greater utility than a superficial acquaintance with a large number of isolated facts. It is obvious, therefore, that in nearly every lesson each succeeding portion should be in close connection with what has immediately preceded it. In questioning, for instance, it is a good plan to base each new question on the last preceding answer.

12. When pupils fail at an examination their teacher may perhaps find consolation in thinking that the failure is owing to the children's stupidity or sullenness, or to the severity of the examiner. From the practical point of view, however, a teacher will generally find it answer better to assume, in the first place at all events, that failures have been caused by some inadequacy in his methods of training his pupils, and to endeavour to discover the defect, in order to get rid of it. In the end, of course, he may be led to conclude that the assumption is incorrect; but it will have done no harm in any case, and if it be correct it will in all probability lead to better results for the future.

Section B.—Special Subjects.

1. *Reading.*—The "look and say" method of teaching reading, used jointly with the phonic method for spelling, gives the very best results. Common irregular words such as *do, one, two*, must be mastered if a start is to be made at all, and the "look and say" is the only method of dealing with such words that is not thoroughly illogical, and confusing to a child's mind. In the earliest stages reading should be done almost entirely from the black-board, and the teacher should use in addition to the very common irregular words only those words that have been previously dealt with by the phonic method in a spelling-lesson. In reading-lessons the phrase rather than the word should from the very first be treated as the unit. Children who learn to read word by word naturally think, as each word is pronounced, that *so much* has been completed, when in fact nothing has been completed. This tends to make their reading jerky, monotonous, and unintelligent. If children are trained to consider the end of the phrase, and, later, the end of the sentence, their halting-place, the reading at once becomes more spirited and expressive.

In order to secure the continuous attention of a class it is well to make every pupil feel that *he* may be called upon to read at any moment; hence the practice of reading in turn is not to be commended. The best order in which to take the work of a reading-lesson is as follows: (a) General exposition by the teacher, with preliminary questioning; (b) completion of comprehension work; (c) simultaneous reading, after "model" reading by the teacher; (d) reading by individuals. As one cannot read with expression what one does not understand, it is plain that comprehension work should precede elocution.

2. *Spelling.*—In teaching spelling the first thing to be borne in mind is that groups of words may be found in which certain sounds are consistently represented by certain characters, and that in other cases there is no such regularity. As it is generally desirable to take what is easy first and leave what is difficult till afterwards, words that are perfectly regular should be dealt with first. A beginning is made by causing the sounds of which these words are composed to be connected in the pupils' minds with the characters that represent them, the names of these characters being taught incidentally as they come into use. By the development of this *phonic* method, as it is termed, children may speedily be taught to spell all perfectly regular words. Afterwards they must gradually *pick up*, by means of the alphabetical method and its modifications, the spelling of irregular words. Transcription is a powerful means of teaching spelling if the children are perfectly familiar with the pronunciation and meaning of what is transcribed. Dictation by itself teaches nothing, but it is a very useful test and a valuable means of *driving home* what has been previously learnt. Matter dictated should be read *only once*; thus children will be trained to at once grasp what they hear. The phonic method is specially useful in the case of Maori children, who are trained by it to produce in their purity the elementary sounds of the English language. It is hardly possible to carry this kind of training too far.

3. *Writing.*—A synthetic system of teaching writing is the best, because writing is in the main a constructive, practical art with only a modicum of science at the back of it. The elements, however, should generally be obtained by black-board analysis of written words in the presence of the class. Parallel lines for fixing comparative sizes of elements used, and others for determining the proper slant, are extremely useful in the earlier stages. But children taught on any *system* do very much better than those who are practically left to their own devices, and are merely reproved or punished for failure.

It is worth while to remark, with regard to writing in copy-books, that children soon discover that it gives less trouble to copy one's own writing than to attend to the headlines. This discovery frequently leads to the perpetuation of mistakes that have once been made. A careful teacher will easily find means of correcting this tendency when once he has noticed it.

4. *English*.—When a teacher is dealing with Maori pupils he should make strenuous efforts to develop such rudiments of the critical faculty as may be in them, with the special object of enabling these pupils—after they have mustered the most elementary rules of syntax (which rules they should be taught in some informal and practical way)—(a) to detect obvious errors in English, and (b) to avoid making such errors. Native-school instruction in English should be carried on by the following means, none of them being neglected: (a) Vocabulary—Pupils should be carefully trained to pronounce English words and to know the Maori equivalents for them; and, conversely, to be able to give the English equivalents for Maori words. (b) Oral translation—Short sentences such as might be selected from the "Native School Reader" should be translated and re-translated until the work appears to be done without effort. Then a new set should be selected, and so on. Care should always be taken to get correct pronunciation and emphasis. In simultaneous work the readiest pupil must not be allowed to act as *fugleman* to the others. (c) Written translation—This should always follow, not precede, oral work. Sentences mastered in the way described in (b) should be written on the board in Maori by the master, and translated into English by the pupils. For Third Standard work short stories in Maori may be translated from the black-board into English after they have been carefully explained by the teacher and translated orally by the pupils. (d) Reproduction—After a time pupils may be allowed to read a story in English and then reproduce it, their books having been closed. (e) Paraphrase—Pupils may, after explanation has been given, be set to turn moderately difficult prose into short simple sentences, or to turn easy poetry into very simple prose. (f) Criticism—This important matter was referred to at the beginning of the paragraph. (g) Repetition—Short stories or easy pieces of poetry should be thoroughly mastered, and then recited from memory with proper pronunciation and emphasis. (h) Conversation—Pupils should be encouraged to speak English as frequently as possible. All mistakes made should be corrected by the teacher. Elliptical answers to questions should never be allowed. (i) Pupils who wish to get a really *strong* pass should keep diaries, and should be able to write a fairly good English letter. Of course it is not expected that pupils will be learning to do all or even many of these things at the same time, but they should be well advanced in all the exercises before coming up to be examined for Standard IV.

5. *Arithmetic*.—In every lesson properly so called the exposition of some new principle or detail, or the enforcement of an old one, should precede the giving-out of sums. In this way some new ground will be gone over in each lesson, and some progress will certainly be made. The teaching of this subject is generally far too abstract. From the very first easy problems relating to sensible objects should be given. For a long time these problems should each involve only one use of one "rule;" but at the earliest possible period children should, by training, be made capable of selecting the rule applicable to any given case of this kind. On the other hand, even abstract arithmetic is seldom rationally taught. Pupils learn how to perform a particular operation, but do not know why the process they employ is valid. From the teacher's point of view, it should seem more important that his pupils should know *why* than that they should know *how*. The former kind of knowledge is like a skeleton key that will open many a lock, the latter is like a common key that will open only one.

6. *Geography*.—Topography is a good thing in its way; but it is not geography, although many teachers seem to think that it is: it may be most conveniently taught through map-drawing. In a true geography-lesson the name of a place or of a natural feature will hardly ever be mentioned, unless some interesting fact is to be spoken of in connection with it. Every successful geography-lesson, too, is both articulated, and vivified by some principle. No better principle can be obtained than that afforded by *continuous* progress from beginning to end, as when the answer to each question is made the basis of the next. It is only a very skilful teacher that can so manage matters as to follow up this principle, while at the same time he is securing the end which he proposed to gain by giving the lesson; but an artificial principle is better than none, such, for instance, as would regulate a lesson on the New Zealand rivers that flow eastward, taken in order.

7. *Singing*.—The Tonic Sol-fa system is the best for primary schools, because it may be explained simply and scientifically from the very beginning, whereas the staff notation, though ultimately capable of much greater development, is too intricate to be really understood until the whole of it has virtually been mastered.

8. *Drawing*.—It is to be regretted that drawing is often regarded by teachers as useless. Those teachers, however, who take the necessary pains to master what they have to teach, and then use their knowledge systematically, find the drawing-lesson worth all the attention given to it, not merely on account of what is produced and the manual skill resulting from practice in drawing, but also because it tends to induce and promote the habit of viewing things carefully and in their entirety. The possession of this habit is, as it were, a light that is beneficially reflected upon the whole of the school work.

9. *Needlework*.—The object aimed at by teachers of needlework should not be to make their pupils work up large quantities of material into useful articles, but to enable them to perform all the prescribed operations with accuracy, neatness, and facility. The training needed to produce these results has a high educational value. It is to be regretted that some similar technical training suitable for boys cannot be found. A sewing-mistress should always bear in mind that no amount of work badly done can help to educate the girl that does it.

10. *Drill*.—Military drill is not without its use; it makes children prompt and attentive, and accustoms them to obey orders instantly. Purely physical exercises, however, such as extension motions, gymnastics, and calisthenics, should receive the greater share of attention.

I am indebted to Mr. H. B. Kirk, M.A., for many hints that have been of great use to me in compiling this outline of the art of teaching in Native schools; indeed, this sketch may be looked upon as the outcome of our joint experience of Native-school work.

CONCLUSION.

A careful review of the year's operations leads me to believe that a very fair amount of good work has been done. In some cases perhaps there has been a slight falling-off, caused, in the first place, by the fact that the Native-school system has for some time past been like Mahomet's coffin. In these cases the Natives have been led by imperfectly-informed people to believe that the destruction of their schools in the near future is certain, and thus their interest in them has been seriously affected; for, generally, unless a loss or an injury excites the Maori sufficiently to lead him to take very violent action, he takes no steps to repair damages, but quietly submits to the inevitable, and soon dismisses the disagreeable thing from his thoughts. It is very desirable that the state of suspense referred to above should be by some means ended. No doubt if it continues it will have a very baneful effect on the schools; if they are to prosper, the Natives connected with them must have reasonable grounds for believing in the permanency of the schools, as well as their utility. It matters not at all by what agency or under whose direction the schools are carried on; if improved management of them or more suitable managers can be found, so much the better; but their efficient working and permanency under some definite arrangement should at all hazards be secured. It would be a great misfortune for the Maoris, which would sooner or later be reflected back on those who neglected them, if the good work that has already been done in the direction of bringing the Maori race under the influences of civilisation were to be rendered abortive through inadequate conceptions of the position, or through parsimony, or mere carelessness.

I have, &c.,

The Inspector-General of Schools, Wellington.

JAMES H. POPE.

Table No. 1.

CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1888.

	£	s.	d.
Village-school salaries	11,594	7	4
Teachers' allowances for special objects	58	6	8
Teachers' removal allowances	103	16	8
Compensation to teacher for loss of office	25	0	0
Books and school requisites	400	15	4
Prizes for regular attendance	193	7	4
Standard prizes	25	9	0
Prizes for passing final examination at boarding-schools	8	9	9
Planting sites	1	0	0
Repairs and small works	373	13	3
Inspector	470	16	8
District Superintendents	20	16	8
Inspectors' travelling-expenses	255	9	3
District Superintendents' travelling-expenses	14	0	0
Board of girls with teachers	30	0	0
Subsidies for games	3	14	6
Subsidies for music	10	0	0
Sundries (including sewing-material, £150 11s. 6d., and deducting refunds for sewing-material, £93 18s. 3d., and refund from Te Makarini Trustees, £30 13s. 6d.)	358	0	11
Boarding-schools, higher education, and apprenticeship	1,538	17	3
Travelling-expenses of scholars sent to boarding-schools	61	8	6
Buildings, fencing, furniture, &c.	1,441	18	7
Total	£16,989	7	8

NOTE.—Of the above total, £210 1s. was paid from Native reserves funds, leaving a net Government expenditure of £16,779 6s. 8d.

Table No. 2.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1888

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	36	40	76	3·03
Five and under ten years	731	603	1,334	53·10
Ten and under fifteen years	584	414	998	39·73
Fifteen years and upwards	61	43	104	4·14
Totals	1,412	1,100	2,512	100·00

Table No. 3.

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 1888; and the Names, Status, and Emoluments of the Teachers as in December, 1888.

** 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 Teacher; S, Sewing-Mistress.

County.	Schools.	Expenditure during 1888.				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, Furniture.	Total.				
Mangonui	Te Kao ..	£ s. d. 137 10 0	£ s. d. 8 13 7	£ s. d. ..	£ s. d. 146 3 7	Allan, A. G.	H M	120 0 0	
	Awanui ..	143 15 0	44 12 11	..	188 7 11	Allan, Miss C.	S	20 0 0	
	Pamapurua ..	187 10 0	7 0 9	16 12 6	211 3 3	La Trobe, J.	S	125 0 0	
	Alipara ..	162 10 0	13 15 0	..	176 5 0	La Trobe, Mrs.	H M	20 0 0	
	Pukepoto ..	235 0 0	13 7 11	..	248 7 11	Dunn, R. H.	S	155 0 0	
	Peria ..	158 15 0	6 14 4	..	165 9 4	Crène, P.	S	125 0 0	
	Te Ngeere ..	112 10 0	47 16 0	6 7 6	166 13 6	Crène, Mrs.	A F	85 0 0	
	Whangape ..	167 10 0	19 11 7	..	187 1 7	Masters, C. M.	H M	180 0 0	House allowance, £20 per annum.
	Whakarapa ..	204 3 4	39 5 4	19 17 0	263 5 8	Masters, Miss E.	H M	165 0 0	Mr. and Mrs. McGavin work the school jointly.
	Waitapu ..	87 6 0	10 9 2	8 10 0	106 5 2	McGavin, Mrs.	A F	35 0 0	
	Whirinaki ..	157 10 0	17 1 3	7 10 0	182 1 3	Kirkman, H. R.	S	90 0 0	
	Waimea ..	205 0 0	14 18 6	..	219 18 6	Kirkman, Mrs.	H M	20 0 0	Allowance for conveyance of goods, £10 per annum.
	Omanaia ..	162 10 0	7 15 11	..	170 5 11	Bow, A.	S	20 0 0	
	Pakia ..	110 0 0	9 1 5	..	119 1 5	Bow, Mrs.	S	20 0 0	
Motukaraka ..	147 10 0	17 15 2	20 0 0	185 5 2	Irvine, Mrs.	S	20 0 0		
Manganuka ..	155 0 0	8 13 4	11 0 0	174 13 4	Minchin, T. M.	M	88 3 6	Subsidised.	
Mangakahia ..	143 15 0	34 4 9	48 0 0	225 19 9	Young, Rev. H.	H M	120 0 0		
Waimamaku ..	135 0 0	23 1 7	..	158 1 7	Young, Miss	A F	35 0 0		
Otaua ..	180 0 0	16 1 9	12 1 0	208 2 9	Hill, C. P.	H M	175 0 0		
Pahia ..	59 16 6	11 2 4	..	70 18 10	Hill, Mrs.	S	20 0 0		
Ohaeawai ..	160 0 0	18 12 1	..	178 12 1	Cockroft, J.	S	145 0 0		
					Cockroft, Mrs.	S	20 0 0	School buildings handed over to Auckland Education Board at end of year.	
					Magee, F. J.	H M	100 0 0		
					Danaher, T. J.	S	20 0 0		
					Danaher, Mrs.	H M	125 0 0		
					Harrison, J.	S	20 0 0		
					Harrison, Mrs.	H M	125 0 0		
					Spencer, R.	S	20 0 0	Allowance for conveyance of goods, £20 per annum.	
					Spencer, Miss	S	20 0 0		
					Munce, J. M.	H M	120 0 0		
					Munce, Mrs.	S	20 0 0		
					Tobin, W. H. J.	H M	150 0 0		
					Tobin, Mrs.	A F	35 0 0		
					Jeffcoat, Miss J.	S	47 18 6	Subsidised.	
					Woods, G. E.	H M	185 0 0		
					Woods, Mrs.	S	20 0 0		

Table No. 3—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1888.

County.	Schools.	Expenditure during 1888.				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.
Bay of Islands— <i>continued.</i>	Kaikōhe ..	242 10 0	24 2 1	..	266 12 1	Mitchell, J. ... Mitchell, Miss	H M A F	205 0 0 20 0 0		
	Karētū ..	97 10 0	3 7 6	..	100 17 6	Mitchell, Mrs. Johnson, Miss S. H.	S F	20 0 0 100 0 0		
	Waikare ..	107 2 7	5 12 8	21 5 0	134 0 3	Pātrick, J. K.	M	90 0 0		
	Taumarere ..	86 17 0	3 9 8	..	90 6 8	Tautari, Mrs. Watling, Mrs.	F F	90 0 0 155 0 0		
Te Ahuahu ..	187 10 0	7 2 3	..	194 12 3	Burleigh, Miss K.	A F	35 0 0			
Whangarei ..	Ngunguru ..	25 19 3	1 1 0	..	27 0 3	..	A F	35 0 0	Subsidised.	
	Poroti ..	122 10 0	7 13 6	..	130 3 6	Broughton, J. H.	H M	100 0 0	School closed June quarter.	
Hobson ..	Tangieroria ..	96 13 4	3 8 1	..	100 1 5	Broughton, Mrs. Blyth, W. H.	S M	20 0 0 110 0 0		
	Taitā ..	110 8 7	4 12 11	..	115 1 6	Aimer, E. B.	H M	90 0 0		
	Matakōhe ..	77 18 9	16 0 1	..	93 18 10	Aimer, Mrs. Hawkins, T. B.	S H M	20 0 0 48 7 6	Subsidised.	
Rodney ..	Pouto Point ..	141 5 0	14 16 1	34 15 0	190 16 1	Hawkins, Mrs. Winkelmann, C. P.	S H M	25 0 0 125 0 0		
	Otamatea ..	145 0 0	14 6 2	4 15 0	164 1 2	Winkelmann, Mrs. Quinlan, W. H.	S H M	20 0 0 140 0 0		
Reglan ..	Waitetuna ..	78 3 0	17 11 3	..	95 14 3	Quinlan, Mrs. Johnstone, Mrs.	S F	20 0 0 72 12 0	Subsidised. Closed September quarter. School not yet opened.	
	Pukawa ..	165 0 0	7 17 5	658 13 0	658 13 0	..	..	..
Kawhia ..	Kopua ..	161 5 0	30 16 8	12 14 10	204 16 6	Ireland, J. ... Ireland, Miss	H M S	145 0 0 20 0 0		
	Kirikiri ..	170 0 0	14 19 3	..	184 19 3	Anderson, A. Anderson, Mrs.	H M A F	140 0 0 35 0 0		
Thames ..	Tapapa ..	170 0 0	8 7 3	..	182 2 3	Hosking, J. T. Hosking, Miss	H M A F	135 0 0 15 0 0		
	Te Waotū ..	145 2 10	5 3 3	3 15 0	153 6 1	Hosking, Mrs. Haszard, Miss C. N.	S H F	20 0 0 150 0 0		
Tauranga ..	Maungatapu and Ngapeke ..	151 0 0	5 10 5	3 0 0	156 10 5	Haszard, Mrs. Morton, B. D.	A F H M	35 0 0 130 0 0	Side school at Ngapeke opened March quarter.	
	Huria ..	110 0 0	28 13 0	..	144 4 6	Morton, Mrs. Duffus, J. W.	S H M	20 0 0 125 0 0	Allowance for house-rent, £26 per annum.	
	Paeroa ..	138 6 8	6 9 9	5 11 6	144 16 5	Duffus, Mrs. Louch, Miss S.	S F	20 0 0 120 0 0	Allowance for horse, £10 per annum.	
	Te Awahou ..	75 0 0	22 15 8	7 10 0	105 5 8	Robinson, T. J. Robinson, Mrs.	H M S	115 0 0 20 0 0		
..	Ohinemutu ..	168 6 5	41 19 7	..	207 18 0	..	..	..	School closed June quarter.
	Rototiti ..	..	..	7 12 0	..	Broderick, H. W.	M	120 0 0	Allowance for house-rent, £26 per annum.

Whakatane	Te Matai ..	..	..	202 10 0	15 11 4	158 14 6	376 15 10	Capper, J. F.	H M	165 0 0	0 0 0	
	Maketu ..	..	..	120 13 0	7 19 5	..	198 12 5	Capper, Miss	A F	20 0 0	0 0 0	Subsidised.
	Matata ..	..	..	220 0 0	12 0 0	36 10 0	238 10 0	Pinker, A. ..	S	79 4 0	0 0 0	
	Galatea ..	..	..	102 10 0	24 19 4	10 0 0	137 9 4	Pinker, Mrs.	S	20 0 0	0 0 0	
	Poroporo ..	..	..	186 17 6	16 13 5	3 5 0	206 15 11	Thurston, H. C.	H M	185 0 0	0 0 0	Allowance for conveyance of goods, £20 per annum.
	Waioweka ..	..	..	232 10 0	11 14 2	..	244 4 2	Thurston, Mrs.	A F	35 0 0	0 0 0	per annum.
	Omarumutu ..	..	..	240 1 7	20 4 4	4 10 0	264 15 11	Wylie, J. ..	H M	80 0 0	0 0 0	School held at Whakatane first half of year.
	Torete and Hawaii ..	..	..	251 5 0	27 2 3	52 12 6	400 19 9	Wylie, Mrs. ..	S	20 0 0	0 0 0	
	Onaio ..	..	..	175 0 0	11 1 1	15 11 0	201 12 1	Browne, W. F.	H M	155 0 0	0 0 0	
	Te Kaha ..	..	..	230 0 0	101 13 0	22 0 0	353 13 0	Browne, Mrs.	A F	85 0 0	0 0 0	
	Raukokore ..	..	..	161 5 0	11 11 9	2 0 0	174 16 9	Herlihy, P. ..	H M	195 0 0	0 0 0	
	Wharekahika ..	..	..	156 5 0	11 4 8	10 0 0	177 9 8	Herlihy, Mrs.	A F	35 0 0	0 0 0	
Cook	Kawakawa ..	..	..	152 10 0	4 4 3	10 0 0	166 14 3	Tennent, A. P.	H M	195 0 0	0 0 0	
	Rangitukia and Tikitiki ..	..	..	296 13 4	27 18 5	20 5 0	344 16 9	Tennent, Mrs.	A F	55 0 0	0 0 0	Side school at Hawaii opened June quarter.
	Waiomatatini ..	..	..	192 10 0	7 8 10	..	199 18 10	Reeves, Mrs.	F	80 0 0	0 0 0	
	Tuperoa ..	..	..	168 15 0	12 13 4	21 5 0	202 13 4	Hamilton, H. A.	H M	160 0 0	0 0 0	
	Akua ..	..	..	218 15 0	18 5 10	..	237 0 10	Hamilton, Mrs.	S	20 0 0	0 0 0	
	Tokomaru ..	..	..	170 0 0	19 6 11	8 5 0	197 11 11	Levert, E. ..	H M	195 0 0	0 0 0	
Waierapa West	Te Oreore ..	..	..	72 0 0	6 0 10	..	78 0 10	Levert, Mrs.	A F	20 0 0	0 0 0	
	Papawai ..	..	..	140 0 0	10 4 3	..	150 4 3	Ensor, E. ..	S	20 0 0	0 0 0	
	D'Urville Island ..	..	..	80 0 0	4 9 8	..	84 9 8	Parker, Mrs.	A F	35 0 0	0 0 0	
Sounds	Waikawa ..	..	..	107 11 0	6 2 2	..	113 13 2	Parker, J. R. C.	H M	145 0 0	0 0 0	
Marlborough	Wairau ..	..	..	105 2 0	9 8 8	..	114 10 8	Parker, Mrs.	S	20 0 0	0 0 0	
	Mangamaunu ..	..	..	67 9 6	4 9 3	..	71 18 9	Beattie, Mrs.	A F	35 0 0	0 0 0	
Ashley	Kalapoi ..	..	..	188 15 0	72 1 6	..	260 16 6	Stewart, R. O.	H M	205 0 0	0 0 0	Subsidised. Allowance for house-rent, £12 per annum.
	Rapaki ..	..	..	166 1 8	14 8 3	8 5 0	188 14 11	Stewart, Mrs.	A F	40 0 0	0 0 0	
Akaroa	Little River ..	..	..	145 0 0	10 19 8	9 3 3	165 2 11	Creeke, W.	A F	35 0 0	0 0 0	Subsidised. House allowance, £20 per annum.
		..	..					Creeke, Mrs.	H M	155 0 0	0 0 0	
		..	..					Hyde, E. G.	A F	35 0 0	0 0 0	
		..	..					Hyde, Mrs. ..	H M	130 0 0	0 0 0	
		..	..					Hamilton, A. G.	A F	35 0 0	0 0 0	
		..	..					Hamilton, Mrs.	H M	180 0 0	0 0 0	
		..	..					Clemance, P. H.	A F	35 0 0	0 0 0	
		..	..					Clemance, Mrs.	H M	140 0 0	0 0 0	
		..	..					Sillars, J. ..	A F	35 0 0	0 0 0	
		..	..					Brittain, F. H.	M	60 0 0	0 0 0	Subsidised. Allowance for house-rent, £12 per annum.
		..	..					Brittain, Mrs.	S	20 0 0	0 0 0	
		..	..					Macdonald, G.	M	60 0 0	0 0 0	Subsidised. House allowance, £20 per annum.
		..	..					Johnson, J. ..	M	90 0 0	0 0 0	
		..	..					Johnson, Mrs.	S	20 0 0	0 0 0	
		..	..					Curtis, R. T.	H M	20 0 0	0 0 0	Subsidised. £57 lls. paid from Native reserves funds.
		..	..					Curtis, Mrs.	S	80 12 6	6 6 6	Subsidised.
		..	..					Beck, R. H.	M	62 12 6	6 6 6	
		..	..					Leech, W. A.	H M	155 0 0	0 0 0	
		..	..					Leech, Mrs.	S	20 0 0	0 0 0	
		..	..					Moore, J. ..	H M	135 0 0	0 0 0	
		..	..					Moore, Mrs.	S	20 0 0	0 0 0	
		..	..					Curling, J. ..	H M	125 0 0	0 0 0	
		..	..					Curling, Mrs.	S	20 0 0	0 0 0	

Table No. 3—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1888.

County.	Schools.	Expenditure during 1888.				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.	Onuku ..	£ s. d. 165 0 0	£ s. d. 7 3 8	£ s. d. 109 15 0	£ s. d. 281 18 8	Moloney, M.	H M	145 0 0		
Waikouaiti ..	Waikouaiti ..	218 15 0	12 6 10	..	281 1 10	Moloney, Mrs.	S	20 0 0		
Clutha ..	Port Molyneux ..	54 13 6	7 11 2	..	62 4 8	Green, F. A.	H M	180 0 0		
Wallace ..	Colac Bay ..	231 5 0	11 2 6	..	242 7 6	Carrick, Mrs.	A F	35 0 0		
Stewart Island ..	The Neck ..	165 0 0	10 16 2	..	175 16 2	Nickless, H. W.	H M	47 18 6	Subsidised.	
Boarding-schools—						Nickless, Miss	A F	185 0 0	£97 10s. paid from Native reserves funds.	
St. Stephen's, Auckland ..		..	624 3 4	..	624 3 4	Nickless, Mrs.	S	20 0 0	
Te Aute, Hawke's Bay ..		..	150 0 0	..	150 0 0	Connor, Rev. C.	H M	145 0 0	£55 paid from Native reserves funds.
Hukare, Hawke's Bay ..		..	400 0 0	..	400 0 0	Connor, Mrs.	S	20 0 0	
St. Joseph's, Hawke's Bay ..		..	352 17 0	..	352 17 0				
Miscellaneous grants for higher education and apprenticeship ..		..	74 2 11	..	74 2 11				
Inspection ..		491 13 4	256 9 3	..	748 2 7					
Other miscellaneous expenditure not chargeable to particular schools ..		38 15 0	455 15 5	32 18 0	522 8 5					
Totals..		12,085 0 8	3,617 15 0	1,444 8 7	17,148 4 3*			11,292 9 0		

* Deducting recoveries (£158 16s. 7d.) and payments from Native reserves funds (£210 ls.), the result is a net Government expenditure of £16,779 6s. 8d.

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, for the Year 1888.

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.	Fourth Quarter.			Whole Year.
					Boys.	Girls.	Total.	
Te Kao	27	17	18	26	11	8	19	23-25
Awanui	23	23	17	29	10	7	17	20-25
Pamapurua	34	14	18	30	11	9	20	22-25
Ahipara	36	10	10	36	16	15	31	30-75
Pukepoto	38	10	7	41	15	16	31	30-50
Peria	16	12	5	23	11	4	15	14-50
Te Ngaere	20	20	12	28	13	6	19	19-75
Whangape	23	22	8	37	15	9	24	21-50
Whakarapa	23	24	19	28	12	9	21	21-25
Lower Waihou ¹	29	4	33	..	..	..	..	21-00
Waitapu ²	17	4	21	..	..	..	..	13-66
Whirinaki	35	6	5	36	19	15	34	32-75
Waima	27	8	7	28	14	12	26	27-00
Omanaia	29	7	6	30	11	8	19	23-50
Pakia ³	19	10	7	22	10	10	20	21-50
Motukaraka	43	6	8	41	15	13	28	28-25
Mangamuka	22	37	20	39	10	13	23	20-50
Mangakahia	33	7	20	20	9	8	17	16-25
Waimamaku	21	17	4	34	17	12	29	30-00
Otaua	32	8	7	33	13	14	27	29-25
Paihia	9	2	3	8	3	4	7	8-00
Ohacawai	27	6	5	28	15	7	22	24-25
Kaikohe	58	19	17	60	34	19	53	56-25
Karetu	23	10	4	29	15	11	26	26-50
Waikare	15	15	9	21	6	9	15	12-00
Taumarere	15	..	1	14	6	8	14	14-50
Te Ahuahu	35	11	9	37	12	17	29	30-75
Ngunguru ⁴	10	5	15	..	..	..	..	8-50
Poroti	35	31	44	22	10	8	18	16-00
Tangiteroria	27	8	11	24	11	8	19	18-75
Taita	20	6	1	25	13	7	20	21-00
Matakohe	20	20	13	27	9	8	17	18-50
Pouto Point	15	10	7	18	10	6	16	18-75
Otamatea	16	15	9	22	9	9	18	15-75
Waitetuna ⁵	11	5	16	..	..	..	..	6-33
Kopua	28	29	12	45	13	20	33	31-50
Kirikiri	43	14	25	37	21	8	29	33-00
Tapapa	32	16	14	34	19	10	29	28-75
Te Waotapu	37	12	13	36	17	12	29	29-00
Maungatapu	9	26	21	14	4	4	8	8-00
Ngapeke ⁶ .. .. .	..	61	24	37	13	8	21	19-25
Huria	27	46	32	41	19	9	28	16-25
Paeroa	26	29	20	35	16	8	24	23-75
Te Awahou	21	13	7	27	11	5	16	17-75
Ohinemutu ⁴	30	13	43	..	..	..	..	9-50
Rotoiti	28	29	25	32	20	10	30	31-50
Te Matai	60	12	13	59	28	23	51	54-25
Maketu	38	60	43	55	15	12	27	23-50
Matata	77	12	33	56	29	14	43	55-50
Galatea	29	13	10	32	15	6	21	18-25
Poroporo ⁷	38	53	36	55	22	32	54	40-50
Waioweka	38	20	11	47	30	10	40	40-25
Omarumutu	44	20	..	64	31	26	57	56-50
Torere	37	12	4	45	22	19	41	39-75
Hawai ⁸ .. .. .	..	25	7	18	8	8	16	16-33
Omaio	31	10	4	37	27	9	36	36-25
Te Kaha	45	14	6	53	28	25	53	51-25
Raukokore	30	4	2	32	16	16	32	31-75
Wharekahika	32	11	12	31	14	13	27	27-25
Kawakawa	40	21	17	44	22	14	36	42-50
Rangitukia	60	28	22	66	29	17	46	51-75
Tikitiki	42	21	15	48	18	19	37	40-00
Waiomatatini	49	13	22	40	15	11	26	31-75
Tuparua	44	9	5	48	20	27	47	47-75
Akuaku	42	26	13	55	18	28	46	40-75
Tokomaru	32	43	36	39	17	15	32	29-50
Te Oreore	14	19	22	11	3	3	6	9-25
Papawai	36	25	24	37	19	11	30	31-75
D'Urville Island	14	1	2	13	7	6	13	13-75
Waikawa	21	4	3	22	7	6	13	16-50
Wairau	13	8	6	15	9	5	14	14-50
Mangamaunu	8	20	8	20	8	6	14	10-75
Kaipoi	22	28	24	26	10	12	22	24-25
Rapaki	24	8	5	27	13	8	21	20-25
Little River	19	8	8	19	6	11	17	17-00
Onuku	28	12	5	35	18	12	30	25-75
Waikouaiti	30	9	5	34	16	16	32	29-50
Port Molyneux	14	9	3	20	10	4	14	13-00
Colac Bay	37	23	13	47	23	16	39	33-75
The Neck	26	7	5	28	13	9	22	22-50
Totals for 1888	2,283	1,325	1,096	2,512	1,124	872	1,996	2,069-57
Totals for 1887	1,993	1,730	1,092	2,631	..	..	1,977	2,137-73

¹ Closed March quarter.² No attendance during December quarter.⁴ Closed June quarter.⁵ Closed September quarter.³ School handed over to Education Board at⁷ During first half of year school was held at Whakatane; the buildings were then handed over to Education Board,⁶ Side school (with Maungatapu) opened March

and the teachers were removed to the more central Maori settlement at Poroporo.

⁸ Side school (with Torere) opened

June quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1888.

* 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	13	10	23	2	1	3	..	..	..	15	11	26
Awanui	1	5	6	..	..	..	15	8	23	16	13	29
Pamapurua	14	10	24	..	..	..	4	2	6	18	12	30
Ahipara	13	3	16	2	3	5	5	10	15	20	16	36
Pukepoto	19	18	37	..	..	..	2	2	4	21	20	41
Peria	12	3	15	..	2	2	4	2	6	16	7	23
Te Ngaere	18	6	24	..	..	..	1	3	4	19	9	28
Whangape	20	11	31	3	..	3	2	1	3	25	12	37
Whakarapa	14	10	24	..	..	..	1	3	4	15	13	28
Whirinaki	17	12	29	..	..	..	3	4	7	20	16	36
Waima	14	13	27	..	..	..	1	..	1	15	13	28
Omanaia	15	13	28	..	1	1	1	1	1	16	14	30
Pakia	3	2	5	3	6	9	5	3	8	11	11	22
Motukaraka	10	3	13	2	5	7	11	10	21	23	18	41
Mangamuka	20	14	34	1	..	1	..	4	4	21	18	39
Mangakahia	7	7	14	..	..	..	3	3	6	10	10	20
Waimamaku	18	14	32	..	..	..	2	..	2	20	14	34
Otaua	15	14	29	..	..	..	2	2	4	17	16	33
Paihia .. .. .	..	2	2	3	3	6	..	..	..	3	5	8
Ohacawai	10	6	16	3	2	5	7	..	7	20	8	28
Kaikohe	34	20	54	2	..	2	1	3	4	37	23	60
Karetu	13	6	19	3	4	7	1	2	3	17	12	29
Waikare	6	8	14	..	2	2	1	4	5	7	14	21
Taumarere	6	8	14	..	..	..	..	..	..	6	8	14
Te Ahuahu	14	17	31	1	3	4	2	..	2	17	20	37
Poroti	8	5	13	1	1	2	3	4	7	12	10	22
Tangiteroria	7	4	11	..	..	..	7	6	13	14	10	24
Taita	15	9	24	..	..	..	..	1	1	15	10	25
Matakohe	6	11	17	1	..	1	5	4	9	12	15	27
Pouto Point	10	7	17	..	..	..	1	..	1	11	7	18
Otamatea	10	6	16	..	..	..	1	5	6	11	11	22
Kopua	11	15	26	5	11	16	1	2	3	17	23	45
Kirikiri	8	5	13	1	1	2	19	3	22	28	9	37
Tapapa	18	11	29	4	1	5	..	..	..	22	12	34
Te Waotu	12	7	19	5	3	8	3	6	9	20	16	36
Maungatapu	7	6	13	..	..	..	..	1	1	7	7	14
Ngapeke	19	13	32	2	3	5	..	..	..	21	16	37
Huria	25	12	37	1	..	1	..	3	3	26	15	41
Paeroa	14	3	17	7	7	14	2	2	4	23	12	35
Te Awahou	14	10	24	1	1	2	1	..	1	16	11	27
Rotoiti	21	10	31	..	1	1	..	..	..	21	11	32
Te Matai	33	26	59	..	..	..	..	..	..	33	26	59
Maketu	21	17	38	3	1	4	6	7	13	30	25	55
Matata	26	10	36	9	5	14	3	3	6	38	18	56
Galatea	17	10	27	1	..	1	2	2	4	20	12	32
Poroporo	20	28	48	1	..	1	1	5	6	22	33	55
Waioweka	19	6	25	5	4	9	12	1	13	36	11	47
Omarumutu	29	18	47	3	4	7	5	5	10	37	27	64
Torere	20	19	39	1	..	1	2	3	5	23	22	45
Hawai	7	6	13	..	..	..	2	3	5	9	9	18
Omaio	26	8	34	2	1	3	..	..	..	28	9	37
Te Kaha	24	20	44	1	2	3	2	4	6	27	26	53
Raukokore	14	13	27	1	1	2	1	2	3	16	16	32
Wharekahika	12	15	27	1	..	1	3	..	3	16	15	31
Kawakawa	26	14	40	..	2	2	1	1	2	27	17	44
Rangitukia	32	22	54	7	2	9	..	3	3	39	27	66
Tikitiki	21	17	38	3	7	10	..	..	..	24	24	48
Waiomatatini	14	13	27	3	2	5	5	3	8	22	18	40
Tuparoa	19	20	39	2	1	3	..	6	6	21	27	48
Akuaku	19	28	47	2	4	6	1	1	2	22	33	55
Tokomaru	16	17	33	4	1	5	1	..	1	21	18	39
Te Oreore	3	6	9	2	..	2	..	..	..	5	6	11
Papawai	7	1	8	..	..	..	18	11	29	25	12	37
D'Urville Island	6	6	12	..	..	..	1	..	1	7	6	13
Waikawa	7	5	12	2	1	3	2	5	7	11	11	22
Wairau	10	4	14	..	..	..	..	1	1	10	5	15
Mangamaunu	6	7	13	1	..	1	4	2	6	11	9	20
Kaipoi	8	8	16	2	3	5	2	3	5	12	14	26
Rapaki	10	5	15	8	4	12	..	..	..	18	9	27
Little River	6	11	17	..	1	1	1	..	1	7	12	19
Onuku	10	4	14	..	..	..	11	10	21	21	14	35
Waikouaiti	5	5	10	8	6	14	4	6	10	17	17	34
Port Molyneux	5	2	7	..	..	..	8	5	13	13	7	20
Colac Bay	17	9	26	..	..	..	11	10	21	28	19	47
The Neck	7	3	10	5	6	11	3	4	7	15	13	28
Totals for 1888	1,053	772	1,825	130	119	249	229	209	438	1,412	1,100	2,512
Totals for 1887	1,161	812	1,973	130	112	242	219	197	416	1,510	1,121	2,631

NOTE.—At Waitapu there was no attendance.

SUMMARY of Table No. 5.

	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	1,053	772	1,825	72.65
Half-caste	130	119	249	9.91
Between half-caste and European, and European	229	209	438	17.44
Totals	1,412	1,100	2,512	100.00

Table No. 6.
RESULTS of EXAMINATION, 1888.

Schools.	On Roll.	Present at Examination, but did not pass any Standard.	Passes of Pupils examined.				Classification of Teacher, 1888.	Percentage obtained at Examination.
			IV.	III.	II.	I.		
Te Kao	29	18	..	..	4	6	III.*	65.1
Awanui	41	20	..	3	2	2	IV.†	42.9
Pamapurua	39	21	..	5	5	3	III.	69.9
Peria	21	7	..	1	4	4	II.	72.1
Ahipara	42	16	1	4	5	9	V.	69.2
Pukepoto	43	24	..	1	2	4	I.	45.6
Te Ngaere	30	17	..	..	..	10	V.	52.7
Whangape	27	12	..	2	5	4	I.	61.5
Whakarapa	20	8	2	..	2	2	III.	55.8
Waimamaku	33	21	..	..	6	4	V.	49.6
Waitapu	17	12	..	..	3	1	III.	62.0
Pakia	27	14	1	3	3	2	IV.‡	64.3
Whirinaki	38	26	1	3	1	4	III.	39.8
Waima	31	17	2	2	4	1	III.	50.8
Omanaia	32	19	2	1	1	4	III.	40.9
Motukaraka	40	22	..	2	1	3	IV.	40.8
Mangamuka	28	18	..	..	..	4	II.	63.0
Otaua	36	15	..	6	6	5	III.	63.0
Kaikohe	66	29	3	6	5	18	II.	67.6
Mangakahia	16	11	..	..	1	2	V.	36.8
Ohaeawai	30	17	2	4	1	5	IV.	62.9
Te Ahuahu	38	9	..	2	8	11	III.	71.2
Paihia	11	3	..	2	2	..	V.	81.7
Waikare	13	6	2	2	..	2	IV.	67.6
Karetu	32	14	..	1	8	8	V.	68.7
Taumarere	15	5	1	4	2	3	V.	85.1
Ngunguru	15	10	1	..	1	1	III.	63.8
Poroti	40	12	..	..	..	..	V.	32.8
Tangiteroria	28	9	..	..	3	16	V.	72.3
Taita	22	12	..	..	..	10	V.	55.6
Matakohe	29	20	..	1	2	1	IV.	43.2
Pouto	23	14	..	3	1	3	III.	51.8
Otamatea	15	6	..	..	1	5	III.	57.8
Kirikiri	42	18	1	2	1	9	II.‡	57.7
Waitetuna	13	4	..	..	..	..	V.	55.0
Te Kopua	45	19	..	2	5	13	II.	72.1
Te Waotu	35	15	..	2	10	7	II.	77.9
Tapapa	33	21	..	..	2	8	IV.	56.9
Te Awahou	31	20	1	..	2	3	IV.	48.7
Rotoiti	48	21	..	2	1	4	III.	41.2
Galatea	36	21	..	2	..	3	V.	50.0
Huria	32	27	..	..	1	1	IV.	68.7
Paeroa	29	16	2	1	4	2	V.	73.3
Maungatapu & Ngapeke	50	23	..	2	3	5	IV.	48.0
Maketu	47	18	1	1	2	3	III.	69.2
Matata	56	30	2	1	5	6	III.	51.5
Te Matai	60	25	..	1	10	24	III.	72.8
Poroporo	67	42	..	2	1	2	IV.	71.1
Waioweka	46	26	2	4	6	2	I.	60.5
Omarumutu	45	33	..	8	2	2	III.	53.7
Torere	42	37	1	1	..	1	III.	32.4
Omaio	38	22	2	3	5	4	III.	55.7
Te Kaha	50	34	4	3	4	5	III.	52.5
Raukokore	34	16	..	..	..	14	III.	67.6
Wharekahika	35	15	..	..	1	15	III.	56.3
Kawakawa	48	31	..	..	..	17	III.§	71.2
Bangitukia	68	28	..	..	..	7	I.	51.4
Tikitiki	47	33	..	..	1	8	I.	39.1
Waiomatatini	55	21	..	..	4	7	IV.	59.8
Tuparoa	50	26	..	..	..	24	V.	63.2
Akuaku	47	29	2	4	4	4	I.†	59.1
Tokomaru	38	14	1	..	..	8	III.	73.9
Papawai	42	19	1	5	4	3	III.	68.3
Te Oreore	12	9	..	..	..	1	V.	41.6(1887)

* Also D2.

† Also E2.

‡ Also E3.

§ Also E4.

Table No. 6—continued.
RESULTS of EXAMINATION, 1888—continued.

Schools.	On Roll.	Present at Examination, but did not pass any Standard.	Passes of Pupils examined.				Classification of Teachers, 1888.	Percentage obtained at Examination.
			IV.	III.	II.	I.		
D'Urville Island ..	13	7	..	..	3	3	V.	51.0
Waikawa ..	22	8	2	1	5	5	V.	73.1
Wairau ..	16	11	1	..	..	1	V.	48.4
Mangamaunu ..	21	11	..	..	..	..	V.	28.1
Rapaki ..	27	20	..	2	2	2	III.*	52.1
Kaipoi ..	29	23	..	..	4	2	II.	53.7
Wairewa ..	19	15	2	2	..	..	III.	74.3
Onuku ..	35	15	2	2	2	9	III.	65.7
Waikouaiti ..	34	17	5	4	3	5	I.	76.9
Port Molyneux ..	21	20	2	1	2	3	III.	60.5
Colac ..	47	31	6	2	2	6	I. †	70.0
The Neck ..	28	16	5	2	2	1	III. ‡	80.0
Totals for 1888 ..	2,600	1,391	63	122	198	420	..	..
Totals for 1887 ..	2,705	1,370	68	148	217	407	..	..

* Also E2.

† Also D2.

‡ Also C2.

Table No. 7.
RESULTS of INSPECTION, 1888.

Schools.	Condition of Records and the other School Documents, except the Timetable.	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 through Inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Taumarere ..	7.0	8.5	8.3	7.6	7.6	42.6	81.6
The Neck ..	8.0	8.4	9.3	8.1	7.3	40.0	81.1
Kaikohe ..	9.8	9.6	9.6	8.1	8.0	33.8	78.9
Waikouaiti ..	8.7	10.0	7.3	7.8	6.7	38.4	78.9
Te Waotu ..	7.5	9.7	8.0	7.8	6.3	38.9	78.2
Paeroa ..	7.6	8.0	9.0	7.8	8.3	36.6	77.3
Peria ..	8.0	8.2	8.0	7.5	7.3	36.1	75.1
Te Matai ..	7.8	9.0	9.5	8.5	8.6	36.4	74.8
Wairewa ..	7.8	7.0	8.0	8.1	6.3	37.2	74.4
Karetu ..	8.6	9.4	8.0	6.7	6.7	34.4	73.8
Akuaku ..	9.3	10.0	8.5	8.1	8.0	29.5	73.4
Tangiteroria ..	7.7	7.2	8.0	7.1	7.0	36.2	73.2
Pamapurua ..	8.4	8.8	6.3	7.3	7.0	34.9	72.7
Waikawa ..	7.3	7.4	7.0	7.7	5.3	36.5	71.3
Te Ahuahu ..	9.0	7.4	5.7	6.4	6.3	35.6	70.4
Raukokore ..	8.8	7.6	7.6	6.2	5.6	33.8	69.6
Paihia ..	4.6	4.6	8.0	6.3	5.3	40.8	69.6
Colac ..	5.8	7.2	6.3	7.9	7.3	35.0	69.5
Maketu ..	7.5	8.5	6.6	7.6	4.3	34.6	69.1
Omaio * ..	8.6	9.2	9.0	8.6	5.6	27.8	68.8
Tuparoa ..	8.1	8.3	8.3	7.5	5.0	31.6	68.8
Ahipara ..	7.6	6.8	7.3	6.5	5.6	34.6	68.4
Onuku ..	7.8	7.4	7.3	7.0	6.0	32.8	68.4
Wharekalika ..	9.2	8.2	9.3	7.8	5.8	28.1	68.4
Papawai ..	7.5	8.6	6.3	7.6	4.0	34.2	68.2
Waima ..	9.2	9.6	9.3	6.7	7.7	25.4	67.9
Waioweka * ..	8.0	8.0	7.0	7.8	6.7	30.2	67.7
Te Kopua ..	5.3	7.1	7.4	6.7	5.0	36.0	67.5
Otamatea ..	9.0	9.0	8.3	6.1	6.0	28.9	67.3
Omaramutu * ..	8.5	9.0	8.0	7.6	7.1	26.8	67.0
Mangamuka ..	8.5	7.6	6.7	6.6	6.0	31.5	66.9
Whangape ..	9.0	8.8	6.0	6.4	6.0	30.7	66.9
Otaua ..	6.4	7.6	7.7	7.1	6.3	31.5	66.6
Te Kaha * ..	10.0	9.5	7.6	7.4	5.8	26.2	66.5
Kirikiri ..	8.2	7.3	7.0	7.8	6.8	28.8	65.9
Huria ..	6.4	6.3	6.3	7.4	5.0	34.3	65.7
Tokomaru ..	5.3	6.0	5.5	6.9	4.3	36.9	65.5
Tapapa ..	7.5	9.0	8.0	7.1	5.0	28.4	65.0

* This school would have taken a much higher place if the master had had the time usually allowed for preparation, instead of less than two-thirds of it.

Table No. 7—continued.
RESULTS of INSPECTION, 1888—continued.

Schools.	Condition of Records and the other School Documents, except the Timetable.	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 through Inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Pouto	7.3	9.0	8.3	7.6	6.3	25.9	64.4
Taita	6.8	7.0	7.7	7.4	7.7	27.8	64.4
Waitapu	6.3	7.0	7.7	6.6	5.7	31.0	64.3
Waikare	6.5	7.4	4.0	6.7	5.6	33.8	64.0
Pakia	6.8	6.4	7.7	5.5	4.3	32.1	63.8
Poroporo	8.5	6.6	6.6	6.6	0.0	35.5	63.8
Waioamatani *	8.6	6.1	6.0	6.4	6.3	29.9	63.3
Ngunguru	7.0	6.0	7.3	6.3	4.7	31.9	63.2
Matata	9.6	7.5	9.0	7.1	3.6	25.7	62.5
Port Molyneux	5.3	6.6	7.3	7.5	6.0	30.2	61.0
Maungatapu and Ngapeke	8.0	6.2	7.3	7.6	7.5	24.0	60.6
Ohaeawai	5.0	6.8	6.3	6.0	5.0	31.5	60.6
Omanaia	7.4	9.6	8.3	6.9	7.7	20.5	60.4
Waimamaku	8.5	7.8	6.0	5.6	7.3	24.8	60.0
Te Kao	2.3	6.4	5.3	6.8	6.3	32.6	59.7
D'Urville Island	7.0	8.4	8.7	6.6	3.0	25.5	59.2
Kawakawa	8.8	9.3	7.7	7.6	8.3	29.5	59.0
Awanui	9.7	8.4	7.0	6.7	5.5	21.4	58.7
Matakohe	9.0	7.2	7.7	6.0	7.0	21.6	58.5
Wairau	6.2	9.5	7.6	6.0	4.5	24.2	58.0
Mangakahia	9.3	8.8	6.7	6.7	7.5	18.4	57.4
Galatea	7.6	7.5	6.6	5.3	5.3	25.0	57.3
Whirinaki	7.7	8.4	7.0	6.9	7.0	19.9	56.9
Waitetuna	7.4	6.5	6.3	5.5	3.6	27.5	56.8
Te Ngaere	9.0	5.7	6.0	5.2	3.7	26.3	55.9
Whakarapa	3.7	5.8	8.0	5.9	5.3	27.1	55.8
Rangitukia	7.8	6.2	7.0	6.6	2.3	25.7	55.6
Te Awahou	9.0	6.5	6.0	6.4	3.3	24.3	55.5
Pukepoto	7.6	6.8	6.3	5.9	5.3	22.8	54.7
Rapaki	6.2	7.0	5.0	6.0	4.0	26.0	54.2
Torere *	8.2	7.5	9.0	6.5	6.3	16.2	53.7
Motukaraka	6.8	6.0	6.7	6.5	6.5	20.4	52.9
Tikitiki	7.8	8.5	7.6	6.3	3.0	19.5	52.7
Kaiapoi	5.8	5.4	3.3	6.5	4.7	26.8	52.5
Rotoiti	6.8	5.2	7.5	6.4	0.0	20.5	46.4
Te Oreore	5.2	6.5	3.3	5.2	1.0	20.8	42.0
Mangamaunu	5.6	6.6	5.3	4.7	5.0	14.1	41.3
Poroti	5.8	3.0	5.3	5.6	4.3	16.4	40.4

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