

1890.
NEW ZEALAND.

EDUCATION: NATIVE SCHOOLS.

[In Continuation of E.-2, 1889.]

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

No. 1.

EXTRACT FROM THIRTEENTH ANNUAL REPORT OF THE MINISTER OF
EDUCATION.

At the beginning of the year 75 Native schools were in operation, besides the four boarding-schools that receive pupils by arrangement with the department. The old school at Upper Waihou, after being closed for a year, was reopened in April, 1889, with a good prospect of usefulness; it is now known by the name of Rangiahua. The school at Paihia was scarcely large enough at any time to justify its continuance, and it has been abandoned. The school attendance at Maungatapu has been absorbed into the younger school at Ngapeke. At Little River the Native people live on such terms with European neighbours that on the death of the late master it was considered unnecessary to maintain a Native school any longer; and at Awanui the European children so far outnumber the Native that the department has thought it best to ask the Auckland Education Board to carry on the work of instruction there. As a result of these changes the number of schools in operation during the last quarter of the year was reduced to 72. The number has since been further reduced by the closing of the school at Te Oreore, in consequence of the apathy of the people of the place, and of the school at Mangamaunu, which the decline of population has rendered unnecessary. The department would have transferred the school at Kirikiri to the Auckland Education Board, but it was found unadvisable to persist in making the change, the Native people of the place being strongly opposed to it, and the site having been acquired under "The Native Schools Sites Act, 1880." The Auckland Board does not see its way to undertake the management of all the Native schools within the bounds of its district, except on condition of a special capitation rate higher than the statutory capitation allowed in the case of public schools. There seems, therefore, to be no urgent reason for disturbing the present arrangement.

For the 72 schools there were 62 masters and 9 mistresses, with 23 assistant mistresses and 45 teachers of needlework. The salaries vary from £60 to £235 for masters, from £80 to £165 for mistresses, and from £10 to £55 for assistants; the salary of a sewing-mistress is £20. The whole expenditure on salaries, and allowances for removal and other purposes, was £11,857 8s. 1d. for the year. The remaining expenditure of the year (£4,097 5s. 6d.) is made up of the following items: Books and school requisites, £444 19s.; prizes, £224 12s. 8d.; repairs and minor works, £448 18s. 7d.; inspection and superintendence, including travelling, £681 0s. 4d.; board of Maori girls in teachers' families, £33; grants to boarding-schools and travelling-expenses of scholars, £1,547 9s. 4d.; buildings, fencing, and furniture, £557 14s. 11d.; sundries, £159 10s. 8d. A contribution

of £88 18s. 10d. was received from Native reserves funds, and, when this is deducted, the Government expenditure for the year is £15,865 14s. 9d.

The number of children in attendance at the end of the year was 2,462. Of this number, 218 were half-caste, 432 European (or between European and half-caste), and the remaining 1,812 Maori (or between Maori and half-caste). There were 2,310 between five and fifteen years old, 1,300 of these being under ten; 98 were above fifteen, and 54 below five. The average attendance for the fourth quarter of the year was 1,932, and for the whole year 2,045. These numbers indicate a slight decline.

The number of Government pupils at the boarding-schools was 62 in December, and there were 97 other pupils attending the schools: at St. Stephen's, Parnell, 16 Government pupils and 27 others; at Te Aute, 10 Government pupils and 53 others; at Hukarere, 20 Government pupils and 17 others; and at St. Joseph's, Napier, 16 Government pupils.

The Native school inspection report contains copious information with respect to all the schools.

The department continues to receive most important assistance from Mr. Bishop, Mr. Bush, and Mr. Booth, who act as District Superintendents; and thanks are due to Mr. Hammond, Registrar of the Native Land Court, Auckland, and to Captain Preece, for many services rendered.

No. 2.

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

SIR,—

Wellington, 21st January, 1890.

In accordance with the terms of your standing instructions, I have the honour to send you my report on the condition of the Native schools of New Zealand during the year 1889.

NUMBER OF SCHOOLS.

At the end of the year 1888 there were seventy-nine Native schools at work. In the course of the year 1889 one school was reopened and four were closed. During the year, therefore, or some portion of it, eighty schools have been in operation, and at the end of it seventy-six schools were open—viz., seventy village schools, two subsidised schools, and four boarding-schools.

CHANGES: NEW SCHOOLS OPENED, SCHOOLS REOPENED OR CLOSED.

No new school has been opened during 1889, but the school at Rangiahua (formerly called Upper Waihou) was reopened at the beginning of the year. The Native population of the valley is very considerable; the hostility of some of the Maoris, and the apathy of others, caused by their submitting to the guidance of a Hauhau prophetess, had ceased; and a petition from the people of the district, Maoris and Europeans, showed that the desire to have the school restored was quite general. Under these circumstances, it was plainly advisable to give the school another trial.

Of the four schools closed in 1889, Maungatapu, near Tauranga, was the most important. Established in 1882 under very favourable auspices, this school received, almost as soon as it was fully equipped for work, a crushing blow through a severe fever epidemic, which decimated the Natives and rendered the survivors unwilling to remain, or to allow their children to remain, in the neighbourhood of the school. With the aid of a half-time school at one of the outlying settlements Maungatapu was kept going for some time, but at last the attendance became so small that the school had to be closed. Wairewa, Akaroa, was not reopened after the death of the master; the Native children are nearly all so far acquainted with English as to be able to profit by the instruction given at the Little River public school, which is near at hand. At Awanui and Paihia, as well as at Mangamaunu and Te Oreore—two schools closed just after the end of the year—the attendance had fallen very low, and there seemed to be no reason to hope for much improvement; at Awanui and Paihia the Natives are very few in number, and at the other two places they seem to be exceedingly apathetic.

NEW SCHOOLS AND NEW BUILDINGS ASKED FOR OR IN PROGRESS, AND PROPOSALS FOR REOPENING SCHOOLS THAT HAVE BEEN CLOSED.

It is disappointing to have to report that it has not yet been found possible to acquire sites at Poroporo, near Whakatane, and Ngapeke, near Tauranga. At Poroporo new buildings are very urgently needed, and the Ngapeke people are waiting for the long-promised removal of the Maungatapu buildings to their *kainga*. Meanwhile the Natives at both of these places are becoming disgusted at what seems to them to be never-ending procrastination. They are unable to understand why the Government should allow itself to be hampered by its own technical rules with regard to the acquisition of Native-school sites, when, as far as they can see, the public advantage and convenience could manifestly be better secured by special treatment of such cases. It is not to be wondered at that Maoris should look at the thing in this abstract way, but their doing so causes a great deal of trouble and hindrance on the one hand, and of irritation on the other. At

Otorohanga, on the Waipa, a place well inside of the King-country, a new school* will be opened very shortly; when once a proper start has been made there should be a very good attendance there. School buildings have been erected at Pukawa, near Tokaanu, on Lake Taupo, but school work has not yet been begun; it seems probable that some special arrangement will have to be made if this is to become "a going concern." The negotiations which culminated in the agreement that a school should be established in the district, and that the buildings were to be erected at Pukawa, were not conducted on the usual lines: it seems to me that this is to be regretted. Inexpensive side-schools are about to be opened at Kenana and Matihetihe†, the former in connection with Peria, the latter with Waitapu. Arrangements of this kind must be considered merely temporary; they are often of use as aids when a pressing difficulty has to be met, or they may afford the department time and favourable opportunity for seeing how the educational arrangements of a district may best be placed on a more permanent footing. Tenders have been asked for for the erection of new buildings at Rotoiti. The old building was destroyed by fire some years ago, and it is only within the last few months that a sound title to a site on the shores of the lake has been secured. There should be a capital Native school here for many years to come. The attendance at the two schools at Rangitukia and Tikitiki, on the banks of the Waiapu, is so much larger than it was expected to be that it is impossible to continue to work the two schools jointly, in accordance with the original intention. A residence should be erected at Tikitiki, and an independent teacher should be appointed. Tenders have already been called for for the erection of a substantial addition to the schoolhouse at Rangitukia.

The Te Teko school had to be closed after the Tarawera eruption in 1886. The Natives are very anxious to have it reopened under the care of the first master of the school. As this master was extremely successful here, it would probably be a good plan to accede to the wishes of the Te Teko Maoris.

SCHOOLS IN FULL WORK.

The geographical positions of the schools form the basis on which they are grouped. Much information with regard to the literary work of individual schools and their general efficiency as educational institutions has been tabulated and printed in the Appendix. Table No. 6 gives the results obtained by examination only. In Table No. 7 these results are combined with those obtained by inspection. Additional particulars relating to individual schools will be found in the following paragraphs.

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

Te Kao, Parengarenga Harbour.—The children were working with great heartiness and enthusiasm. The department has thought it advisable, however, to comply with the master's request for removal to a less isolated school.

Ahipara.—This school was not getting on quite so satisfactorily as it was when previously visited; local squabbles about apparently trivial matters had injuriously affected it.

Pukepoto.—Pretty fair results were obtained. The Natives were talking of resuming the work of wheat-growing. It would be a very good thing for them if they depended more on this kind of work and less on gum-digging.

Pamapurua.—Good work is always shown here, but the Natives are not so enthusiastic about their school as one could wish.

Peria.—There is to be a side-school at Kenana conjoined with the Peria school. Through fever epidemics, and, possibly, general unhealthiness of the site, the population of Peria has become too small to support a school. It seems not unlikely that the proposed arrangement will answer well, for a time at all events. The Peria people have always been ardent supporters of the school, and those at Kenana have long been trying to get one in their own *kaainga*.

Te Ngaere.—A fair amount of success followed the reopening, but the school is not to be relied on. The population of the district though large is scattered, and the school buildings are in the wrong place.

Rangiahua.—After having been closed for a considerable time in consequence of an outbreak of Hauhauiism, Rangiahua (formerly called Upper Waihou) has been opened under new and more favourable conditions, and gives fair promise of success.

Mangamuka.—At this school, which was formerly an extremely good one, the results were entirely unsatisfactory. The reasons for the shortcomings were not obvious.

Motukaraka.—The master appears to have been much maligned. Careful inquiries, as well as the examination results, show that much honest and effective work has been done here.

Whakarapa.—All things considered, there is reason for believing that a substantial advance has been made during the year. This school is more Maori than any other in the colony.

Waitapu.—As usual, the school did extremely well at examination. As, however, there appeared to be little chance of putting an end in any other way to the misunderstanding existing between the master and the Natives, it has been decided to remove the former to another school. It is proposed to work Waitapu along with a side-school at Matihetihe, a settlement on the coast, and distant about six miles from Waitapu.

Whangape.—There has been very gratifying improvement in the English pronunciation here, where the difficulties arising from isolation may, without exaggeration, be called appalling. The progress made shows what a man can do if he will not allow himself to be beaten. The civilising influence of the school continues to be great.

Waimamaku.—The master somehow let the school slip through his fingers as it were, and,

* Opened in March.

† Opened in February.

knowing that he had only very poor results to show, resigned his position. His place has been filled by a very competent master from the Kaipara district.

Whirinaki.—This is now a rapidly improving school—one of the most promising in the district.

Omanuia.—The examination results were not high, but the appearance of the school at inspection was, as usual, very satisfactory.

Waima.—This and some of the other schools in the district have suffered somewhat through the more stringent reading of the regulations which is now considered desirable, but Waima has not, like some of the other schools, collapsed under the increased pressure.

Otaua.—The master deserves great credit for his persistent endeavours to make his instruction in every branch of work specified in the code thoroughly effective. For instance, although there were very great difficulties in the way of his teaching the children music, the master has made it possible for them to read easy pieces of music at sight and to sing school songs in parts very creditably indeed.

Kaikohe.—This is one of the most satisfactory Native schools, and there is very little in connection with it that one would have changed if he could.

Te Ahuahu.—The older girls were found troublesome by the teachers, and were a source of weakness to the school. No doubt their removal, which was about to take place, has proved advantageous. The work of the teachers is good.

Ohaeawai.—The master is a "strong" teacher. Great improvement in the manners of the children was noticeable.

Paihia.—This little school has done good work in its time, but not enough of it. It has been closed for the present as having too small an attendance.

Taumarere.—A great breakdown took place in the examination; the school had been disorganized for a considerable part of the year. This was owing to the departure of Miss Parsons for England. Satisfactory arrangements have since been made.

Waikare.—Nearly always weak, this school made a particularly bad show last year. Unless the improvement shown at next inspection is very decided the school should be closed.

Karetu.—There is reason to be highly pleased with the work done here. The English is remarkably good nearly all round, and, generally, the teacher gives promise of being very capable. A little more acquaintance with inspectorial devices for finding out the weak spots in the knowledge of her pupils would be of considerable service in raising the status of the school.

Mangakahia.—The teacher works hard, continuously, and systematically, and the results of his work had real worth. There are, however, certain well-marked deficiencies which he should do his best to overcome. The results obtained at examination were not striking, but they will probably be much better next year.

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

Poroti.—This school, formerly among the weakest, did exceedingly well at inspection, and still better at examination.

Tangiteroria.—On the whole there is reason to hope that the school will succeed; energy constantly applied might make this, by-and-by, a very good school. The examination results were satisfactory.

Taita.—This is a very good school. The drawing work was of special excellence. There has been agitation for the establishment of another school at Opanaki, a short distance away. One school ought to be sufficient for the district.

Matakohe.—The master has much energy and organizing power. He needs only additional experience to make him an able teacher.

Otamatea.—Examination results were pleasing. This school is now succeeding, after doing rather badly for some years. The Natives are taking an intelligent interest in the working of the school.

Pouto.—The results were pretty fair, but not up to the master's capacity. He will probably get on better at the larger school to which he has been removed.

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

Kirikiri.—Very fair work is being done here, but this is one of the schools that might be handed over to the Board. Europeans are more numerous in the district than Maoris are, and the Native children know enough English to enable them to profit by the ordinary public school teaching. The Natives, however, are very unwilling to make the change.

Kopua.—Very good results were shown. The master, Mr. James Ireland, has now retired, after long and faithful service. Miss Ireland, who was the mistress—and a very good one—has also left the service.

Waotu.—Here also the results were thoroughly satisfactory. No one on the staff excels the Waotu teacher in mastery of method. I understand that the Natives are thinking of establishing a plantation near the school for the maintenance of children whose parents live far away. This is a capital idea.

Tapapa.—As far as one can see, the hostility of the Natives to European manners and ways of thought is being greatly modified by the influence of the school. Results obtained were decidedly satisfactory.

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

Te Awahou.—Extremely poor work was done at examination. Too much should not be made of this, however, seeing that the attendance for parts of the year had been very bad, and that only ten instead of twelve months had elapsed since the previous examination. Still, very much better results should be forthcoming next year.

Rotoiti.—During the last few years a great change has been coming over the Natives in respect to their feeling with regard to education. Formerly they were apathetic; now they are keenly alive to the advantages resulting from education. It would be a matter for regret if the present opportunity of giving a considerable section of the Arawa Tribe a suitable education were not made good use of. The new master is popular, and is doing good work.

Fort Galatea.—The business of the school appeared to be going on satisfactorily, but the results obtained were decidedly disappointing. Perhaps the master wants more experience in practical teaching.

Paeroa.—This is one of the very best schools. The teacher's enthusiasm is reflected in the bearing and work of the pupils.

Huria.—Both inspection and examination elicited pleasing results. The school is evidently beginning to act as a civilising agency. The improvement is very gratifying.

Ngapeke.—On account of technical difficulties in the way of acquiring a legal title to a site the work has to be carried on here under circumstances of a most unfavourable character, as the following extracts from the school log-book will show:—"July 2nd: Opened school to-day (after the holidays). Whare very dirty; odour very offensive—a dead Native having lain there for five days." Also,—“July 12th: Very heavy rain. Seventeen pupils present. The whare flooded with water; mud on the floor about an inch deep. Children procured pieces of wood to place under desks, and keep their feet dry.” The Natives deserve great credit for keeping the school going under such discouraging circumstances. It would be a real blessing if Land Court operations were not quite so slow.

Te Matai.—It would not be easy to find a better or more useful school than this anywhere.

Maketu.—The prospects of the school are much better than they have ever been before, and it is now doing satisfactory work.

Mataia.—The following extract from the log-book will give a good idea of the present position of this important school: "As the Roman Catholic Fathers are about to build a school shortly, and three nuns are coming to assist in the teaching, I really think it would be unwise to go to any unnecessary expense for school repairs, &c. Three-fourths of the children at present in attendance are Roman Catholics, and when they join their own school they will leave me with an average of about ten, and no doubt these few will be induced to leave also. In twelve months from this date, I am afraid, this fine school will be closed."

Poroporo.—This school, like that at Ngapeke, is suffering from difficulties in the way of securing a title. The prospects here are excellent; in fact, there is scope for a very large school. In the meantime, the arrangements are about as unsuitable as they could be. During the year, Mrs. Browne, the mistress of the school, being worn out by long constant attendance on sufferers in a fever epidemic, at last caught the disease, and, unhappily, succumbed. Her services, both as a teacher and as a friend and adviser of the Natives, were of great value.

Waioweka.—It is still a striking feature in this school that what the children know they know well. A very creditable appearance was made at examination.

Omarumutu.—The work at examination was very unequal. Standard IV. English was decidedly weak. The comparative poorness of the results appears to be due to the fact that the children help each other freely. Work done in this way can never stand the test of examination. It is fair to say that the crowded state of the school is to a large extent the cause of the copying complained of.

Torere.—The school passed a very creditable examination. The untimely death of Karauria Kingi, a young chief who gave promise of being a worthy successor of Wiremu Kingi, his father, one of the most enlightened and far-seeing of the great Maori chiefs, has been a great blow to this settlement.

Hawai.—The school had been at work so short a time that it would hardly have been surprising if no tangible results had been forthcoming at the examination. This, however, was not the case; several passes were obtained.

Omaio.—The examination work was exceedingly satisfactory. A noticeable feature here is the thorough though unostentatious discipline. All school movements are executed quietly and with precision.

Te Kaha.—This school also fully maintained its reputation as one of the very best Native schools. The Natives here and at Omaio nearly all take a very intelligent interest in the schools.

Raukokore.—The examination results here too were extremely satisfactory, and very creditable to the master. There were, however, circumstances which rendered his removal unavoidable. A fresh start has been made under another master, and the prospects are again encouraging.

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

Wharekahika.—Good examination work was done. The public spirit of the committee deserves mention. On the Government undertaking to make good the sandy ground around the residence, they promised to do the same for the schoolhouse at their own cost. The mere promise, perhaps, would not be very much, but the work has actually been done.

Kawakawa.—The examination showed that the teaching had been thoroughly intelligent and honest, and well driven home. There was still room for improvement in the pronunciation.

Rangitukia.—It was surprising that in such an overcrowded building such good results could be obtained, especially with such young children. The mistress deserves great credit for the results achieved.

Tikitiki.—This school is worked as a side-school to Rangitukia. There is a great deal in the mental attitude of the children that gives encouragement, and it is evident that painstaking and thorough work has been done by the teacher. The weak spot in the work is the English, which is,

in a Native school, established for the purpose of teaching the Maoris to speak English, as the part of Hamlet in the play of that name.

Waiomatatini.—This, almost the oldest successful East Coast school, is still doing well. Here, however, as at Tikitiki, there is considerable weakness in English. It is, perhaps, not sufficiently borne in mind that an English lesson is thoroughly successful only as it results in the production of correct and fluent English by the pupils.

Tuparoa.—The instruction given here has produced creditable results. The English work, however, needs constant care; if this is not bestowed, bad habits will be formed almost insensibly, and these will be difficult to eradicate. On the whole, very considerable success has been achieved.

Akuaku.—Much hard and good work has been done, and the appearance at examination was very satisfactory. Pronunciation needs more attention.

Tokomaru.—A few minor defects were noted in the methods, but these were made up for by very hard and conscientious work. The school has made very decided and substantial progress during the year. The relations between teacher and scholars and teacher and parents are very good.

Wairarapa and South Island Schools.

Te Oreore.—This school has now been closed; the attendance was insufficient to warrant its being kept open; also, the results obtained at examination were inappreciable.

Papawai.—The attendance increased so largely as to render an increase of accommodation indispensable. The examination work was very good indeed, and altogether the school is a capital one.

D'Urville Island.—This little Cook Strait school is valuable, and does honest work.

Waikawa.—Except on the principle that we ought to let well alone, there is little reason for continuing to maintain a Native school here. Good work, however, is undoubtedly being done, and for that reason outside pressure ought perhaps to be waited for before steps are taken to transfer the school to the Board. The present master shows much aptitude for Native-school work, and laudable enthusiasm in the discharge of his duty.

Wairau.—At the examination the work in arithmetic was poor; but in other respects the school did well. This small school is partly supported by a contribution from a Native reserve fund.

Mangamaunu.—The smallness and irregularity of the attendance, along with the poorness of the results obtained, compelled the Government to close this school, which there was, on other grounds, good reason for keeping open as long as possible.

Rapaki.—All things considered, the examination was decidedly satisfactory, and the new master gives promise of becoming a successful Native-school teacher. All the difficulties which a short time ago seemed to beset the school have now disappeared.

Wairewa.—This school was taught for many years by Captain Curling with much vigour and effectiveness. While good work was being done by an old public servant, it seemed advisable to keep the school going; but the decease of Captain Curling at once raised the question of the desirability of maintaining a Native school in a place where most of the Maoris can speak English, and where there is a public school close at hand. The question has been answered in the negative, and the school has been closed.

Kaiapoi.—This has now become a little children's school, and so presents a great contrast to the Kaiapoi of the past. The master has worked hard and conscientiously, but somehow he is entirely out of touch with the Natives. His removal to another school seems to be unavoidable.

Onuku.—The examination was on the whole fairly satisfactory, but there was a deplorable absence of strong passes: children very good in most of the subjects showed surprising weakness in the others. There is reason to believe that the school is now working smoothly, and that the relations between teacher and parents have improved.

Waikouaiti.—The examination was a satisfactory one, and clearly proved that the good appearance of the school at inspection was the result of solid work. Waikouaiti heads the list of Native schools this year.

Port Molyneux.—This school, having become decidedly European in character, might, without disadvantage, be handed over to the Otago Board; the mistress deserves appointment to some other Native school.

Colac.—The work in this school is, as usual, good, but there is room for improvement in writing and spelling. It is desirable also that very close attention should be paid to the use of the letter "h," seeing that habitual disregard of it by pupils is sure to reflect discredit on their teachers.

The Neck.—The children here understand English so well that they could work in accordance with the standards for Europeans. It seems likely, however, that the form of government that would be brought to bear on the school by placing it under a Board would not be so suitable as the present one to the character of the community. The examination results were quite satisfactory.

This portion of the report may fitly conclude with the statement that five schools have succeeded this year in making a gross percentage of over 80. These are—1, Waikouaiti, 86·5; 2, Omaio, 85·8; 3, Te Kahu, 85·4; 4, Raukokore, 82·0; 5, The Neck, 81·4.

BOARDING-SCHOOLS.

Under this heading nothing more is needed than a brief mention of the principal features of the work done at each of the schools during the year 1889.

St. Joseph's Providence, Napier (Roman Catholic Girls' School).—The examination of this school took place in December. Twenty-one pupils were present, but only fifteen were Government scholars. Of these, two passed Standard II. and three passed Standard I.; two of the senior pupils passed the first-year examination and two completed their Native-school work. In all, nine

of the Government pupils passed and six failed. Two of those who failed were new comers. There is much to admire in the methods used and in the work done here. The domestic arrangements throughout are unexceptionable.

Protestant Native Girls' School, Hukarere, Napier.—Of the thirty-four present at examination twenty were Government scholars. Of the whole number, seven completed their Native-school work by passing the final examinations, and two satisfied the requirements for the first year. Of the juniors, one passed Standard IV., five passed Standard III., five passed Standard II., and six passed Standard I. Thus, twenty-six girls out of thirty-four succeeded in passing. Most of the failures (seven) occurred in the lower division of the senior girls, many of whom had been but a short time at this school. Great improvement in the English work, and in the knowledge of domestic economy, had taken place since the previous examination, as well as in the less essential, but still important, subjects, singing and physical exercises. Admirable needlework was shown here.

Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.—At the examination held in July, 1889, two boys passed the final examination and none failed. For the first year's senior work three passed and five failed; there were five others in this class whose time for passing had not yet come. Of eleven pupils that were not exempt from examination ten passed well; three others, whose time had not yet come, also passed. On the whole, good work was shown. It is gratifying to find that the master, although he is inclined to think that he is asked to do more than ought to be expected of him, is yet doing his best to meet the views and satisfy the wishes of the department. The indications of this are to be found in the modifications of the time-table to suit the code syllabus, in the increased attention to the teaching of English, and in the attempt to widen the science work, and to deepen the boys' insight into arithmetic. A fine lavatory, and a large and convenient gymnasium and playshed, are about to be put up here; both of these will be of great use. Perhaps the Maori has more to learn from the European about personal cleanliness than about anything else; and there can be no doubt that young Maoris who are working hard with their heads should have as much gymnastic and other athletic exercise as possible.

The Native College, Te Aute, Hawke's Bay.—Sixty-four pupils (ten Government scholars, and fifty-four others) were examined. Of these, fourteen passed the second-year examination, or higher; fifteen passed the first-year examination. The arrangements in the lower school differ very considerably from those contemplated in the code, and it would be difficult to give a correct statement, in code terms, of the work done in the three lower classes of the school. Perhaps the average percentage of marks gained at the examination would give the best possible idea of the general character of the work done in the three lower classes. In the third class, the highest of the three, the average percentage was 51·8; in the second class, 67·6; and in the first, 53·4. With one exception, the buildings, gardens, and grounds are in admirable order, and the domestic arrangements are really first-rate. It would, of course, be a great mistake to leave nothing for the boys to do for themselves; this mistake is quite avoided, while at the same time they are made thoroughly comfortable. The kitchen is a very striking feature of the institution; it is kept in admirable order. The living rooms and the dormitories are clean and wholesome, and generally there is an air of comfort about the place that is very satisfactory. The kitchen garden, the lawn, and the borders and flower plots all have a very pleasing appearance. The exception referred to above is connected with the location and drainage of the water-closets. Much improvement is needed, if evil consequences are to be avoided; the difficulties in the way are great, but no efforts should be spared to overcome them. The examination work was better than it had ever been before, and that is saying a great deal. It may be noticed especially that two new subjects—elementary chemistry and the government and laws of New Zealand—had been treated by the senior class with great success; but all the work was very good, evidently the outcome of improvement all along the line.

The Makarini Scholarships Examinations.—At least one of these examinations is held every year, and the scholarships are provided for from a fund established by R. D. Douglas McLean, Esq., in accordance with the views and wishes of the late Sir Donald McLean, and in memory of him. Seven candidates in all presented themselves, but one of these (a Te Aute candidate) was found to be disqualified. Of the six admitted, five were from Te Aute, and the sixth was from Omaio. The trustees awarded three scholarships: the senior scholarship was given to Timutimu Tawhai, of Omaio and St. Stephen's; the other two were awarded to Tutere Wirepa and Tuhi Tare Wirepa, both of whom had been trained at Te Kaha and Te Aute.

STATISTICS.

A statement of the expenditure incurred in connection with Native schools will be found in Tables Nos. I. and II. of the Appendix. Of the total net Government expenditure on Native schools, £15,865 (shillings and pence are neglected), the sum of £13,760 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, £1,547, and of building, fencing, furniture, &c., £558. As reckoned on the basis of the average attendance for the year, 2,044·6, the cost per head of the children attending Native village schools was £6 14s. 7d. Table No. 3 gives the ages of the children whose names were on the books of the Native schools at the end of the December quarter; 93·83 per cent. of these children are between the ages of five and fifteen. This percentage shows an increase of exactly 1 per cent. Table No. 4 gives statistics of the year's attendance; there has been a falling off in the average for the year of 25·02. This has been caused by the closing of certain small schools, which in one way or another had become inefficient. The number of scholars belonging to the schools at the end of 1889 was 2,462, as against 2,512 at the end of 1888. Table No. 5 contains information which enables us to find the ratio between Maoris

and Maori quarter-castes, half-castes, and European quarter-castes and Europeans to the total number of children attending; the percentages are 73·60, 8·85, and 17·55 respectively. There has been but little change since last year. Table No. 6 shows the examination results for the year. Of 2,581 on the roll at examination time, 1,638 were examined; of these, 781 failed to pass any standard, 68 passed Standard IV., 118 passed Standard III., 286 passed Standard II., and 377 passed Standard I. These figures give no account of boarding-school pupils. The highest examination percentage, 89·00, was gained by Waikouaiti; the next highest, 84·52, by The Neck, Stewart Island. Table No. 7 gives the inspection results, on which is based the "gross percentage." This number is intended to be an expression for the efficiency of each particular school in comparison with other schools. In general, a school that has a percentage over 60 is a satisfactory one; 70 is a high, and 80 an excellent, percentage. In 1889, nineteen schools gained over 70 per cent., and five of these gained over 80 per cent.

THE ORGANIZATION AND DISCIPLINE OF NATIVE SCHOOLS.

In last year's report a considerable space was devoted to an elementary statement of the principles of the art of teaching in Maori schools. For reasons similar to those assigned in connection with that report an attempt will be made to give a few useful hints with regard to the organization of Native schools, and a short description will be added of the discipline that is needed in order that the organization and methods may be not merely formal but instinct with life and vigour, and so productive of really satisfactory results.

Difficulties in the way of the organization and discipline of a school tend, in a very considerable degree, to disappear as the number of teachers increases; it will be sufficient, therefore, to deal here with the case in which a Native-school staff consists of a master with a sewing mistress who helps him on three afternoons of the week. This is the most common as well as the most difficult of cases to deal with, and a teacher who can manage to get on under these circumstances is not likely to fail when he has more assistance. It is perhaps hardly necessary to say that the smallness of the space available makes it impossible to give more than a few brief statements, without much attempt at exposition of the grounds on which they are based. It should be added that the precepts are not intended to be complete directions for organizing a new school, but rather suggestions for improving a school that has been for some time in operation.

Section A.—Organization.

1. *Classification of Pupils.*—Under a system in which standards are in use, classification takes care of itself in the main. There are, however, two exceptional cases. (1.) If a pupil through great weakness in a single subject fails to pass an examination a question may arise as to whether his teacher should promote that pupil or not. Should the subjects in which a pass has been obtained have been very well known it may be desirable that the pupil should be moved up; but, generally, promotion should be the reward of success, not of failure. It commonly happens in cases of this kind that an additional year's work in a standard not only secures a good strong pass next year, but renders all the back work so sound that there is no further hitch in the pupil's school career, which otherwise would probably have consisted of a succession of hitches. The other exceptional case is when a totally illiterate child of twelve years of age or more joins the school and has to be classified. It seems hard to place such a child in the very lowest class; but there is no help for it, in a Maori school at all events: the initial work cannot be made thoroughly sound except in that class, and, if it is unsound, all the after work will be nearly valueless. What has been said does not apply to well grown-up pupils who wish to attend a night-school and learn a little writing and arithmetic only.

2. *Twofold Nature of the Teacher's Work.*—The teacher should accustom himself to look upon his work at any given time as being divided into two corresponding parts—the teaching of a class or group of classes, and the supervision of the silent work that is being done by the rest of the school. Of course, the school and its work must, by means of careful dovetailing, be so arranged as to make this way of looking at things appropriate. Acting under the influence of this twofold aspect of a teacher's work, we easily find a criterion for determining the proper grouping of classes; it is always easy to decide whether a certain class could advantageously be taught a certain subject along with another class, or ought rather to be doing silent work with the rest of the school. Of course, the more pupils you can profitably have under direct instruction the better it is for the school.

But "grouping" may be serviceable even in the case of classes doing silent work. If exactly the same silent work can be made to serve for two classes it is plain that time may be saved by the teacher both in setting the work and in correcting it when the pupils have finished it. Teachers who do not recognise the fact that their duty has always the twofold nature referred to fall, if active and industrious, into the error of throwing all their energy into their class-work, thus losing a great part of the advantage obtainable from the consolidation, by means of silent work, of the knowledge which they have imparted to their pupils. On the other hand, a teacher who was inclined to take things as comfortably as possible would almost entirely depend on silent work, which would interfere less with his ease than active teaching would. By itself, however, silent work would utterly fail to prepare children either for examination or for the active business of life.

3. *Class-work.*—Although neither of the two kinds of work referred to should be neglected, it is with the class actually under instruction that by far the most important part of the work must be done. It is in class-work that method has full play—that the curiosity of the pupils is aroused, and that the resulting mental activity is beneficially controlled and directed towards the attainment of the desired results. The teacher, then, should spare no effort to make his class-work lively and taking; the pupils' interest in the work should not be suffered to flag for a moment, and the attention that is all the while being given to the silent work should be as little apparent as possible except to those who are doing that work; they must feel that the master's eye is on them. Suitable oppor

tunities must be chosen for indispensable visits to pupils who need assistance, but these visits should be very brief, and they should scarcely interrupt the work of the class, the members of which should in turn be made to feel that, although their teacher is a few yards further away, he still has their class well in hand. Except in an exceedingly well-disciplined school, a master's temporary complete desertion of a class is the signal for some kind of disorder in that class.

4. *Silent Work.*—In the silent division, two kinds of work may be done—(a) practice in the carrying on of mental or mechanical processes that have been thoroughly explained to the children; and (b) the driving home, by means of written reproduction and other devices, of the facts and principles that have been acquired in the course of the oral work. It may be said, generally, that silent work should not be of such a nature as to require very close attention from the master, or as to take very long to examine or correct. Transcription, mapping, drawing, and back-work in arithmetic are very good subjects for silent work. As a rule, two or three minutes stolen from the latter part of the oral lesson will give sufficient opportunity for comment on, and correction of, the silent work.

5. *Clashing of Work must be carefully avoided.*—Of this kind of difficulty two instances may be given. (1.) If a junior class is getting an amusing lesson, or a very interesting one, from the teacher it is not advisable to have senior classes in the immediate neighbourhood; the chances are that under such circumstances the older children will neglect their own silent work and pay attention to what is going on in the other class. (2.) In a school in which the sewing mistress gives literary assistance, one may sometimes hear two reading lessons going on together, simultaneous reading, perhaps, being part of one of them. The effect is striking but undesirable. Under this head may properly be mentioned the necessity that exists for reducing noise to a minimum. The teacher himself should not, while teaching, make more noise than is absolutely unavoidable; if he habitually speaks to his pupils in a low but distinct tone of voice his pupils will surely imitate him, and the comfort of both teacher and pupils will be greatly enhanced.

6. *Mental and Physical Condition of Pupils to be considered.*—When the order of work is being arranged care must be taken to assign the heaviest lessons to the time when pupils have not yet lost their day's stock of freshness and vigour; the lighter work should be done towards the close of the day, when mental and physical fatigue are coming on. Such a subject as arithmetic is suitable for the first lesson of the day; writing for the last. If it should be found impossible to act on this principle throughout there should, as the next best thing, be alternation between hard and easy work.

In some few cases it has been found that little attention is paid to the physical comfort of pupils. Children cannot work well on a hot summer's day if the schoolroom is so carefully shut up that fresh air is completely excluded, nor can they, in the winter, attend to their work properly if their teeth are chattering with cold because there is no fire.

7. *Variety of Work.*—Besides adjusting the order of different kinds of work with reference to their difficulty it is also desirable to secure for the children as much variety as possible. After pupils working for Standard I. have been engaged for the first half-hour in making figures on slates, and the next in printing capital letters, it is rather hard on them to ask them to spend another half-hour in writing short words from the blackboard. If, however, the morning could be divided into six periods of twenty minutes each, and the first could be devoted to *viva voce* arithmetic, the second to making figures, the third to reading in class, the fourth to printing capitals, the fifth to ball-frame work, and the sixth to writing words from the blackboard, weariness of school work would not make its appearance. Quite generally, monotony should be avoided as far as possible. With this view, lessons should not be made too long. Twenty minutes is a good period. In the case of older children working at arithmetic two periods may be conjoined. Also, it is advisable that the work shall not be quite the same on two successive days.

8. *Idleness to be guarded against.*—It is, perhaps, hardly necessary to say that neither teacher nor pupil should have any spare time in school. The school hours are not long, and every moment of them should be taken up with school work proper. It would probably be fatal to a school if its master read newspapers or novels or wrote letters in school, or went out now and then to have a look round, and, possibly, a smoke. The pupils should have no time allowed for "preparation of lessons," unless the preparation involves writing. Time devoted to mere learning of lessons in school generally means an opportunity for conversation, and for the playing of certain indoor games known to schoolboys. Of course, preparatory work for almost any lesson may be written. Spelling, for instance, may be committed to memory by copying out the words on a slate or on paper.

9. *Easy Subjects.*—It is implied in what has been said before that drawing, writing, sewing, singing, and drill should to some extent be made to serve the purpose of a kind of rest for the children from work involving greater mental tension, but he would be an idle teacher who should look upon a lesson in any of these subjects as affording him a convenient opportunity for "taking a spell." No one could fairly complain of being expected to work faithfully for four hours a day on five days in the week, with eight weeks of holidays in the course of the year, even though Native-school work is undoubtedly very hard work when it is properly done. If, however, a visitor to a school finds five half-hours a week devoted to copybook writing when two, or, at the very utmost, three, would suffice, he can hardly help thinking that the reason why the subject is made to loom so large is that copybook writing can go on, after a fashion, without the teacher troubling himself much about it. This kind of suspicion is of course confirmed when the visitor finds that, in spite of the length of time devoted to it, the writing is very poor. Unfortunately, the combination—much time and bad results—is not so uncommon as it ought to be. The fact is that hard work bestowed by a teacher on such subjects as writing and drawing produces palpable results with great rapidity, but no amount of mere practice by the pupils will do them much good. With regard to drill, it may be remarked that, while some attention must be paid to it as a special and separate subject, it should also, so to speak, permeate and regulate the whole of the school work, to the extent of making it systematic.

10. *The Time-table.*—This document should contain a complete exposition of the main lines on which the school work is conducted, and also as much detail as is necessary to make it a practical guide to teacher or scholars for finding what kind of work is to be done in any class at any time during the week. Consistently with this kind of explicitness it should be as brief as possible. It should be within the pupils' reach, and should be thoroughly understood by them. It is very convenient when the time-table contains a summary showing the time devoted to each subject, in addition to the ordinary statement of the distribution of the subjects over the school time. It should not be necessary to say that the very name "time-table" implies that the document, the work, and the school-clock should always be in strict accord.

Section B.—Discipline.

1. *Order is hard to establish, but easy to maintain when once established.*—To persons unaccustomed to the work of teaching, the remark that "it is very easy to keep order in an orderly school" may seem unmeaning, but it is, nevertheless, a true statement of the case. When once the pupils of a school have been trained to orderly ways they like them, and do not readily depart from them.

2. *Threats and Appeals should be few.*—Good order, however, cannot in the first instance be secured without constant watchfulness and sustained effort; but at all times the exertion of such effort as is needed should take place as quietly and unobtrusively as possible. The master who threatens his pupils frequently, or incessantly appeals to their good feelings, seldom has any order worth speaking of. In the best schools, one perceives that the order is excellent, but it is impossible to tell from mere inspection of the children at work how this order has been secured, or by what means it is maintained.

3. *How to have First-class Order.*—The most thoroughly effective plan that has yet been discovered for keeping children in thorough order is to provide such interesting employment for them as will, from its very nature, never leave them an idle moment. Nine-tenths of the disorderliness of children in school is caused by their unfailing stock of energy, and the absence of a legitimate outlet for it. Give them this outlet, by providing well-ordered and interesting school work for them, and the greater part of the difficulty will vanish.

4. *Punishments.*—Now and again a disciplinarian of the very highest class is to be met with who finds constant employment a sufficiently effective disciplinary agency, and does without rewards and punishments altogether, except such as are involved in a kindly smile or a glance of disapproval. If formal punishments must be had recourse to they should be as mild as possible. Many teachers have found it possible—and even advantageous—to dispense with corporal punishment. It is, however, hardly desirable for a teacher to entirely renounce the power of inflicting this sort of punishment. A boy who is inclined to rebel should always feel that a thrashing is a possibility.

5. *Mode of Punishment.*—When punishment is inevitable it should be inflicted with perfect self-control on the part of the teacher. Pupils should never have reason to feel that punishment is a consequence of, or is modified by, the ill-temper of the teacher; they should have every reason to believe that it is simply and solely the result of their own misdoing or neglect. For this reason it is advisable to let the punishment take its character from the nature of the offence. Thus a good punishment for careless mistakes in spelling and punctuation is an imposition involving the faultless transcription of a long piece of poetry. For want of punctuality or for waste of time detention is a suitable penalty.

6. *Drill.*—Drill generally and school drill especially are very useful for promoting good discipline. To say nothing here of their effect on the health and spirits of the children, these exercises tend to do away with talking, leaving places without permission, disorder while class changes are being made, &c. Besides, drill teaches children to do things smartly at the word of command, when and where they ought to do them, and to sink their individual peculiarities and wishes in order to produce a good joint result.

7. *School Tone.*—Good order is an excellent thing in a school, but before one can say whether the school in which it is found deserves to be called a good one he must learn the cause of the satisfactory appearance presented by the school. If in an old school it is found to depend on the constant watchfulness and the severity of the master the school is not nearly so good as it seems to be; but if the order has, through the training which the school affords, become, so to speak, characteristic of the pupils, and is maintained without effort on the part of the master, then the tone of the school is satisfactory, and the school itself is a good one.

8. *Relations between Order and Tone.*—Sometimes the use of the word "tone" in this connection is sneered at. There is no real occasion for this even when it is a Maori school that is referred to. The word as used above has a special technical meaning, and has nothing to do with, say, the tone of society. The order of a school can hardly be very bad when the tone is good; but, conversely, the tone may be very unsatisfactory while the order is excellent, as was implied in the last paragraph. It is important to emphasize this distinction lest teachers should be led to think that if a school is quiet and orderly its discipline must be satisfactory. Generally, it may be said, then, that when a school has a thoroughly good tone the master of that school has but little to learn except, it may be, how to effect improvements in his methods of teaching.

9. *Effects of Good Tone.*—One of the most easily discernible effects of a good school tone is the evident earnestness of the children who are under its influence about the work that they have in hand. In a school that has this tone a visitor at once perceives that learning is looked upon by all the children as their real business there, and he looks in vain for traces of listlessness, inattention, or fitfulness in working.

Another excellent effect of really good school tone is that it leads to honesty in working, and does away with comparing, copying, and, generally, with fraudulent appropriation of others' work. Each pupil has such a true idea of what is right and straight, is so anxious to do his best for himself and the school, and so busy about it, that he has neither inclination nor time for cheating. To say nothing of the satisfactory effects produced on examination results by this kind of honest working, it is plain that incalculable good is done to pupils by their attendance at school if their training there gives them habits of steady, honest industry.

The good results here set forth as objects which all teachers should at least strive to reach can, in their completeness, be the prize of those teachers only who are themselves thoroughly methodical and intelligent, as well as honest, earnest, and persistently industrious. Most infallibly, defect of the teacher in any one of the particulars named will lead to corresponding weakness in the organization and discipline of his school.

CONCLUSION.

The work done in Native schools during the past year could hardly be characterized as a whole, the differences between the various districts being very considerable. The best group of the North Island schools is to be found on the East Coast, and on the eastern side of the Bay of Plenty; these are nearly all very efficient. Next come the other Bay of Plenty schools, and those in or on the borders of the "King country;" several of these schools might fairly be classed with those in the first group. The rest of the North Island schools, including those north of Auckland, may be regarded as constituting the least satisfactory group. It is right, however, to say that many good schools may be found even in this group, and that there are others in a fair way to improve. No attempt will be made to give an exhaustive list of exceptions to the general condition of this group, but Papawai, Parnapurua, Whangape, Otatau, Kaikohe, and Karetu may be mentioned as instances of really good Native schools. The South Island schools, with one or two exceptions, such as Waikouaiti and The Neck (which are exceedingly good), may be characterized as very fair schools.

The falling-off observed in some of the North of Auckland schools is most marked in cases where the teachers have been very long in one position, and are too willing to rest content with a measure of attainment which escaped criticism eight or ten years ago (when all connected with the work were still, so to speak, merely learning the business), but which has long been surpassed by the schools that have had really energetic teachers. It seems to me that in every case of this kind the teacher should be removed to another school, and that the removal should involve some loss of emolument. Of course a still sharper remedy might be applied; but dismissal, especially in the case of a teacher with a large family of young children, is a very serious matter, and no doubt most people would agree with me in thinking that the former and less severe method of dealing with the difficulty would be the more satisfactory.

The Inspector-General of Schools.

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 1889; and the Names, Status, and Emoluments of the Teachers as in December, 1889.

** 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 1889.				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.				
Mangonui	Te Kao	£ 146 5 0	£ 38 19 8	£ s. d. ..	£ 185 4 8	McGavin, Mr. and Mrs.	H F	145 0 0	
	Awani	24 3 4	4 9 3	33 0 0	24 3 4	Dunn, R. H.	H M	145 0 0	School closed March quarter. Buildings handed over subsequently to Education Board.
	Pamapuria	167 10 0	16 19 9	8 0 0	204 19 3	Dunn, Mrs.	S	20 0 0	
	Ahipara	175 0 0	14 16 0	..	193 19 9	Créne, Mrs.	H M	155 0 0	
	Pukepoto	235 0 0	4 4 0	2 10 0	249 16 0	Masters, C. M.	H M	180 0 0	With house allowance, £20 per annum.
	Peria	114 13 6	7 15 1	..	121 7 6	Masters, Miss E. Jeffcoat, Miss J. Kirkman, H. R. Kirkman, Mrs.	A F	35 0 0	
	Te Ngaere	112 10 0	33 3 1	15 4 6	120 5 1	Bow, A.	H M	84 7 6	
	Whangape	165 0 0	41 0 4	32 8 0	213 7 7	Bow, Mrs.	S	20 0 0	
	Rangiahua (Upper Waihou)	111 13 4	28 5 4	5 15 6	185 1 8	Spencer, R.	H M	110 0 0	With allowance for conveyance of goods, £10 per annum.
	Whakarapa	152 10 0	3 3 6	..	186 10 10	Spencer, Mrs.	A F	35 0 0	School reopened March quarter.
Waitapu	98 13 0	10 17 7	..	101 16 6	Irvine, C. D.	H M	130 0 0		
Whirinaki	175 0 0	23 7 9	..	185 17 7	Irvine, Mrs.	S	20 0 0		
Waimea	180 0 0	5 1 5	..	203 7 9	Minchin, T. M.	M	87 3 0		
Omanaia	157 10 0	13 9 7	..	140 0 0	Young, Rev. H.	H M	140 0 0		
Motukaraka	145 0 0	4 15 0	..	85 0 0	Young, Miss F. L.	A F	35 0 0		
Mangamuka	160 0 0	26 17 5	..	203 7 9	Hill, C. P.	H M	155 0 0		
Mangakahia	145 7 2	13 8 2	..	162 11 5	Hill, Mrs.	S	20 0 0		
Wainamaku	150 1 11	18 8 2	..	158 9 7	Cockroft, J.	H M	135 0 0		
Otaua	188 15 0	4 9 9	0 5 0	164 15 0	Cockroft, Mrs.	S	20 0 0		
Paithia	43 2 7	11 7 0	..	172 4 7	Danaher, T. J.	H M	125 0 0		
Ohacawai	162 10 0	12 19 0	..	163 10 1	Danaher, Mrs.	S	20 0 0		
				193 9 9	Harrison, J.	H M	145 0 0		
				54 9 7	Magee, Mrs.	S	20 0 0		
				175 9 0	Magee, E. J.	H M	120 0 0	With allowance for conveyance of goods, £10 per annum.	
					Winkelmann, C. P.	H M	165 0 0		
					Winkelmann, Mrs.	S	20 0 0		
					Tobin, W. H. J.	H M	165 0 0		
					Tobin, Mrs.	S	20 0 0		
					Woods, G. E.	H M	145 0 0	School closed September quarter.	
					Woods, Mrs.	S	20 0 0		

	Kaikohe ..	..	..	245	0	0	18	12	7	9	10	0	273	2	7	Mitchell, J. . .	H.M.	205	0	0
	Karetu ..	..	..	120	0	0	5	7	6	13	5	0	138	12	6	Mitchell, Miss A.	A.F.	20	0	0
	Waikare ..	..	..	110	0	0	2	5	0	0	7	6	112	12	6	Johnson, Miss S. H.	S	120	0	0
	Taumarere ..	..	..	79	5	9	3	10	0	..	..	..	82	15	9	Patrick, J. K.	H.M.	90	0	0
	Te Ahuahu ..	..	..	186	5	0	6	2	8	12	16	1	205	3	9	Patrick, Mrs.	S	92	5	0
Whangarei ..	Poroti ..	..	..	120	0	0	4	19	0	4	0	0	128	19	0	Tautari, Mrs. M.	H.F.	165	0	0
Hobson ..	Tangieroria ..	..	..	147	10	0	1	18	2	..	..	..	149	8	2	Watling, Mrs.	S	20	0	0
	Taita ..	..	..	125	0	0	7	12	8	8	10	0	141	2	8	Burleigh, Miss K.	H.M.	120	0	0
	Matakohe ..	..	..	122	18	0	4	11	9	10	0	0	137	9	9	Broughton, J. H.	S	100	0	0
Rodney ..	Pouto Point ..	..	..	141	5	0	25	10	4	0	2	6	166	17	10	Broughton, Mrs.	H.M.	20	0	0
	Otamatea ..	..	..	137	10	0	18	6	2	..	..	..	155	16	2	Blyth, Mrs. . .	S	20	0	0
Kawhia ..	Kopua ..	..	..	217	1	8	12	10	11	..	..	..	229	12	7	Aimer, E. B.	H.M.	110	0	0
	Otorohanga ..	..	..	186	5	0	12	19	6	10	3	6	10	3	6	Aimer, Mrs.	S	20	0	0
Pbames ..	Kirikiri ..	..	..	155	0	0	10	9	11	4	12	6	170	2	5	Hawkins, T. B.	H.M.	100	0	0
Piako ..	Tapapa ..	..	..	176	5	0	9	13	5	11	10	6	197	8	11	Hawkins, Mrs.	S	20	0	0
West Taupo ..	Pukawa ..	..	..	111	13	4	3	17	2	..	..	..	3	17	2	Allan, A. G.	H.M.	110	0	0
Tauranga ..	Maungatapu and Ngaepe ..	..	..	176	0	0	4	16	9	..	..	..	120	18	1	Allan, Miss C.	S	20	0	0
	Huria ..	..	..	127	10	0	17	4	0	2	0	0	146	14	0	Quinlan, W. H.	H.M.	110	0	0
	Paeroa ..	..	..	137	10	0	10	3	3	..	..	..	147	13	3	Quinlan, Mrs.	S	20	0	0
	Te Awahou ..	..	..	148	3	4	41	8	0	0	17	6	190	8	10	Ireland, J. . .	H.M.	175	0	0
	Rotiti ..	..	..	220	0	0	9	5	3	..	..	..	229	5	3	Ireland, Miss A.	A.F.	35	0	0
	Te Matai ..	..	..	187	14	0	48	5	7	..	..	..	235	19	7	Anderson, A.	H.M.	155	0	0
	Maketu ..	..	..	210	0	0	39	13	11	..	..	..	120	18	1	Anderson, Mrs.	S	20	0	0
Whakataane ..	Matata ..	..	..	107	10	0	29	18	2	290	0	0	427	8	2	Hosking, J. T.	H.M.	125	0	0
	Galatea ..	..	..	176	11	8	14	19	0	1	7	6	192	18	2	Hosking, Mrs.	S	20	0	0
	Poporo ..	..	..	241	5	0	21	7	9	..	..	..	262	12	9	Hosking, Mrs.	H.F.	160	0	0
	Waioweka ..	..	..	227	10	0	19	4	9	..	..	..	246	14	9	Haszard, Miss C. N.	S	20	0	0
	Omarumutu ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	Haszard, Mrs.	H.F.	20	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Griffin, B. F.	H.M.	90	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Griffin, Mrs.	S	20	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Duffus, J. W.	H.M.	125	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Duffus, Mrs.	S	20	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Louch, Miss S.	F	130	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Robinson, T. J.	H.M.	125	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Robinson, Mrs.	S	20	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Broderick, H. W.	M	120	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Capper, J. F.	H.M.	185	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Capper, Miss O.	A.F.	20	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Capper, Mrs.	S	20	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Pinker, A. . .	H.M.	145	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Pinker, Mrs.	A.F.	95	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Morton, B. D.	H.M.	175	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Morton, Miss	A.F.	35	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Wylie, J. . .	H.M.	90	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Wylie, Mrs.	S	20	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Browne, W. F.	M	155	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Herlihy, P. . .	H.M.	210	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Herlihy, Mrs.	A.F.	35	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Tennent, A. P.	H.M.	165	0	0
		..	..	..	..	..	..	..	..	..	..	..	..	..	..	Tennent, Mrs.	A.F.	55	0	0

School in course of erection.

School not yet opened.
School at Maungatapu closed at beginning of year.
With allowance for house-rent, £26 per annum.
With allowance for horse, £10 per annum.

With allowance for house-rent, £26 per annum.

With allowance for conveyance of goods, £20 per annum.
With allowance for house-rent, 2s. 6d. per week.

Waikouaiti	Waikouaiti	180 0 0	16 17 3	5 0 0	201 17 3	Moloney, M.	HM	165 0 0
Clutha	Port Molyneux	196 5 0	8 13 11	..	204 18 11	Moloney, Mrs.	S	20 0 0
Wallace	Colac Bay	105 16 11	11 4 0	..	117 0 11	Green, F. A.	HM	165 0 0
Stewart Island	The Neck	221 5 0	20 14 6	4 0 0	245 19 6	Green, Mrs.	S	20 0 0
Boarding Schools—		165 0 0	32 3 10	..	197 3 10	Campbell, Miss B.	HF	110 0 0
St. Stephen's, Auckland		..	544 1 5	..	544 1 5	Nickless, H. W.	S	20 0 0
Te Aute, Hawke's Bay		..	200 0 0	..	200 0 0	Nickless, Miss F.	HM	180 0 0
Hukarene, Hawke's Bay		..	400 0 0	..	400 0 0	Nickless, Mrs.	AF	20 0 0
St. Joseph's, Hawke's Bay		..	339 13 0	..	339 13 0	Connor, Rev. C.	S	20 0 0
Inspection		450 0 0	231 0 4	..	681 0 4	Connor, Mrs.	HM	145 0 0
Other miscellaneous expenditure not chargeable to particular schools		10 0 0	427 12 1	3 6 0	440 18 1		S	20 0 0
Totals		12,166 13 6	3,382 9 8	557 14 11	16,056 18 1*		..	11,405 12 6

* Deducting recoveries (£102 4s. 6d.) and payments from Native reserves funds (£88 18s. 10d.), the result is a net Government expenditure of £15,965 14s. 9d.

Table No. 2.

CLASSIFIED SUMMARY OF NET EXPENDITURE ON NATIVE SCHOOLS during 1889.

	£	s.	d.
Village-school salaries	11,616	10	2
Teachers' allowances for special objects	145	3	4
Teachers' removal allowances	95	14	7
Books and school requisites	444	19	0
Prizes for regular attendance	201	19	3
Standard prizes	20	5	5
Prizes for passing final examination at boarding-schools	2	8	0
Planting sites	1	9	0
Repairs and small works	447	9	7
Inspector	450	0	0
Inspectors' travelling-expenses	202	11	4
District Superintendents' travelling-expenses	28	9	0
Board of girls with teachers	33	0	0
Sundries (including sewing - material, £175 15s. 4d.; and deducting refunds for sewing-material, £76 19s. 6d., and refund from Te Makarini Trustees, £19 8s.)	159	10	8
Boarding-schools and apprenticeship	1,483	14	5
Travelling-expenses of scholars sent to boarding-schools	63	14	11
Buildings, fencing, furniture, &c.	557	14	11
Total	£15,954	13	7

NOTE.—Of the above total, £88 18s. 10d. was paid from Native reserves funds, leaving a net Government expenditure of £15,865 14s. 9d.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1889.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	30	24	54	2.19
Five and under ten years	695	605	1,300	52.80
Ten and under fifteen years	596	414	1,010	41.03
Fifteen years and upwards	61	37	98	3.98
Totals	1,382	1,080	2,462	100.00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, for the Year 1889.

Schools.	School Roll.				Average Attendance.			
	Number belonging of 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	26	26	5	47	20	16	36	28-75
Awanui ¹	28	10	16	22	9	9	18	18-75
Pamapurua	32	19	7	44	21	15	36	30-50
Ahipara	37	17	13	41	16	15	31	31-25
Pukepoto	21	9	18	12	6	2	8	11-77
Peria	24	11	8	27	13	6	19	20-75
Te Ngaere	32	22	20	34	17	11	28	27-75
Whangape .. .. .	..	61	21	40	17	17	34	34-00
Rangiahua ²	24	42	26	40	15	12	27	25-50
Whakarapa .. .. .	..	29	10	19	7	2	9	13-00
Waitapu ³	34	8	9	33	15	16	31	32-25
Whirinaki	22	4	..	26	13	9	22	22-00
Waima	29	4	5	28	10	13	23	23-25
Omanaia	37	9	5	41	21	15	36	35-50
Motukaraka	33	31	30	34	12	8	20	20-25
Mangamuka	14	21	8	27	11	10	21	25-00
Mangakahia	32	15	7	40	20	19	39	31-00
Waimamaku	30	9	8	31	10	12	22	26-00
Otaua	8	2	10	..	..	..	..	8-19
Paihia ⁴	25	8	5	28	16	6	22	23-25
Ohacawai	52	6	14	44	24	14	38	43-00
Kaikohe	24	3	2	25	14	8	22	22-25
Karetu	14	21	7	28	6	12	18	16-50
Waikare	9	6	1	14	6	6	12	10-62
Taumarere	32	2	10	24	10	10	20	23-00
Te Ahuahu	21	15	7	29	13	11	24	25-25
Poroti	20	16	9	28	9	8	17	16-50
Tangiteroria	22	7	5	24	14	6	20	21-00
Taita	22	19	16	25	11	6	17	17-00
Matakohe	15	9	7	17	7	10	17	16-00
Pouto Point	20	12	10	22	11	6	17	18-75
Otamatea	41	13	14	40	7	15	22	29-50
Kopua	33	31	17	47	23	11	34	32-75
Kirikiri	33	4	9	28	12	11	23	26-75
Tapapa	30	27	16	41	10	12	22	24-25
Te Waotu .. .. .	..	..	..	..	..	..	..	..
Maungatapu ⁵	26	24	16	34	15	6	21	25-75
Ngapeke	38	8	7	39	14	6	20	23-25
Huria	31	14	10	35	22	5	27	24-75
Faeroa	21	16	13	24	8	7	15	14-50
Te Awahou	30	29	14	45	25	13	38	36-75
Rotoiti	48	22	17	53	27	18	45	50-25
Te Matai	44	44	25	63	22	16	38	39-00
Maketu	45	46	33	58	23	17	40	43-00
Matata	29	9	10	28	13	5	18	19-75
Galatea	53	24	30	47	18	24	42	38-00
Poroporo	34	20	6	48	29	13	42	40-25
Waioweka	57	8	8	57	26	26	52	55-75
Omarumutu	37	7	8	36	17	17	34	35-75
Torere	17	7	13	11	5	5	10	14-50
Hawai	37	6	6	37	28	6	34	39-00
Omaio	52	8	6	54	25	27	52	53-00
Te Kaha	32	8	11	29	15	15	30	29-25
Raukokore	28	4	6	26	16	9	25	25-25
Wharekahika	42	9	7	44	18	16	34	36-75
Te Araroa (Kawakawa)	60	53	34	79	30	18	48	65-75
Rangitukia	41	16	19	38	13	15	28	37-50
Tikitiki	37	21	19	39	14	12	26	32-50
Waiomatatini	46	22	12	56	28	26	54	56-75
Tuparoa	52	24	18	58	20	26	46	46-75
Akuaku	35	24	18	41	20	12	32	35-50
Tokomaru	10	19	21	8	1	2	3	7-97
Te Oreore ⁶	30	51	27	54	23	16	39	40-75
Papawai	11	4	3	12	5	6	11	11-00
D'Urville Island	22	7	7	22	8	10	18	16-50
Waikawa	15	4	6	13	10	3	13	13-00
Wairau	14	8	9	13	6	4	10	10-50
Mangamaunu ⁶	21	14	11	24	13	9	22	20-25
Kaiapoi	27	14	9	32	17	12	29	24-25
Rapaki	16	11	27	..	..	..	..	19-00
Little River ⁷	34	4	4	34	16	13	29	28-00
Onuku	32	4	4	32	14	15	29	29-00
Waikouaiti	18	9	5	22	9	8	17	18-00
Port Molyneux	45	12	17	40	15	18	33	36-00
Colac Bay	26	11	10	27	13	10	23	22-25
The Neck .. .. .	..	..	..	..	..	..	..	..
Totals for 1889	2,169	1,193	900	2,462	1,087	845	1,932	2,044-55
Totals for 1888	2,283	1,325	1,036	2,512	1,124	872	1,996	2,069-57

¹ Closed March quarter, and handed over to Education Board at end of year.² Opened again during March quarter.³ Closed end of June quarter.⁴ Reopened (late Upper Waihou) March quarter.⁵ Closed March quarter.⁶ Closed end of year.⁷ Closed during December quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1889.

* * 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	23	16	39	..	..	..	2	6	8	25	22	47
Pamapuria	11	9	20	..	..	..	1	1	2	12	10	22
Ahipara	19	9	28	2	3	5	5	6	11	26	18	44
Pukepoto	18	19	37	..	..	..	2	2	4	20	21	41
Peria	10	1	11	..	1	1	..	..	..	10	2	12
Te Ngaere	16	6	22	..	1	1	1	3	4	17	10	27
Whangape	17	11	28	2	2	4	1	1	2	20	14	34
Rangitahua	11	9	20	..	5	5	9	6	15	20	20	40
Whakarapa	20	14	34	..	..	..	2	4	6	22	18	40
Waitapu	6	3	9	4	3	7	3	..	3	13	6	19
Whirinaki	16	13	29	..	..	..	1	3	4	17	16	33
Waima	14	11	25	..	..	..	1	..	1	15	11	26
Omanaia	13	13	26	..	1	1	1	..	1	14	14	28
Motukaraka	9	5	14	2	4	6	13	8	21	24	17	41
Mangamuka	19	11	30	..	1	1	..	3	3	19	15	34
Mangakahia	12	10	22	..	..	..	3	2	5	15	12	27
Waimamaku	19	19	38	..	1	1	1	..	1	20	20	40
Otaua	12	13	25	2	..	2	2	2	4	16	15	31
Ohaeawai	12	5	17	2	1	3	8	..	8	22	6	28
Kaikohē	28	12	40	1	..	1	..	3	3	29	15	44
Karetu	10	6	16	4	3	7	1	1	2	15	10	25
Waikare	1	14	15	..	..	..	7	6	13	8	20	28
Taumarere	7	7	14	..	..	..	..	..	..	7	7	14
Te Ahuahu	9	10	19	1	1	2	3	..	3	13	11	24
Poroti	11	7	18	1	3	4	4	3	7	16	13	29
Tangiteroria	10	7	17	..	..	..	5	6	11	15	13	28
Taita	17	6	23	..	..	..	..	1	1	17	7	24
Matakohe	10	8	18	1	..	1	4	2	6	15	10	25
Pouto Point	5	9	14	1	..	1	1	1	2	7	10	17
Otamatea	10	6	16	..	..	..	3	3	6	13	9	22
Kopua	11	16	27	3	3	6	1	6	7	15	25	40
Kirikiri	8	6	14	..	..	..	22	11	33	30	17	47
Tapapa	16	12	28	..	..	..	..	..	..	16	12	28
Waotu	12	10	22	5	2	7	4	8	12	21	20	41
Ngapeke	16	13	29	3	2	5	..	..	..	19	15	34
Huria	22	14	36	..	..	..	1	2	3	23	16	39
Paeroa	16	2	18	10	5	15	1	1	2	27	8	35
Te Awahou	11	12	23	1	..	1	..	..	..	12	12	24
Rotoiti	27	16	43	1	1	2	..	..	..	28	17	45
Te Matai	30	21	51	..	1	1	1	..	1	31	22	53
Maketu	19	21	40	4	3	7	9	7	16	32	31	63
Matata	24	20	44	6	4	10	2	2	4	32	26	58
Galatea	18	4	22	1	..	1	2	3	5	21	7	28
Poroporo	18	22	40	1	..	1	1	5	6	20	27	47
Waioweka	25	10	35	3	3	6	6	1	7	34	14	48
Omarumutu	24	20	44	4	3	7	2	4	6	30	27	57
Torere	15	14	29	..	..	..	3	4	7	18	18	36
Hawai	4	6	10	1	..	1	..	..	..	5	6	11
Omaio	25	7	32	3	..	3	2	..	2	30	7	37
Te Kaha	23	21	44	1	2	3	3	4	7	27	27	54
Raukokore	15	12	27	1	1	2	..	..	..	16	13	29
Wharekahika	10	10	20	2	..	2	4	..	4	16	10	26
Te Araroa (Kawakawa)	24	15	39	..	3	3	1	1	2	25	19	44
Rangitukia	44	26	70	5	..	5	..	4	4	49	30	79
Tikitiki	14	16	30	2	4	6	..	2	2	16	22	38
Waiomatatini	12	13	25	4	3	7	5	2	7	21	18	39
Tuparoa	26	19	45	3	1	4	..	7	7	29	27	56
Akuaku	20	23	43	3	5	8	4	3	7	27	31	58
Tokomaru	20	13	33	5	1	6	2	..	2	27	14	41
Te Oreore	4	4	8	..	..	..	..	..	..	4	4	8
Papawai	11	11	22	1	..	1	19	12	31	31	23	54
D'Urville Island	5	6	11	..	..	..	1	..	1	6	6	12
Waikawa	3	6	9	2	1	3	5	5	10	10	12	22
Wairau	9	3	12	..	..	..	..	1	1	9	4	13
Mangamaunu	5	4	9	..	..	..	3	1	4	8	5	13
Kaipoi	7	7	14	5	2	7	1	2	3	13	11	24
Rapaki	12	7	19	8	5	13	..	..	..	20	12	32
Onuku	10	5	15	..	..	..	10	9	19	20	14	34
Waikouaiti	5	6	11	5	5	10	5	6	11	15	17	32
Port Molyneux	3	3	6	..	..	..	9	7	16	12	10	22
Colac Bay	12	7	19	..	..	..	8	13	21	20	20	40
The Neck	7	3	10	6	6	12	2	3	5	15	12	27
Totals for 1889	1,037	775	1,812	122	96	218	223	209	432	1,382	1,080	2,462
Totals for 1888	1,053	772	1,825	130	119	249	229	209	438	1,412	1,100	2,512

SUMMARY of Table No. 5.

	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	1,037	775	1,812	73.60
Half-caste	122	96	218	8.85
Between half-caste and European, and European	223	209	432	17.55
Totals	1,382	1,080	2,462	100.00

Table No. 6.

RESULTS of EXAMINATION, 1889.

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	31	15	1	3	5	1	III.	59.38
Ahipara	36	18	1	1	5	3	V.	49.25
Pukepoto	36	6	..	2	..	4	I.	48.86
Pamapurua	31	11	2	1	3	5	III.	64.58
Peria	22	6	1	2	3	3	II.	60.53
Te Ngaere	27	14	..	..	3	5	V.	52.94
Rangiahua	56	No examination.	..	..	..	..	..	..
Mangamuka	27	10	..	..	..	1	II.	50.00
Motukaraka	41	18	2	2	4	3	IV.	58.86
Whakarapa	19	12	1	1	1	2	III.	38.08
Waitapu	24	11	..	2	4	5	III.	63.41
Whangape	37	18	1	1	4	5	I.	46.82
Waimamaku	35	22	..	1	2	1	V.	39.40
Whirinaki	34	18	..	2	5	5	III.	60.00
Omanaia	30	17	..	..	2	4	III.	49.14
Waima	26	12	1	2	3	3	III.	53.33
Otaua	36	13	1	2	6	5	III.*	52.86
Kaikohe	49	24	2	4	9	8	II.	67.92
Te Ahuahu	32	17	1	1	6	5	III.†	60.40
Ohaeawai	30	12	1	..	5	5	IV.	61.11
Paihia	10	4	..	2	..	2	V.	67.50
Taumarere	13	9	..	..	..	..	V.	..
Waikare	26	6	..	..	1	..	V.	37.50
Karetu	26	13	..	2	2	5	V.	52.00
Mangakahia	34	27	1	..	..	1	IV.‡	36.43
Poroti	29	8	..	..	3	11	V.	78.80
Tangiteroria	25	12	..	1	5	2	IV.‡	52.88
Taita	23	8	..	..	8	5	V.	63.09
Matakohe	21	9	..	1	1	1	IV.	46.00
Otamatea	25	9	..	2	2	4	III.	52.63
Pouto	20	11	..	..	3	2	III.†	48.48
Kirikiri	40	20	1	1	2	6	II.‡	54.34
Kopua	50	17	2	3	10	5	II.	63.21
Te Waotu	32	9	1	2	3	9	I.	67.92
Tapapa	35	11	..	..	6	9	IV.	67.54
Te Awahou	25	12	..	..	..	..	IV.	34.61
Rototiti	41	16	..	..	3	11	III.	62.69
Galatea	32	25	..	..	2	1	V.	28.94
Paeroa	32	10	1	4	3	7	V.	70.83
Huria	30	13	..	1	5	5	IV.	63.53
Ngapeke	42	20	..	..	3	4	V.	42.73
Te Matai	57	34	..	3	9	8	III.	63.96
Maketu	68	18	1	2	3	3	III.	56.06
Matata	62	26	1	1	5	6	IV.	55.90
Poroporo	57	14	..	..	..	2	IV.	41.25
Waioweka	39	..	3	1	2	8	I.	73.61
Omarumutu	62	13	3	2	4	10	III.§	66.08
Torere	39	9	2	5	4	5	III.	63.71
Hawai	20	4	2	..	..	4	V.	64.70
Omaio	36	4	4	7	7	3	III.	82.71
Te Kaha	54	7	4	7	7	13	III.	82.75
Raukokore	30	3	..	..	13	6	III.§	83.58
Wharekahika	28	..	..	..	13	5	III.	72.44
Kawakawa	45	..	..	..	11	15	III.‡	75.86
Rangitukia	89	12	..	..	6	23	I.†	79.09
Tikitiki	46	10	..	..	6	7	I.	62.00
Waiomatatini	53	6	1	4	5	10	IV.	70.70
Tuparoa	62	6	..	..	15	10	V.	72.17
Akuaku	48	2	3	7	6	7	I.§	69.68
Tokomaru	47	1	..	..	6	18	III.	79.60
Te Oreore	8	2	..	..	..	..	V.	35.00
Papawai	62	13	6	5	..	8	III.	66.67

* Also D1.

† Also D2.

‡ Also D3.

§ Also E2.

‖ Also E3.

Table No. 6—continued.
RESULTS OF EXAMINATION, 1889—continued.

Schools.	On Roll.	Present at Examination, but did not pass any Standard.	Passes of Pupils examined.				Classification of Teachers, 1889.	Percentage obtained at Examination.
			IV.	III.	II.	I.		
D'Urville Island ..	12	4	..	1	..	2	V.	52.38
Waikawa ..	22	8	..	4	..	1	V.	75.51
Wairau ..	15	5	2	..	..	3	V.	53.84
Mangamaumu ..	13	5	..	..	..	1	V.	34.05
Rapaki ..	32	12	1	2	1	5	IV. †	52.98
Little River ..	23	..	1	3	2	4	III.	70.62
Kaiapoi ..	27	6	..	2	1	4	II.	51.63
Onuku ..	33	7	3	4	5	4	III.	59.90
Waikouaiti ..	31	1	3	4	5	3	I.	89.00
Port Molyneux ..	21	2	1	2	2	3	III.	69.76
Colac ..	45	8	2	5	7	6	I. †	77.40
The Neck ..	25	4	4	1	4	2	III. *	84.52
Totals for 1889 ..	2,581	789	68	118	286	377	..	..
Totals for 1888 ..	2,600	1,391	63	122	198	420	..	..

* Also C2.

† Also D2.

‡ Also E2.

Table No. 7.
RESULTS OF INSPECTION, 1889.

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.
Waikouaiti ..	8.7	9.8	8.7	7.5	7.3	44.5	86.5
Omaio ..	9.3	9.5	9.0	8.1	8.6	41.3	85.8
Te Kaha ..	10.0	10.0	9.6	7.2	7.3	41.3	85.4
Raukokore ..	10.0	9.5	8.3	6.5	6.0	41.7	82.0
The Neck ..	8.2	7.5	9.3	7.9	6.3	42.3	81.5
Akuaku ..	10.0	10.0	9.3	7.8	8.0	34.8	79.9
Paeroa ..	8.3	8.7	10.0	8.5	8.3	35.4	79.2
Rangitukia ..	8.5	8.5	7.6	7.0	6.3	39.5	77.4
Waioweka ..	7.8	8.7	8.0	8.2	6.3	36.8	75.8
Waikawa ..	6.8	8.5	7.6	7.6	7.3	37.7	75.5
Kaikohu ..	9.3	9.0	8.0	8.1	7.0	33.9	75.3
Te Araroa (Kawakawa) ..	9.4	7.7	7.0	7.5	6.0	37.6	75.2
Tokomaru ..	8.1	7.4	5.3	6.8	5.6	39.8	73.0
Poroti ..	6.7	7.0	8.1	7.1	4.7	39.4	73.0
Te Waotu ..	7.2	9.0	8.0	7.6	7.3	33.9	73.0
Tuparoa ..	8.3	9.0	7.0	6.5	5.6	36.1	72.5
Torere ..	9.1	8.2	8.6	7.4	6.6	31.8	71.7
Wharekahika ..	6.8	8.2	7.0	7.1	5.3	36.2	70.6
Colac ..	4.3	5.5	8.0	7.1	6.6	38.7	70.2
Waiomatatini ..	8.8	7.4	6.3	6.5	5.3	35.3	69.6
Pamapurua ..	8.4	8.5	7.4	7.5	5.5	32.3	69.6
Te Matai ..	8.1	9.0	9.3	8.0	2.6	31.9	68.9
Little River ..	7.7	6.8	6.7	7.4	4.0	35.3	67.9
Peria ..	8.5	7.0	8.0	6.8	7.3	30.3	67.9
Tapapa ..	7.8	8.0	7.0	6.9	4.3	33.8	67.8
Omarumutu ..	8.0	8.7	6.3	6.0	5.6	33.0	67.6
Taita ..	7.5	6.7	7.4	7.4	6.6	31.5	67.1
Papawai ..	7.3	6.4	6.0	7.4	6.3	33.3	66.7
Port Molyneux ..	5.5	6.8	7.8	6.0	5.6	34.9	66.6
Hawai ..	8.2	7.6	6.6	6.5	5.0	32.4	66.3
Huria ..	7.6	6.9	8.0	7.6	4.0	31.8	65.9
Maketu ..	8.1	8.5	7.6	7.1	6.3	28.0	65.6
Kirikiri ..	8.3	7.8	6.6	7.0	8.0	27.2	64.9
Te Ahuahu ..	8.8	7.7	6.0	6.8	5.0	30.2	64.5
Waitapu ..	5.0	6.7	7.3	7.3	6.0	31.7	64.0
Whirinaki ..	7.8	7.2	7.6	6.6	4.3	30.0	63.5
Waima ..	8.2	9.0	7.6	6.7	5.3	26.6	63.4
Onuku ..	7.2	8.0	7.0	6.6	4.3	29.9	63.0

Table No. 7—*continued.*
RESULTS OF INSPECTION, 1889—*continued.*

Schools.	Condition of Records and the 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 through Inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Paihia	4.6	5.5	8.6	6.9	3.6	33.7	62.9
Tikitiki	7.4	8.0	5.0	6.1	5.3	31.0	62.8
Kopua	6.0	6.2	6.0	7.6	4.6	31.6	62.0
Rapaki	7.0	7.0	8.0	6.0	7.0	26.5	61.5
Te Kao	4.8	7.0	6.6	6.8	6.5	29.7	61.4
Karetu	7.2	8.7	7.3	7.1	5.1	26.0	61.4
Whangape	8.8	8.2	7.6	5.9	7.2	23.4	61.1
Matata	8.3	6.5	6.3	6.3	5.3	27.9	60.6
Motukaraka	6.0	6.2	7.3	6.5	4.7	29.4	60.1
Ohaeawai	5.8	6.6	7.1	6.2	3.1	30.5	59.3
Ahipara	8.5	6.5	6.6	6.6	6.0	24.6	58.8
Pouto	6.1	8.7	7.6	6.6	5.5	24.2	58.7
Omanaia	8.1	8.7	7.3	5.6	4.3	24.5	58.5
Te Ngaere	7.3	6.5	7.3	5.9	4.6	26.5	58.1
Wairau	6.7	8.0	6.0	6.8	3.6	26.9	58.0
Rotoiti	6.0	7.5	6.6	5.8	0.6	31.3	57.8
Pukepoto	6.4	7.5	6.6	6.1	6.6	24.4	57.6
Otaua	5.0	5.5	7.0	6.0	7.6	26.4	57.5
Otamatea	8.7	5.7	6.3	6.2	4.3	26.3	57.5
Matakohe	8.8	6.3	7.3	5.8	6.3	23.0	57.5
Tangiteroria	7.2	7.2	6.6	6.0	4.0	26.4	57.4
Mangamuka	8.9	7.0	7.0	5.6	2.6	25.0	56.1
D'Urville Island	8.2	7.2	6.7	4.8	2.3	26.2	55.4
Kaipoi	8.1	6.3	3.3	6.4	5.3	25.8	55.2
Poroporo	9.4	7.4	7.0	4.8	2.3	20.1	51.0
Whakarapa	7.6	7.0	7.6	4.5	5.0	19.0	50.7
Mangakahia	6.6	6.5	6.8	4.2	4.2	18.2	46.5
Ngapeke	6.8	5.6	6.3	5.2	..	21.3	45.2
Te Awahou	8.2	7.1	5.6	4.7	2.3	17.3	45.2
Waimamaku	5.2	4.5	3.6	4.0	4.3	19.7	41.3
Galatea	5.0	6.2	5.6	4.9	5.0	14.5	41.2
Mangamaunu	5.8	2.5	6.3	4.7	3.7	17.0	40.0
Waikare	4.8	4.6	3.6	4.0	3.3	18.7	39.0
Te Oreore	4.8	5.5	5.0	4.5	..	17.5	37.3
Taumarere	5.1	7.2	7.3	7.9	6.3	..	33.8
Rangiahua	Inspection incomplete.						

[Approximate Cost of Paper.—Preparation, uil; printing (1,600 copies) £18 17s. 6d.]

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