

SESS. II.—1891.
NEW ZEALAND.

EDUCATION: NATIVE SCHOOLS.

[In Continuation of E.-2, 1890.]

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

No. 1.

EXTRACT FROM FOURTEENTH ANNUAL REPORT OF THE MINISTER OF
EDUCATION.

SEVEN Native schools have been closed during the year, and only three new ones opened. The most promising of the new schools is at Otorohanga, near the southern terminus of the Auckland railway system. In December there were 58 pupils on the roll of this school, of whom 32 were Maori and 17 half-caste; the average attendance for the quarter being 39. At Matihetihe, in the Hokianga district, a small school, dependent on the older school at Waitapu, has been established; and at Kenana, in the Mangonui district, a school has been opened near the homes of some of the children that formerly attended at Peria. The Peria School has been abandoned on account of the decline of the Native population in its neighbourhood, and for a similar reason the school at Mangamaunu, near Kaikoura, has been given up. The schools at Te Oreore, in the Wairarapa, and at D'Urville Island were always small, and lately the people have not manifested sufficient interest in them to render it worth while to foster them any longer. The schools at Te Ngaere, near Whangaroa, and at Hawaii, near Torere, in the Bay of Plenty, owe their failure to tribal misunderstandings and jealousies more than to any other cause. The school at Te Awahou, near Rotorua, has never been a vigorous one, and it has been deemed advisable to suspend operations there, for a time at least: if, after a while, the people of the place give evidence of an earnest desire for the education of their children, work may, perhaps, be resumed. It was announced in the report for 1889 that the pupils of Maungatapu, near Tauranga, had migrated to Ngapeke, and were being instructed there; the tide has since turned, and the old school at Maungatapu has 35 children on the roll, while Ngapeke, where the school work was carried on temporarily in a Maori building, is deserted. By the changes that have been described the number of Native schools was reduced during the year from 72 to 68: two years ago the number was 75.

Reference was made in last year's report to a proposal for transferring to the Auckland Education Board the Kirikiri Native school, at the Thames. It was stated then that the Native people of the place objected to the change, and that, as the land was acquired under "The Native Schools Sites Act, 1880," it was advisable to respect their sentiments. After a time the people offered to sell the school property to the Board, though it was not theirs to sell. In the last session of Parliament an Act was passed to enable Education Boards to acquire properties held under the Native Schools Sites Act, by paying to the Natives, if they consent to the arrangement, the value of the site alone, as ascertained by a Commissioner appointed by His Excellency the Governor. A satisfactory arrangement has not, however, been yet arrived at in the case of Kirikiri,

although a large abatement has been made from the price originally demanded. A vacancy having occurred in the mastership of the Native school near Wai-kouaiti, it was suggested to the Maori people there that, as, owing to their progress in European civilisation, there was no very good reason for making any distinction between them and the rest of the community, they should consent to the transfer of their school to the Otago Education Board; but they have hitherto declined to entertain this proposal, and a new master has lately been appointed. The old-established school at Little River, near Lake Ellesmere, has been closed ever since the death of its late teacher, early in 1890. It was thought that, as the children were living in the midst of Europeans, they would make use of the public school, which is close at hand; but they have not done so, and apparently will not do so. Urgent representations have been made to Government by Maori members to revive the school, and it will shortly be reopened. The Maori residents at Arowhenua, within a mile or so of the public school at Temuka, make persistent application for the establishment of a Native school, and assign reasons which, to them, seem adequate for not sending their children to a European school. Their request has been several times refused; but since the Temuka School Committee and the South Canterbury Education Board, to whom the question has been referred, recommend the Government to make separate provision for these Natives it seems necessary to consider the case very thoroughly before coming to a final decision.

It has not been possible to afford much encouragement lately to proposals for the establishment of new schools. The limited supplies voted last year rendered it necessary to postpone all repairs that were not very urgently demanded. The works in progress are—new school-buildings at Poroporo, near Whakatane, where work has been carried on for years under great disadvantages; and the reinstatement of the old buildings at Te Teko (inland from Whakatane), a place that is now rapidly recovering from the devastation wrought by the Tarawera eruption in 1886. The master at Poroporo has been living at Whakatane, four miles away from his work, and the school has assembled in a Maori house: there were 34 children on the roll in December, and the average attendance was 20. The Te Teko people, who have reoccupied their old settlement, expect to have an attendance of about 30 when their school is reopened.

Negotiations are in progress for the transfer to the Auckland Education Board of some schools in districts where the people have become well accustomed to European ways. It is not to be expected that the transfer of such schools to the Board will result in a diminution of the cost per head in the schools that will remain under the direction of the Education Department; on the contrary, the more unfit the schools are to be merged in the public-school system of the colony the more expensive—as a rule—must they be, and the transfer of those that differ least from the ordinary public schools will leave the more expensive ones in the hands of the department. A Native school in a lonely place must not be intrusted to a junior teacher or to a bachelor, and it is not a fitting sphere for a single woman. It is usually necessary to have for masters married men, and the example set by the daily life of a well-ordered family is one of the greatest benefits conferred on the people of a Native settlement by the establishment and maintenance of a Native school. There is always the danger that, removed from the influence of the society of their equals, the teachers may fail to maintain their old standard of comfort, refinement, and energy, and, as a matter of fact, some do fail; but the few instances of failure serve to emphasize the importance of selecting men of strong character to form the vanguard of civilisation. It is possible that the Department may have been too reluctant to proceed to extremities at the first indication of any objectionable weakness; that in such cases it has sometimes been too sanguine and too patient, and that occasion has thus been given for adverse judgments fairly applicable to individual instances, but quite unfair when they are made to apply to the service as a whole. Of the service generally, and of most of the teachers by name, the Inspectors constantly speak in terms of high commendation.

The number of children on the books at the end of December was 2,259; Maoris and children between Maori and half-caste make up 71 per cent. of this

number, half-caste children 11 per cent., and Europeans or half-castes inclining to European 18 per cent. The proportion of children under ten years of age was $57\frac{1}{2}$ per cent. The average attendance for the year was 1,877, and for the fourth quarter 1,785. The falling-off of attendance, as disclosed by a comparison of the numbers here given with those of the preceding year, has been considerable, and a decline in this respect is necessarily accompanied at first by an increase in the expenditure reckoned at so much a head. The number of pupils that passed at standard examinations was 699: Standard I., 281; II., 236; III., 110; IV., 72. The examinations of the year were more strict than those of former years, especially with respect to the accurate use of English.

The number of teachers employed in December was 135: 59 were masters, with salaries from £90 to £235; 8 were mistresses, with from £72 to £165; 27 were assistant mistresses, with from £15 to £55; and 41 were teachers of sewing, at £20 each. For the present financial year the highest salary is £205. Mr. A. J. Hamilton, one of the most efficient of the Native-school teachers, has just been appointed Principal of the College at Tonga, an institute where 200 youths are under instruction. The Government of Tonga, believing that the New Zealand method of giving instruction in Native schools through the medium of English was producing better results than they had obtained by their old rule of using the native Polynesian tongue, applied to the Department for assistance in the selection of a suitable master, with the result that the post was offered to Mr. Hamilton, who has accepted it, and who left for Tonga a few days ago.

The four boarding-schools for Natives—the Catholic school at Napier, and the Church of England schools at Auckland, Napier, and Te Aute—had 180 pupils in attendance at the end of the year. Of the pupils sent to boarding-schools by the Government, 49 are children that have passed the highest Native-school standard, and have been admitted as Government scholars. There are 27 of these scholars at St. Stephen's, Parnell, 8 at Te Aute, Hawke's Bay, 8 at Hukerere, Napier, and 6 at St. Joseph's, Napier; and at these schools there are 131 other pupils (the numbers being 30, 57, 31, and 13 respectively), of whom 101 are not paid for by Government.

The expenditure on Native schools for the year 1890 was as follows: On salaries and allowances for removal and other purposes, £11,528 15s. 10d.; books and school requisites, £372 11s. 10d.; prizes, £318 12s. 8d.; repairs and minor works, £405 7s. 5d.; inspection, including travelling, £624 5s. 5d.; board of Maori girls in teachers' families, £42; subsidies towards purchase of musical instruments, £23 10s.; grants to boarding-schools and travelling expenses of scholars, £1,525 16s. 10d.; buildings, fencing, and furniture, £2,595 15s. 5d.; sundries, £54 17s. 6d. The total is £17,491 12s. 11d., but, as £115 7s. 4d. was contributed from income of Native reserves, the net cost was £17,376 5s. 7d.

Most of the correspondence between the department and the teachers passes through the hands of the District Superintendents—Mr. Bishop, Mr. Booth, Mr. Bush, and Mr. Wilkinson—to whom the department is deeply indebted for much valuable advice, which they are especially qualified to give, and for their constant interest in the welfare of the Maori schools.

No. 2.

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

SIR,—

Wellington, 21st January, 1891.

I have the honour, in accordance with the terms of your standing instructions, to place before you my report on the condition of the Native schools of New Zealand during the year 1890.

NUMBER OF SCHOOLS.

At the end of the year 1889 there were seventy-six Native schools at work. In the course of 1890 three schools were opened and seven were closed. During the year, therefore, or some portion of it, seventy-nine schools were in operation, and at the end of it seventy-two schools were open—viz., sixty-eight village schools and four boarding-schools. In this enumeration the schools at Ngapeke and Maungatapu have been reckoned as one, seeing that when the attendance of the children ceased at Ngapeke the same children immediately began to attend school at Maungatapu, and their attendance went on to the end of the school year without any break.

CHANGES: NEW SCHOOLS OPENED AND SCHOOLS REOPENED OR CLOSED.

At Kenana, a Native settlement about fifteen miles from Mangonui, the people have for many years been anxious to have a Native school of their own. It had been thought unadvisable to comply with the numerous requests made for one, but the Native village of Peria, in the same district, having, through fatal epidemics and other causes, become too small to support a school, it was decided that Kenana should have an opportunity of showing whether it could maintain a satisfactory attendance or not. A small building was erected, and a satisfactory beginning was made. The school is still doing well. At Matihetihe on the coast to the north of the entrance to Hokianga Harbour there is a small Native community. These Maoris have always shown themselves anxious to get their children educated, and for a considerable time they had an arrangement with the Waitapu people which made it possible for the Matihetihe children to attend at Waitapu. At length the burden was found to be too heavy, and a request was made for a school. This request it would have been unreasonable to refuse. The school is worked half-time by the Waitapu staff, and is giving satisfaction. Otorohanga is in the King-country, on the Southern Trunk Railway and near the right bank of the Waipa River. A Native school was much needed there. Although the Maoris of the district are well-to-do and fairly on the road towards civilisation, yet their children are not sufficiently acquainted with English to profit by the ordinary public school instruction, and the Native school work will probably suit them better for some time to come. The school is doing well.

Of the seven schools closed during the year two were subsidised schools that were, through the falling-off of the attendance, no longer worth supporting. One of these was at Te Oreore, near Masterton, and the other at D'Urville Island, in Cook Strait. Of the others, the Peria school had in its time done excellent service; for some years it was in the front rank. Mangamaunu, Te Ngaere, and Te Awahou had always been rather weak schools, but not weak enough to be finally closed. Te Awahou may possibly be reopened if the Natives can guarantee a sufficient attendance, but the other two schools are probably done with. Hawaii had to be closed, mainly on account of tribal misunderstandings, the causes of which would hardly be intelligible to Europeans not familiar with Maori ways.

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

Indispensable repairs to the Te Teko school buildings, which were greatly injured by the Tarawera eruption, are about to be commenced in order that the school may be reopened, the Natives showing much anxiety to get their children educated. The Poroporo site has at last been acquired, and the buildings will be put up immediately. No doubt there will be a good Native school here. The new buildings at Pukawa have not yet been utilised. Negotiations have been renewed or begun with regard to the providing of means of education for children residing at Kapowairua, North Cape; at Hukatere, near Patea; at Te Pupuke, near Whangaroa; at Whangaruru, near Cape Brett; at Opanaki, north of Dargaville; and at Tahoraite, on the Wellington and Napier line of railway. It is greatly to be desired that Native school work should be done in the Wanganui and the Taranaki Districts, but, from some unknown cause, applications from them do not come in; the Natives of these parts would appear to be—with the exception of the Urewera—the most conservative of all the Maoris.

SCHOOLS IN FULL WORK.

The basis on which the grouping of the Native schools depends is their geographical position. 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.—Wherever the parents of the pupils gain their subsistence mainly by gum-digging there are special drawbacks and annoyances; but, notwithstanding these difficulties, there is abundant reason to be pleased with the work done at Te Kao, and it is to be hoped that a good understanding between the teachers and the Natives may be maintained in spite of some disagreements and troubles that have seemed likely to interfere with the welfare of the school.

Te Ngaere.—The attendance, although large at times, was so very irregular that it was found almost impossible to get good work done. The settlement at Te Ngaere itself is a small one, and as the people belonging to it became apathetic about the school they ceased to encourage the attendance of children from surrounding settlements. Under these circumstances it appeared to be advisable to close the school.

Pamapurua.—This school is hardly large enough for its present teachers, whose work is of a high class. It would be well if a more important sphere of labour could be found for them. A very useful device for making the pupils practise the speaking of English was seen here. At the end of morning and afternoon school each child, before leaving the room, has to say something to the master in English. The statements made by beginners are, as might be expected, exceedingly brief, but boys and girls in the higher standards generally give interesting scraps of information very well expressed.

Pukepoto.—The results obtained were very moderate, and the general aspect of the school gave the impression that it was symptomatic of the existence of a considerable amount of apathy with regard to its welfare. Good work was done here in former years, but it is evident that an educational revival is now much needed. The examination percentages for the last three years have been only 45·65, 48·86, and 44·21.

Ahipara.—There seems to be some reason to hope that the depression which has existed at Ahipara for the last year or two is moving away. The examination results show distinct improvement, and the general aspect of the school is improving also. It is to be regretted, however, that the relations existing between the teacher and some of the European settlers are not quite so satisfactory as they might easily be made. The welfare of a school is always injuriously affected when cordial relations between a teacher and his neighbours cannot be maintained.

Whangape.—A goodly number of children were present at examination, but only a few of these were qualified by attendance to be examined; a satisfactory number of these few passed, but the passes were not strong ones. This school has a high value as a civilising agency. The master has been here a long time, and has done excellent work. He should now be removed to a less isolated position.

Matihetihe.—A half-time school is worked here in connection with the full-time school at Waitapu. It gives promise of much better success than is usually achieved by half-time schools.

Waitapu.—There seems to be good reason for expecting that much capital work will be done here under the new arrangements. It is, of course, only fair to the former master to draw attention to the fact that the high percentage obtained at examination is in the main the result of his work.

*Whakarapa**.—This school now appears to be established on a firm basis, and unless unforeseen difficulties should arise it should continue to increase and prosper for some years to come. The work done at the examination was good absolutely, and also particularly satisfactory when compared with that shown in former years. No small part of the credit due should be given to the mistress, who is a skilful and energetic teacher.

Motukaraka.—There is much originality both in the methods and the organization. An excellent feature is the great attention paid to the juniors. The master "fights the school battle" on this ground to a very large extent and with great advantage, if one may judge by the results.

Mangamuka.—The work done at examination was very much better than that shown at the previous examinations, but the results for the two years taken together were only moderate. Nine passes in two years, or four and a half passes per annum, are far fewer than might be fairly expected from a favourably situated Native school; there is, however, ground for the hope that the improvement referred to above will be continuous.

Rangiahua.—There is reason to be satisfied with the result of the reopening of this school. The children are, for the most part, too young, or they have been too short a time in the school, to do much at examination, but there should be very good results next year.

Waimamaku.—A good start has been made under the new master, who appears to be doing his best to bring his school to the front. The Maoris also are in good heart about the school and take great interest in its success. On the whole the change made has been very beneficial.

Whirinaki.—There are one or two weak spots in the work. Arithmetic is not very good, and the reading of the juniors might be better, but, on the whole, this is now a satisfactory school, and it is improving as the teachers become more familiar with the peculiarities of their work and with the proper mode of overcoming little difficulties with the Maoris.

Omanaia.—One can hardly visit this school without being impressed with the belief that its value as a civilising agency must be very great. Everything about the place is so neat and trim that children who spend a considerable part of their time in and near the school must in time themselves become more or less neat and tidy in their habits. The examination results were considerably higher this year than they have usually been.

Waima.—The external form here also is exceedingly good; in fact, Waima would compare favourably with almost any school for neatness and faithful observance of the Department's rules. The results obtained were somewhat uneven, but they showed that much hard and good work had been done.

Otaua.—Otaua seemed to be suffering from one of those temporary depressions that most Native schools are liable to. The causes were, probably, (1) a kind of epidemic of suicide caused by prevalent domestic troubles; and, (2) the price of gum, which was so high as to be in effect a standing temptation to the Natives to leave their homes and live on the gumfields in order to get a share of the good things going.

Kaikohē.—There is reason to be very well satisfied with the work done. The strong passes have been fairly numerous, and this is always the result of honest, persevering, and conscientious work. Good progress has been made in English.

Ohaeawai.—The examination results were rather uneven; strength was shown in one subject, weakness in another. Some characteristic Native-school trouble had arisen here through the hunting of Maoris' pigs by a European boy. The pigs had been trespassing on his father's land, and the boy hunted them. The Maoris wished to have the boy expelled, and some of them took offence and withdrew their children from the school when they found that this could not be done.

Te Ahu Ahu.—Results were capital. As far as attendance is concerned the natural level has been about reached, but there is every reason to hope that the school still has a long and useful career before it.

Taumarere.—The appearance at examination was very creditable, the form shown two years before having been almost recovered. Somewhat greater precision in arithmetic is needed, but there is no weakness either in this or any other subject.

Karetu.—The Karetu Natives are very industrious, and, although their knowledge of English is by no means complete, they are thoroughly civilised. Unless some altogether unexpected state of things should come into existence there will be a flourishing school here for many a year. The examination results were pleasing.

*Since this report was written Whakarapa school has completely broken down, in spite of its promising appearance at the last examination.

Waikare.—On the whole there is reason to be satisfied with what has been done during the year, if the improvement made may be taken merely as giving promise of a new and better condition of affairs at Waikare, and not as completely satisfying the requirements of the Department.

Poroti.—An excellent understanding subsists between the master and the parents: all co-operate to secure the success of the school; the children also work honestly and well. As might have been expected, the examination results were very satisfactory. The district has always been considered very hard to manage; the present master, however, apparently finds the difficulty sit very lightly upon him.

Mangakahia.—The attendance at the school has been very seriously interfered with by Native meetings, held for one purpose or another. Perhaps the explanation given by an intelligent old chief belonging to the district is as satisfactory as any that could be found: he says that the cause of the frequency of these meetings is the folly of the Natives who hold them.

Tangiteroria.—Some defects were noted here indicative of some laxity of management. Fortunately there was nothing that would not be remedied by a little extra care and attention. The results, as far as they could be ascertained under very disadvantageous circumstances, resulting from exceptionally bad weather, were fairly satisfactory.

Taita.—Only moderate results were forthcoming at the examination. This was disappointing in view of the fact that at the previous examination there had appeared to be reason to hope that excellent progress would be made. The weakness observed was of a rather puzzling character. It was probably due to some habitual want of definiteness of aim on the part of the teacher when giving his lessons.

Pouto.—There was a partial failure in Standard III.; seemingly because the teacher had not given a sufficient amount of test-work, and also because the children had acquired a habit of helping one another when allowed to do so, and were consequently unable to get on when these facilities had been removed. Notwithstanding this partial break-down there is, on the whole, reason to be satisfied with the results obtained.

Matakohe.—There had been a considerable amount of sickness in the settlement; the teacher's professional knowledge of dispensing had been of great service. At the date of inspection the weather was so very bad that it was quite impossible to get the children together for examination.

Otamatea.—The examination-day was exceedingly wet and boisterous, and the children who attended had to battle with a pitiless gale. For this reason the examination work could be only imperfectly done. The new master seems, however, to have made a satisfactory beginning.

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

Kirikiri.—The Maori attendance here had become very small, while that of the European children was constantly increasing. Most of the pupils, too, showed a good working knowledge of English. On the whole, therefore, it seemed very desirable that the school should pass over to the Auckland Board; but unexpected obstacles arose, and the transfer has not yet been effected. Pretty fair results were forthcoming at the examination.

Kopua.—Kopua has suffered through removals of families to Otorohanga, and through the present master having had to succeed very popular teachers. As is usual in such cases, some little friction resulted from the change. In this instance it was caused by the wish of the new teacher, who is energetic and painstaking, to have his school in first-rate working order according to his own ideas, as speedily as possible. This, of course, was a highly laudable wish, but it is generally desirable to make changes of an important nature with considerable slowness and deliberation. By the time the inspection took place the aspect of the school had become tolerably satisfactory, but it has since been found necessary to close the school.

Otorohanga.—This important school has made a highly satisfactory beginning, and there is no reason to doubt that this success will be permanent. The number of half-castes and quarter-castes attending is large, but the district is thoroughly Maori in most respects, and nothing but a Native school could completely satisfy the educational wants of the people.

Te Waotu.—The tone is excellent; the pupils work hard and constantly, and are greatly attached to their teachers; also, the relations between parents and teachers are good. An arrangement has been much talked of, which would allow a considerable number of outside children to come and board in the neighbourhood, their food being provided by the Natives themselves. If three or four influential Maoris would take the thing in hand it could be easily accomplished. It is to be regretted that there are not more passers-by to admire the well-kept garden and school-grounds.

Tapapa.—The parents are just now rather apathetic about the school, "Kingism" having lately been galvanized into temporary activity. There have also been some removals from the district. There is ground for hoping that the gaps caused by these removals will soon be made good, and that the unfavourable influence that one or two old-fashioned chiefs can exert on a school will prove to be a vanishing quantity.

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

Te Awahou.—The Natives attended in considerable numbers to complain of the state of the school. They appeared to have no definite complaint to make, except that the children learnt but little. That there was good reason for this statement was made plain enough at the examination, but it was not clear that the want of success was not largely due to the Natives' own apathy. Anyway, it was plain that some change ought to be made, and the Department has since closed the school.

Rotoiti.—There is a large though somewhat scattered Native population in this district, and most of the Natives have great confidence in the master and all that he does. A few of them, however, object to him because bags of flour cannot be extorted from him. Both of the teachers appear to have made up their minds to go in for the work heart and soul. On the whole, it seems safe to predict a long and successful career for Rotoiti.

Fort Galatea.—This school has very considerable value as a civilising agency in a district where such a thing is greatly needed. The teacher's example, too, in making the best of a rather sterile soil and a rigorous climate, is of great use. For instance, the teacher has begun to grow wheat, and to use wheat-meal of his own grinding, and the Natives are following suit. The school work, which, of course, has its own importance, is very much better this year than it was last.

Huria.—In most of the districts around Tauranga the Natives are turning their attention to wheat-growing, but as the Huria people have very little land, their property having been confiscated after the war, they have still to depend on gun-digging, or they earn a precarious living by working about the town, and the elder children have very often to stay away from school to help their parents; hence numerous high passes cannot be expected at Huria. On the whole, however, a satisfactory appearance was made at examination.

Paeroa.—A method, which is probably a new one and the teacher's own invention, is employed here with great success. At the close of a reading lesson given to a junior class, the teacher reads the lesson through herself, putting in all the characteristic Maori mispronunciations. The children criticize and correct the mistakes as she goes along, and are hardly ever at a loss in doing so. Generally the children work vigorously and with great interest, and the relations between parents and children are excellent. In school there are no traces of listlessness, whispering, or copying.

Maungatapu.—Circumstances appearing favourable, a return to Maungatapu from Ngapeke was effected on the 31st March last. School work has been carried on there ever since. Many children have returned to the settlement, but outsiders from Karikari, Ngapeke, and Hairini are attending. The examination results were but scanty. It may be hoped, perhaps, now that the circumstances are so much more favourable than they were at Ngapeke, that satisfactory work will be done. No doubt the teacher will try to do it.

Te Matai.—As usual, excellent work was done at examination. The organisation is very effective and the time-table is original and indeed unique. Here as elsewhere one is sorry to learn that the master incurs unmerited reproach because he keeps things in good order. What is due in such cases to the master's systematic management and industry is attributed by unthinking people to the too profuse liberality of the Government.

Maketu.—Through some misapprehension with regard to the rule relating to European pupils, the master presented several of these for a lower standard than that which they were really required to pass. Of course these children failed, and there was much disappointment. There should, however, be a fine crop of passes next year. The development of the *phormium* industry has had temporarily an injurious effect on the school, but has been very beneficial to the Maoris.

Matata.—There was considerable commotion among the Maoris with regard to a proposed change in the management of the school. The new teachers appear to have made themselves so popular that by far the greater number of the parents are unwilling to part with them. The results of the instruction given were pleasing, especially when it is taken into consideration that the teachers' experience of Native school work has not yet been very extensive.

Poroporo.—The state of matters at this school was very far from being satisfactory, but the conditions have been so very unfavourable and depressing that it would hardly be fair to hold the teacher responsible for it. There is every reason to believe that with a new teacher, new buildings, and a practically unlimited number of children, the Maoris will be able to keep up a very satisfactory attendance.

Waioteka.—The master of this school works hard and skilfully, and his educational structure is satisfactorily solid from the base upwards. In some incomprehensible way the weather here appears to have a peculiar effect on the attendance, and to produce at times rather startling fluctuations in it.

Omarunutu.—I have seldom seen better Native school work than that done here by the Standard IV. pupils; but the rest of the school was by no means equally good throughout, although every class did much good work. Had it not been for certain great gaps in the children's knowledge, the work would have been very good in all the standards.

Torere.—The instruction given has produced tolerable results in the upper part and good results in the lower part of the school. Some disorganisation inevitably followed the deaths of Wiremu Kingi and his very promising son, Karauria, who were in their way real reformers, and very intelligent ones too. The pa is not quite what it used to be. Still the Native school work done has not been thrown away, and there is reason to hope that the Ngaitai will be able to hold fast the prominent position they have attained to through the ability and wisdom of their late chiefs. It is perhaps to be regretted that it has not been found possible, by making some little provision for her declining years, to prevent the widow of Wiremu—the mother of Karauria—from sinking to the position of an ordinary Maori *kuia*. Perhaps, with our thorough-going commercial spirit and under our democratic institutions, it could hardly be otherwise.

Hawai.—This small side school had to be closed, partly because of disagreement between the teacher and Maoris, and partly because the Natives discovered, somewhat tardily, that it was *infra dig.* to send their children to a school taught by a teacher connected with the school attended by the children of a hostile clan.

Omaio.—The examination results were more satisfactory than any previously obtained by me at any examination whatever. The number of passes (19) is great for the size of the school, but it was the quality of them that was especially admirable. In subject after subject the children in Standards II., III. and IV., did so well as to make it difficult to believe that one was examining a school whose pupils rarely see Europeans or hear English spoken except by the master and his family. A large number of Natives attended and were greatly delighted with the children's success, which was palpable even to them.

Te Kaha.—This is one of the schools at which an Inspector would feel particularly inclined to call in question the statement of those who say that "Native schools are a farce." Teachers and children—and in their place, parents also—mean business, and do it effectively, and really there is

not a trace of farce visible anywhere. The results for the year, however, were not quite up to the usual mark; the reason for this is to be found in the fact that a considerable number of the pupils who passed at the previous examination were rather too young to have a chance of passing a higher standard at the succeeding examination.

Raukokore.—The children present a remarkably neat and clean appearance. The contrast between their present and their original condition is extremely striking. The circumstances here are of such a character as to warrant the expectation of a long career of quiet success for this very isolated school.

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

Wharekahika.—This is a very interesting school. I gather from what the master and others say that the Maoris here are not to be surpassed for general propriety of conduct. The school examination appears to be the event of the year; within an hour after the Inspector's arrival every soul in the settlement is at the schoolhouse watching with keen interest each step of the proceedings. When the time comes for the announcement of the final result the excitement really deserves to be called intense. The parents take rather too much interest in their children's progress. Failure on the part of a child is looked upon with a kind of grave displeasure, which is perhaps out of proportion to its occasion, but which tends to render the children morbidly anxious to do well at examination.

Araroa (Kawakawa).—Here also there was a very large attendance of adult Maoris; perhaps there were a hundred of them, and they all seemed to take great interest in the work from first to last. The children, too, work with great industry and earnestness. The general results are particularly good. The "extras"—singing, drawing, and drill—are all very well done.

Rangitukia.—This is our largest Native school. It is hoped, now that the teachers have been entirely relieved of Tikitiki, that their joint efforts will make it also one of the best schools. Last year's results were rather poor, but they were obtained in the face of great and exceptional difficulties. In this connection it is only just to refer to the work of the previous year when Rangitukia, mainly through the efforts of the mistress, was eighth in the list of Native schools.

Tikitiki.—The state of matters here led the Inspector to make the following remarks: "It seems to me that considerable stress ought to be laid on the importance of allowing the children to hear as much English as possible. About a dozen of the pupils are quite young, and if they do not have the advantage of hearing a great deal of English spoken, it is hard to see what advantage they derive from attending school. On the whole the instruction has produced very poor results. It is quite clear that, through difficulties arising from wet weather, bad roads, and the large attendance at Rangitukia, this school has had but scant justice done to it." Tikitiki is now a fully equipped school under a new master, and is bidding fair to soon take a satisfactory place in this our best Native school district.

Waioamatani.—The school had some weak points and some decidedly strong ones: defects in pronunciation of English, dictation work, drill, and general order were among the former; good work in geography, slate-writing, drawing, and needlework were among the latter. Mr. and Mrs. Creeke have now been superannuated, and I gladly bear testimony to the untiring zeal and never-failing industry of both teachers, who, at every school of which they have had charge, have gained the universal respect of their neighbours.

Tuparoa.—On the whole the instruction has produced very good results, and the school is a satisfactorily useful one. The attendance was found to be so large and regular as to warrant the enlargement of the building. The master, after achieving very considerable success here, has been removed to another school where the work will not be quite so hard on the mistress, whose health is none of the best.

Akuaku.—This important school had unfortunately but a poor chance of doing well at examination time. This was owing to the fact that an industry, virtually new to the Maoris of this district, had been started here. When the Inspector arrived to examine the school it was found that hardly one-half of the children had returned. The children examined did very well, but it was plain that some expedient would have to be had recourse to if anything like fair treatment was to be accorded to the school and its teachers. It was finally decided to give the school a place in Table No. 7 in accordance with last year's examination results instead of this year's. In Table No. 6 the school is dealt with in the usual way.

Tokomaru.—This school suffered even more severely than the previous one, because on the day of examination there was a very heavy downpour of rain. This and the grass-seeding work together almost emptied the school. However, what the Inspector did see of the work led him to believe that very considerable progress had been made during the year. The place of this school has been determined by means similar to those employed in the case of Akuaku.

Wairarapa and South Island Schools.

Paparwai.—The unexpected failure of the local saw-mill, which has been permanently removed to a place ten miles away, has damaged this school considerably. It seems to me, however, that there is no reason to take a gloomy view of the prospects of the district. There is a considerable population here still, and energetic work under the new master would certainly secure a very fair attendance. The results obtained at the examination were pleasing.

Waikawa.—The late master's work was that of a thoroughly earnest man, always working intelligently and progressively; his removal to a much larger school may be regarded as a decided step forward both for the Department and the master. The new teacher has been removed to Waikawa from D'Urville Island, in which isolated locality he spent several years.

Wairau.—There is still some want of proper appreciation of the value of carefully supervised silent work, but there has undoubtedly been some improvement in this important respect. On the whole there is reason to be satisfied with the work done. This school is partly supported by revenue from Native reserves.

Kaiapoi.—Very considerable improvement was noted here both in the methods used and in the results obtained. The relations between the Natives and the teacher were found to have improved also. In the matter of what is called school-tone a great advance has been made; the children are now evidently interested in all their school work, which is done honestly and with enthusiasm. If punishments could be more completely dispensed with the tone would be very satisfactory.

Rapaki.—Here, too, the children work honestly and steadily, and the relations between them and their teachers are good. Nothing was heard about disagreements between the master and the elder Maoris. The examination results would have been better if the requirements of the Native-school standards had been kept in view somewhat more clearly.

Onuku.—It should be borne in mind that this is one of the few Native schools that could at once be handed over to a Board without harm to the pupils; at the same time there does not appear to be any special reason at present for taking action in the direction indicated. The Natives are bitterly opposed to the transfer, and the work done in the school is, on the whole, satisfactory.

Waikouaiti.—As usual the school made an excellent appearance at examination. The attendance has fallen off considerably through deaths and removals, and I think the time has come when the teachers should be removed to a more extended sphere of action. As both teachers appear to be in ill-health through their assiduous labours, which have now been continued without a break for fifteen years, it is desirable that they should get a rest of some considerable duration.

Port Molyneux.—No doubt this school has very considerable value as an educational institution, and no expression of any desire on the part of the people of the district that it should be made a Board school has reached me. It should be borne in mind, however, that this is one of the most favourable cases for a transfer. It is worth while to remark that the work of the juniors here is not nearly so good as that of the seniors.

Colac Bay.—As usual very substantial results were shown here at examination time. The school is undoubtedly becoming rather white, but still it is more Maori than European, and as it is doing such good work it would be a pity to disturb existing arrangements. The attendance fell off somewhat at the close of the year, but it is again very good.

The Neck, Stewart Island.—The attendance during the school year had been somewhat more irregular than usual. The special causes were recurring colds and other forms of sickness; the wreck of the "Emily," and the consequent delayed termination of the annual mutton-bird expedition; and the drowning of two Stewart Island lads and the subsequent *tangi*. As has often been pointed out before, the children of this school might quite well be taught in public-school fashion; but it would be a pity to make any considerable changes in a school that is doing really excellent work.

Only three schools have this year obtained a gross percentage of more than 80. These are—1, Kaikohe, 83·1; 2, Waikawa, 80·7; 3, Omaio, 80·3. A very close approach to this percentage has been made by five other schools—viz., Akuaku, Te Kao, Te Waotu, Pampurua, and Taumarere.

BOARDING-SCHOOLS.

Under this heading brief mention is made of the work done at each of the four boarding-schools during the year 1890. Some particulars are added respecting the Te Makarini scholarships, which are provided for by means of 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.

St. Joseph's Providence, Napier (Roman Catholic Girls' School).—Twenty-seven girls came up for examination on the 27th of November last; of these, nineteen were Government scholars. Of the whole number, six passed Standard I., three passed Standard II., two passed Standard III., and one Standard IV.; also two of the senior pupils passed the examination for the first year, and none failed; two passed the examination for the second year, and so completed their Native-school course; and two failed, but satisfied the requirements for the first year. At the inspection it was noted that the state of the garden and grounds was such as to make it difficult to believe that Maori girls, after living here for two years, where everything is so orderly and pleasing to the eye, could afterwards live in a Maori *kaainga* without striving to improve the state of affairs existing there. On the whole the school was found to be satisfactory, very considerable improvements having been made in the purely intellectual work, as is shown by the results of the examination.

The Protestant Native Girls' School, Hukarere, Napier.—Thirty-seven girls came up for examination on the 28th of November last; eleven of these were Government scholars, who had been trained in the village schools. Of the whole number, none passed Standard I., eight passed Standard II., five passed Standard III., and two Standard IV.; also six of the senior pupils passed the examination for the first year and two failed; one passed the examination for the second year, thus completing her Native-school course; and one failed. The examination showed that the work was not quite up to the usual mark, although good progress was shown in many subjects—for instance, in the English, the arithmetic, and the singing of the seniors. The Fourth Standard work was the weakest shown; it was not nearly so good as usual. It was noticed that some of the scholars who, for one reason or another, had stayed here on the foundation a year longer than usual, were very good indeed; this seems to show that it would be very advantageous for village-school pupils to remain three years instead of two.

Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.—At the examination held at St. Stephen's on the 23rd June, 1890, six of the senior pupils satisfied the requirements for the first year examination and three failed; five pupils passed Standard IV., three passed Standard III., two passed Standard II., and eight passed Standard I. The examination percentage was 96·08—a capital result. This percentage deals only with the part of the school that is working in standards, but on the whole the examination results were very good indeed. At nearly every

inspection there is some important improvement to report here, but the advance made this year is very striking indeed. Both the lavatory and gymnasium are now really first-rate; the former contains plunge-baths, foot-baths, shower-bath, wash-basins, &c., and is altogether very complete. The latter might seem to be on even too large a scale if one did not know how many useful purposes it is intended to subserve and will subserve: it is to be gymnasium, play-shed, shelter-shed, and extra class-room. The drawing and the drill here deserve special mention. The free-hand drawing is quite remarkably well done; and for drill the 1889 regulation exercises are gone through in a style that I have not seen surpassed at any school.

The Native College, Te Aute, Hawke's Bay.—The buildings have been found to be no longer adequate for the work that has to be done in them, and therefore extra accommodation is to be provided for twenty-five boys. It has not yet been found possible to make satisfactory improvements in the sanitary arrangements; this is a matter that urgently needs attention and consequent action. The boys' gardens—a feature of the place—are neat and trim, and the grounds generally present a very pleasing appearance. An inspection of the kitchen, living-rooms, dormitories, &c., took place, and everything was found to be in good order. The kitchen is very remarkable for its neat and tidy appearance. The code requirements as regards technical work are fully satisfied. Among articles recently turned out of hand the following may be mentioned: an easy-chair, a dressing-table, and gymnastic apparatus. The boys seem to have gained quite a useful amount of skill in the use of carpenters' tools, to say nothing of the training of hand and eye which the obtaining of such skill implies.

The school work was, as usual, found to be very sound and thorough, and the workers have this year achieved what must be considered remarkable success. For an ordinary secondary school to obtain three matriculation passes could hardly be thought a very striking feat, but when the passes have been won by candidates using a foreign language for the expression of ideas quite alien in every sense to the mental habits of their race, the small success really becomes a great triumph. The names of the three successful candidates are Apirana Turupa, John Damon, and Tiweka Anaru. When I examined the school, on the 25th and 26th November, the average percentages gained by these lads in an examination in English, arithmetic, algebra, Euclid, history, chemistry, and Latin were 91·8, 77·2, 60·7. In the senior sixth class the subjects were the same, except that most of the boys took New Zealand law and government instead of Latin, and that the papers were less difficult than those set for the matriculation boys. The ten boys in this senior sixth class made an average percentage of 61·5. It is unnecessary to go into details with regard to each class; it is sufficient to say that all of them did well, and nearly all of them very well. There is one point that needs particular mention. Formerly the head-master attended to the instruction of the most advanced pupils, and contented himself, as most head-masters do, with indicating the line that his juniors should take, and carefully examining the results obtained. Now, however, a firm hold is kept by the head-master of the progressive attainment of each pupil, and each pupil knows that he is in close relation with the head-master, and cannot, if careless or indolent, escape notice. The general effect of this constant superintendence is that the school appears to move all in a piece, so to say, and not as if under the influence of imperfectly co-ordinated efforts. After making this detailed statement it is perhaps unnecessary for me to say that the institution is really an admirable one.

Te Makarini Scholarships Examinations.—These examinations took place, as usual, in the middle of last December. The candidates were all Te Aute boys, and consequently the ordinary rule which gives one scholarship to a boy from a boarding-school and two to village-school pupils could not be acted upon. The trustees of the fund decided under the circumstances to give a senior scholarship to Renata Paratene, formerly of Waiomatatini, and a junior scholarship to Hatara Kereama; the third scholarship was awarded to Apirana Turupa, *dux* of Te Aute for the year, to enable him to pursue his studies further, at Te Aute or elsewhere. I understand that the trustees have under consideration proposals for widening the influence of these scholarships by making them more accessible to pupils who have not yet had the advantage of boarding-school training, and for securing at the same time, by means of a new provision, the continuance of the beneficial influence that the scholarships now undoubtedly exert on Native education by keeping a high standard constantly before the minds of those engaged in Native-school work.

STATISTICS.

A statement of the expenditure incurred in connection with Native schools will be found in Tables Nos. 1 and 2 of the Appendix. Table No. 3 gives the ages of the children whose names were on the Native-school rolls at the end of the December quarter. Table No. 4 contains statistics of the attendance during the year 1890. In Table No. 5 there is full information with regard to the race of the children who attend Native schools. Table No. 6 shows the examination results for the the year, and Table No. 7 gives the inspection results, which, together with those obtained at examination, form the basis for computing the gross percentage on which the relative position of each school for the year 1890 depends.

So much room has been taken up with the digests of the reports on individual schools that the remainder of this document must be greatly compressed; therefore the usual analysis of the statistics will not be given. For two reasons, however, the inconvenience caused by the omission will be small. In the first place I understand that the Hon. the Minister's report deals at considerable length with Native schools; in the second place there are only two features in the table that really need any special notice. The first of these is an innovation that is to be found in Table No. 4. In this table the schools are arranged in order with reference to the regularity of attendance of the pupils belonging to them. A similar plan was adopted some years ago for comparing the gross percentages obtained by the various schools, and the plan has been adhered to ever since—with beneficial results, as it seems. The other matter that requires a word or two of comment is the falling-off of this year's attendance to the extent of about 8 per cent. of the average

attendance for the year 1889. The causes of the falling off have been three in number: (1.) Although the Native population is decreasing in some places, it is increasing in others. The general effect is that the population is stationary as far as numbers are concerned. If, therefore, all other circumstances remained unchanged, the number of schools would have to remain unchanged in order to keep the average attendance at the same level. But the number of schools is decreasing; the decrease in 1890 was four, and in 1889 it was three. (2.) The health of the Natives during the year was not so good as usual. Epidemics of influenza visited a considerable number of the schools, and in many cases the disease and its *sequelæ* caused temporary but serious falling off in the attendance. (3.) The effect foretold in my report on the operations of the year 1888, has been produced—the Natives have been seriously discouraged in many places through the prevalence of the belief that Native schools are soon to disappear. They recognise in an obscure kind of way that Maori children are likely to be handed over to a body that will be unable if not unwilling to take proper account of the difficulties incidental to the education of children of one race by alien and, unless they have had special training, unsympathetic teachers. This discouragement has been increased by the contraction of expenditure, which has prevented the keeping of school-buildings, &c., in their former condition, and has stopped, or has threatened to stop, the granting of certain small concessions to which the Natives have been used, and which have been of great service in keeping them interested in their schools. These, I believe, are the causes of the falling off in the attendance; which, however, is not very serious after all, except in so far as it tends to increase the cost per head of Native-school expenditure.

In conclusion, I should like, for the information of those who take an interest in the Maoris, and who believe that strenuous efforts should be made to educate them, to state my opinion that in most cases the handing of the schools over to the Boards would soon prove fatal to the schools. Few outsiders, it seems to me, have better opportunities than I have for knowing that as a whole the work done by the Boards is well done; but then this work is the management and regulation of the education of pupils whose parents know what they themselves desire, who, to some extent at all events, understand what their children need, and who can formulate their complaints if they do not get what is wanted. In the case of Native schools, on the contrary, the very desire for education, in our sense of the word, has, in most cases, to be implanted and there is absolutely no knowledge on the part of the parents as to the nature of what is to satisfy this desire. How can it be expected then that these two cases, so dissimilar in every respect, could be dealt with under an Act and with an organization designed to meet the needs of only one of them?

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 1890; and the Names, Status, and Emoluments of the Teachers as in December, 1890.

** 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 1890.				Teachers of Village Schools at the End of the Year.	Position in the School.	Rate of Salary at the End of Year.	Remarks.	
		Salaries.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.					
		£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.			
Mangonui	Te Kao	195 0 0	12 11 9	..	207 11 9	Mc Gavin, Mr. and Mrs.	..	200 0 0	The teachers work conjointly.	
	Pamapurua	150 0 0	5 15 6	..	155 15 6	Dunn, R. E.	H M	125 0 0		
	Ahipara	175 0 0	8 1 0	..	183 1 0	Dunn, Mrs...	S	20 0 0		
	Pukepoto	235 0 0	10 3 3	..	245 3 3	Créne, P.	H M	135 0 0		
	Peria	15 15 9	..	..	15 15 9	Créne, Mrs...	A F	35 0 0	
	Kenana	84 15 9	8 7 10	28 7 6	121 11 1	Masters, C. M.	H M	180 0 0	With house allowance, £20 per annum.	
	Te Ngaere	95 0 0	7 2 3	..	102 2 3	Masters, Miss E.	A F	35 0 0		
	Whangape	180 0 0	24 3 3	6 1 3	210 4 6	Jeffcoat, Miss J.	H F	110 0 0	School closed in March quarter.	
	Hokianga	Rangiahua	158 6 8	14 13 9	..	173 0 5	Jeffcoat, Miss C.	..	20 0 0	School opened in June quarter. With house allowance, £12 per annum.
		Whakarapa	153 15 0	27 17 2	..	181 12 2	Bow, A.	H M	165 0 0	School closed end of June quarter.
Bay of Islands	Waitapu and side-school at Matihētihe	137 10 0	22 10 7	..	160 0 7	Bow, Mrs.	..	..	With allowance for conveyance of goods, £10 per annum.
	Whirinaki	175 0 0	69 3 8	..	244 3 8	Bow, Mrs.	S	20 0 0		
	Waima	162 10 0	..	..	162 10 0	Spencer, Mrs.	S	20 0 0	
	Omanaia	155 0 0	15 4 9	..	170 4 9	Coxhead, Miss C.	A F	20 0 0		
	Motukaraka	152 10 0	24 15 7	..	177 5 7	Irvine, C. D.	H M	120 0 0		
	Mangamuka	165 0 0	8 8 1	..	173 8 1	Irvine, Mrs.	A F	35 0 0		
	Mangakaitia	132 10 0	23 16 0	..	156 6 0	Hawkins, T. B.	H M	130 0 0	Side-school opened in March quarter.	
	Waimamaku	188 15 0	35 10 0	..	224 5 0	Hawkins, Mrs.	S	20 0 0		
	Otaua	170 0 0	3 18 0	1 0 0	174 18 0	Young, Rav. H.	H M	140 0 0		
	Ohaeawai	157 10 0	4 3 8	10 0 0	171 13 8	Young, Miss F. L.	A F	35 0 0		
					Hill, C. P.	H M	145 0 0			
					Hill, Mrs.	S	20 0 0			
					Cockroft, J.	H M	135 0 0			
					Cockroft, Mrs.	S	20 0 0			
					Danaher, T. J.	H M	135 0 0			
					Danaher, Mrs.	S	20 0 0			
					Harrison, J.	H M	145 0 0			
					Harrison, Mrs.	S	20 0 0			
					Magee, E. J.	H M	110 0 0			
					Magee, Mrs.	S	20 0 0	With allowance for conveyance of goods, £10 per annum.		
					Winkelmann, C. P.	H M	155 0 0			
					Winkelmann, Mrs.	A F	35 0 0			
					Tobin, W. H. J.	H M	145 0 0			
					Tobin, Mrs...	S	20 0 0			
					Woods, G. E.	H M	135 0 0			
					Woods, Mrs.	S	20 0 0			

Whangarei	Kaikobe ..	..	237 10 0	23 8 0	..	260 18 0	Mitchell, J. ...	..	H M	195 0 0
Hobson ..	Karetu ..	..	105 0 0	3 6 9	..	108 6 9	Mitchell, Miss A.	..	A F	20 0 0
	Waikare ..	..	110 0 0	4 19 8	..	114 19 8	Mitchell, Mrs.	..	S	20 0 0
	Tauramare	..	77 15 9	6 11 1	..	84 6 10	Johnson, Miss S. H.	..	H M	90 0 0
	Te Ahuahu	..	161 13 4	11 19 11	0 6 0	173 19 3	Patrick, J. K.	..	S	20 0 0
	Poroti ..	..	127 10 0	10 4 2	..	187 14 2	Patrick, Mrs.	..	F	72 9 0
	Tangiteroria	..	144 3 4	2 9 6	30 0 0	176 12 10	Tautari, Mrs. E. W.	..	H M	110 0 0
	Taita ..	..	141 5 0	5 0 10	..	146 5 10	Broughton, Mrs.	..	H M	20 0 0
	Matakobe	..	141 5 0	26 11 1	3 15 0	171 11 1	Blyth, Mrs. ...	..	S	20 0 0
	Pouito Point	..	135 16 8	4 14 1	..	140 10 9	Aimer, Mrs.	..	S	20 0 0
Rodney ..	Otamatea	..	142 1 8	48 4 0	..	190 5 8	Quinlan, W. H.	..	H M	125 0 0
Kawhia ..	Kopua ..	..	122 10 0	16 9 9	40 2 6	179 2 3	Quinlan, Mrs.	..	S	20 0 0
	Otorohanga	..	167 10 0	28 5 1	469 12 6	665 7 7	Allan, A. G.	..	H M	120 0 0
Thames ..	Kirikiri ..	..	170 10 3	5 14 3	..	176 4 6	Allan, Miss C.	..	S	20 0 0
Piako ..	Tapapa ..	..	155 0 0	14 1 3	..	169 1 3	Minchin, T. M.	..	H M	125 0 0
	Te Waotui	..	176 5 0	4 11 9	..	180 16 9	Minchin, Miss E.	..	S	20 0 0
West Taupo	Pukawa ..	..	110 0 0	12 13 5	..	122 13 5	Beamish, W. H. L.	..	M	110 0 0
Tauranga	Maungatapu (Ngapeke)	..	186 0 0	4 13 9	..	190 13 9	Morton, B. D.	..	H M	135 0 0
	Huria ..	..	130 0 0	19 10 1	..	149 10 1	Morton, Miss M. E.	..	A F	35 0 0
	Paeroa ..	..	59 6 10	25 11 10	..	84 18 8	Kirkman, H. R.	..	M	110 0 0
	Te Awahou	..	148 12 4	31 18 7	776 9 6	957 0 5	Hosking, J. T.	..	H M	135 0 0
	Te Matai ..	..	225 0 0	12 19 9	0 2 0	298 1 9	Hosking, Mrs.	..	S	20 0 0
	Maketu ..	..	180 0 0	18 3 11	7 0 0	205 3 11	Haszard, Miss C. N.	..	H F	145 0 0
	Mataia ..	..	135 11 5	20 4 5	..	155 15 10	Haszard, Mrs. A. J.	..	S	20 0 0
Whakatane	Galatea ..	..	110 0 0	47 12 7	..	157 12 7	Griffin, B. F.	..	H M	90 0 0
	Poroporo ..	..	146 10 0	31 0 6	3 15 0	181 5 6	Griffin, Mrs.	..	S	20 0 0
	Waioweka	..	293 15 0	29 16 0	..	263 11 0	Duffus, J. W.	..	H M	145 0 0
	Oamarumutu	..	285 0 0	34 19 6	32 17 0	302 16 6	Duffus, Mrs.	..	S	20 0 0
	Torere and Hawai..	..	292 10 0	31 9 6	15 10 0	279 9 6	Louch, Miss S.	..	F	130 0 0
		..					Broderick, H. W.	..	H M	120 0 0
		..					Broderick, Mrs.	..	A F	35 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	35 0 0
		..					Walmisley, H. G.	..	H M	110 0 0
		..					Walmisley, Mrs.	..	A F	35 0 0
		..					Wyle, J. ...	..	H M	90 0 0
		..					Wyle, Mrs.	..	S	20 0 0
		..					Browne, W. F.	..	M	135 0 0
		..					Herlihy, P. ...	..	H M	195 0 0
		..					Herlihy, Mrs.	..	A F	35 0 0
		..					Tennent, A. P.	..	H M	185 0 0
		..					Tennent, Mrs.	..	A F	55 0 0
		..					Reeves, H. J.	..	H M	175 0 0
		..					Reeves, Mrs.	..	A F	35 0 0

School opened in March quarter.

School not yet opened.

With house allowance, £26 per annum.

With allowance for horse, £10 per annum.
School closed in September quarter.

With allowance for conveyance of goods,
£20 per annum.
With house allowance, £6 10s. per annum.

School at Hawai closed end of March
quarter.

Table No. 1—continued.
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1890—continued.

County.	Schools.	Expenditure during 1890.				Teachers of Village Schools at the End of the Year.	Position in the School.	Rate of Salary at the End of Year.	Remarks.
		Salaries.	Other Ordinary Expenditure.	Buildings, Sites, Fencing, and Furniture.	Total.				
		£ s. d.	£ s. d.	£ s. d.	£ s. d.		£ s. d.		
Whakatane—contd.	..	220 0 0	7 16 6	..	227 16 6	Hamilton, H. A.	H.M.	185 0 0	
	..	242 10 0	55 5 0	38 0 0	335 15 0	Porter, Miss A.	A.F.	20 0 0	
	..	177 10 0	7 6 0	..	184 16 0	Hamilton, Mrs.	S.	20 0 0	
	..	160 0 0	3 15 9	..	163 15 9	Lever, E.	H.M.	175 0 0	
	..	195 0 0	9 19 1	10 0 0	214 19 1	Kent, Miss J.	A.F.	20 0 0	
	..	310 0 0	26 12 4	251 16 6	588 8 10	Lever, Miss E. A.	A.F.	20 0 0	
	..	40 0 0	13 0 0	352 4 9	405 4 9	Lever, Mrs.	S.	155 0 0	
	..	175 0 0	6 6 0	..	181 6 0	Moore, J.	H.M.	20 0 0	
	..	190 0 0	34 2 1	183 16 9	407 18 10	Moore, Mrs.	S.	20 0 0	
	..	240 0 0	8 6 3	..	248 6 3	Parker, J. R. C.	H.M.	135 0 0	
Wairarapa West..	..	157 10 0	17 12 9	..	175 2 9	Parker, Mrs.	S.	20 0 0	
	..	24 0 0	12 0 1	157 19 5	396 4 6	Beatie, T.	H.M.	160 0 0	
	..	226 5 0	..	..	226 5 0	Stewart, R. O.	H.M.	235 0 0	
	..	60 0 0	2 1 6	..	62 1 6	Stewart, Mrs.	A.F.	35 0 0	
	..	117 10 0	12 2 4	..	129 12 4	Hamilton, Miss E.	A.F.	40 0 0	
	..	111 11 6	9 13 10	..	121 5 4	Hyde, E. G.	H.M.	155 0 0	
	..	6 2 4	0 5 6	..	6 7 10	Hyde, Mrs.	A.F.	35 0 0	
	..	165 0 0	4 6 1	..	169 6 1	Creeke, W.	H.M.	145 0 0	
	..	145 0 0	1 11 9	..	146 11 9	Creeke, Mrs.	S.	20 0 0	
	Johnson, J.	H.M.	150 0 0	
Sounds	Johnson, Mrs.	A.F.	35 0 0	
	Hamilton, A. G.	H.M.	205 0 0	
	Hamilton, Mrs.	A.F.	35 0 0	
	Clemance, P. H.	H.M.	140 0 0	
	Clemance, Mrs.	S.	20 0 0	School closed in March quarter.
	Brittain, F. H.	H.M.	195 0 0	
	Jackson, Miss C. F.	A.F.	20 0 0	
	Brittain, Mrs.	S.	20 0 0	
	Macdonald, G.	M.	90 0 0	School closed end of September quarter.
	Curtis, R. T.	H.M.	104 3 0	£60 15s. 9d. paid from Native reserves funds.
Kaikoura	Curtis, Mrs.	S.	20 0 0	School closed in March quarter.
	Leech, W. A.	H.M.	145 0 0	
	Leech, Mrs.	S.	20 0 0	
Ashley	Bone, D.	H.M.	125 0 0	
	Bone, Mrs.	S.	20 0 0	
Akaroa	
	

Including expenditure on Tikitiki, which was taught by the Raingitukia staff up to end of September quarter.

Waikouaiti	Onuku ..	..	..	185 0 0	8 1 1	..	198 1 1	H M	165 0 0
..	Waikouaiti	..	..	185 0 0	29 14 0	..	214 14 0	S	20 0 0
Clutha ..	Port Molyneux	..	..	141 5 0	18 15 8	..	160 0 8	H M	165 0 0
Wallace..	Colac Bay	..	..	230 0 0	6 9 5	..	236 9 5	S	20 0 0
Stewart Island ..	The Neck	..	..	165 0 0	6 3 0	..	171 3 0	H F	125 0 0
Boarding Schools—	St. Stephen's, Auckland	..	..	..	559 5 7	..	559 5 7	H M	195 0 0
..	Te Aute, Hawke's Bay	..	..	..	200 0 0	..	200 0 0	A F	15 0 0
..	Hukarere, Hawke's Bay	..	..	..	400 0 0	..	400 0 0	S	20 0 0
..	St. Joseph's, Hawke's Bay	..	..	..	301 12 0	..	301 12 0	H M	20 0 0
..	Inspection	..	..	450 0 0	175 5 5	..	625 5 5	S	145 0 0
..	Expenditure not chargeable to particular schools	..	..	..	361 6 9	178 19 9	540 6 6	H M	20 0 0
Totals	..	..	..	11,806 3 7	3,162 6 10	2,597 15 5	17,566 5 10*	S	11,111 12 0

£54 11s. 7d. recovered from Native reserves funds towards maintenance of these two schools.

* Deducting recoveries (£74 12s. 11d.) and payments from Native reserves funds (£115 7s. 4d.), the result is a net Government expenditure of £17,376 5s. 7d.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1890.

	£	s.	d.
Village-school salaries	11,198	1	7
Teachers' allowances for special objects	210	12	0
Teachers' removal allowances	120	2	3
Books and school requisites	372	11	10
Prizes for regular attendance	297	3	3
Standard prizes	17	16	2
Prizes for passing final examination at boarding-schools	3	13	3
Planting sites	12	16	3
Repairs and small works	392	11	2
Inspector	450	0	0
Inspectors' travelling expenses	174	5	5
Board of girls with teachers	42	0	0
Subsidies for musical instruments	23	10	0
Sundries (including sewing-material, £65 8s. 10d., and deducting refunds for sewing-material, £71 12s. 11d., and refund from Te Makarini Trustees, £12 10s. 8d.)	54	17	6
Boarding-schools	1,461	12	10
Travelling expenses of scholars sent to boarding-schools	64	4	0
Buildings, fencing, furniture, &c.	2,595	15	5
Total	£17,491	12	11

NOTE.—Of the above total, £115 7s. 4d. was paid from Native reserves funds, leaving a net Government expenditure of £17,376 5s. 7d.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1890.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	18	15	33	1.46
Five and under ten years	659	607	1,266	56.04
Ten and under fifteen years	500	373	873	38.65
Fifteen years and upwards	56	31	87	3.85
Totals	1,233	1,026	2,259	100.00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, for the Year 1890.

[In this list the schools are arranged according to regularity of attendance. See last column.]

Schools.	School-roll.					Average Attendance.			Regularity of attendance: Percentage of Weekly Roll-number.	
	Number belonging at Beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Average Weekly Number.	Fourth Quarter.				Whole Year.
						Boys.	Girls.	Total.		
Pouto	16	11	9	18	18-00	8	10	18	17-75	98-61
Kenana ¹ .. .. .	..	26	1	25	24-00	15	10	25	23-33	97-22
Waimamaku	38	4	2	40	41-25	19	20	39	39-50	95-76
Raukokore	28	4	2	30	30-25	16	12	28	28-75	95-04
Torere	34	2	7	29	31-75	13	17	30	30-00	94-49
Te Kaha	54	8	4	58	59-00	26	30	56	55-50	94-07
Whirinaki	29	12	4	37	33-75	16	18	34	31-75	94-07
Wharekahika	25	12	8	29	29-75	17	10	27	27-75	93-28
Omaio	36	13	7	42	40-50	29	9	38	37-25	91-98
Waima	14	17	3	28	23-75	13	11	24	21-75	91-58
Omarumutu	54	16	15	55	59-25	24	24	48	54-00	91-14
Waikouaiti	24	4	4	24	24-75	12	10	22	22-50	90-91
Motukaraka	40	7	9	38	38-00	20	15	35	34-00	89-47
Tuparoa	53	11	11	53	56-25	28	17	45	50-25	89-33
Taumarere	12	2	4	10	11-25	5	5	10	10-00	88-88
Kaikohē	38	22	11	49	45-75	25	18	43	40-50	88-52
Matihetihē ² .. .. .	..	20	1	19	17-25	10	7	17	15-25	88-41
Rapaki	27	12	5	34	35-00	18	15	33	30-50	87-14
Te Araroa	39	16	11	44	43-50	18	22	40	37-75	86-78
Rototoi	41	26	22	45	42-25	22	11	33	36-25	85-80
Waioweka	32	12	8	36	37-75	20	12	32	32-00	84-77
Matata	43	44	36	51	50-50	22	21	43	42-75	84-65
Karetu	22	6	8	20	24-25	10	9	19	20-50	84-54
Onuku	30	6	9	27	31-25	15	10	25	26-00	83-20
Omanaia	26	8	3	31	30-50	11	12	23	25-25	82-79
Wairau	11	10	6	15	14-50	7	5	12	12-00	82-76
Tikitiki ³	37	61	55	43	43-33	18	22	40	35-66	82-31
Whangape	24	29	15	38	35-00	20	11	31	28-25	80-71
Ohaeawai	23	3	5	21	21-25	12	5	17	16-75	78-82
Pamapurua	21	12	4	29	30-50	11	11	22	23-75	77-97
Colac Bay	36	17	24	29	36-75	10	13	23	28-50	77-55
Otaua	27	7	7	27	26-00	9	10	19	20-00	76-92
Te Ahuahu	23	6	9	20	23-00	9	7	16	17-50	76-09
Rangiahua	39	29	23	45	56-00	18	16	34	42-50	75-89
Ahipara	31	19	10	40	36-25	20	11	31	27-50	75-86
Otamatea	21	10	5	26	23-75	12	6	18	18-00	75-79
Taita	18	7	6	19	22-50	8	4	12	17-00	75-56
Port Molyneux	20	6	5	21	20-25	10	7	17	15-25	75-31
Rangitukia	70	52	45	77	80-75	31	22	53	60-25	74-61
Tangiteroria	25	8	11	22	25-50	8	9	17	19-00	74-51
Akuaku	55	11	13	53	55-25	21	22	43	40-50	73-30
The Neck	26	17	16	27	28-00	10	10	20	20-50	73-21
Poroti	29	11	4	36	35-75	14	14	28	26-00	72-73
Galatea	21	15	6	30	26-25	14	6	20	19-00	72-38
Waitapu	17	6	4	19	21-50	11	4	15	15-50	72-09
Tapapa	26	6	8	24	28-25	8	10	18	20-25	71-68
Matakohe	15	18	13	20	22-00	8	8	16	15-75	71-59
Te Matai	50	11	15	46	51-50	18	14	32	36-75	71-36
Te Kao	30	20	21	29	35-75	13	13	26	25-50	71-33
Mangamuka	24	21	15	30	27-00	11	9	20	19-25	71-30
Kaiapoi	18	16	4	30	27-50	10	9	19	19-50	70-91
Waiomatatini	35	9	10	34	39-50	17	10	27	27-50	69-62
Te Waotu	37	20	24	33	39-00	10	14	24	26-75	68-59
Mangakahia	23	5	7	21	26-75	7	8	15	18-25	68-22
Paeroa	32	11	13	30	33-50	16	6	22	22-50	67-16
Hawai ⁴	9	..	9	..	9-00	..	..	..	6-00	66-67
Pukopoto	30	26	19	37	40-25	13	12	25	26-25	65-22
Otorohanga ² .. .. .	..	79	21	58	48-50	19	20	39	31-50	64-95
Waikare	25	7	16	16	26-25	5	10	15	16-75	63-81
Whakarapa	39	17	21	35	47-75	7	12	19	30-25	63-35
Kirikiri	45	34	27	52	45-75	16	16	32	28-75	62-84
Tokomaru	33	17	17	33	38-50	17	7	24	24-00	62-34
Huria	33	34	31	36	34-75	10	11	21	21-00	60-43
Waiakawa	21	9	9	21	22-25	7	4	11	13-25	59-55
Poroporo	45	18	29	34	47-50	11	9	20	28-00	58-95
Papawai	44	39	50	33	54-25	15	8	23	31-75	58-53
Maungatapu	22	45	32	35	35-00	14	9	23	20-25	57-86
D'Urville Island ⁵	6	5	11	..	11-33	..	..	..	6-33	55-88
Te Ngaere ⁶	21	2	23	..	24-00	..	..	..	12-50	52-08
Maketu	50	39	40	49	63-00	20	14	34	32-75	51-98
Kopua	31	8	25	14	25-75	2	3	5	13-00	50-49
Te Awahou ³	19	3	22	..	23-00	..	..	..	8-00	34-78
Peria ⁴	12	..	12	..	..	..	..	..	..	..
Totals for 1890	2,104	1,176	1,021	2,259	2,469-16	979	806	1,785	1,876-57	76-00
Totals for 1889	2,169	1,193	900	2,462	2,592-41	1,087	845	1,932	2,044-55	78-87

¹ Opened June quarter. ² Opened March quarter. ³ Closed during the September quarter. ⁴ Closed March quarter.
⁵ Closed September quarter. ⁶ Closed June quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1890.

** 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	14	9	23	..	..	..	1	5	6	15	14	29
Pamapurua	14	13	27	..	..	..	1	1	2	15	14	29
Ahipara	17	8	25	3	2	5	4	6	10	24	16	40
Pukepoto	16	17	33	..	..	..	2	2	4	18	19	37
Kenana	14	9	23	1	1	2	..	..	..	15	10	25
Whangape	21	13	34	1	1	2	1	1	2	23	15	38
Rangiahua	11	5	16	..	5	5	14	10	24	25	20	45
Whakarapa	12	17	29	..	..	..	2	4	6	14	21	35
Waitapu	2	2	4	10	3	13	2	..	2	14	5	19
Matihetihe	8	5	13	3	3	6	..	..	..	11	8	19
Whirinaki	18	15	33	..	..	..	..	4	4	18	19	37
Waima	15	13	28	..	..	..	..	..	..	15	13	28
Omanaia	13	14	27	..	1	1	2	1	3	15	16	31
Motukaraka	11	6	17	2	4	6	8	7	15	21	17	38
Mangamuka	15	12	27	..	1	1	..	2	2	15	15	30
Mangakahia	7	10	17	..	..	..	2	2	4	9	12	21
Waimamaku	18	19	37	1	1	2	1	..	1	20	20	40
Otaua	8	11	19	2	1	3	3	2	5	13	14	27
Ohaeawai	7	5	12	2	..	2	5	2	7	14	7	21
Kaikohe	27	13	40	1	3	4	2	3	5	30	19	49
Karetu	6	3	9	3	4	7	1	3	4	10	10	20
Waikare .. .. .	..	4	4	..	..	..	6	6	12	6	10	16
Taumarere	5	5	10	..	..	..	..	..	..	5	5	10
Te Ahuahu	8	8	16	..	2	2	2	..	2	10	10	20
Poroti	11	8	19	1	3	4	6	7	13	18	18	36
Tangiteroria	8	6	14	..	..	..	2	6	8	10	12	22
Taita	14	4	18	..	..	..	..	1	1	14	5	19
Matakohe	7	8	15	..	..	..	3	2	5	10	10	20
Poua Point	5	9	14	1	..	1	2	1	3	8	10	18
Otamatea	12	6	18	..	..	..	5	3	8	17	9	26
Kopua	3	5	8	1	2	3	1	2	3	5	9	14
Otorohanga	17	15	32	6	11	17	5	4	9	28	30	58
Kirikiri	7	10	17	..	4	4	16	15	31	23	29	52
Tapapa	9	15	24	..	..	..	..	..	..	9	15	24
Te Waotu	8	10	18	4	1	5	2	8	10	14	19	33
Maungatapu	17	11	28	2	2	4	2	1	3	21	14	35
Huria	17	17	34	..	1	1	1	..	1	18	18	36
Paeroa	15	3	18	5	4	9	1	2	3	21	9	30
Rotoiti	26	15	41	2	2	4	..	..	..	28	17	45
Te Matai	24	19	43	1	1	2	1	..	1	26	20	46
Maketu	15	13	28	2	2	4	8	9	17	25	24	49
Matata	13	14	27	8	6	14	4	6	10	25	26	51
Galatea	17	6	23	3	..	3	2	2	4	22	8	30
Poroporo	16	10	26	3	2	5	1	2	3	20	14	34
Waioweka	18	9	27	2	3	5	3	1	4	23	13	36
Omarumutu	21	18	39	4	5	9	3	4	7	28	27	55
Torere	11	11	22	..	..	..	3	4	7	14	15	29
Omaio	31	9	40	2	..	2	..	..	..	33	9	42
Te Kaha	23	24	47	1	3	4	3	4	7	27	31	58
Raukokore	15	12	27	2	1	3	..	..	..	17	13	30
Wharekahika	13	10	23	1	..	1	4	1	5	18	11	29
Te Araroa	19	20	39	..	3	3	1	1	2	20	24	44
Rangitukia	42	28	70	3	3	6	1	3	4	46	31	77
Tikitiki	16	17	33	3	2	5	..	5	5	19	24	43
Waiomatatini	11	8	19	6	3	9	4	2	6	21	13	34
Tuparoa	28	13	41	5	..	5	1	6	7	34	19	53
Akuaku	17	20	37	4	6	10	5	1	6	26	27	53
Tokomaru	21	7	28	2	2	4	1	..	1	24	9	33
Papawai	11	11	22	..	..	..	9	2	11	20	13	33
Waikawa	5	1	6	..	4	4	7	4	11	12	9	21
Wairau	9	4	13	..	..	..	1	1	2	10	5	15
Kaiapoi	6	7	13	6	4	10	3	4	7	15	15	30
Rapaki	11	9	20	8	4	12	..	2	2	19	15	34
Onuku	9	2	11	..	..	..	8	8	16	17	10	27
Waikouaiti	5	5	10	3	2	5	5	4	9	13	11	24
Port Molyneux	2	3	5	..	..	..	11	5	16	13	8	21
Colac Bay	8	8	16	..	..	..	5	8	13	13	16	29
The Neck	5	4	9	7	6	13	2	3	5	14	13	27
Totals for 1890	905	700	1,605	127	121	248	201	205	406	1,233	1,026	2,259
Totals for 1889	1,037	775	1,812	122	96	218	223	209	432	1,382	1,080	2,462

SUMMARY of Table No. 5.

	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	905	700	1,605	71.05
Half-caste	127	121	248	10.98
Between half-caste and European, and European	201	205	406	17.97
Totals	1,233	1,026	2,259	100.00

Table No. 6.
RESULTS of EXAMINATION, 1890.

Schools.	On Roll.	Present at Examination, but did not pass any Standard.	PASSES of Pupils examined.				Percentage obtained at Examination.
			IV.	III.	II.	I.	
Te Kao	44	17	..	2	5	7	76.19
Ahipara	38	19	1	2	2	4	52.51
Pamapurua	33	19	..	4	5	1	83.20
Pukepoto	40	28	..	..	1	3	44.21
Te Ngaere	23	7	..	1	1	1	19.23
Whangape	36	24	..	1	2	4	47.36
Matihetihe	19	18	..	..	..	..	26.66
Waitapu	22	8	1	4	2	4	80.14
Whakarapa	51	23	1	2	4	9	60.88
Motukaraka	34	13	1	3	2	12	66.45
Mangamuka	25	8	1	..	4	3	43.98
Rangiahua	59	40	..	2	2	7	46.19
Waimamaku	42	32	2	3	1	3	45.03
Whirinaki	32	20	1	1	4	5	46.51
Omanaia	31	20	2	1	1	6	61.51
Waima	27	15	..	..	5	2	47.32
Otaua	27	11	2	1	5	1	61.20
Kaikohē	46	19	5	4	7	8	75.27
Ohaeawai	23	11	1	1	3	3	54.73
Te Auhahu	26	10	..	3	6	2	70.08
Taumarere	11	2	2	3	3	1	84.79
Karetu	26	11	2	3	4	1	66.10
Waikare	34	8	..	..	1	5	37.50
Poroti	37	8	..	4	7	6	71.90
Mangakahia	25	16	1	1	1	2	23.20
Tangiteroria	28	15	..	..	2	3	66.67
Taita	23	18	..	..	1	2	27.02
Pouto	19	13	..	..	3	3	58.20
Matakohe*	28	..	..	..	..	..	..
Otamatea	25	9	..	2	2	1	30.85
Kirikiri	40	18	..	1	4	4	39.88
Kopua	31	12	..	1	5	5	56.90
Otorohanga	51	42	..	1	..	3	45.98
Te Waotu	34	11	2	1	10	3	79.93
Tapapa	27	14	..	2	3	2	50.37
Te Awahou	15	5	..	..	..	2	33.87
Rotoiti	41	21	2	1	9	4	65.43
Galatea	23	14	1	..	..	6	40.95
Huria	23	13	..	..	2	8	69.36
Paeroa	30	16	1	..	4	5	62.00
Maungatapu	38	17	..	..	..	..	25.23
Te Matai	48	20	..	1	7	17	67.23
Maketu	54	25	..	1	1	4	40.95
Matata	47	28	1	2	4	6	51.58
Poroporo	50	27	..	..	..	2	15.93
Waioweka	34	12	1	1	3	5	34.07
Omarumutu	61	37	5	5	1	5	63.39
Torere	34	13	3	1	5	5	49.73
Hawai	13	3	..	..	1	3	37.33
Omaio	37	16	7	5	4	3	73.78
Te Kaha	55	31	1	3	10	5	62.72
Raukokore	30	15	..	4	3	5	62.41
Wharekahika.. .. .	28	16	..	3	2	3	68.51
Te Araroa	34	8	..	4	10	10	73.21
Rangitukia	80	26	..	2	1	7	27.43
Tikitiki	43	20	..	..	..	4	15.54
Waiomatatini	39	14	1	..	7	3	45.34
Tuparoa	56	25	..	2	17	7	59.66
Akuaku	59	8	4	1	4	6	40.48
Tokomaru	42	2	..	..	1	1	5.08
Papawai	49	7	3	1	2	6	41.41
Waikawa	21	7	2	2	2	4	89.45
Wairau	19	6	..	1	2	2	46.40
Kaipoi	30	8	1	2	2	4	64.73
Rapaki	35	20	..	1	6	1	50.33
Onuku	27	10	2	1	7	3	55.17
Waikouaiti	24	11	4	2	6	1	70.76
Port Molyneux	21	10	2	1	2	2	71.17
Colac	26	13	3	5	3	2	59.33
The Neck	24	10	3	4	..	4	66.67
Totals for 1890 ..	2,407	1,093	72	110	236	281	..
Totals for 1889 ..	2,581	789	68	118	286	377	..

* No examination.

Table No. 7.
RESULTS OF INSPECTION, 1890.

[In this table the schools are arranged according to the gross percentage obtained. See last column.]

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.
Kaikohe	10.0	9.5	10.0	7.4	8.6	37.6	83.1
Waikawa	7.5	7.2	8.0	6.0	7.3	44.7	80.7
Omaio	9.1	9.0	9.0	9.1	7.2	36.9	80.3
Te Kao	9.1	7.5	8.0	7.6	9.6	38.1	79.9
Akuaku	10.0	10.0	9.3	7.8	8.0	34.8*	
Pamapurua	8.8	7.5	8.0	8.1	5.8	41.6	79.8
Te Waotu	7.2	9.5	8.6	7.9	6.7	39.9	
Taumarere	7.6	7.0	7.4	7.0	8.0	42.4	79.4
Te Ararua	8.8	9.0	8.5	7.8	8.0	36.6	78.7
Waikouaiti	9.7	9.6	9.0	7.9	7.0	35.4	78.6
Paeroa	8.8	9.3	9.6	7.8	8.8	31.0	75.3
Tokomaru	8.1	7.4	5.3	6.8	5.6	39.8*	73.0
Te Kaha	10.0	10.0	8.3	7.1	6.3	31.3	
Waitapu	7.8	7.6	7.3	6.9	2.6	40.0	72.2
Te Matai	7.2	9.4	8.0	8.6	5.2	33.6	72.0
Port Molyneux	6.8	6.9	7.3	6.7	6.3	35.6	69.6
Karetu	6.4	8.7	8.3	7.4	5.7	33.1	
The Neck	6.2	8.3	8.7	7.5	5.3	33.3	69.3
Te Ahuahu	6.8	7.5	7.0	7.9	5.0	35.0	69.2
Omarumutu	7.5	8.5	8.0	7.2	5.8	31.7	68.7
Wharekahika	8.0	8.0	6.3	5.9	6.2	34.2	68.6
Omanuia	7.8	9.2	7.3	6.8	6.3	30.7	68.1
Motukaraka	8.1	7.2	7.3	7.2	4.3	33.2	67.3
Raukokore	6.4	8.0	7.0	7.3	6.6	31.2	66.5
Poroti	4.8	7.0	7.3	7.6	3.6	35.9	66.2
Kaiapoi	7.0	7.8	6.2	7.4	5.3	32.4	66.1
Whakarapa	8.6	6.2	8.0	7.2	5.6	30.4	66.0
Torere	8.6	8.7	8.0	7.0	8.6	24.8	65.7
Colac	6.2	7.1	7.5	7.0	7.8	29.7	65.3
Huria	6.4	5.8	6.0	6.1	4.5	34.7	63.5
Otana	6.6	6.2	6.0	6.6	7.3	30.6	63.3
Rapaki	6.8	8.4	8.0	6.5	8.3	25.1	63.1
Tuparoa	6.5	7.5	8.3	5.5	4.6	29.8	62.2
Tangiteroria	6.0	8.0	5.6	4.6	4.5	33.3	62.0
Rotoiti	5.8	6.0	8.0	7.6	1.0	32.7	61.1
Whangape	9.2	9.0	7.3	6.3	5.0	23.6	60.4
Waiata	8.5	8.7	7.6	5.6	6.3	23.6	60.3
Rangiahua	9.1	7.0	8.0	6.2	6.6	23.1	60.0
Tapapa	7.3	8.5	6.3	7.4	5.2	25.2	59.9
Waimamaku	8.0	8.7	8.0	6.4	6.3	22.5	
Ahipara	8.2	6.2	7.3	6.8	5.0	26.3	59.8
Maketu	8.8	8.4	7.3	6.8	7.5	20.5	59.3
Poua	4.3	7.2	6.6	6.7	5.3	29.1	59.2
Onuku	7.6	7.5	6.0	6.1	4.0	27.6	58.8
Whirinaki	7.0	7.0	7.6	6.6	6.6	23.2	58.0
Otorohanga	8.5	8.3	7.3	5.6	5.3	22.9	57.9
Ohacawai	7.0	5.2	6.6	5.9	5.6	27.3	57.6
Kopua	5.2	6.2	6.3	6.4	4.8	23.4	57.3
Matata	6.3	7.1	6.0	6.2	5.3	25.7	56.6
Matakohe	9.8	6.5	6.3	6.2	4.3	23.0*	56.1
Pukepoto	7.6	7.1	8.0	5.9	5.3	22.1	56.0
Mangamuka	9.6	7.2	7.0	6.6	3.6	22.0	
Wairau	7.8	8.2	6.3	4.8	4.0	23.2	54.3
Waioamatini	8.7	6.7	5.5	6.5	4.0	22.6	54.0
Papawai	7.0	7.6	6.0	6.7	5.0	20.7	53.0
Waioweka	8.0	7.3	6.5	7.6	6.5	17.0	52.9
Kirikiri	6.2	7.5	6.3	6.2	6.0	19.9	52.1
Galatea	6.3	7.8	6.5	5.5	4.7	20.5	51.3
Taita	7.6	7.5	8.0	6.6	6.3	13.5	49.5
Otamatea	5.6	7.5	7.3	7.3	6.0	15.4	49.1
Hawai	7.2	7.0	5.6	7.2	2.5	18.6	48.1
Te Awahou	8.2	7.5	6.0	5.6	1.6	16.9	45.8
Rangitukia	7.8	7.2	7.3	3.0	6.5	13.7	45.5
Waikare	5.2	5.3	5.3	5.1	3.6	18.8	43.3
Maungatapu	6.8	5.7	6.0	5.1	6.0	12.6	42.2
Mangakahia	6.8	6.5	6.3	6.3	3.6	11.6	41.1
Matihetihe	8.0	6.0	8.0	5.5	0.0	13.3	40.8
Te Ngaere	5.4	5.6	5.3	5.0	6.0	9.6	36.9
Tikitiki	7.4	7.6	7.0	3.6	2.0	7.7	35.3
Poroporo	3.0	5.0	3.3	5.0	0.0	7.9	24.2

* Percentage at previous examination; * taken for reasons referred to in the Report.

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