

1887.
NEW ZEALAND.

EDUCATION:

NATIVE SCHOOLS.

(In Continuation of E.-2, 1886.)

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

No. 1.

EXTRACT FROM TENTH ANNUAL REPORT OF THE MINISTER OF EDUCATION.

THERE are now in operation 64 Native village schools fully organised, 5 inferior schools receiving subsidy, 2 half-time schools, and 5 boarding-schools. Six of the village schools are new, and one that was closed for a time has been reopened. The new schools are at Kopua, in the King-country; Tapapa and Te Waotu, on the borders of that district; Waimamaku, a somewhat populous settlement in the Hokianga district; Karetu, a settlement in the Bay of Islands remarkably advanced in civilisation; and Tangiteroria, a hitherto neglected district lying between Dargaville and Hokianga. The reopened school is at Poroti. It is in a promising state, and there is scarcely a trace left of the mingled hostility and apathy that led to a cessation of work there. In addition to these seven village schools is to be reckoned a half-time school opened at Lower Waihou, subsidiary to the Whakarapa school. The number of subsidised schools (5) and of boarding-schools (5) remains unchanged. Two schools reckoned in 1885 as half-time schools are now full-time-schools.

The school at Riverton was finally closed at the end of the year, as being no longer necessary, seeing that the children can quite well attend the public school of the town. It has been found necessary to suspend operations at Te Teko and (temporarily) at Fort Galatea, schools within the range of the devastation consequent upon the volcanic eruption at Tarawera; and, as is well known, the Tarawera school at Te Wairoa was involved in the total destruction of the settlement. The incident is fresh in the memory of the people of the colony, and needs no description here; but it is only due to put on public record the esteem in which Mr. Haszard, who together with three of his children and a young nephew perished in the catastrophe, was held, both by the Department and the Natives, as a good man, a good officer, a good teacher, and a good friend of the Maoris, and to express earnest sympathy with Mrs. Haszard and the other surviving members of the family—sympathy which, as the financial statement will show, has found more practical expression in another form. It may be added that Miss Haszard has been appointed to one of the new schools lately opened, at Te Waotu.

The number of children who have been sent to boarding-schools by the Department, most of them after passing the highest standard at the village schools, was 75 at the end of the year: 27 boys at S. Stephen's, Parnell; 10 at Te Aute, Hawke's Bay; 20 girls at Hukarere, Napier; 17 at S. Joseph's, Napier; and 1 at S. Mary's, Ponsonby. At these institutions there were also 87 children not paid for by the Government: 17 boys at S. Stephen's, and 47 at Te Aute; and 23 girls at Hukarere.

At the day-schools the roll numbers at the end of the year amounted to 2,346, to be compared with 2,161 at the end of 1885. The average attendance for the last quarter of 1886 was—boys 1,020; girls, 826: total, 1,846. The average attendance for the whole year has been considerably higher than this, the number being 2,020; and, as the mean of the four quarterly average roll numbers is 2,343, it follows that the average daily number of pupils in attendance is 86·2 per cent. of the number on the roll, a result which is not equalled in the public schools of any education district.

More than 71 per cent. (1,667) of the children are pure Maori, or, if of mixed race, incline to the Maori. Of half-castes there are 243; of the remaining 436, some, including perhaps 150 children belonging to the teachers, are Europeans. About 3 per cent. of the whole are Maori children under 5 years old, and about 6 per cent. are over 15; 52 per cent. are between 5 and 10, and 39 per cent. between 10 and 15.

At the examinations during the year there were 1,752 children present, and of these 275 passed in the First Standard, 246 in the Second, 112 in the Third, and 64 in the Fourth (the highest) Standard. The whole number of passes (697) is higher than the corresponding number (648) for the preceding year.

The number of teachers in day-schools at the end of the year was as follows: 60 masters, with salaries ranging from £210 to £60; 10 mistresses, £145 to £80; 26 assistant-mistresses, £35 to £20; and 30 sewing-mistresses, £20 each.

Exclusive of the cost of new buildings, and of boarding-school expenses and apprenticeship, the expenditure for 1886 was £14,360 8s.: £10,705 6s. 7d. was paid in teachers' salaries and allowances; £336 16s. 2d. on removal of teachers; £845 in retiring allowances; £502 4s. 7d. on books and other school requisites; £275 9s. for prizes; £531 15s. 8d. for repairs and minor works; £765 1s. 6d. for inspection, superintendence, and travelling; £110 18s. 1d. in aid of purchase of musical instruments and games, and in consideration of girls being allowed to reside in turn in teachers' families; and £287 16s. 5d. on sundries, including sewing material to be accounted and paid for. A contribution of £69 18s. 4d. towards this expenditure was made from Native reserve funds.

The outlay for boarding-school instruction and apprenticeship—partly by way of subsidy to schools, and partly by way of direct contribution for individual pupils—was £1,745 19s. 4d.

The expenditure on Native school buildings was £4,783 13s. 4d.

Since the end of the year a new school has been opened at Raukokore (at the eastern end of the Bay of Plenty), and another at Tokomaru (East Coast), where there has been no school in operation for the last few years. Buildings are now in course of erection for new schools at five places on the East Coast (Rangitukia, Tikitiki, Kawakawa, Tuparoa, and Wharekahika), at Te Matai (near Te Puke), at Taita (near Dargaville), and at Tokaanu (on Lake Taupo, near the south end).

Places at which new buildings are wanted are Hiruharama (Open Bay), Waipiro, and Roto-iti. The old school at Roto-iti was lately destroyed by fire; and it is proposed to remove the Akuaku school to Hiruharama, where there would be a larger attendance, and establish a side school in connection with it at Waipiro. At Te Ngaere (near Whangaroa) a school that has been closed for three years is about to be reopened. There are proposals for new schools in other places, but negotiations with respect to them have not yet reached the stage of certainty. The schools lately opened and those now approaching completion may be said to have satisfied nearly all urgent demands.

Thanks are again due to the gentlemen who in their several districts exercise a local supervision over groups of schools. The Department wishes to acknowledge the valuable services rendered for several years past by Mr. Spencer von Stürmer, until lately Resident Magistrate at Hokianga, but now removed to a district where there are few Maori schools.

Mr. Pope's report on the state of the schools (E.—2) will be laid before Parliament. His promised work on "The State," for the use of young people educated in the Native schools, is in the press, and will be ready for circulation in a few days. A very interesting reading book for Second and Third Standard Classes was written by him, and brought into use last year.

No. 2.

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

SIR,—

Wellington, 31st March, 1887.

In accordance with your standing instructions I have the honour to send you my report on the condition of the Native schools of New Zealand during the year 1886–87.

NUMBER OF SCHOOLS.

Eighty schools have been in operation during the whole or some portion of the year—viz., sixty-eight fully-organized village schools, five schools of lower grade receiving subsidies from the Department, two half-time, and five boarding-schools. Of the boarding-schools three are connected with the Church of England, and two are under the control of the Roman Catholic Church.

SCHOOLS OPENED, REOPENED, OR CLOSED.

As the result of negotiations extending over many years, schools have been opened at Tapapa and Te Waotu, in the Upper Waikato District. There is a satisfactory attendance at both of these schools, and there is good reason to hope that the perseverance of the Natives in asking for these schools will now take the form of a steady determination to make full use of the educational facilities that have been provided for the children of the district. Miss Haszard, eldest daughter of the late lamented master of Tarawera School, has charge of Te Waotu. Independently of other considerations, the appointment is a good one, because Miss Haszard had very long experience, and did much useful work while she was her father's colleague at Tarawera. Mr. Haszard held the opinion that, while what might be called the superstructure was really the part of a Native child's education which would, in the end, produce practical and tangible benefit to the pupil and credit to the teacher, the shortest and best way of eventually producing a satisfactory superstructure was to train the child's faculties of observing, comparing, and inferring at the earliest possible period of its education. Hence, for several years it was his practice to take almost entire charge of the younger pupils, and to leave to his daughter the work of building on the excellent foundations thus laid. The general results of this method of procedure were very good. A secondary consequence of the course followed is that Miss Haszard is well acquainted with the methods pursued by her father, and at the same time is well skilled in teaching the higher classes of a Native school. After a long interval following the outbreak of the Waikato war, something is being done for the education of the Maoris of the so-called King-country. A new school has been established at Kopua with favourable prospects of success. It may be hoped that before many years have passed by other schools will be opened in this part of New Zealand. At Waimamaku, Hokiangā, after long delays, owing mainly to Native Land Court technicalities, a school has been opened. As the Natives are already far on the way towards civilisation, the success of the school is almost assured. The people of Karetu, in the Bay of Islands, have also long been distinguished for their industry and their appreciation of home-comfort; in these respects, indeed, they are hardly distinguishable from Europeans. It may be expected, therefore, that, although the number of Karetu Natives is small, they will be quite able to maintain a good attendance at the school which was opened in their settlement last June. Tangiteroria, on the Northern Wairoa, one of the oldest mission-stations in New Zealand, is the site of another new school. Owing probably to the abortive nature of an attempt made some ten years ago to found a school at Kaihu, thirty-five miles further down the river, the whole of this district has been much neglected: on the one hand the Natives, judging of Native schools by the specimen of them that they had seen, were not very anxious to have schools established in their midst; and on the other, the Government were very cautious about establishing schools in what had been proved to be an unpromising district. The new school, however, has been established under apparently favourable circumstances, and there is a very good chance of its succeeding.

The reopening of the Poroti School has been successful beyond expectation. The Natives are showing a very praiseworthy interest in the school and its affairs. It may be hoped that, if the school can be kept going long enough to enable the Natives of the district to see how advantageous it is for them to have in their midst a European family, affording them a constant standard of European neatness, order, and home-comfort, and to have the means of securing for their children an education that will fit them to cope with the pakeha, who, as the most conservative of Maoris are beginning to find, can no longer be left out of account, they will be unwilling to part with their school and their teachers on any consideration. A half-time school, opened by the master of Whakarapa, at Lower Waihou, has been taken over by the Department. The work is to be carried on in a temporary building not far from the site of the old Lower Waihou School, which had to be closed on account of a severe fever epidemic and the temporary withdrawal of most of the Natives to Kaipara and other districts. Should the experiment that is now being made prove successful, it will be necessary to provide a suitable building here. The Natives belonging to the district are numerous, and there is little reason to doubt that they can, if they will, keep up a satisfactory attendance at both the schools.

The volcanic eruption of last June caused the total destruction of one of our best schools, that at Wairoa, Lake Tarawera, which had for many years been a centre of civilising and other beneficial influences: the sad story of its ruin is still fresh in the minds of all New Zealanders, and there is no need to refer to it further. Work in the schools at Te Teko and Galatea was also brought to an end, temporarily, at all events, through the same disaster. An attempt has since been made to reopen Fort Galatea; but, unfortunately, the teacher's residence was destroyed by fire a few days after the reopening took place. It remains to be seen whether it will be desirable to rebuild the residence or not. There is no immediate prospect of its being possible to make another beginning at Te Teko, as the Te Teko Natives have gone away to Galatea, Whakatane, and other places. The only other school closed during the year was that at Riverton. There seemed to be no good reason for keeping this school open. The Natives in the district are, with very few exceptions, of mixed race (and more

European than Maori), and the great majority of the older people and all the younger ones speak English very well. Most of the children, indeed, are hardly distinguishable from Europeans, and the sooner all traces of the distinction between them and children of pure European race are effaced the better it will be. One of the most effective means of obliterating this distinction will be the regular attendance of these "Native" children at the Riverton public school. Negotiations for the absorption of the Uawa School by the Hawke's Bay Board have been successfully concluded. One of the stipulations made by the Education Department is that no race distinction shall be allowed to prevent the Maori children from getting educational facilities equal to those allowed to Europeans.

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

Schools have either just been opened, or will be opened very shortly, at the following places: Raukokore, a few miles from Cape Runaway; Wharekahika, Hicks Bay; Kawakawa, fifteen miles to the west of East Cape; Rangitukia and Tikitiki, on the left bank of the Waipatu, near East Cape; Tuparoa, seven miles north of Open Bay; Tokomaru, sixty miles north of Gisborne; Te Matai, near Te Puke, about fifteen miles from Tauranga; and Taita, about fifteen miles from Dargaville, on the Northern Wairoa. Raukokore is an entirely new and very promising field for action, and the establishment of a school there completes the provision for the education of Maoris living on the shores of the Bay of Plenty. Wharekahika also is quite new ground: it is close to the northern limits of the country inhabited by the great Ngatiporou Tribe, perhaps the most energetic and European-like of all the Maoris. Many years ago a feeble attempt was made to establish a school at Kawakawa in a thoroughly unsuitable building: the attempt is being renewed, but with proper appliances, under much more favourable circumstances, and with much better prospects of success. The schools at Rangitukia and Tikitiki are to be under one management, that is, a master and mistress living at Rangitukia are to work both of the schools full time. The sites are not very far from Wai-o-matitini; but the broad and dangerous Waipatu separates the two districts, and, as the Native population on both sides of the river is large, there is ample scope for the three schools. Tuparoa School should satisfy the wants of four considerable settlements in its neighbourhood if the people of them could make some arrangement for housing and boarding their children in the neighbourhood of the school. There was a school at Tokomaru formerly, but it was never very successful; but the population of the district is so considerable, and the people have appeared so anxious to have the school re-established, that there was good reason for giving the district another trial. Te Matai should be very successful: the Native population of the district is large, and the master who has been appointed to take charge of the school is one of the best on our staff. Taita School could be made very useful, but its success will largely depend on the efforts made by the Natives to overcome difficulties connected with the housing and boarding of children whose parents reside at some little distance from the school. Altogether, it seems likely that the schools established during the past year should be among the most useful in forwarding the work of educating the Maori race. The contract for buildings at Tokaanu, at the southern extremity of Lake Taupo, was taken, but unexpected difficulties arose with respect to the exact site, and there will probably be considerable delay in connection with the establishing of a school in this important district.

What has been done during the past year has satisfied nearly all urgent needs. Buildings will be required, however, at Hiruharama (some distance inland from Akuaku), where most of the Open Bay Natives are about to found a very large permanent settlement, to take the place of those at present existing at Whareponga and Akuaku. It is probable, also, that some kind of building will be needed at Waipiro. If possible, the school at the latter place will be worked in conjunction with that at Hiruharama. Negotiations for the establishment of a school at Purunoihi, Waipa, are now in progress: it is not improbable that a building may be needed there before very long. The schoolhouse at Roto-iti was destroyed by fire last year, and will have to be rebuilt, or, possibly, there may be a demand for a new establishment in a more convenient locality in the same neighbourhood. It is very possible, also, that a new building will be needed to meet the requirements of the large Native population living to the south of Whangaroa. Another attempt is being made, however, to make the Te Ngaere buildings answer the purpose. Proposals for the erection of schools in other places have been received, but none of these have yet been finally approved of, and it is certain that very little money will be required for new Native schools during the next year or two, at all events.

SCHOOLS IN FULL OPERATION.

The schools are dealt with in groups, geographical position being taken as the basis of classification. To avoid monotony and repetition, nearly all the information with regard to the literary work and general efficiency of separate schools has been tabulated and placed in the Appendix. In Table No. 6 the examination-results are given. In Table No. 7 will be found a statement of the results of each inspection. The gross percentage obtained by a school gives pretty accurately its position in relation to other schools during the year 1886. It will be noticed that of the four schools that head the list, Omarumutu, Te Kaha, Kaikohe, and Torere, three belong to the eastern district of the Bay of Plenty. Other matters needing mention in connection with the separate schools are briefly referred to in the following paragraphs:—

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

Te Kao, Parengarenga Harbour.—The former teacher has been removed to an important school in the Waikato District. The present master appears to be infusing much new life into the school.

Awamui.—The new master made a good start with a capital attendance, which, unfortunately, has not been constantly maintained.

Pukepoto.—Although this is one of the oldest schools in the district, the Committee have yet to learn that the function of the school is to educate the children, and not to be a means through which ploughs, nets, and other useful things may be obtained from the Government.

Ahipara.—Educational matters appear to be on a permanently satisfactory basis here. Energy which was formerly used in the production and maintenance of disputes and ill-feeling is now more usefully employed in promoting the success of the school.

Peria.—After long and most efficient service the master has been removed to a larger school in the Bay of Plenty District. His place has been taken by a teacher from the South Island.

Pamapurua.—The teachers understand the importance of making Maori children speak English from the very first, and they also know how to teach their pupils to do it. Pamapurua is therefore particularly strong in English.

Te Moari, Kaeo.—The attendance of Maori children is so small that this has now quite the aspect of a European school. The position of affairs should be considered in connection with the question of the establishment of a Native school at Te Pupuke.

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

Whangape.—The teacher works under disadvantageous circumstances, the chief of which is the thorough isolation of his pupils from all English-speaking people except himself and his family. This district has suffered severely from fever-epidemics during the last few years.

Whakarapa.—Matters have been in a very unsettled condition here during the greater part of the year, but there now seems reason to hope that there will be permanent improvement.

Lower Waihou.—An attempt is being made to establish a half-time school here in connection with Whakarapa: some time must elapse before it can be seen whether the experiment is likely to succeed or not.

Upper Waihou.—The success of this school is greatly interfered with through the incorrect views held by the people with regard to the Government and the work that it does for the benefit of the Maori race: the people appear to think that Native schools are established by the Government for some other purpose than that of benefiting the Natives. In time, no doubt, sad experience will cause the Waihou people to grow wiser.

Waitapu.—It is, unfortunately, very difficult to keep up a good attendance at this, the oldest of the Hokianga schools. The population, never very large, has been seriously diminished by severe and frequent fever-epidemics.

Whirinaki.—A very good beginning has been made by the new master. The examination was merely formal, as most of the scholars presented had been absent from school during the greater part of the year.

Waima.—As a civilising agency this school ranks among the first. The work of the Committee is conducted in a formal and business-like manner.

Omanaia.—The master was in very weak health for a considerable portion of the year: this fact, no doubt, has caused the school to take a lower place in the lists than it would have held if circumstances not depending on the master's zeal and ability had been more favourable.

Pakia.—Most of the pupils here are half-castes. Useful work is done.

Motukaraka.—A change of masters took place during the year, with the usual effect of temporarily lowering the character of the results obtained. Most of the children now attending are very young.

Mangamuka.—The good examination-results obtained here would have given the school a high place if somewhat more attention had been paid to subsidiary matters, which cannot be left out of account when an estimate of a school's general efficiency is being made.

Otaua.—A capital beginning has been made here.

Waimamaku.—This new school also has made a satisfactory start.

The Hokianga schools, through the removal of Mr. S. von Stürmer, R.M., to the Wairarapa District, have lost a very zealous and consistent supporter. There can be no doubt that Mr. von Stürmer has done a very great deal towards helping to make the Native-school system successful. The Hokianga District is now added to the Northern District, which is presided over by Mr. Bishop, who thus has twenty schools under his care.

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

Mangakahia.—A gratifying amount of success is being achieved at this isolated and, in the winter time, almost inaccessible school.

Kaikohe.—This is a highly useful and satisfactory school.

Ohacawai.—The attendance here is much better than it was formerly.

Te Ahuahu.—A school had been much needed here for many years. The Natives are showing a very praiseworthy amount of interest in its success.

Paihia.—The attendance is very small, but if the children were not educated through the means now employed they would certainly get no education at all.

Taumarere.—This, like the previous school, educates a small number of Maori children, who could hardly receive education by any other means. The payment in both cases is by a capitation grant.

Waikare.—There are some signs of reviving interest on the part of the Natives in the education of their children.

Karetu.—This district has already been referred to. The school had just been opened at inspection time.

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

Ngunguru.—The Natives have shown great apathy with regard to their school, to which they might easily manage to send a fair number of children. There are now, however, some signs of life in the district, shown by complaints about the small progress made by the Maori children. Of course the Natives blame the teacher for all shortcomings, and not their own negligence with regard to the children's attendance. Still, the signs are hopeful, for anything is better for a school than absolute lack of interest in it on the part of the parents.

Poroti.—A very satisfactory revival has taken place here. The Natives are doing their best to make the school successful.

Pouto.—The hard and honest work done by the master does not produce adequate results. His efforts are largely neutralized, partly by the circumstances of the Natives and partly, also, by the apathy of some of them.

Otamatea.—The new master had been but a short time at the school, but he had succeeded in establishing satisfactory relations with the Maoris.

Oruawhoro.—This is worked half-time by the Otamatea teacher. It is a useful school. The pupils take great interest in their work.

Matakohe.—The master is making the best that can be made of a rather unpromising district. It would be well, perhaps, if his ability to do good work had freer scope in a more favourable locality. He has made his school stand fifth on the list this year—a very creditable achievement.

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

Waitetuna.—The teacher had been too short a time at the school to allow the Inspector to estimate the capability of the teacher from the kind and amount of work done.

Kirikiri.—Sickness and death have interfered with the attendance of Maoris, and bad weather and indifference have had a similar effect in the case of Europeans; but much good work has been done here nevertheless.

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

Huria.—The former master of Huria and Paeroa joint schools has now charge of Huria only. The temporary break-down of the mistress's health rendered this alteration necessary.

Paeroa.—This is now being worked as a full-time separate school. Sufficient opportunity has not yet been afforded of seeing how the experiment will work.

Maungatapu.—A great many of the children are small, but the school is doing work that is very satisfactory in every respect.

Te Awahou.—Of all the schools affected by the Tarawera disaster this suffered the least; still, the sad occurrence for a time unhinged the minds of the Natives very considerably, with corresponding injury to the school work. It is not improbable that many of the surviving Wairoa children will eventually attend this school.

Ohinemutu.—The Ohinemutu Natives were very much put about by the consequences of the eruption. After this took place the Wairoa survivors were for a long time the guests of the Ohinemutu people. For a while the Natives of the district were thoroughly unsettled, and perhaps complete recovery has hardly taken place yet. Just before the eruption many encouraging signs of interest in the school had become discernible, such as united and well-directed action by the Committee and regular attendance of a large number of the children.

Roto-iti.—After suffering severely through the effects of the Tarawera eruption the work of the school was further interrupted through the destruction by fire of the school-building and material. School has since been held in a hired building.

Fort Galatea.—By a strange coincidence the fate of this school has been very similar to that of the school at Roto-iti. Operations had to be suspended because communication with the school was very nearly cut off, and soon after it was reopened the teacher's residence was burnt to the ground.

Te Teko.—This school was ruined, temporarily, at all events, and probably permanently, by the volcanic eruption.

Tarawera.—The destruction of this school and the loss of one of our best and most faithful teachers were referred to in last year's report.

Maketu.—The attendance here is extremely fluctuating and irregular; but those pupils that go to school regularly always do well at examination time.

Matata.—This is the largest Native school, and the attendance is increasing: the building will probably have to be enlarged.

Whakatane.—When the school was visited it was suffering from the effects produced by the Tarawera eruption, and only a few children, mostly Europeans, were in attendance.

Wai-o-eka.—A school of the highest class in most respects. The character of the methods has had, for the purposes of Table No. 7, to be estimated from the nature of the passes obtained; the extras have been taken from last year's report. The reason is that the inspection had to be made very short, because a great Native meeting was being held close at hand at the time of the inspection.

Omarumutu.—This is one of a group of excellent schools. It speaks well for the tone of the school that an almost full attendance was obtained in spite of the great Native meeting at Wai-o-eka.

Torere.—This is one of the best of the group of schools referred to in the last paragraph.

Omaio.—Omaio is now closely approaching the high standard of the other schools on the eastern shore of the Bay of Plenty. It will be rather surprising if it does not reach it next year.

Te Kaha.—In nearly all respects this is an extremely satisfactory school.

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

Wai-o-matitini.—Very fair results were obtained, but the school had not yet quite recovered from nearly a year's enforced inactivity, caused partly by building operations and partly by the holding of a Land Court in the district.

Akuaku.—Under its new master this school has been extremely successful. It is probable, however, that it will have to be removed to Hiruharama, some distance inland, where a new and large Native settlement is being made.

Uawa.—Negotiations for handing this school over to the Hawke's Bay Board have been successful. It is hoped that the experiment of educating children of the two races together may be successful.

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

Te Oreore.—It is to be regretted that, through the want of a title to the site, this school cannot be put on a satisfactory basis. There is scope for a great deal of good work among the Natives of the district.

Papawai.—There is reason to be well satisfied with the work done here so far, and to anticipate even better work next year.

The South Island Districts.

D'Urville's Island.—It is likely that useful work will be done here when once the school gets into full working order.

Waikawa.—The population in this district has very strikingly decreased during the last few years, partly through the excess of deaths over births, and partly through migrations to other parts of the colony.

Wairau.—The Natives set a high value on their school, but they are hardly sufficiently careful about keeping their children in regular attendance.

Mangamaunu.—There has been a considerable falling-off in the Native population through deaths and migrations.

Kaiapoi.—Sickness has been very prevalent here; but the examination results were, as usual, very satisfactory.

Rapaki.—The Natives deserve very great credit for the way in which they keep up the attendance under rather disadvantageous circumstances.

Onuku.—Negotiations are being carried on for the transfer of this school (which has but few Maori scholars) to the North Canterbury Board.

Wairewa.—The school, though small, does satisfactory work in a place where such work is much needed.

Waikouaiti.—Excellent work had been done, but the material is not up to the standard of former years.

Port Molyneux.—Due attention had been paid to the few small children attending.

Riverton.—Most of the "Native" children are virtually Europeans, and there is a large Board school near at hand; the school has therefore been closed.

Colac.—This is a very successful school: perhaps just now it is the strongest in the South Island.

The Neck.—There was great reason to fear that the school would suffer severely through the loss of Mr. Traill's valuable services; but fortunately a very efficient successor has been found, and the school is in a flourishing condition.

NATIVE BOARDING-SCHOOLS.

Although nominally there are five of these schools connected more or less closely with the Department, only four of them require notice in detail. St. Mary's, Ponsonby, has sometimes one or two Government scholars; but there are no special arrangements there for either teaching or boarding Maori scholars; practically, therefore, this school may be left out of account. Most of the pupils at the boarding-schools have been sent to them from the village schools after passing the Fourth Standard. These children now have to go through a definite course, intended to complete the training given at the village schools, and to extend it in certain directions. The boys, for instance, are expected to master the rudiments of carpentry or of smiths' work, and the girls to become practically acquainted with European domestic economy. At three of the schools arrangements for giving technical instruction are either fairly or perfectly complete; but one of the schools is still without satisfactory provision for the teaching of this kind of work. At the end of 1886 there were seventy-five Government pupils at the boarding-schools—one girl at St. Mary's, Ponsonby; twenty-seven boys at St. Stephen's, Parnell; ten boys at Te Aute, Hawke's Bay; twenty girls at Hukurere, Napier; and seventeen girls at St. Joseph's, Napier. Besides these there were eighty-seven foundation scholars (as they may be called), not paid for by the Government. Of these, twenty-three girls are at Hukurere, and seventeen and forty-seven boys at St. Stephen's and Te Aute respectively. Arrangements have been made for examining and certificating these pupils as well as the scholars sent to the schools by the Government.

The boarding-schools, without exception, are doing very good work; but until the Government can send them as many Fourth Standard pupils as they can accommodate the schools must continue to exert in one direction a rather injurious influence on the spread of education among the Natives generally. Until the Natives within reach of boarding-schools find that the only way of getting their children into schools where they are thoroughly provided for gratuitously lies through the village-school course they will rely entirely on their chance of being able at some time or another to send their children to a boarding-school, and will care nothing for what is, from their point of view, the very inferior village school. As, of course, only a small proportion of these children can ever be taken charge of by the boarding-schools, the great majority of them will grow up perfectly illiterate. This difficulty is, no doubt, being got over to some extent through the increasing willing-

ness of semi-civilised Maori parents to make use of the public schools; but this holds only with respect to Maoris living among or very near Europeans, and not to those who are still living in Maori districts, and are fully under the influence of Maori custom. During the past year, I regret to say, there have been deaths at one or two of the boarding-schools. This mortality has had the effect of preventing many of the parents whose children had gained scholarships from allowing them to go to the boarding-schools. The parents are in most cases unable to see that many—probably more of these boarding-school children than those who actually died at the schools—would have been carried off by the epidemics if all had remained at home. They therefore connect the school and the death as cause and effect. This is very natural, but very unfortunate.

St. Stephen's, Parnell.—At this school the excellent percentage, 91·46, was obtained. Three boys passed Standard IV., and three Standard III., and many passed the lower standards; four Government scholars and two other pupils passed the first examination for the "leaving certificate." The school records were in good order, and the organization was satisfactory in the main, though the efforts of the master to cover the whole of the ground of the programme unassisted had proved to be so far a failure as to compel him to make rather undue use of monitors. The discipline and the school tone were good; the work was done heartily, and the boys were respectful and well-behaved. The methods were such as to arouse intelligence and create interest. The general impression produced by a careful inspection of the school and by examination of the work presented was that the master did as much as, and even more than, could be expected of him, and that assistance other than that given by monitors should be secured, in order that the ratio of *viva voce* to written work might be very considerably increased. Singing and drawing are well taught—the former by a visiting master. The domestic and outdoor manager has the house and grounds in good order. He very earnestly desires that the boys shall have as much technical instruction as possible. Several Maori apprentices live in the institution, and some of these have fitted up their bedrooms with great taste. The vegetable- and flower-gardens are in very good order. Of the work done at this school the following deserves special commendation: Arithmetic is good throughout the school, reading is generally clear and good, writing and map-drawing are well done, and the New Zealand History (Miss Bourke's little work being the text-book) is excellently learnt. On the whole it may be said that the work is very satisfactory, and that there are many marked excellences in the mental attitude and acquisitions of the boys.

St. Joseph's Providence, Napier.—Sixteen pupils were present at the examination held 15th December. Of these, eleven were examined for the standards, and five for the higher certificate and prize now awarded to pupils who complete their Native-school course. Of the latter four were successful; of the former four passed Standard IV., two Standard III., one Standard II., and two Standard I. The percentage gained was 77·7. The answering in history, elementary science, and domestic economy was exceedingly good, while generally the work seemed to be of a far higher order than had been previously obtained here. The whole examination was very satisfactory. No doubt much of this improvement is due to the fact that the organization for boarding-school work, which had previously been incomplete, was at the beginning of last year made perfectly definite. The authorities of the school now understand exactly what is required, and they satisfy the requirements. The general management and conduct of this school must be considered quite satisfactory, although there are some striking differences between St. Joseph's and other schools of the same class. Perhaps the most obvious point of difference is that class teaching is to a large extent replaced by constant instruction and supervision of individuals, the teaching staff being large enough to allow this. The domestic arrangements deserve very high commendation.

Protestant Native Girls' School, Hukarere.—This also is an excellent school. The state of the buildings and offices as regards tidiness and neatness was found to be thoroughly satisfactory. The dormitories and living-rooms are scrupulously clean, and the domestic arrangements generally reflect great credit on the matron. The organization and discipline, and especially the latter, are nearly perfect. The order is about as good as it could be. Military drill and other exercises are well done, and very thorough interest in work and play is taken by all the pupils. The methods employed are in the main satisfactory, and have in all cases the merit of appealing to and developing the intelligence of the pupils. At the examination three girls did their first year's work for the "leaving certificates and prizes," and ten completed the Native boarding-school course by passing the second year's examination. Also, five pupils passed Standard IV., three Standard III., three Standard II., and six Standard I. Particularly good results were obtained from the highest class in each of the following subjects: Drawing, New Zealand history, elementary science, domestic economy, and needlework. Good work was done in arithmetic, spelling, and geography. The work in English composition and musical notation was very fair. The part-singing of the girls was very pleasant to listen to. Altogether very decided progress had been made during the year.

The Native College, Te Aute.—Fifty-nine pupils were present at inspection: forty-nine of these were Maoris, the remainder being Europeans. The average attendance for the preceding six weeks was 57·5, and the number actually on the roll was fifty-eight. The work done at this school does not coincide with that laid down in the Native Schools Code, although it covers the whole of the ground, and in the two highest classes goes far beyond it. It is therefore convenient to treat this school by itself, and to judge of the work done in it by reference to the aim and object of the authorities of the school. The school is organized much in the same way as English grammar schools having a similar number of pupils are. There are three masters, each of whom takes two classes, and considers himself responsible for the conduct and progress of the pupils under his control. The head-master, of course, exercises general supervision over and prescribes the course for each class. Otherwise, each master does his own work very much in his own way. The main difference between Te Aute and an English school of the class referred to is that English takes the place of Latin, while Latin in this school may be looked upon as a substitute for Greek taught in an English grammar school. In "English," however, much more is included than the word

“Latin” involves in the corresponding case. The following syllabus of examination for Form VI. will show what is meant, and will give a very good idea of the ultimate aims of this excellent institution:—

English.—Shakespeare: Richard II., Act III., Scenes 1, 2, and part of 3. Paraphrase, parsing, analysis, and composition.

Arithmetic.—Vulgar and decimal fractions, practice and proportion, square root, simple interest, and percentages.

Algebra.—To quadratics (as in Todhunter).

Euclid.—Books I. and II.

Mensuration.—Surfaces, rectangle, trapezium, trapezoid, circle, and triangle.

Geography.—Detailed geography of the United States and Australasia (including Polynesia), with memory-maps.

Science.—Primer of Physiology (the whole), Health for the Maori (the whole).

Latin (for Seniors).—Cæsar, Book I., Chapters I.–XXV.; Grammar as in Smith’s Principia, Part I.; translation of easy English sentences into Latin.

Previous experience of this school had shown that moderately easy papers are nearly useless for testing the powers of the boys—on one occasion nearly every boy in the class obtained 100 per cent. from such a paper—and therefore care was taken to make all the papers decidedly stiff. Nevertheless the following were the final percentages obtained: 80, 71, 68, 65, 61, 52, 48, 43, 41. When it is considered that seven or eight years ago several of these boys knew hardly a word of English, these results must be considered as surprising as they are satisfactory. Of course, success in the examination work in the other classes is not so striking. The boys in those classes have not yet obtained the full power of showing in a foreign language what the amount of their intellectual attainments actually is. Still, in Form V., with papers identical in many cases with those set for Form VI., the following very respectable percentages were obtained: 52, 51, 46, 46, 45, 42, 39, 38, 28. Next year, unless the character of the school changes, these boys will do the same amount and kind of work that have been done this year in the highest form. Similar remarks would hold good with regard to the rest of the school: a first-form boy is but a sixth-form boy in embryo, and if he remains here long enough he is sure to be subjected to processes that will gradually transform him into what only few Europeans would have any right to consider their intellectual inferior. Here, as at the other boarding-schools, the domestic arrangements leave little to be desired.

The Te Makarini Scholarships examinations were held, as usual, in the middle of December. Two ordinary scholarships were awarded to Anaru and Wetini te Akau, both of Te Aute. Peter Piper, of Rapaki Village School, came very close to the second of these two candidates. These scholarships, which were instituted and are maintained as a token of the goodwill of the late Sir Donald McLean towards the Maori race, and to help to promote the welfare of the Maoris, have a beneficial effect on the best village schools, as affording a standard of possible attainment for the brightest pupils in their schools.

MISCELLANEOUS.

Expenditure.—A statement of the expenditure incurred in connection with Native schools, and of the way in which this expenditure has been distributed, will be found in Tables Nos. 1 and 2 of the Appendix. Of the total net Government expenditure on Native schools, £21,064 5s. 4d., the sum of £14,290 9s. 8d. was paid for salaries and allowances, inspection, general school requisites, travelling, and other ordinary expenditure in connection with village schools; the remainder defrayed the cost of boarding-schools, building, fencing, and furniture, and of the school at the Chatham Islands. Table No. 3 gives the ages of the children on the books of the Native village schools and subsidised schools on the 31st of December, 1885. The percentages are: Children under five years of age, 3·11 per cent.; five and under ten, 52 per cent.; ten and under fifteen, 38·92 per cent.; and fifteen years and upwards, 5·97 per cent. The few children under five years of age are all Maoris, who are allowed to attend school early because experience shows that, other things being equal, the sooner a Maori child begins to learn English the more completely will he master it. Table No. 4 gives statistics of attendance during the year. The following table gives the working average of children attending Native schools during the past seven years, and the average of the last quarter of 1879:—

Average of last quarter of 1879	...	...	...	...	...	1,072
Working average of 1880	...	...	...	...	...	1,239·75
“ “ 1881	...	...	...	...	...	1,562·25
“ “ 1882	...	...	...	...	...	1,648·25
“ “ 1883	...	...	...	...	...	1,583·25
“ “ 1884	...	...	...	...	...	1,811·50
“ “ 1885	...	...	...	...	...	1,831·83
“ “ 1886	...	...	...	...	...	2,019·73

Table No. 5 classifies the children attending Native schools with reference to the race to which they belong. The following table states results derived from this and similar tables of previous years:—

—	1880.	1881.	1882.	1883.	1884.	1885.	1886.
Maori and between Maori and half-caste	76·46	76·77	74·16	71·81	72·69	71·13	71·06
Half-caste	9·61	10·10	10·28	10·30	9·70	10·50	10·36
European and between half-caste and European	13·93	13·13	15·56	17·89	17·61	18·37	18·58

There seems to be a slight but well-defined tendency for the attendance at Native schools to become more European. This should be carefully obviated as far as possible, by the Department handing over Native schools to the Boards as soon as they cease to be really Native schools. Some progress is being made in this direction, but there is a great difficulty in the way of giving effect to this policy. It is found that Maori parents who have had some experience of both Native schools and Board schools invariably object to change of management. They prefer schools at which special attention can be paid to the peculiar difficulties that their children have to encounter while receiving an English education. In districts like Hawke's Bay, where there has never been a properly-equipped Native village school, and Wanganui and Taranaki, where there has hardly been a Native school at all, and where, consequently, no doubt, the Natives who do not live near considerable towns are less civilised than the Maoris of any other part of the colony, this kind of difficulty is not felt. It is easy to find a criterion by which to determine whether a Native school or a Board school will do the better kind of work in a Native district. As long as the children need special assistance to enable them to learn to read and write English, so long must a system which makes the giving of this special assistance its principal aim produce better results than can be obtained by a system which assumes that children bring to school with them a practical acquaintance with the language. On the other hand, it is plain that when Maori children can speak English nearly as well as if it were their mother-tongue, they can have no need of special instruction to enable them to do so. There are some other points that are not altogether unworthy of consideration, but these are all connected in one way or another with prejudices and antagonisms caused by difference of race and by difference of habits thereon depending. As, however, it seems to be the policy of every New Zealand Government to get distinctions depending on race obliterated as soon as possible, it is not likely that any Government will pay much heed to difficulties of the kind referred to. The following table, extracted from the Education Report, shows in a very satisfactory manner that Maori parents in the more settled districts are rapidly getting into the way of making use of the public schools for the benefit of their children, and encourages the hope that before very many years have passed by the necessity for special Native schools will have ceased to exist:—

TABLE C.—MAORIS AND CHILDREN OF MIXED RACE AT PUBLIC SCHOOLS IN DECEMBER, 1886.

Education Districts.	Pure Maoris.			Half-castes living as Maoris.			Half-castes living among Europeans.			Total.			No. of Schools in which there were Native Children.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Auckland	61	53	114	10	11	21	179	153	332	250	217	467	84
Taranaki	3	..	3	..	..	..	11	9	20	14	9	23	7
Wanganui	21	11	32	6	2	8	10	6	16	37	19	56	14
Wellington	18	5	23	1	..	1	13	7	20	32	12	44	13
Hawke's Bay	84	63	147	22	11	33	39	28	67	145	102	247	20
Marlborough .. ..	..	..	..	2	..	2	10	8	18	12	8	20	3
Nelson	3	2	5	..	..	..	..	..	..	3	2	5	2
Grey .. ..	..	..	..	..	..	..	3	2	5	3	2	5	1
Westland	11	13	24	2	1	3	..	..	..	13	14	27	3
North Canterbury	4	5	9	3	2	5	11	5	16	18	12	30	7
South Canterbury	3	..	3	..	..	..	4	5	9	7	5	12	4
Otago	5	3	8	8	5	13	34	20	54	47	28	75	15
Southland .. ..	..	..	..	12	9	21	29	33	62	41	42	83	12
Totals for 1886	213	155	368	66	41	107	343	276	619	622	472	1,094	185
Totals for 1885	187	141	328	..	..	..	..	..	..	506	426	932	157
Difference	26	14	40	..	..	..	..	..	..	116	46	162	28

It is very gratifying to notice that the number of children of the Native race attending public schools is steadily growing. Since 1880 it has risen from 435 to 1,094. A specially satisfactory feature of the table is that it shows that no less than 475 of the children enumerated are either pure Maoris or half-castes living as Maoris.

Tables No. 6 and No. 7 show the examination and inspection results respectively for the year. There is a satisfactory proportionate increase of passes obtained during the present year as compared with those of 1885. The numbers for Standards III. and IV. (112 and 64) are higher than they have ever been before. The inspection results show that, while last year only twelve schools made a gross percentage of over 70, this year seventeen schools obtained the distinction.

Useful Plants sent to Native Schools.—Attempts have been made from time to time to use the Native schools as an agency for effecting the acclimatisation of certain useful and ornamental plants: in many cases a considerable amount of good has been done; in some the experiment has been very successful. Statistics showing what has actually been accomplished are being issued by the Crown Lands Department. The following plants have been distributed so far: Mulberry, olive, arrowroot, carob, date, white-ash, furcraea, ramia (these two are fibre-plants), Oriental plane, maple (*Acer nigunda*); also seeds of the black and golden wattle. The master of Te Kao last year forwarded an excellent specimen of arrowroot made from plants grown on the school grounds. This year the master of Maketu School has forwarded a good sample of silk. This year cinchona plants are to be forwarded to favourable localities.

During the year two books have been produced—one entirely, the other partly, for the use of the Maoris. The former is a reading-book, containing (1) easy reading-lessons on matters of local interest, (2) adaptations of *Æsop's Fables*, and (3) short and interesting stories of a humorous character. It is hoped that this book will be both entertaining and useful to Maoris of all ages. A

translation of it is being made for the use of the older Natives. The other book has a much larger scope, and has been in all respects a much more difficult undertaking. The following quotation from the preface will show exactly what the aim has been: "The book, then, is expected to serve three purposes: (1) The easier chapters (about one-third of the whole) will give Maoris acquainted with the English language elementary ideas about such matters as wealth, production, money and exchange, and law and liberty; (2) these chapters, in connection with twenty others, will serve for all beginners as an easy introduction to the social sciences; and (3) the remaining chapters may be interesting to those who have made some little progress in the study of sociology." The reasons that led to a departure from the original scheme with regard to this book are stated in the preface. The title of the book is, "The State: the Rudiments of New Zealand Sociology, for the Use of Beginners."

It was explained in the report for 1884-85 that Mr. Kirk and I had been allowed to exchange work to a certain extent. During the past year Mr. Kirk has done the greater part of my usual work, while, of course, I have done the greater part of his. During the present year circumstances will probably allow me to take a much larger share of the work in the field. In any case I am glad to know that the work will suffer little even if I have to withdraw from it, seeing that Mr. Kirk understands it thoroughly.

I have, &c.,
JAMES H. POPE.

The Inspector-General of Schools, Wellington.

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 1886; and the Names, Status, and Emoluments of the Teachers as in December, 1886.

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

County.	School.	Expenditure during 1886.				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.	
Mongonui	Te Kao ..	146 13 4	31 2 6	30 0 0	207 15 10	Allan, A. G.	M	110 0 0	
	Awanui ..	145 5 0	15 5 4	4 5 6	165 15 10	Nicholls, C...	M	125 0 0	
	Pamapuria ..	186 5 0	7 15 1	..	194 0 1	Nicholls, Mrs.	S	20 0 0	
	Ahipara ..	151 5 0	10 8 6	..	161 13 6	Dunn, R. H.	M	155 0 0	
	Pukepoto ..	222 10 0	16 17 11	..	239 7 11	Dunn, Mrs...	A F	35 0 0	
	Peria ..	185 0 0	5 11 8	..	190 11 8	Créne, P. ..	M	125 0 0	
	Te Moari ..	150 0 0	18 13 8	10 0 0	178 13 8	Créne, Mrs.	A F	35 0 0	
	Whangape ..	173 15 0	20 11 7	55 10 0	254 16 7	Créne, Mrs.	A F	35 0 0	
	Whakarapa and Lower Waihou ..	132 10 0	13 3 7	30 2 3	175 15 10	Masters, Miss E.	M	165 0 0	
	Upper Waihou ..	222 10 0	20 10 5	7 10 0	250 10 5	Capper, J. F.	M	165 0 0	
Hokianga	Waikapu ..	112 10 0	4 16 4	..	117 6 4	Capper, Mrs.	S	20 0 0	
	Whirinaki ..	131 18 0	75 16 2	34 0 0	241 14 2	Calkin, S. ..	M	125 0 0	
	Waima ..	180 0 0	10 7 4	..	190 7 4	Calkin, Mrs.	S	20 0 0	
	Omanaia ..	163 15 0	7 7 5	31 0 0	202 2 5	Bow, A. ..	M	165 0 0	
	Pakia ..	115 0 0	11 1 3	62 0 0	188 1 3	Irvine, C. D.	M	140 0 0	
	Motukaraka ..	180 0 0	98 14 3	4 0 4	282 14 7	Irvine, Mrs.	S	20 0 0	
	Mangamuka ..	207 10 0	18 14 8	31 0 0	257 4 8	Phillips, G. W.	M	195 0 0	
	Mangakahia ..	126 2 0	52 0 7	41 15 3	219 17 10	Phillips, Mrs.	A F	35 0 0	
	Waimanaku ..	105 19 10	49 7 8	226 15 2	332 2 8	Minchin, T. M.	M	110 0 0	
	Otaua ..	160 0 0	21 12 2	..	181 12 2	Young, H. ..	M	110 0 0	
Bay of Islands	Paihia ..	107 14 9	17 9 1	..	125 3 10	Young, Miss L.	A F	35 0 0	
	Ohaeawai ..	165 0 0	44 19 2	4 10 0	214 9 2	Hill, C. P. ..	M	145 0 0	
	Kaikohe ..	225 16 8	38 1 11	..	263 18 7	Hill, Mrs. ..	A F	35 0 0	
						Cockroft, J...	M	145 0 0	
						Magee, E. J.	M	100 0 0	
						Magee, Mrs.	S	20 0 0	

Whangarei	Karetu ..	46 13 4	12 2 9	383 3 8	441 19 9	Johnson, Miss S. H. ...	F	90 0 0
	Waikare ..	93 13 9	1 2 11	..	94 16 8	Blyth, W. H. ...	M	98 5 0
	Taumarere ..	101 18 10	2 7 4	..	104 6 2	Tautari, Mrs. ...	F	82 7 0
	Te Ahuahu ..	187 10 0	31 19 2	..	219 9 2	Watling, Mrs. ...	F	145 0 0
	Ngunguru ..	86 1 0	1 19 8	..	88 0 8	Burleigh, Miss K. ...	A F	35 0 0
	Poroti ..	89 14 1	36 11 4	15 4 9	141 10 2	Stevens, Mrs. ...	F	86 12 6
Hobson ..	Tangiteroria ..	13 6 8	16 0 8	545 5 8	574 13 0	Patrick, J. K. ...	M	90 0 0
	Matakohe ..	110 0 0	46 2 8	14 14 0	170 16 8	Moore, J. ...	S	20 0 0
	Ponto Point ..	160 0 0	23 14 11	..	183 14 11	La Trobe, J. ...	M	90 0 0
	Otamatea and Oruawhoro ..	170 8 4	45 11 4	3 15 0	219 14 8	Winklemann, C. P. ...	S	20 0 0
Rodney ..	Waitetuna ..	117 1 8	12 10 1	5 11 8	135 3 5	Quinlan, W. H. ...	S	20 0 0
Raglan ..	Kopua ..	24 3 4	47 16 3	525 0 0	596 19 7	Johnstone, Mrs. ...	A F	35 0 0
Thames ..	Kirkiri ..	225 0 0	18 3 10	15 0 0	258 3 10	Ireland, J. ...	F	90 0 0
Piako ..	Tapapa ..	24 3 4	1 5 0	564 0 0	589 8 4	Stewart, R. O. ...	M	125 0 0
	Te Waotu ..	18 6 8	1 5 0	573 0 0	592 11 8	Hosking, J. T. ...	S	20 0 0
Tauranga	Maungatapu ..	130 0 0	11 12 9	0 6 0	141 18 9	Haszard, Miss C. N. ...	F	110 0 0
	Huria and Paeroa ..	261 10 0	43 10 6	..	305 0 6	Morton, B. D. ...	S	20 0 0
	Te Awahou ..	147 10 0	24 5 8	..	171 15 8	Duffus, J. W. ...	M	145 0 0
	Ohinemutu ..	153 15 0	80 2 7	..	233 17 7	Duffus, Mrs. ...	F	80 0 0
	Roto-iti ..	173 10 0	13 13 9	5 0 0	192 3 9	Robinson, T. J. ...	M	125 0 0
	Tarawera ..	115 0 0	16 3 3	2 0 9	133 4 0	Robinson, Mrs. ...	S	20 0 0
	Maketu ..	167 10 0	40 4 10	20 19 10	228 14 8	Clarke, J. C. ...	M	120 0 0
	Matata ..	191 5 0	31 5 10	13 18 0	236 8 10	Clarke, Mrs. ...	S	20 0 0
Whakatane	Te Teko ..	124 3 4	11 6 2	..	135 9 6	Clarke, Miss M. ...	A F	20 0 0
	Fort Galatea ..	78 6 8	94 8 0	32 19 0	205 13 8	Wood, J. J. ...	M	165 0 0
	Whakatane ..	182 10 0	27 2 2	..	209 12 2	Pinker, A. ...	..	..
	Wairoa ..	227 10 0	26 16 2	..	254 6 2	Pinker, Mrs. ...	M	145 0 0
	Omarumutu ..	197 10 0	22 12 11	26 2 6	246 5 5	Thurston, H. C. ...	S	20 0 0
	Torere ..	206 5 0	13 5 2	35 0 0	254 10 2	Thurston, Mrs. ...	A F	165 0 0
	Omaio ..	125 0 0	16 5 7	12 14 0	153 19 7	Browne, W. F. ...	..	..
	Te Kaha ..	200 0 0	18 1 0	19 12 0	237 13 0	Browne, Mrs. ...	M	145 0 0
	Waiomatatini ..	180 0 0	6 14 8	38 13 6	225 8 2	Herlihy, P. ...	A F	35 0 0
Cook ..	Akua ..	202 10 0	53 11 3	..	256 1 3	Tennent, A. P. ...	M	170 0 0
						Tennent, Mrs. ...	A F	35 0 0
						Leech, W. A. ...	M	185 0 0
						Leech, Mrs. ...	A F	35 0 0
						Hamilton, H. A. ...	M	110 0 0
						Hamilton, Mrs. ...	S	20 0 0
						Levert, E. ...	M	165 0 0
						Levert, Mrs. ...	A F	35 0 0
						Creeke, W. ...	M	145 0 0
						Creeke, Mrs. ...	A F	35 0 0
						Hamilton, A. G. ...	M	190 0 0
						Hamilton, Mrs. ...	A F	35 0 0

Table No. 1—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1886.

County.	School.	Expenditure during 1886.				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.	
Cook ..	Uawa ..	132 10 0	43 0 7	9 8 6	184 19 1	Hyde, E. G.	M	110 0 0	
Wairarapa West ..	Te Oreore ..	75 0 0	8 13 0	..	83 13 0	Hyde, Mrs. ...	S	20 0 0	
	Papawai ..	114 3 4	56 13 6	375 16 2	546 13 0	Sillars, J. ...	M	60 0 0	
Sounds ..	D'Urville Island ..	60 0 0	0 2 6	22 3 0	82 5 6	Brittain, F. H.	M	100 0 0	
Marlborough ..	Wakawa ..	145 0 0	9 9 7	16 12 0	171 1 7	Brittain, Mrs.	S	20 0 0	
	Wairau ..	102 18 4	40 9 3	38 7 0	181 14 7	Macdonald, G.	M	60 0 0	
Kaikoura ..	Mangamaunu ..	102 10 0	17 1 2	10 0 0	129 11 2	Parker, J. R. O.	M	125 0 0	
Ashley ..	Kaipoi ..	227 10 0	98 5 1	11 17 0	337 12 1	Parker, Mrs.	S	20 0 0	
Akaroa ..	Rapaki ..	194 11 8	5 13 6	10 0 0	210 5 2	Curtis, R. T.	M	90 0 0	
	Little River ..	152 19 0	13 5 6	..	166 4 6	Curtis, Mrs.	S	20 0 0	
	Onuku ..	180 0 0	53 7 10	6 10 0	239 17 10	Beck, R. H.	M	90 0 0	
Waikouaiti ..	Waikouaiti ..	246 5 0	28 15 3	..	275 0 3	Reeves, H. J.	M	195 0 0	
Glutha ..	Port Molyneux ..	123 15 0	9 1 3	..	132 16 3	Reeves, Mrs.	A F	35 0 0	
Wallace ..	Riverton ..	140 4 10	7 8 5	..	147 13 3	Lucas, W. S.	M	180 0 0	
	Colac Bay ..	250 8 4	26 4 4	16 6 0	292 18 8	Piper, Miss K.	S	20 0 0	
Stewart Island ..	The Neck ..	161 5 0	56 5 3	..	217 10 3	Curling, J. ...	M	145 0 0	
Boarding Schools—	Chatham Islands ..	200 0 0	44 3 0	..	244 3 0	Curling, Mrs.	S	20 0 0	
St. Stephen's, Auckland ..	..	..	727 12 3	..	727 12 3	Moloney, M.	M	145 0 0	
St. Mary's, Auckland ..	..	..	5 0 0	..	5 0 0	Moloney, Mrs.	A F	35 0 0	
Te Aute, Hawke's Bay ..	..	..	200 0 0	..	200 0 0	Green, F. A.	M	210 0 0	
Hukarere, Hawke's Bay ..	..	..	500 0 0	..	500 0 0	Green, Mrs.	A F	35 0 0	
St. Mary's, Hawke's Bay ..	..	..	16 16 11	..	16 16 11	McGavin, Mrs.	F	125 0 0	
St. Joseph's, Hawke's Bay ..	..	..	231 6 1	..	231 6 1	Nickless, Miss A. J.	F	80 0 0	
Miscellaneous grants for higher education and apprenticeship ..	..	..	121 4 1	..	121 4 1	Nickless, H. W.	M	210 0 0	
Inspection ..	..	500 0 0	253 8 9	..	753 8 9	Nickless, Mrs. F.	S	20 0 0	
Other miscellaneous expenditure not chargeable to particular schools ..	..	..	223 5 1	842 4 10	1,065 9 11	Connor, O. ...	A F	20 0 0	
Retiring allowances to teachers ..	..	..	845 0 0	..	845 0 0	Connor, Mrs.	M	110 0 0	
Totals ..	..	11,343 16 1	5,102 0 7	4,783 13 4	21,229 10 0*	Russell, A. ...	S	20 0 0	
								10,903 7 6	

* Deducting recoveries (£95 6s. 4d.), and payments from Native reserves funds (£39 13s. 4d.), the result is a net Government expenditure of £21,064 5s. 4d.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1886.

	£	s.	d.
Village-school salaries	10,538	19	1
Teachers' allowances for special objects	166	7	6
Teachers' removal allowances	336	16	2
Teachers' retiring allowances	845	0	0
Books and school requisites	502	4	7
Prizes for regular attendance	166	4	7
Standard prizes	53	4	5
Bonuses for passing higher standard	56	0	0
Planting sites	2	9	0
Repairs and small works	529	6	8
Inspector	500	0	0
Inspectors' travelling expenses	253	1	6
Travelling expenses of District Superintendents and other officers	12	0	0
Board of girls with teachers	24	0	0
Subsidies for games	21	16	1
Subsidies for music	65	2	0
Sundries (including sewing material, £223 15s. 8d., and deducting refunds for sewing material, £64 15s. 10d., and refund from Te Makarini Trustees, £12 9s. 6d.)	287	16	5
Boarding-schools, higher education, and apprenticeship	1,713	3	7
Travelling expenses of scholars sent to boarding-schools	32	15	4
Buildings, fencing, furniture, &c.	4,783	13	9
School at Chatham Islands	244	3	0
Total	21,134	3	8

NOTE.—Of the above total, £69 18s. 4d. was paid from Native reserves funds, leaving a net Government expenditure of £21,064 5s. 4d.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1886.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	36	37	73	3.11
Five and under ten years	664	556	1,220	52.00
Ten and under fifteen years	520	393	913	38.92
Fifteen years and upwards	85	55	140	5.97
Totals	1,305	1,041	2,346	100.00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1886, and the Staff at the End of the Year.

* * In the column "Staff at End of Year," M, means Master; F, Female teacher; A F, Female assistant; S, Sewing mistress.

Schools.	Staff at End of Year.	School Roll.				Average Attendance.					
		Number belonging at Beginning of Year.	Number admitted during Year.	Number who left during Year.	Number belonging at End of Year.	Strict Average.		Working Average.			
						Fourth Quarter.	Whole Year.	Fourth Quarter.			Whole Year.
								Boys.	Girls.	Total.	
Te Kao	M	28	7	4	31	24	22-00	14	10	24	22-00
Awanui	M and S ..	30	41	34	37	13	28-25	14	12	26	30-00
Pamapurua ..	M and A F ..	38	12	8	42	27	34-50	17	12	29	35-75
Ahipara	"	34	28	2	60	49	39-25	24	26	50	39-75
Pukepoto ..	"	26	21	5	42	29	26-25	18	13	31	32-00
Peria	M and S ..	22	7	8	21	18	22-75	10	8	18	22-75
Te Moari	"	33	8	18	23	16	20-50	9	7	16	21-50
Whangape ..	"	27	15	9	33	27	27-00	19	8	27	27-50
Whakarapa ..	"	22	10	18	19	9	12-00	7	6	13	13-25
Waihou Lower ¹	"	42	3	3	39	29	21-66	12	18	30	23-66
Waihou Upper ..	M and A F ..	45	11	33	23	11	23-25	7	7	14	25-00
Waitapu	M	19	5	4	20	13	12-25	9	5	14	13-25
Whirinaki ² ..	M and A F ..	45	1	1	44	41	38-66	26	15	41	38-66
Waima	"	42	3	1	44	37	38-25	21	16	37	38-25
Omanaia	"	32	5	3	34	26	28-75	17	9	26	28-75
Pakia	M and S ..	19	8	4	23	19	18-25	10	9	19	18-25
Motukaraka ..	"	31	20	14	37	29	29-50	19	10	29	30-75
Mangamuka ..	M and A F ..	31	18	18	31	19	25-75	8	16	24	28-25
Mangakahia ..	"	27	18	4	41	36	38-25	23	16	39	40-25
Waimamaku ⁴ ..	M and S ..	42	2	2	40	34	32-00	20	14	34	32-00
Otaua	"	25	17	5	37	27	32-25	17	10	27	32-25
Paihia	F	12	13	10	15	8	11-25	3	8	11	12-75
Ohaeawai ..	M and S ..	30	6	4	32	22	27-00	18	6	24	27-50
Karetu ²	F	22	2	2	22	20	19-66	9	11	20	19-66
Kaikohe	M, A F, and S	41	22	15	48	39	43-50	26	14	40	45-00
Waikare	M	18	11	4	25	13	10-50	6	10	16	12-25
Taumarere ..	F	10	2	2	12	11	10-25	5	6	11	10-25
Te Ahuahu ..	F and A F ..	41	3	3	41	36	37-50	16	20	36	37-50
Ngunguru ..	F	12	12	9	15	8	9-50	4	8	12	10-75
Poroti ⁴	M and S ..	29	4	4	25	20	15-75	12	9	21	16-50
Tangiteroria ⁵ ..	M	21	2	2	21	20	20-00	13	7	20	20-00
Matakohe ..	M and S ..	23	8	8	23	13	13-50	7	10	17	15-25
Pouto Point ..	"	20	8	10	18	17	17-50	11	6	17	18-25
Otamatea	M and A F ..	17	14	3	28	23	19-25	11	12	23	19-25
Oruawharo ¹ ..	"	10	2	3	9	8	8-75	4	4	8	8-75
Waitetuna ..	F	15	16	9	22	12	12-25	5	8	13	13-00
Kopua ⁵	M and S ..	19	2	2	19	12	12-00	6	6	12	12-00
Kirikiri	M and A F ..	36	36	22	50	35	28-75	22	15	37	33-00
Tapapa ⁵	M and S ..	43	2	2	43	38	38-00	18	20	38	38-00
Te Waotu ⁵ ..	F and S ..	59	2	2	59	39	39-00	22	17	39	39-00
Maungatapu ..	M and S ..	32	33	38	27	14	22-00	9	9	18	23-75
Huria	M and F ..	30	18	20	28	15	17-25	12	3	15	17-25
Paeroa	"	26	6	14	18	10	16-00	6	4	10	16-00
Te Awahou ..	M and S ..	30	22	15	37	21	21-75	17	7	24	22-50
Ohinemutu ..	M, A F, and S	29	116	112	33	16	34-00	17	6	23	36-25
Roto-iti	M	18	52	25	45	29	23-75	19	13	32	25-75
Tarawera ⁶ ..	"	43	24	67	2	2	55-00	2	2	4	56-00
Maketu	M and S ..	36	60	50	46	14	22-25	7	7	14	25-25
Matata	M and A F ..	53	26	23	56	47	52-50	25	22	47	52-50
Te Teko ⁵	"	38	9	47	2	2	21-50	2	2	4	21-50
Fort Galatea ⁶ ..	"	19	8	27	2	2	17-00	2	2	4	18-50
Whakatane ..	M and A F ..	51	42	45	48	31	34-75	19	17	36	38-75
Waioeka	"	44	11	6	49	40	42-75	26	15	41	43-25
Omarumutu ..	"	58	13	18	53	46	50-25	31	15	46	50-25
Torere	"	35	10	7	38	36	36-50	21	15	36	36-50
Omaio	M and S ..	28	6	6	28	28	30-00	22	6	28	30-00
Te Kaha	M and A F ..	34	19	3	50	46	39-75	24	24	48	40-50
Waiomatatini ..	"	57	19	15	61	42	48-00	27	17	44	49-75
Akuaku	"	13	56	17	52	36	40-25	18	23	41	42-75
Uawa	M and S ..	38	19	19	38	32	37-00	14	18	32	37-00
Te Oreore ..	M	19	17	14	22	13	15-50	7	7	14	15-75
Papawai	M and S ..	11	40	15	36	23	25-00	13	11	24	26-75
D'Urville Island	M	10	5	2	13	8	8-75	4	4	8	8-75
Waikawa	M and S ..	16	7	7	16	13	12-75	8	6	14	13-75
Wairau	"	13	4	2	17	14	13-25	9	5	14	13-25
Mangamaunu ..	M	14	1	2	13	11	10-75	5	6	11	11-00
Kaiapoi	M and A F ..	34	13	4	43	35	30-25	13	22	35	33-25
Rapaki	M and S ..	28	14	15	27	26	30-75	17	9	26	30-75
Little River ..	"	15	9	3	21	21	19-50	6	15	21	19-50
Onuku	M and A F ..	14	27	12	29	25	30-00	15	10	25	30-00
Waikouaiti ..	"	37	8	7	38	36	36-25	21	15	36	36-75
Port Molyneux ..	F	18	1	9	10	9	9-50	3	6	9	10-00
Riverton ⁷	F	22	13	14	21	17	15-25	6	11	17	15-25
Colac Bay ..	M, A F, and S	56	20	22	54	48	46-75	27	21	48	46-75
The Neck	M and S ..	21	15	5	31	26	21-50	13	13	26	21-75
Totals for 1886 ..	..	1,856	1,492	1,002	2,346	1,755	1,953-23	1,020	826	1,846	2,019-73
Totals for 1885 ..	..	1,848	1,369	1,056	2,161	1,663	1,781-75	957	744	1,701	1,831-83

¹ Half time.

² Opened June quarter.

³ Not open during March quarter.

⁴ Opened March quarter.

⁵ Opened December quarter.

⁶ Closed June quarter.

⁷ Closed end of year.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1886.

** M, Maori; M Q, between Maori and half-caste; H, half-caste; E Q, between half-caste and European; E, European.

Schools.	M and M Q.			H.			E Q and E.			Totals.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Te Kao	13	9	22	6	3	9	..	..	..	19	12	31
Awanui	4	9	13	1	..	1	15	8	23	20	17	37
Painapuria	24	16	40	..	..	..	..	2	2	24	18	42
Ahipara	20	18	38	2	4	6	6	10	16	28	32	60
Pukepoto	20	16	36	..	..	..	4	2	6	24	18	42
Peria	10	8	18	..	..	..	1	2	3	11	10	21
Te Moari	10	2	12	..	..	..	4	7	11	14	9	23
Whangape	22	9	31	1	..	1	..	1	1	23	10	33
Whakarapa	11	6	17	..	..	..	1	1	2	12	7	19
Waihou, Lower	15	22	37	..	..	..	..	2	2	15	24	39
Waihou, Upper	5	6	11	..	2	2	6	4	10	11	12	23
Waitapu	4	4	8	4	1	5	4	3	7	12	8	20
Whirinaki	24	12	36	1	..	1	3	4	7	28	16	44
Waima	23	17	40	2	..	2	1	1	2	26	18	44
Omanaia	19	10	29	..	..	..	3	2	5	22	12	34
Pakia	3	1	4	5	8	13	4	2	6	12	11	23
Motukaraka	16	4	20	3	4	7	7	3	10	26	11	37
Mangamuka	11	13	24	..	1	1	3	3	6	14	17	31
Mangakahia	21	13	34	..	..	..	3	4	7	24	17	41
Waimamaku	21	17	38	..	..	..	2	..	2	23	17	40
Otaua	22	13	35	..	..	..	1	1	2	23	14	37
Paihia .. .. .	..	5	5	3	3	6	2	2	4	5	10	15
Ohaeawai	12	9	21	2	1	3	8	..	8	22	10	32
Karetu	6	11	17	3	..	3	..	2	2	9	13	22
Kaikohē	29	13	42	3	..	3	1	2	3	33	15	48
Waikare	10	11	21	..	1	1	1	2	3	11	14	25
Taumarere	5	5	10	..	..	..	..	2	2	5	7	12
Te Ahuahu	18	19	37	1	3	4	..	..	..	19	22	41
Ngunguru	2	6	8	..	1	1	4	2	6	6	9	15
Poroti	10	9	19	1	..	1	2	3	5	13	12	25
Tangiteroria	9	1	10	..	..	..	5	6	11	14	7	21
Matakohē	10	8	18	..	..	..	1	4	5	11	12	23
Poua Point	8	5	13	1	1	2	2	1	3	11	7	18
Otamatea	9	8	17	..	..	..	5	6	11	14	14	28
Oruawharo	5	4	9	..	..	..	..	..	..	5	4	9
Waitetuna	9	12	21	..	..	..	1	..	1	10	12	22
Kopua	3	8	11	4	3	7	1	..	1	8	11	19
Kirikiri	15	9	24	1	9	10	12	4	16	28	22	50
Tapapa	20	22	42	..	1	1	..	..	..	20	23	43
Te Waotu	27	16	43	5	..	5	3	8	11	35	24	59
Maungatapu	9	15	24	1	1	2	..	1	1	10	17	27
Huria	21	6	27	1	..	1	..	..	..	22	6	28
Paeroa	7	4	11	3	3	6	..	1	1	10	8	18
Te Awahou	21	7	28	5	2	7	..	2	2	26	11	37
Ohinemutu	22	7	29	4	..	4	..	..	..	26	7	33
Roto-iti	22	18	40	1	1	2	1	2	3	24	21	45
Maketu	17	12	29	5	4	9	2	6	8	24	22	46
Matata	23	16	39	8	4	12	3	2	5	34	22	56
Whakatane	15	11	26	4	3	7	6	9	15	25	23	48
Waioeka	16	9	25	5	7	12	10	2	12	31	18	49
Omarumutu	26	11	37	3	3	6	6	4	10	35	18	53
Torere	21	16	37	1	..	1	..	..	..	22	16	38
Omaio	21	5	26	1	1	2	..	..	..	22	6	28
Te Kaha	22	22	44	1	..	1	2	3	5	25	25	50
Waiomatatini	31	18	49	3	2	5	4	3	7	38	23	61
Akuaku	24	25	49	2	1	3	..	..	..	26	26	52
Uawa	9	12	21	..	..	..	7	10	17	16	22	38
Te Oreore	8	8	16	2	2	4	2	..	2	12	10	22
Papawai	8	4	12	..	..	..	12	12	24	20	16	36
D'Urville Island	4	8	12	..	..	..	1	..	1	5	8	13
Waikawa	5	6	11	1	1	2	3	..	3	9	7	16
Wairau	10	4	14	..	..	..	2	1	3	12	5	17
Mangamaunu	3	8	11	1	..	1	1	..	1	5	8	13
Kaipoi	11	16	27	2	2	4	4	8	12	17	26	43
Rapaki	9	4	13	8	6	14	..	..	..	17	10	27
Little River	6	14	20	..	1	1	..	..	..	6	15	21
Onuku	5	2	7	..	..	..	12	10	22	17	12	29
Waikouaiti	9	3	12	6	6	12	7	7	14	22	16	38
Port Molyneux	3	3	6	..	..	..	1	3	4	4	6	10
Riverton .. .. .	..	..	..	5	12	17	2	2	4	7	14	21
Colac Bay	16	8	24	1	..	1	13	16	29	30	24	54
The Neck	7	3	10	5	7	12	4	5	9	16	15	31
Totals for 1886	956	711	1,667	128	115	243	221	215	436	1,305	1,041	2,346
Totals for 1885	890	647	1,537	115	112	227	210	187	397	1,215	946	2,161

SUMMARY of the above Table.

	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	956	711	1,667	71.06
Half-caste	128	115	243	10.36
Between half-caste and European, and European	221	215	436	18.58
Totals	1,305	1,041	2,346	100.00

Table No. 6.
RESULTS of EXAMINATION, 1886.

Schools.	On Roll.	Present at Examination, but did not pass any Standard.	Passes of Pupils examined.				Classification of Teachers, 31st March, 1887.	Percentage obtained in Examination.
			IV.	III.	II.	I.		
Te Kao	28	13	..	2	4	3	III.	62·03
Awanui	61	35	..	1	2	2	II.	30·84
Pamapurua	48	29	2	3	8	6	III.	75·92
Ahipara	38	26	1	..	7	3	V.	62·68
Pukepoto	28	13	2	2	3	2	I.	56·00
Peria	26	19	1	..	3	2	III.	62·23
Te Moari	37	14	1	3	2	1	IV.	50·00
Whangape	35	25	..	2	4	4	I.	53·16
Whakarapa	16	12	..	..	4	..	III.	51·61
Upper Waihou	51	22	4	2	4	5	I.	70·21
Waitapu	16	11	1	..	..	4	III.	51·66
Whirinaki	33	31	..	..	2	..	III.	14·55
Waima	42	21	4	5	6	4	III.	65·78
Omanaia	36	22	2	3	2	5	III.	59·87
Pakia	22	15	..	1	4	2	V.	66·17
Motukaraka	44	40	..	..	..	1	IV.	20·00
Mangamuka	37	18	6	5	3	3	II.	75·00
Mangakahia	43	33	1	1	2	4	V.	37·70
Waimamaku	33	31	..	..	..	2	V.	30·88
Otaua	36	23	..	1	2	7	III.	45·00
Paihia	19	10	..	..	2	..	V.	46·66
Ohaeawai	34	14	..	3	6	3	IV.	57·25
Kaikohe	56	23	3	5	10	8	II.	73·91
Waikare,	21	6	..	..	2	2	V.	44·04
Taumarere	10	5	..	..	1	4	V.	61·36
Te Ahuahu	41	33	..	..	2	6	III.	43·90
Ngunguru	15	9	..	1	1	3	III.	60·90
Poroti	11	..	No examination			..	V.	..
Matakohe	24	5	2	..	4	3	IV.	83·87
Pouto Point	23	9	..	1	3	2	IV.	75·71
Otamatea	15	9	..	..	2	3	} IV.	41·87
Oruawhoro	11	3	..	..	1	5		63·15
Waitetuna	19	14	..	..	..	1	V.	34·00
Kirikiri	53	17	1	2	4	4	I.	67·74
Maungatapu	37	22	1	1	6	7	V.	68·00
Huria	17	4	..	..	2	4	IV.	46·42
Paeroa	15	5	1	..	4	4	V.	63·23
Te Awahou	31	12	1	1	5	2	IV.	47·36
Ohinemutu	79	13	..	..	3	4	IV.	18·05
Rotoiti	19	12	..	2	..	4	I.	46·00
Maketu	58	17	2	1	1	3	III.	61·50
Matata	55	30	2	4	5	9	III.	60·74
Whakatane	34	15	..	..	..	4	IV.	52·17
Waioeka	46	20	2	8	7	6	I.	76·50
Omarumutu	49	16	1	3	17	7	III.	83·18
Torere	38	20	3	3	5	7	III.	68·75
Omaio	32	17	2	1	7	5	V.	74·28
Te Kaha	42	21	..	3	5	13	III.	71·42
Waiomatatini	66	21	..	5	9	12	IV.	69·06
Akuaku	57	25	..	2	10	14	II.	70·22
Uawa	45	22	2	..	4	7	V.	57·14
Te Oreore	22	5	..	..	1	4	V.	65·38
Papawai	38	14	..	4	4	6	V.	63·04
D'Urville Island	13	6	..	..	..	..	V.	40·90
Waikawa	16	5	..	1	3	4	III.	72·22
Wairau	17	9	1	2	3	1	V.	69·73
Mangamaunu	13	7	2	1	1	..	V.	41·93
Kaipoi	44	13	5	1	4	4	III.	63·61
Rapaki	27	12	1	4	4	3	I.	67·70
Little River	21	3	..	5	8	4	III.	80·94
Onuku	29	15	1	2	..	3	III.	54·08
Waikouaiti	38	15	..	4	9	7	I.	73·12
Port Molyneux	10	6	..	1	..	3	III.	55·00
Riverton	21	10	..	..	2	6	II.	60·00
Colac Bay	55	18	6	5	12	10	I.	68·05
The Neck	29	15	..	5	5	4	III.	72·03
Totals for 1886 ..	2,175	1,055	64	112	246	275	..	..
Totals for 1885 ..	2,139	879	41	109	216	282	..	..

Table No. 7.
RESULTS of INSPECTION.

School.	Condition of Records and other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Master.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly from Inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Omaramutu	8·5	8·5	8·7	7·7	8·7	41·9	84·0
Te Kaha	10·0	9·1	8·9	8·0	8·7	35·7	80·4
Kaikohe	9·1	8·3	8·7	8·7	8·0	36·9	79·7
Torere	8·7	9·3	9·3	9·1	8·9	34·3	79·6
Matakohe	9·3	7·2	5·9	7·7	6·9	41·9	78·9
Omaio	8·7	8·7	8·3	7·2	6·2	37·1	76·2
Pouto	6·9	8·9	6·2	8·7	6·9	37·8	75·4
The Neck	6·9	7·2	8·7	8·7	7·7	36·0	75·2
Akuaku	8·0	8·3	6·2	8·7	8·7	35·1	75·0
Waikouaiti	8·7	9·1	6·2	9·3	4·8	36·5	74·6
Colac Bay	6·2	7·7	7·7	9·3	9·3	34·0	74·2
Waima	8·3	9·1	7·2	8·3	7·5	32·8	73·2
Upper Waihou	6·9	7·5	7·7	9·5	6·2	35·1	72·9
Little River	7·2	4·8	4·6	7·5	7·5	40·4	72·0
Maungatapu	6·9	6·6	6·9	8·3	8·7	34·0	71·4
Wai-o-eka	8·3	6·6	5·9	8·3	4·1	38·2	
Rapaki	5·6	7·2	9·3	8·5	5·9	33·8	70·3
Waiomatatini	8·3	7·5	7·5	4·6	7·2	34·5	69·6
Pamapuria	7·1	6·8	6·8	5·6	5·3	37·9	69·5
Omanaia	5·9	8·5	6·2	9·3	8·7	29·3	67·9
Waikawa	7·7	5·6	4·8	7·5	5·3	36·1	67·0
Kirikiri	8·0	8·5	5·9	5·3	5·3	33·8	66·8
Matatā	8·3	8·5	7·7	7·2	4·8	30·3	
Mangamuka	8·3	7·5	4·1	5·3	3·5	37·5	66·2
Maketu	9·3	8·0	4·8	7·5	4·8	30·7	65·1
Papawai	5·1	7·5	7·2	6·9	6·2	31·5	64·4
Peria	8·0	7·0	7·7	7·7	1·6	31·1	63·5
Paeroa	3·8	7·5	8·7	5·3	6·2	31·6	63·1
Uawa	6·2	8·3	7·5	6·2	6·2	28·5	62·9
Pakia	5·9	6·9	6·2	5·3	4·1	33·0	61·4
Kaiapoi	2·3	7·5	5·6	7·5	6·2	31·8	60·9
Ahipara	6·8	6·2	4·3	5·9	6·2	31·3	60·7
Oruawhara	5·6	5·9	6·2	5·3	6·2	31·5	
Taumarere	4·4	7·5	6·9	6·2	4·4	30·6	60·0
Whangape	7·2	8·9	4·8	6·9	5·3	26·5	59·6
Wairau	2·9	6·9	6·9	3·2	4·1	34·8	58·8
Ohacawai	5·9	6·2	4·8	6·2	6·9	28·6	58·6
Pukepoto	6·2	6·2	6·2	6·2	5·3	28·0	58·1
Ngunguru	7·5	5·1	5·9	4·6	4·4	30·4	57·9
Whakatane	7·5	8·3	6·2	5·6	4·1	26·1	57·8
Port Molyneux	7·2	6·2	4·6	6·9	4·8	27·5	57·2
Te Moari	8·9	6·6	5·3	5·1	5·3	25·0	56·2
Waitapu	5·9	5·3	6·2	5·9	6·9	25·8	56·0
Te Awahou	6·2	7·5	7·5	4·8	6·2	23·6	55·8
Te Ahuahu	7·5	5·1	6·2	7·7	6·9	21·9	55·3
Te Kao	3·9	2·0	6·8	6·2	5·3	31·0	55·2
Onuku	7·2	4·6	6·2	7·5	1·9	27·0	54·4
Otaua	6·9	6·9	5·9	6·6	4·6	22·5	53·4
Mangakahia	8·0	7·0	6·0	6·0	6·0	18·8	51·8
Te Oreore	4·8	3·5	7·5	2·9	0·0	32·6	51·3
Huria	3·2	6·9	7·2	8·0	2·7	23·2	51·2
Riverton	4·8	3·5	3·5	6·2	0·0	30·0	48·0
Otamatea	4·6	5·3	4·6	5·3	7·5	20·6	47·9
Waikare	4·8	4·8	1·9	6·6	5·6	22·0	45·7
Paihia	4·1	3·8	2·7	4·8	6·2	23·3	44·9
Whakarapa	3·8	4·8	1·6	3·5	3·5	25·8	43·0
Mangamaunu	2·9	5·9	4·1	4·1	4·4	20·9	42·3
Ohinemutu	8·3	6·2	1·9	6·9	6·9	9·0	39·2
D'Urville Island	3·2	5·6	4·6	1·6	3·5	20·4	38·9
Motukaraka	5·1	5·1	6·9	5·3	6·2	10·0	38·6
Waitetuna	3·2	5·1	4·4	1·6	4·8	17·0	36·1
Awanui	4·2	4·1	4·1	3·3	4·1	15·4	35·2
Waimamuku	5·6	2·9	4·8	4·1	1·9	15·4	34·7
Whirinaki	3·5	5·1	4·1	5·1	4·4	7·3	29·5
Poroti	5·1	5·9	4·8	3·5	5·9	..	25·2
Lower Waihou	6·9	3·5	3·5	3·8	1·9	..	19·6
Fort Galatea (not inspected).							
Karetu							
Rotoiti							
Te Teko							
Tarawera (destroyed by earthquake).							
Tangiteroria (lately opened).							
Te Waotu							
Tapapa							
Kopua							

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