

1892.

NEW ZEALAND.

EDUCATION:

NATIVE SCHOOLS.

[In Continuation of E.—2, 1891.]

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

No. 1.

EXTRACT FROM FIFTEENTH ANNUAL REPORT OF THE MINISTER OF
EDUCATION.

THE number of Native village schools at the end of the year is 67, including Matihetihe, carried on in conjunction with Waitapu. During the year four schools were given up, and two old schools were reopened, and one new one established. The immediate cause of closing in each of the four cases was the smallness of the number of pupils. This appears to have been due at Pukepoto to the comparative proximity of another school which attracted the children of intermediate places; at Whakarapa, to tribal jealousy and the position of the school, which has proved to be not sufficiently near the principal settlement of the neighbourhood; at Waikare, to the indifference of the people; and at Kopua, to the decline of population. Whakarapa is to be reopened shortly, and it will most likely be found necessary before long to remove the school-buildings to a more suitable site. The one new school of the year is at Whangaruru; it may be regarded as in a sense the successor of the Waikare School, and it is at present being conducted experimentally in an inexpensive way. The reopening of Te Teko School was consequent upon the return of the Natives to the settlement, which they were compelled to abandon on account of the condition to which it was reduced by the volcanic disturbance of 1886. At Little River the school was closed early in 1890 in the vain hope of inducing the Maori children to attend the Board school, and it has now been re-established at the urgent request of the Native people, supported by their representatives.

At the four boarding-schools for Natives there are 74 pupils introduced by the Department, besides 120 who may be regarded as foundation scholars. Of the Government pupils, 44 are the holders of scholarships obtained in the village schools. The numbers in detail are—St. Stephen's, 46 (including 22 Government pupils, 20 of whom hold scholarships); Te Aute, 73 (including 11 Government scholars); Hukarere, 54 (including 8 scholars and 12 other Government pupils); St. Joseph's, 21 (all Government pupils, of whom 5 hold scholarships). Hukarere and St. Joseph's are girls' schools.

At the village schools the average attendance for the year is 1,837. For the last quarter of the year the attendance is 1,703 (938 boys, 765 girls), with 2,231 on the roll (1,231 boys, 1,000 girls). Of the number on the roll (2,231), the half-castes are 239, the Maori (including those in whom Maori blood predominates) are 1,589, and the Europeans (including children of mixed race inclining to European) are 403. Only 51 are under five years old, and 78 over fifteen; of the rest, 1,207 are under ten and 895 above ten years old.

At the inspections of the year 2,270 children were on the rolls, and 810 passed the standard examination—330 in the First Standard, 230 in the Second, 183 in the Third, and 67 in the Fourth. The “percentage of passes” therefore—in the sense in which that term is used in the public-school system—is about 36.

The staff of Native village-school teachers at the end of the year consisted of 57 head-masters (at salaries varying from £84 to £205), 9 head-mistresses (£72 to £190), 26 assistant mistresses (£10 to £55), 1 assistant master—a Maori— (£20), and 38 teachers of sewing (£20 each).

The expenditure for 1891 was £15,251 1s. 11d.; towards which amount a contribution of £91 1s. 6d. was received from the income of Native reserves. The amount absorbed in the salaries of village-school teachers, and in allowances to them for removals and other purposes, was £11,024 13s. 6d., and the other items are—School requisites, £380 6s. 6d.; prizes, £296 17s. 5d.; repairs and small works, £268 5s. 1d.; inspection, including travelling, £652 1s. 9d.; grants to boarding-schools and travelling expenses of scholars, £1,631 7s.; buildings, fencing, and furniture, £980 7s. 6d.; sundries, £17 3s. 2d.

Mr. Bishop, Mr. Booth, Mr. Bush, and Mr. Wilkinson continue to render most valuable service to the Department as District Superintendents of Native Schools.

Mr. Pope’s annual report on the inspection of all the schools is printed as a separate paper (E.-2). In the latter part of the year the Minister of Education visited twenty-one schools, accompanied during the greater part of the journey by the Assistant Inspector; and surprise visits, in addition to such as were made by the Inspector, were paid to twelve other schools by the Chief Clerk of the Department. The following memorandum and circular were afterwards sent to all the teachers. The memorandum relates to the manner in which the registers are kept :—

MEMORANDUM FOR TEACHERS OF NATIVE SCHOOLS.

Teachers of Native schools are aware that a part of their salary depends on the average attendance of pupils. It is well that they should know that it is often said by adverse critics of the Native-school system that the rolls are kept in such a manner as to invalidate all returns based upon them. The eighth paragraph of the “Instructions” printed on the back of the daily register contains a plain and peremptory rule for marking the register in such a way as to render it possible for an official visitor entering the school during the last half of the morning or afternoon to see for himself whether, on that occasion, the entries in the register are truly made. The rule is too plain to be misunderstood; the reason of it is evident; and nearly all the teachers have had their attention called to it, in many cases because of their neglect of it. It is a rule not made for the special case of the Maori schools, but applicable to all the public schools—for which, indeed, it was first framed. There is no excuse whatever for disregarding it, and teachers ought to see that when they disregard it they expose themselves to the suspicion of being willing to keep open an opportunity of falsifying their records. A series of official visits to some of the schools has been lately made out of the usual course, and in a considerable proportion of the schools visited it was found that the rule for the marking of the register was not duly observed. The entries were made in pencil instead of ink; or the attendances were marked, but the total was not entered at the foot of the column; or the entries had not been made for a day or two; or the marking was put off to a later hour than that which is specified in the “Instructions.” No evidence of fraudulent design was brought to light, but it is evident that teachers are not sufficiently impressed with the importance of observing a rule that was intended to establish a practice strict enough to disarm suspicion. In future any teacher found guilty of negligence in this respect will forfeit all right to the increment that depends directly on average attendance, and will be deprived of any status already acquired with respect to seniority. The deprivation of status will be absolute, and the offender will have to begin again as probationer; but that part of the penalty which consists in the withholding of the attendance increment may cease at any time if the Minister, to mark the restoration of confidence, shall so order.

Education Department, Wellington, 1st November, 1891.

WM. JAS. HABENS.

The circular was designed to stimulate and guide the teachers to improvements in the teaching of English :—

Education Department, Wellington, 17th February, 1892.

The Teacher, Native School, ———.

I am directed to inform you that the Minister of Education, in the course of his recent visits to Native schools, was much impressed by the difference between the most efficient schools and those that are less efficient with respect to the attainments made by the pupils in the study of English. The Minister is of opinion that the general standard of proficiency in the comprehension and in the use of our language ought to be very considerably raised, and that this might easily be done if all the teachers had an adequate conception of the difficulties to be overcome, and would maintain an unflinching determination to surmount them.

The first thing is to recognise the contrasts between Maori and English, as the main source of difficulty. The Maori alphabet contains comparatively few consonants. Among lip-sounds it has no *b* (though its *p* sometimes inclines to *b*), no *f*, and no *v*; consequently it is necessary to take great pains to secure the right pronunciation of the initial letters of such words as *bane*, *fane*, *pane*, *vane*, *wane*. Among throat-sounds Maori has no *g*; therefore the teacher must strongly insist on the distinction between *guard* and *card*, *gale* and *kale*. In tooth-sounds Maori has no *d*, and no *th* (though the Maori *t* inclines sometimes to *d*, and sometimes to an aspirated *t* not identical with either of the sounds represented in English by *th*); and though the Maori *r* sometimes inclines to *l* (as in another direction it sometimes inclines to *d*) the language has no *l*. Hence much care is necessary with the initial letters of *tie*, *die*, *lie*, *rye*, *thy*, *thigh*. In *thy* and *thigh* a special difficulty arises through the use of our *th* to represent an aspirated *t* in *thigh* (and in such words as *thick*, *thin*, *thunder*, *through*), and an aspirated *d* in *thy* (and in *the*, *thou*, *they*, *thus*, *then*, *though*, &c.). The other English sounds that have some dental quality are wanting in Maori, as *s*, *z*, *sh*, *zh* (the *z* in *azure*), *j*, and *ch* (soft, as in *chain*). The tendency to substitute *h* for *s* must be watched, and the distinction between the *s* and *sh* (*sip* and *ship*) must be insisted upon, as also the distinction between the *s* and the *z* sound, especially where *s* has the sound of *z* (twice in *houses*, though in *house* the true sound of *s* is heard). In Maori, consonants never come together; and therefore such compounds as *dr*, *tr*, *str* (in *drain*, *train*, *strain*), and *cks* and *x* (in *locks* and *box*), present difficulties that must be recognised and faced. And where such compounds are disguised as well as unusually difficult (as in *chain*, and *Jane*, and *ginger*), they call for more diligent exemplification and practice. Of the nasal sounds, *m* (labial) and *n* (dental) call for no remark; but with respect to *ng* (guttural) it is to be noted that this sound is always at the end of its syllable in English, but at the beginning of its syllable in Maori: probably the difficulty hence arising is more easily overcome by the Maori than by the English learner. Some special care may be necessary where in an English word (as in *finger*, *angle*) the *ng* is first sounded in full, and then supplemented by a hard *g* (*finger*).

Knowing the character of the difficulties that will be experienced and the mistakes that will be made by the Maori child, the teacher must consider that nothing at all has been done until the pupils can perfectly sound any English letter or compound consonant when their attention is specially directed to it, and can distinguish accurately between words that differ only in some one letter or sound—whether initial or final—as between *lake* and *rake*, or between *box* and *bogs*. Apart from reading-lessons, there should be abundant drill in the pronunciation of similar, yet differing, words. To this drill should at an early stage be added the writing of pairs of such words from dictation.

But what is perhaps quite as important as the regular practice of such exercises is the care the teacher must take not to allow himself to grow so accustomed to characteristic Maori mistakes of pronunciation as to accept false sounds for true, and become satisfied with them. From one year's end to another, as often as one of these characteristic mistakes occurs it should be corrected on the spot.

An exercise that has been found most useful is one in which the teacher reads a part of the reading-lesson in hand, and occasionally pronounces a word as an untaught Maori might pronounce it, and the pupils supply the necessary correction.

The grammar of Maori is so different from that of English that special measures need to be taken to render the pupils familiar with the English means of expressing tense, number, case, &c. To this end teachers are recommended to insist on having every answer that a pupil has to give expressed in a full sentence, not merely hinted at by a few words thrown together. If a boy is asked where Hemi is, "Shoot pigeon" ought not to be accepted as an answer; nor should "Water all round" be taken for a good definition of an island. If necessary, the child may be helped to frame the answer or the definition, but until, either with or without help, a complete meaning has been expressed that answer or that definition must be regarded as the business on hand. At a later stage, when the children are beginning to do a little written composition, they should be taught to criticize an incomplete assemblage of words, pretending in the absence of a predication to constitute a sentence; to detect, for example, the meaninglessness of such an utterance as "Early yesterday morning John riding over a paddock," and supply what would give it meaning. The teacher should never, under any temptation to weariness, or on any plea of having too many things to attend to, allow any written exercise to pass without proper correction, and he should never be content to bring a reading-lesson to a close until he finds that all the pupils can read it accurately, and is sure that they understand it.

The Minister regards the teaching of English as manifestly the most conspicuous object in view in the institution of Native schools. He is convinced that the work done in the best schools may fairly be taken as indicating the results the Inspector has a right to look for, and he desires to have it clearly understood that in future no child that is weak in reading or in English at a standard examination will be allowed to pass.

WM. JAS. HABENS.

An ex-pupil of the Maori College at Te Aute, Apirana T. N. Ngata, who is now a University student at Canterbury College, and Reweti Morgan, who is still a pupil at Te Aute, spent their last Christmas holidays in circulating Maori copies of Mr. Pope's book, "Health for the Maori." The following letter was received from Reweti early in March:—

DEAR SIR,—

Te Aute College, Hawke's Bay.

I read your letter to Apirana, and am thankful to hear that you are taking interest in us and in our young or newly-born "Association." I may, perhaps, inform you that it was I who asked Apirana to do the work of applying, on my behalf, for copies of "Te Ora mo te Maori," which request you kindly and promptly granted. I thereby hold myself as one of those who are

under obligation to you, and who are responsible to give you account of the distribution and work of the books. Fifty-four of the books were given to my disposal. I had not much time to dispose of them all. I took very great care in giving away what I was able to distribute. Before I parted with a single copy I always took great trouble in making the receiver understand what he had to do with it. I also added a sort of introduction (like Mr. Ballance's) to the book, and a few hints. I warned every one who accepted a copy that I would be round at any time to see him, and to see what he had done with the book, what good he had obtained from it, and how good he had kept it. Every one who took a copy seemed to think himself bound to do what I wished him to do; so you may learn from this that I have some hope that the book would do some good this time, especially when the eyes of those who have it have been opened to think a little upon their fate, by the epidemic which raged among them not long ago. Of course we shall not expect every one to take interest in it; there are some very obstinate men among them, such as seem to think they know just as much as the Pakeha. The copies which I was not able to distribute I have entrusted to some of my people who would likely do what I have instructed them.

Apirana, his brother, and myself spent very enjoyable and useful holidays. I think we have indeed been very energetic in carrying out what we planned. It would take too much time if I were to tell everything. Allow me, therefore, to cut it short by saying that on the whole the work was very satisfactory.

Mr. Pope paid us a visit last week, and told me how anxious you were to hear from us. He also asked me if we could send you a report of our work during our previous holidays. Since his visit we have held a meeting in connection with the Association, when our Central Committee was formed. The meeting has been adjourned for next Saturday night, when reports from various members shall be heard by the whole school. I have a very detailed report to bring before the meeting. I do not mind sending mine to you if it is only written out more carefully. Expect Apirana's. Of course all our movements shall be made known to you sooner or later. We shall try to do as much as we can in bringing our Association into full swing—if it will ever be. Our highest intention is to put our plan through the press preparatory to its circulation.

Have I said enough? If so, let me conclude my letter with thanks for the help we have received and may receive from you.

Mr. W. J. Habens.

Believe me, yours truly,
REWETI MORGAN.

No. 2.

EXTRACT from a Paper entitled "A Present-day View of the Maori Race," by Mr. J. THORNTON, Headmaster of Te Aute College, published in the *Church Missionary Intelligencer* (London) for March, 1892.

But it is to education chiefly that we must turn as a means for raising the people generally. I do not hold with those who think that, of necessity, the Maori race is doomed to extinction. I believe that education—physical, mental, and sanitary—rightly applied, will work its salvation. It is only within the last dozen years or so that the Maoris have manifested any widespread desire to have their children educated. Previous to that, large numbers of adults managed, by hook or by crook, to educate themselves sufficiently to be able to read and write their own language to the extent, at least, of inditing a Maori letter and spelling out a chapter from the Maori translation of the Scriptures. But their desire for a system of popular education in English is of comparatively recent date.

This desire has been liberally responded to by the Government, and an excellent system of village schools is the result. There are at the present time, out of a population of little more than forty thousand, considerably more than two thousand children—nearly 90 per cent. of them pure Maoris—in attendance at these schools throughout the country. The teachers are a carefully-selected body of men, whose very presence in the chief centres of Maori population is no mean civilising influence. Very rightly, marriage is regarded by the Education Department as a *sine qua non* of employment, the teachers' wives in most cases assisting in the work of the school, and drawing a salary. Under certain conditions Maori girls are received as inmates into the master's house, with a view to familiarising them with English domestic habits. Though required to assist in the work of the house, they are in no sense treated as menials, but rather as "lady-helps" for the time being. The Government holds out every encouragement to the master to identify himself with the good work of raising the Maori to a higher level of civilisation. His instructions give him clearly to understand that his work is not merely to teach reading, writing, and arithmetic, but that he is to regard himself as a city set upon a hill, a centre of light and progress. The Maoris are not difficult to get on with, and I believe as a matter of fact that in nearly every instance the teachers of these Maori schools, cut off as they are generally from immediate European intimacies, do throw themselves heartily into their work, and not only secure good scholastic results, but win the confidence and goodwill of the Maori adult population around them. Illustrated periodicals and newspapers are regularly forwarded by the department to each Maori school, and are subsequently circulated amongst the adults of the village. The whole educational policy of the New Zealand Government as regards the Maoris is eminently paternal. There is nothing rigid or unsympathizing in connection with it. By kindly encouragement it seeks to prepare the mind of the Maori people for the reception of a better order of living—a policy far more likely to prove ultimately successful than the attempt to force upon them a civilisation for which they are at present unprepared.

Then, again, there exist several institutions of a higher standing than the village schools, in which scholarships are awarded to the most successful pupils of the latter, and where, as boarders, the children have the additional advantages of a home-life. In establishments of this kind certain

personal habits can be cultivated, and a degree of discipline maintained, quite beyond the reach of an ordinary day-school. The results obtained from these institutions, as witnessed by the reports of the Government Inspectors, are very satisfactory, and conclusively show that with the same advantages the Maori is in every way the intellectual equal of the Englishman. Whether he possesses the necessary elements of character to apply this intellectual equality to the practical purposes of every-day life is another question.

Of course the Government system of education is purely secular. I wish that it could have been otherwise. As one who firmly believes that education, to be successful even from the State point of view, must be based on Christian principles, openly confessed and plainly expounded, I wish that the work of educating the Maoris had not been left to a Government committed of necessity to a secular system of instruction. Seeing that the history of the Maoris has all along been intimately connected with missionary effort, it seems strange that the work of initiating a system of popular education was left for the Government.

Mission work is still carried on amongst the Maoris, and there are numbers of good men and true earnestly engaged in it. One of the North Island bishoprics—that of Waiapu, held by Dr. Stuart—is essentially a missionary office. There are missionary archdeacons, missionary clergymen, Native pastors, and Native catechists, all labouring for the spiritual welfare of the Maoris. Such labours as theirs cannot prove barren of results. Indeed, in many directions and in many ways the results are manifest. What is needed, however, in addition to religious effort is social and sanitary reform. I have said that the Maoris are lazy; they are also dirty, and consequently unhealthy. Sanitation must go hand-in-hand with christianisation, or the need of mission work will soon pass away. Unfortunately, missionaries appear to take Maori dirt for granted. There is, indeed, an excellent little book in circulation, published both in Maori and English, setting forth in the simplest language the need of sanitary and social reform.* It forms part of the Native-school course of reading, and is, I believe, widely read by the adult Maoris. But the writer of this is the Inspector of Maori Schools, not a missionary.

I know of one instance in which this practical little work has been productive of excellent results. A young man, for some time a pupil in one of the boarding institutions, has recently, by the death of his father; an influential chief, succeeded to a high position amongst his own people. From his own experience of a higher style of living, and partly, no doubt, from the instruction he has received in the book referred to, he has set himself vigorously to work to effect a sanitary reform in the condition of those over whom he exercises a certain authority. He insists upon a better description of house, better ventilation, and improved drainage. He doubtless finds it no easy task to move his elders in this matter, for mankind everywhere seems to cling to dirty habits with a tenacity that in a better cause would be positively admirable. Of all reformers the sanitary reformer has the hardest work to do. The Maori, to be made clean from a sanitary point of view, must be caught young, and so I imagine that, in this matter as well as in others affecting the welfare of the whole race, we must be content to wait till the effects of popular education in its widest sense begin to make themselves generally felt.

No. 3.

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

SIR,—

Wellington, 19th February, 1892.

In accordance with the terms of your standing instructions, I have the honour to lay before you my report on the work done in the Native schools of New Zealand, and on their general condition during the year 1891.

NUMBER OF SCHOOLS.

At the end of the year 1890 there were seventy-two Native schools in full working-order. In the course of 1891 three schools were opened and four were closed. During the year, therefore, or some portion of it, seventy-five schools were in operation; and at the end of the year seventy-one schools were open—viz., sixty-seven village schools and four boarding-schools.

CHANGES: NEW SCHOOLS OPENED, AND SCHOOLS REOPENED OR CLOSED.

After the Tarawera eruption in 1886 it was found necessary to close the Te Teko School, because the whole district had been covered with volcanic ash, and had become for a time almost uninhabitable. This consequence of the eruption has now been so far got the better of that the district is quite as able to support a population as it was before the eruption, if, indeed, there has not been actual improvement. In consequence of this change for the better, the often-repeated request of the Natives that their school should be reopened has been complied with, and the new beginning has been made under favourable auspices. A very successful reopening of the Wairewa (Little River) School has also taken place. The Maoris of the district could not make up their minds to send their children to the public school in the neighbourhood, believing, probably, that they would not be welcomed there. Promises were given that there should be a good attendance at the Native school. Plainly, it was undesirable that the Maori children should be allowed to grow up illiterate, and it was thought advisable, on the whole, to accede to the Maoris' request. An entirely new school has been opened at Whangaruru as an experiment. This district is some miles south of Cape Brett, and has a considerable population. Should the experiment succeed, satisfactory accommodation for the pupils and their teacher will probably have to be provided.

Of the four schools closed during the year, one, the Waikare School, had long been weak, and it would almost certainly have been closed many years ago had it not seemed certain that none of the Waikare or Waihaha children could be educated without it. At last, however, the attendance

* "Health for the Maori," by J. H. Pope. Government of New Zealand: Wellington.

became so poor that the school had to be closed at all hazards. At Whakarapa the 1890 examination work had seemed to give promise of a bright future for the school, but there was, as on former occasions, a sudden collapse, and it seemed that the only course open was to suspend operations for the time, at all events. Kopua had to be closed because most of the people had moved away to other districts, especially to Otorohanga. It may be expected that after a time the parents will return, and that the school will have to be reopened. Pukepoto, one of the oldest, and formerly one of the most distinguished of the Native schools, had to be abandoned, for reasons given further on in this report.

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

New schools will probably be very soon needed in the neighbourhood of Te Pupuke, of Opanaki, of Parapara, and of Utakura—all in the North Auckland district; and at Arowhenua, near Temuka, in South Canterbury. There are other cases where the urgency is perhaps quite as great, but the negotiations with regard to them are not quite so far advanced. There are also many applications in from Maoris in different parts of the colony, asking for new Native schools or for the reopening of schools that have been closed. The business relating to these applications is for the most part only in the preliminary stage; but no doubt the negotiations will in many cases lead either to the erection of new buildings or, if the circumstances do not prove favourable enough to warrant the Government's incurring all the expense, to the granting of a certain amount of aid if the Maoris show themselves willing to bear a considerable part of the cost rather than lose the chance of getting their children educated. A list including all the applications that have been recently dealt with or are now receiving attention will probably be useful. The cases are given in what may be considered the order of their urgency—of course only approximately.

Te Pupuke, Whangaroa Harbour, affords a satisfactory opening, and should be able to maintain a large school. The site has not yet been secured.

Opanaki, North Kaipara.—It has been decided that a school is to be built here, but the site has not yet been secured. There is difficulty with regard to the title.

Parapara, Mangonui.—A small schoolhouse will be built when a title has been obtained.

Utakura, Okaihau.—Negotiations for the establishment of a school are in an advanced stage. Survey is wanted.

Arowhenua, Temuka.—An opening for a fair-sized school. Site not yet settled.

Ruatoki, Urewera Country.—Probably a first-class opening. Settlement to be visited shortly.

Patukanae, Pakaraka, Bay of Islands.—A very good opening, but the case is not urgent. Probably the reopening of the Oromahoe School would satisfy the requirements of the district.

Whareponga, East Coast.—Site has been secured. It is not improbable that after next inspection the Akuaku School will have to be removed to Whareponga.

Tahoraiti, near Daneverke.—Site not yet secured.

Te Ngaere.—The school was closed on account of the apathy of the Maoris. The application that has been received asks for removal of buildings to a more convenient site, and for reopening.

Te Ngae, Lake Rotorua.—School is needed.

Whakarewarewa.—School apparently greatly needed.

Otamauru, Whakatane.—Site not secured.

Anaura.—Site not secured. Very fair opening for small school.

Whangaruru.—Temporary school opened. Increased accommodation may be needed.

Hiruharama, inland from Waipiro.—Cannot be settled until Waipiro case has been adjudicated upon by Land Court.

Whatatutu, thirty miles from Gisborne.—Not yet visited.

Waiomio, Kawakawa.—Application for reopening.

Horoera, East Coast.—School asked for. A small settlement.

Mohaka, Hawke's Bay.—Board thinks accommodation provided by itself sufficient.

Moawhango.—A very good opening, but application dormant.

Kapowairua, North Cape.—Unpromising.

Pakaraka, near Rotorua.—Dormant application.

Mangamaunu, Kaikoura.—For reopening. Unpromising.

Waipiro.—Board school there now. Native school will probably not be needed.

Te Houhi, near Fort Galatea.—Latest application. The place will be visited shortly.

SCHOOLS IN FULL WORK.

The basis on which the schools are grouped is their geographical position. Much information with regard to the work done by individual schools, and their efficiency as educational institutions, has been tabulated and printed in the appendix. Table No. 6 gives the results obtained by examination. In Table No. 7 these are combined with the results of an evaluation made by inspection. Additional information relating to the character and circumstances of particular schools will be found in the following paragraphs:—

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

Te Kao, Parengarenga Harbour.—The effect of the gum trade on the education of the children of this district is unfavourable. Parents find even young children very useful in gumfield work. Hence the school has to struggle constantly against very adverse influences. The work done was found to be better than it could fairly be expected to be under such circumstances.

Ahipara.—The passes obtained were not very numerous and not very strong, but a very fair amount of work had been done. The difficulties connected with this school have been, and are, very great, and a careful review of the whole of the work of the late teachers leads one to conclude that they deserve credit for what they accomplished in spite of such obstacles.

Pukepoto.—Only thirteen children were present at examination. The chief of the district, Mr. Timoti Puhipi, stated in answer to questions put to him that he could do no better than he had done; the number of pupils was very small, but he had worked hard for years to keep the school going, and now he had failed, and there was an end of the matter. The answering of the children present was better than usual, but it was found necessary to close the school. The principal causes of failure were the poverty of the Natives and their almost entire dependence on gun-digging for a livelihood.

Pamapurua.—It would be well if this could be considered a typical Native school; but only a few schools can be said to be quite as good all round. The only weak spot is some irregularity of attendance: this, of course, lowers the percentage.

Kenana.—Many of the pupils were over fifteen years of age at the time of examination. When this is the case in a new Maori school the best results cannot be expected; it is very difficult to teach old pupils to pronounce properly. The necessary allowance being made for this drawback, the results obtained were satisfactory.

Whangape.—The attendance had been much smaller and much more irregular than it ought to have been; consequently the results were only middling. It may be hoped that the change of masters will cause the people to renew their interest in the education of their children. In many cases a change has been found beneficial even when, as here, the former master has been irreproachable.

Matihetihe.—This half-time school is very useful, which is unusual; Native half-time schools seldom succeed. The teacher follows the plan so constantly urged upon our teachers, but so seldom fully adopted, of accepting from children only such answers as are expressed in correct English. The effect is very pleasing.

Waitapu.—The percentages gained at examination were creditable, but there was considerable weakness in two important subjects. It is desirable that the Maoris should take more pains to make the school-attendance punctual and regular.

Whakarapa.—What good work was done (and traces of such work were not wanting) was done in the midst of disturbing and disorganizing influences, the effects of which rendered it absolutely necessary that the school should be closed. The results shown at examination were very moderate.

Motukaraka.—The work done at examination was satisfactory. The garden and grounds, and indeed the premises generally, have very little of the tidiness and neatness characteristic of Native schools. Also there have been complaints; respecting which inquiries will have to be made.

Mangamuka.—This should be a fairly large and also a good school. It is pleasing to note that generally the standard of attainment was higher than it had been at the two previous examinations; the percentages were good also. A false idea entertained by a few of the Natives appears to have affected the school injuriously. These people thought that the closing of the school would involve the reversion of the buildings to the Maoris.

Rangiahua.—The teachers had been at work for little more than a couple of months, nevertheless they had made a powerful impression on a school that had become greatly disorganized. The pupils were found to be working honestly and heartily, and teachers and pupils were beginning to understand one another well.

Waimamaku.—This is a capital school, and it is duly prized by the Natives. It is in only a very few unimportant particulars that Waimamaku falls short of the standard that ought to be aimed at by Native-school teachers. Besides doing school-work considerably above the average, Waimamaku School is a civilising agency of great power. It should be added that the master is a clever contriver and skilful maker of useful teaching apparatus.

Whirinaki.—The examination results were on the whole fair. The school has been found by all the teachers who have had charge of it to be a difficult one to deal with. No master before the present one, who commenced work here last August, after the examination had been held, succeeded, as he has done, in making all the Maoris of the district enthusiastic supporters of the school. It is to be hoped that this new attitude of the Natives will be maintained.

Omanaia.—The number of passes obtained was not very great, but both of the percentages were satisfactory, and the school, as it always has done, made a capital show at inspection. I regret having to record the death of Mr. J. Cockroft, master of the school, who died about nine weeks after the examination took place. Mr. Cockroft was one of the most useful and faithful teachers on our staff.

Waima.—The master had been at work only a few weeks at the time of inspection. He shows a satisfactory amount of desire to master the details of his work, and much power of doing so. If he can get the loyal support of the Maoris he should do well.

Otaua.—The attendance had been improving for some time past, and further improvement was expected. But my visit was paid at an unfortunate time. Three deaths had taken place in the settlement quite recently, and of course there was a great *tangihanga*. Three or four hundred people had assembled to wait for the dead and to eat and drink the good things provided. Of course several children were absent, and the effect was that, although the character of the work was higher, the percentages were considerably lower than they had been the previous year.

Kaikohe.—The results of the instruction, tested by examination, were on the whole satisfactory; but the solid and useful work done was somewhat marred by the weakness of the Fourth Standard English and the Third Standard arithmetic. With the exception referred to, the high position that this school has so long deservedly held was fully maintained.

Ohaeawai.—At inspection and examination symptoms of the effects of strong teaching were intermingled with those that are produced by unskilful work. The Third Standard was good, and the Fourth very poor, and so throughout. The teaching is not in all respects in accordance with approved models, but the methods are very largely the teacher's own, and tolerably well suited to the circumstances in which he has to work.

Te Ahuahu.—Good work was done at examination and inspection. The mistress was absent on leave; but the two teachers in charge were carrying on the school satisfactorily. The inspection took place some months before the examination, and the work shown deserved special commendation for its thorough and earnest character.

Taumarere.—This little subsidised school has its use. The children that are educated here would probably grow up illiterate if it did not exist. The higher passes were good, but there was some weakness in the lower part of the school.

Karetu.—The teacher had had many discouragements during the latter part of the school-year, and both the percentages gained were rather low. If the teacher, however, could lay aside the idea that a losing game has to be played here there is no perceptible reason why the depression referred to should not be of a merely temporary character.

Waikare.—The results were exceedingly low. The examination percentage (19.79) is unparalleled. The main cause of the unsatisfactory nature of the examination was irregularity of attendance. The school has been closed.

Poroti.—The work shown was very satisfactory, notwithstanding the fact that only nine months had elapsed since the previous examination, and that several of the children had, in what is unfortunately the Maori fashion here and in some other places, been up all the previous night at a race-meeting dance.

Mangakahia.—The condition of this school is not very satisfactory. An important cause of weakness is the irregularity of attendance, which in turn is the effect of want of food resulting from the holding of large meetings for purposes which no European can fully understand. At these meetings very large quantities of food are consumed, and the result is semi-starvation during the rest of the year for the children of the entertainers, unless they go to the gumfields and earn money to buy food for themselves. A fair amount of useful work is as a rule done at this school, although the general form is perhaps not quite the best. The passes gained are all rather weak.

Tangiteroria.—Improvement has taken place in the order and tone of this school, but more improvement would be appreciated. Care should be taken to secure independent work, especially in arithmetic, which is rather poor through the want of it. Results were on the whole good, but the English was weak in the lower standards.

Taita.—The results of the examination show that earnest and good work has been done in spite of considerable discouragement and difficulty. It seems exceedingly probable that this school will have to be moved further up the valley. The Europeans who occasionally attend here are for the most part the children of gum-diggers, who can hardly be reckoned as among the permanent population.

Pouto.—Particular attention to English and arithmetic is needed. Much good work has been done, in some cases in advance of the standards; much also has been done that cannot receive an adequate record in an examination schedule.

Otamatea.—The work shown at examination was fair. The arithmetic in the upper standards was weak, and the Third Standard dictation very poor; but much of the work was very good. On the whole the school is a useful one, although small.

Matakohe.—The teacher shows great interest in the welfare of the Natives, and makes most laudable attempts to help them in their troubles. The results obtained at examination were disappointing, but there had been many untoward circumstances which could justly be taken as an excuse for the partial failure. There had been much sickness among the children during the year, and four deaths.

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

Kirikiri.—The extremely troubled and broken character of the school year accounts for the shortcomings made visible by the examination. The new teachers, as the inspection showed, are doing honest and intelligent work, and favourable results may be expected at the next examination.

Otorohanga.—The number of passes gained was large, but the percentages were lowered considerably by the numerous absences. This is one of the very few schools that seem to constantly keep up a struggle towards something better. The character of the work is very pleasing—children nearly always either know a thing thoroughly or do not know it at all, this being the end of the matter. There is great reason to be satisfied with the success of the school, and the zeal and industry of the teachers.

Te Waotu.—The results must be considered very good even when they have been discounted for work done by the previous very able teacher. The new master has got into the proper way of doing Native-school work, and he does it well and honestly.

Tapapa.—Only about half of the school work was submitted to the examination test. In April last one of Tawhia's meetings took place at Maungakawa, and all the Hauhau children went off with their parents to attend it. They had not returned when the examination took place. The work examined was very fairly satisfactory.

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

Rotoiti.—Better passes than those made at the examination could hardly be expected, or even desired. The work was very strong throughout. The percentages were lowered by the numerous absences. There was some untidiness about the schoolroom and its arrangements that was rather disappointing to one accustomed to the neatness generally characteristic of Native schools.

Fort Galatea.—This is in many ways a very useful school. The educational results, however, would be much better than they are if the teacher would attend more closely to the requirements of the code. Familiarity with certain processes and knowledge of certain facts must be shown by pupils who are to pass a standard, and no amount of so-called higher work can compensate for deficiency in these respects.

Huria.—The difficulty of working this school is great, and the results this year were very moderate. Huria is a kind of town station for a considerable number of Maoris who have small interests further inland. These Natives lead miserable lives, partly at Huria, while endeavouring to get something out of their ungrateful glebe, or working precariously for Europeans in the neighbourhood; and, when such means of living fail, retiring inland and working in the bush or wearing out their constitutions on the gumfields. Children brought up under such circumstances are not likely to prove very bright scholars.

Paeroa.—This is one of our three foremost schools. The following extract from the "log-book" is interesting as relating to a really good school: "A visitor entering the school might be led to think, from the number of half-castes present and the general appearance of the children, that they do not live as Maoris or speak the Maori tongue. With few exceptions they are *totally ignorant* of English on first coming to the school. In every case Maori is spoken at home."

Maungatapu.—Fair work was done at this school, which now appears to be quite re-established on the original site. All things being considered—the fact that the master had to work for a long time with his present pupils under very unfavourable conditions, the doubts of the Natives with regard to the wisdom of returning to Maungatapu, and their consequent tardy acquiescence in the master's measures for rendering the school thoroughly orderly and vigorous—it must be allowed that a considerable amount of credit is due to the teachers for the success achieved.

Te Matai.—The percentages were both very satisfactory, but nevertheless a higher result may be expected next year. If circumstances prove even fairly favourable the intelligent and highly educative work done by the master should produce first-class results. During the year preceding the examination there had been an unusually large number of small but annoying difficulties to contend with.

Maketu.—This is now, after a struggle lasting for many years, in a very satisfactory condition. The fact that a large proportion of the passes were made by Europeans does not detract from the credit due to the master, seeing that the Maoris who did pass were very strong in all their work.

Matata.—The master and the mistress have thrown themselves with great earnestness and enthusiasm into the work that they have taken in hand, and the former, who began without experience, has made rapid strides towards the attainment of good methods. The school made a capital appearance at examination. Thanks are due to the Rev. Father Madan for postponing the opening of the convent school until after our examination.

Poroporo.—A satisfactory start has been made here; fifteen passes were secured. Great things may be expected as time goes on if the master's health should continue to be good. He suffered much last year from a throat affection, which rendered class-teaching very difficult for him.

Waioveka.—The master is a good practical teacher, and satisfactory results were obtained at examination: nearly all the children that failed to pass were very young.

Omarumutu.—Seven children had died of fever during the year, and many of those who were convalescent were still weak at the time of the examination. The poor show made by some of the pupils, which was in decided contrast with most of the work, was probably owing to the effects of the epidemic which the school had just been suffering from.

Torere.—The new teacher has made a very favourable impression on the Natives, and the school is fast getting into good working order under him; the attendance has improved greatly.

Omaio.—The rule that where English is well taught the rest of the school work is good is exemplified here. The examination produced thoroughly satisfactory results. The passes were both numerous and strong. The maximum mark was gained for work done at examination, and generally the school showed itself to be one of the very best we have. It heads the list this year.

Te Kaha.—In this school there are many good points, which have frequently been referred to in former reports. On the present occasion the percentages were very good, and this shows that a great amount of hard work had been got through. Still, there are two grave faults which ought not to be discoverable in a school taught by experienced teachers. Elliptical and ungrammatical answers, often given in a low tone, are accepted, and errors in elementary composition are allowed to pass uncorrected in exercises that have been finally copied into books.

Raukokore.—The results of the year's work show that the teacher is a man of considerable power, as well as a very honest worker. It is to be regretted, however, that, through inability on the part of the teacher to make proper allowances for the difference between Maori and European ways, the relations between him and the Natives have been at times considerably strained.

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

Wharekahika.—The teacher appears to be on good terms with the children and their parents. The examination results were fairly satisfactory. As is the case in many of the isolated Native schools, the pronunciation of the pupils is beginning to show decided improvement.

Te Araroa (Kawakawa).—The Committee of this school works very hard, and its members show real interest in the school's welfare. The teachers evidently throw their whole heart into the work. It is very pleasing to note that the master is not only successful in school, but is regarded with strong affection by the people. The examination produced excellent results, the percentage being 100; this was the first time that such a thing had happened at any Native school. The feat, however, was repeated almost immediately afterwards at Omaio.

Rangitukia.—In one of the standards the English work was so poor that it endangered the passing of every child in the class. The teacher, now removed to another school, made the serious mistake of speaking Maori to the children far too frequently. It is not denied that a very sparing use of Maori may be advantageous, but, generally speaking, a school is successful in proportion as the children understand English and speak it confidently. Pronunciation had improved somewhat, but was still very defective in the upper classes. The passes gained were numerous, but generally weak.

Tikitiki.—Considering that the school had been closed for three months just before the new teacher took charge, some six months before the examination, and that a large proportion of the school-children are very small, there is reason to be satisfied with the results generally; but in English, and especially in reading, there is need for very great improvement.

Waiomatatini.—The new teachers are gaining the respect of the parents and the affection of the children. The results are better than could have been expected in view of the fact that a change of teachers has taken place, and that many of the children have been for a long time absent from the school. It is plain that very good work has been done.

Tuparoa.—It appeared that there had been some friction between the teacher and the members of the Committee. No doubt this will prove to have been only a temporary inconvenience. The results of the teaching, as shown at examination, were very satisfactory. The English of Standard I. was particularly good—the children not only knew the standard English well, but were not often to be caught, even in “traps” which one generally thinks it unfair to set.

Akuaku.—The departure of Mr. A. G. Hamilton for Tonga involved a very serious loss to the service. He was one of our very best organizers and teachers. The work that he did at Akuaku was in itself sufficient to entitle him to a very high place among our teachers. Every officer in the Department will be glad to hear that Mr. Hamilton's success at Tonga is as great as it was at Akuaku and Onuku. The school did well at the examination.

Tokomaru.—The results of the examination were satisfactory, and very decidedly so when the large proportion of small children in the school is taken into account. There were some indications of weakness in the discipline; but with a little care and much steady purpose this difficulty would be quite easily overcome.

Wairarapa and the South Island.

Papawai.—The influenza epidemic prevented the Department's officer from taking the examination at the usual time. It is not impossible that somewhat larger results would have been secured if the examination had not had to be postponed until after the vacation. The percentages were small, both of them, but the passes gained were not weak. On the whole, the school did pretty fairly at examination. Considerable trouble to the teacher and to the Department was caused during the year through the teacher's neglecting to strictly follow the Department's instructions relating to school records.

Waikawa.—The master is becoming much more at home in school work than he was formerly, and is getting useful ideas as to the best direction for that work to take. As a consequence, the teaching tells much more decidedly than it did. Had the attendance not been very irregular the school would have made a very good show at the examination.

Wairau.—The results were low. In estimating the work done at examination one has to bear in mind that several of the best children had attended very irregularly. There were, unfortunately, no strong passes.

Kaipoi.—The relations between the teacher and the elder Maoris, and between the teacher and the pupils, are very good. The children take great interest in the examination and their success in it. The order is good; but sometimes a little too much is seen of the effort employed in maintaining it. The results obtained were pleasing, both percentages being high.

Rapaki.—The master has a very taking way with his pupils, and, besides, teaches them with very evident appreciation of the nature of children's capacities. There was, on the whole, good reason to be satisfied with the work of the year. Really strong passes will no doubt become more numerous as the teachers gain more experience of this kind of work. The school and the teachers impress a visitor very favourably.

Wairewa.—Without wishing to disparage the late teacher's work in any way, I feel bound to say that the new teachers appear to have brought about a wonderful change in the Native children and their relations to the school. No formal examination was held, seeing that the school had, before the beginning of the then current quarter, been closed for nearly two years.

Onuku.—The percentages obtained were fair. It is rather difficult to characterize the methods in use, seeing that they range from “good” in the teaching of geography to “poor” in the teaching of English. The master thinks that if he had a better hold of the children through the action of a compulsory-attendance law the results could be made much higher.

Waikouaiti.—The results of the examination were moderate, which is quite the usual thing when change of teachers takes place; especially if, as in the present case, there has been a considerable interval between the closing and the reopening of the school. The inspection, however, passed off very satisfactorily, and I feel justified in predicting that the new master will be a very successful Native-school teacher.

Port Molyneux.—There seems little reason to expect that this will ever again be a Native school in the strict sense of the term, but a real increase in the Maori attendance is promised for next year. The work done has a wide range, and is nevertheless good. It is much more equal than it was last year, and appears to me to be very satisfactory.

Colac Bay.—Great attention has evidently been paid to suggestions made last year, and the result is thoroughly satisfactory. This school now has a fair claim to a high place among the Native schools of New Zealand, and it is in some respects hardly to be excelled.

The Neck, Stewart Island.—There is considerable difficulty in keeping up the attendance here; or, rather, there had been during the year preceding the examination, the parents of the children having been absent from home, on sealing and other expeditions, even more frequently than usual. The work done is in several directions considerably beyond the code requirements, and very good of its kind; but it should be pointed out that a much closer adherence to the letter of the standards would not only place the school much higher on the list, but would also hardly fail to be productive of benefit to the pupils, seeing that the standards have been very carefully thought out, and, besides, embody the results of the tolerably wide experience of the Department.

Five schools have this year obtained a gross percentage of over 80. These are Omaio, taught by Mr. H. A. Hamilton, 94·6; Te Araroa, taught by Mr. Thomas Beattie, 93·5; Paeroa, 84·1; Te Kaha, 82·5; and Tuparoa, 81·8.

The following schools, also, made over 70 per cent. : Kaikohe, Raukokore, Te Matai, Colac Bay, Waitapu, Port Molyneux, Kaiapoi, Maketu, and Akuaku. Therefore fourteen schools in all have gained over 70 per cent.

BOARDING-SCHOOLS.

Four of these institutions are now recognised by the Department. The work done by them is of a very useful nature: pupils from the village schools are, with their parents' consent, sent to the boarding-schools, and their education is carried forward to a point that would at present be quite unattainable at the ordinary schools. Besides this, the girls and boys who go to the boarding-schools are taught to do various kinds of manual work—cooking, laundry-work, house-cleaning, and dressmaking; or carpentering and gardening. They have also, of course, to live in the European fashion, and to learn the ordinary European social observances. Speaking generally, one may say that during their two years' stay at a boarding-school young Maoris are steadily subjected to European influences in ways that can hardly fail to have a very great effect in forming their characters and fitting them for contact with European civilisation. Besides this work for the Government, all the boarding-schools do more or less in the way of educating pupils of their own, and one of them (Te Aute) receives the candidates who succeed in winning the Te Makarini scholarships. These scholarships 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. A few particulars are added about each of the boarding-schools, and a brief statement is made of the results of the Te Makarini Scholarships Examination held in 1891.

St. Joseph's Providence, Napier (Roman Catholic Girls' School).—The school was examined on the 10th of December last. Twenty-six pupils came up for examination; twenty-one of these were Government scholars. Of the total number, eight passed Standard I., four passed Standard II., four passed Standard III., and one passed Standard IV.; also, three of the senior pupils passed the examination for the first year, and one completed her school-course by passing the examination for the second year. None of the senior pupils, except two that had joined the school quite recently, failed to pass. These results speak for themselves in very favourable terms, and render explanatory remarks quite unnecessary. It may be added, however, with respect to the extra subjects, that there has been very great improvement in the singing, several of the girls being now able to sing simple airs at sight; tone and expression are always good here. In drawing there is still some room for improvement in the elementary work. Drill and calisthenic exercises are well done, as is also every branch of the needlework. It is almost unnecessary to add that the comfort and domestic training of the girls are well looked after. It may be remarked with reference to this school and to the other girls' school at Hukarere that the manners of the pupils always appear to a visitor to be courteous and gentle, and their behaviour to their teachers respectful.

The Protestant Native Girls' School, Hukarere, Napier.—The examination took place on the 11th December last. Forty-seven pupils came up for examination; twenty of these were Government scholars. Of the total number, five passed Standard I., three passed Standard II., seven passed Standard III., and four passed Standard IV.; also, six of the senior pupils passed the examination for the first year and two failed, while five passed the examination for the second year and none failed. These results were more than satisfactory. A slight falling-off in the arithmetic of some of the senior pupils and in the writing of Standards III. and IV. was observable; but, on the other hand, a very important and satisfactory advance in the English work had been made, and in all the other subjects capital work had been done; the singing and drawing were surprisingly good. The pupils of this school also are always conspicuously clean and tidy, and the domestic arrangements generally leave nothing to be desired. The accommodation has been greatly increased since the previous examination took place, and the buildings are much better suited for the work that has to be done in them than they were before the alterations and additions were made.

Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.—The examination was held on the 6th of last July. Thirty-six pupils were present. Of these, eleven had been but a short time at school. Four passed Standard I., five passed Standard II., and three passed Standard IV.; also, out of fourteen senior boys, four passed the examination for the first year, five passed the examination for the second year, and five failed. No fault can be found with such results, which evidently represent much hard and honest work. The pupils appear fond of the school, and, unless I am much mistaken, their liking for it has been increased by the lessening of the time that each pupil is required to devote to technical work, and by the great development that the teaching of gymnastics, &c., has undergone at this school. With regard to the "technical work," it may be remarked that this used to consist of road-making, rough gardening, &c., and that, except in so far as it taught the boys to perform certain kinds of hard work and to use certain rough tools, it hardly deserved its name. No doubt some of this work might be done by boys with beneficial results if they had no other manual work to do; but the quantity should be reduced to a minimum. It is much to be regretted that carpentering, blacksmithing, or similar artificers' work cannot be substituted during at least a portion of the time that is still devoted to rougher and less educative work. With regard to the teaching of gymnastics, it may be stated that the Committee have during the last two years made very decided improvements in the equipment of this school. Amongst these improvements (which include lavatory and closets that are as good as one could wish) perhaps the most noticeable is the gymnasium, which is one of the largest and best-appointed school gymnasia in the North Island, if it is not the best; and most excellent use is made of it. The Committee has, in founding such an institution, probably taken one of the best possible steps in the direction of forwarding the interests of Native education. In spite of their powerful physique and healthy appear-

ance Maoris require to have all their physical powers fully developed if they are to attain to healthy manhood. If they cannot be made to do this, quite plainly all their literary education is entirely wasted. There is nothing that I know of so likely to develop harmoniously the physical powers of a young Maori as is a course of gymnastic training persistently and intelligently given.

The Native College, Te Aute, Hawke's Bay.—The work done at this school is on lines that differ considerably from those on which the other boarding-schools are worked; consequently no good would result from an attempt to give the report on Te Aute a form similar to that adopted in the other cases. The number of pupils present at the inspection which took place on the 3rd June last was 68, and the average attendance for the preceding six weeks had been 68·8. The attendance might be considerably increased if the Maoris in the neighbourhood would go to school. Te Aute is not a "local" or a primary school, although it does some primary work. Still, the authorities would be glad to have these local Maoris in their lower classes if they would join the school and attend regularly. The school is worked by four masters, and the work done ranges from the most elementary up to that done in the matriculation class, which nearly always sends up three or more candidates to the matriculation examination. Secondary-school work is done in Classes VI. and V. also, the boys in the higher class taking English—composition, parsing, analysis, paraphrasing, &c.; Latin—grammar and translation; Euclid—Books I. and II.; algebra to quadratics; arithmetic and mensuration; physiology; and geography. In Class IV. and the lower classes more elementary work is done. The order is good, and is maintained, as far as a visitor can see, without any difficulty. The tone of the school is quite admirable; all kinds of "cheating" seem to be unknown. The boys work with commendable earnestness, and their behaviour in general is very good. The "extra work"—singing, drawing, and drill—needs no special remark. It may be said, however, that the singing of the middle classes of the school showed great improvement at the inspection. With regard to the examination, it may suffice to say that, although the questions set were for the most part considerably more difficult than they have usually been, yet the answering was as a whole satisfactory, even when compared with the excellent work of the previous year. The accommodation at Te Aute has been greatly increased, and there is now room for seventy-five boarders, or even eighty on an emergency. Great improvements have been made also in the lavatories, the back-yard, &c. It is pleasing to be able to say that a difficulty that has given great trouble has at last been got rid of. Really satisfactory closets and urinals have been built, and the drainage difficulty has been caused to totally disappear. The carpentering work of the older pupils is still carried on, under the superintendence of Mr. Webb, with satisfactory results. A great many small jobs of very various kinds have been done, and in doing them the boys have undoubtedly received a good deal of manual training that will be very useful to them in after years.

Te Makarini Scholarships Examination.—This examination was held on the 21st and 22nd of December last. Nine candidates presented themselves. The senior scholarship was awarded by the trustees to Heta Tarawhiti, of St. Stephen's, and the two junior scholarships to Teko Waiti, of Waioweka, and Wi Hare, of Omaio. It is expected that the number of candidates for the junior scholarships will be largely increased this year, seeing that the standard of difficulty of the examination for such candidates has been considerably lowered in order that this end may be secured.

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 1891. 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 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 depend the relative positions of the different schools for the year 1891.

So much room has been taken up by the digests of the annual reports on separate schools, and so much remains to be said on general questions affecting Native schools, as to make it advisable to again omit an analysis of the statistics. I merely place in juxtaposition a statement of the results obtained in 1881 and in 1891, and leave them to tell their own tale:—

From Table I. for 1881 and from Tables I. and II. for 1891.—Expenditure, &c., on Native Schools.

	Salaries and Allowances for Instruction.			Boarding-schools.			Buildings, &c.			School-requisites, Travelling, and Contingencies.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1881	8,322	7	7	3,585	13	1	4,440	5	8	2,132	15	10	18,481	2	2
1891	11,186	12	0	1,633	13	6	1,020	7	6	1,537	14	6	15,378	7	6

No deduction has been made here for recoveries, or for payments from Native reserve funds. In both 1881 and 1891 these amounted to over £200.

From Table IV. for 1881 and Table III. for 1891.—Ages of Children.

	Percentages.			
	Under 5.	Over 5, under 10.	Over 10, under 15.	Over 15.
1881	4·73	52·49	35·37	7·41
1891	2·28	54·10	40·12	3·50

From Table II. for 1881 and Table IV. for 1891.—Average Attendance.

	Fourth Quarter.		Whole Year.		Number belonging at End of Year.
	
1881	...	1,458	...	1,339·25	2,010
1891	...	1,705	...	1,837·06	2,231

From Table V. for 1881 and 1891.—Race.

	Maori, and between Maori and Half-caste.		Half-caste.		Between Half-caste and European, and European.			Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	...	Boys.	Girls.
1881	895	648	102	101	161	103	...	1,158	852
1891	908	681	122	117	201	202	...	1,231	1,000

From Table III. for 1881 and Table VI. for 1891.—Passes.

	Standard I.	Standard II.	Standard III.	Standard IV.	Total.
1881	241	161	65	25	492
1891	330	230	183	67	810

A word or two of explanation may be given with reference to the relative value of the passes of 1881 and 1891. A pupil who could pass the Second Standard well now would in 1882 have been considered a very fair Fourth Standard pupil, except as regards arithmetic. In this subject the book-work was quite as difficult as it is now, but, on account of the pupils' imperfect knowledge of English, "problems" had to be of the simplest possible character.

MISCELLANEOUS.

Means of providing for New Schools.—What has been said in a former part of this report shows that a considerable number of new Native schools will have to be established sooner or later, either under the present system or some other. It is hard to see whence the funds for this work can come, and it is not exactly my business to make any suggestion on the subject; but if it can be shown that a certain scheme must result in either the saving of a good deal of money in the course of a few years or in the lowering of the cost of education per head to a very considerable extent—and that without any violent wrench or unjust treatment of anybody—the scheme should certainly be brought to light.

Assuming, then, that it is not desirable that the number of Native schools should be increased, my proposal would be that whenever a new Native school is established one or more of the schools that have become Europeanized in character should be handed over to a Board or otherwise disposed of. Thus it might be hoped that there would be a continual substitution of real and vigorous Native schools for such as could hardly do good work unless under the public-school organization. Of course, when such a transfer took place the teacher would not be handed over to the Board along with the school, but would, if suitable, be appointed to the new school, or to some other Native school.

While this work was in progress, and in order to pay for it eventually, there should be a gradual raising of the requirements respecting the average attendance necessary to keep a school going as an ordinary Native school. For the first year the limit might be at 17·5 instead of 15, where it is now placed. The next year it should be 20, then 22·5, and at last 25.

During the period in which these changes were going on, and afterwards, a sum not exceeding that produced by a capitation grant of £ on the average attendance should form the highest amount of total salary payable on account of any school having an attendance lower than the attendance-limit in force for the time being. Of course, the amount of capitation would not be fixed in a haphazard way, but rather with reference to some well-known standard—such, for instance, as the average amount per head paid as salaries in public schools of similar size, with perhaps an advance of, say, 10s. per head on account of the peculiar difficulties that Native-school teachers have to encounter. Unless I am greatly mistaken the plan here propounded, or a modification of it, would be found to be a very useful and satisfactory way of settling the Native-school question for many years to come. Perhaps it ought to be said here, in order to prevent misconception, that this proposal is not meant to imply the retention of the services of the Inspector of Native Schools, who is quite content that this branch of the question should remain open.

Native-school Buildings.—It is worth while to remark that one of the peculiar drawbacks to a Native-school system is the fact that, of the whole number of schools erected, a certain small percentage will within a few years turn out to be absolutely useless. This difficulty is not quite unknown in the case of public schools. Buildings have sometimes been erected under what had appeared to be very favourable auspices, and in a few years, or even months, these buildings have been almost deserted by the pupils. The cause of this has nearly always been the migratory character of a part of our population, but occasionally it appears to have been the effect of a faulty forecast. In the case of Native schools the difficulty is greater than it is in that of public schools, in proportion as the Maoris are more migratory than Europeans. To this it should be added that Maoris sometimes desert their villages for reasons that are almost unintelligible to Europeans. Of course, this mysterious nature of their movements adds much to the difficulty of forecast. The peculiarity here referred to at once raises a question as to the expediency of giving Native-school buildings a permanent character. Would it not be better, some one might ask, that the buildings should be put up on some makeshift principle, and that the least possible expense should be incurred in the erection of them? The answer to this is twofold: As a rule, the Maoris will take no pride or continued interest in a school that is held in a building obviously inferior to European schoolhouses; and in the second place I cannot call to mind any case in which the character of a whole settlement has been greatly improved, and the children have been well trained and educated, unless the institution by means of which the improvement has been effected has been housed in buildings of a permanent and sightly character. If Maoris are to be raised towards the European level they must have an opportunity of forming an idea as to what that level is; and neat well-constructed buildings, with well-fenced glebe and tidy-looking garden, will serve this purpose better almost than anything else could. It may, however, be freely granted that, in all cases in which doubtful elements are among the circumstances of a settlement whose people ask for a school, the school work should be done for a time in a temporary—even a Maori—building, until it has become quite plain that the Maoris are really anxious to have their children educated.

Gum-digging.—It may not be out of place to refer briefly to a great difficulty experienced by Native-school teachers, that prevents them from getting their pupils to attend school regularly. This difficulty is almost entirely confined to North Auckland. It is rather hard to imagine how life on a gumfield can be pleasant even to a Maori child; but it is pleasant, or, perhaps, to put it more correctly, it is less unpleasant to live and work on the gumfields than it is to be left behind in the settlement and go to school. The latter kind of life restrains the children's liberty to a certain extent, and gives them hard—sometimes very hard—fare; the former, if wild and rough, is free as the air, and, unless the fates are very unpropitious, leads to an abundance of tinned meat, to biscuits, flour, and sugar. It is, indeed, the defective supply of food that really settles the question, and makes the children even anxious to go to the gumfields. The necessities of the parents prevent the children from being properly fed if they remain in the settlements. Although Maoris can obtain from a piece of good land, and from the bush, the sea-shore, and the sea, almost everything they need, they do not thus provide food for their children, simply because they have other work to do. Most Maoris have land or land-claims, and while this is so they can get credit. They avail themselves of the opportunity, and run into debt so deeply that they can hardly hope to extricate themselves from it. They soon find themselves obliged to go and work hard and long on the gumfields in order to satisfy the claims of their creditors and to provide food for themselves and their families. At times food runs short, and sooner or later the pressure becomes very great; then the children, by no means unwilling, are taken from school to work on the gumfields, where, too often, they lose their only chance of getting a fair education, and, perhaps, also, in spite of the more abundant food-supply, ruin their constitutions by working in and sleeping near swamps and marshes. It really seems that some kind of Children's Labour Act or other humane measure is needed to prevent the health and the best interests of Maori children from being sacrificed in this reckless way. It is a very difficult business to deal with, just because no Act or regulation would be operative that did not include the prevention of the incurring of legal liabilities for debt by Maori parents. The evil, however, is a grave one, and deserves very serious consideration.

It cannot be out of place to say a few words here about one or two other matters affecting the material and other interests of the Maoris. It is hardly possible for one to be engaged for years in work whose object is to benefit the Maoris in a certain direction, without gradually coming to understand what is beneficial and what is hurtful to them in other directions, and without wishing to use for the advantage of the race the knowledge thus acquired. I allude, then, in the first place, to what may be called the social effects of the great meetings that the Maoris are so fond of holding; nothing needs to be said about the political aspects of these meetings except that the outcome of them seems always to be practically *nil*. When a meeting is to take place a collection is made, and the Natives nearly everywhere do their best, by contributing largely, to avoid the imputation of meanness. This often involves not only the getting rid of most of the available food and the last penny in cash that the settlement can raise, but also a considerable addition to the liabilities of the people of the settlement. By-and-by all arrangements are complete; a great store of pigs, flour, sugar, potatoes, and luxuries has been gathered together; the people assemble from all quarters, long speeches are made, and the food is eaten. The time passes merrily enough according to Maori ideas—there is a certain rude abundance, and no reason to care for any future that is not at least some days distant. By-and-by, however, the fools' paradise has passed away, and all return to their homes. And now comes the sad part of the business. For months, probably, the children of the settlement have to pay the particularly exacting piper to whose music their parents have been dancing, by going without sufficient food and clothing, and contracting diseases that they would probably have escaped if they had not been subjected to cold and hunger. Perhaps it would be possible to prevent by legislation this kind of neglect of Maori children by their parents if the principle referred to in the preceding section were extended.

A far more encouraging feature is that to which brief reference will now be made. At the close of last year two young Maoris—both of them Te Aute boys, and one of them a very promising New Zealand University student—conceived the idea of trying to do something for the benefit of their people by organizing a kind of sanitation mission to work amongst their own people during the holidays. The subject was brought before the senior classes at Te Aute, and taken up with eagerness. A great many young Maoris undertook to give a helping hand, and addresses on the subject of health were given by these young fellows in a considerable number of the Maori settlements. Of course an effort of this kind cannot be expected to suddenly produce very striking effects, but we may safely hold that the movement is of a very novel character, and that it is likely to do much more in the way of undermining the kind of Maori conservatism which, in the presence of a superior civilisation, means the extinction of the conservatives, than has hitherto been done by any agency whatever.

The Teaching of English.—Much good may be expected from a circular recently sent out from the Department with regard to the teaching of English in Native schools. From the first it has been seen by the officers of the Department that English is the most important of the Native-school subjects, and no trouble has been spared to make the school instruction more in accordance with the principles which this fact involves. The trouble taken has not been quite thrown away; those who have been connected with Native education from the time that it came under the control of the Department know that very distinct advances have been made. On page 9 of the Native School Report for 1885 the following passage occurs: "Bearing in mind that the results obtained in 1880 were the accumulated products of several years' work, we see that the progress made has been, on the whole, continuous and satisfactory. It is right to mention, too, that the standards are now much higher than they were in 1880, and that a pupil who would have passed in English then would now be sent back as a bad failure." This present report, for 1891, might well contain a similar statement with regard to the advance made since 1885. The gentle—very gentle—treatment of pupils coming up to be examined is now a matter of ancient history, so to say, and the time appears to be

approaching when it will be possible to deal with weakness in English (and, indeed, in other subjects) exactly as it would be dealt with in a public school by a strict Inspector. It seems very plain that teachers who are not up to their work, and those who do not care to be up to it, will, as time goes on, find it more and more difficult to keep a good place among their fellow-teachers. In fact, it is not easy to see how they will be able to keep any place at all. There is, however, a way out of the difficulty, and this way is open to all. A very careful study of the circular above referred to, and honest and sustained attempts to put into practice the principles therein stated, could hardly fail to bring a teacher and his school up to the mark. Two of the most important of the directions implied in the circular may be very briefly stated as follows: Teachers must be ever on their guard against thinking that reading or speaking that is intelligible to them must be satisfactory, and ought to be accepted by an Inspector as English; and it must never be imagined that *mere* practice, unless it is the practice of what is correct, can gradually produce correctness in reading and speaking, or, indeed, in anything else.

The circular here referred to is, I believe, to be printed in the body of the Minister's report, as is also another circular relating to the keeping of the school records and the penalties to be inflicted when this work is carelessly done. One case has occurred in which the new rules have been enforced.

Our Staff, and the Spirit in which its Work is done.—When it is remembered that our staff consists for the most part of persons who were quite inexperienced as teachers when they took up the work, and that, besides this, they were selected on no very definite principle, except such as results from a general desire to obtain the services of the most intelligent and trustworthy people, it is rather to be wondered at that so many should have shown very decided aptitude for teaching, and that a considerable number have become very capable teachers, with a truly professional interest in their work. It will be easily understood that this kind of interest is not one that can be simulated, seeing that its effects, when it really exists, must be plainly visible in the schoolroom, in the work done, and in the general surroundings. One gets into the way of speaking of interest in the work as if it were really a kind of natural endowment; but it is not strictly correct to do so. The power of feeling interest in Native-school work does, in the case of a new and untrained teacher, certainly depend to a large extent on the possession of a certain alacrity of thought—of power to get out of a groove,—on a strong desire to understand one's duty and to do it, and on the capability of watching with sympathy the development of uncultured minds and characters. But all these qualifications may in the long run be secured by any one who is able to set himself to do what he finds just at hand, and who is not constantly looking for some imaginary good that is a very long way off. The actual honest doing of Native-school work will inevitably make him who does it ready in coping with his peculiar difficulties, and, above all, fond of his pupils, and able to deal with them satisfactorily. To put it in the language of the day, "successful functioning becomes pleasant functioning." The conscientious performance of even uncongenial duties leads by-and-by to real interest and pleasure, and, in the end, perhaps, to complete satisfaction.

There are teachers on our staff who, as far as one can judge, take as much pleasure in their newly-acquired professional skill as they would have taken if they had been "to the manner born," and this although the earlier parts of their lives have been spent in work almost as remote as possible from that which now engages their attention. There is needed, after all, only one of our old proverbs slightly modified to express the very root of the whole matter, "Where there's a will, there's a way that soon becomes pleasant."

A brief reference to the labours of my respected colleague, Mr. H. B. Kirk, M.A., may fitly conclude this report. The work that used to be done entirely by him is hardly better done because a considerable part of it is now done by me; but I am quite sure that the supervision of Native schools has been more effective since he began to take a large share in it.

The Inspector-General of Schools.

I am, &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 1891; AND THE NAMES, STATUS, AND EMOLUMENTS OF THE TEACHERS AS IN DECEMBER, 1891.

. 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 M, Assistant Male Teacher; A F, Assistant Female Teacher; S, Sewing-mistress.

County.	Schools.	Expenditure during 1891.				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	185 0 0	4 7 6	..	189 7 6	McCavin, Mr. and Mrs.	..	185 0 0	The teachers work conjointly.
	Pamapuria	160 0 0	4 17 8	..	164 17 8	Dunn, R. H.	H M	145 0 0	
	Ahipara	162 1 8	15 8 2	..	177 9 10	Dunn, Mrs. Young, Rev. H. H. Young, Miss F. L. Young, Mrs.	H M A F S	20 0 0 20 0 0 20 0 0	
	Pukepoto	140 16 5	3 18 9	..	144 15 2	Harris, A. H.	H M	90 0 0	School closed in September quarter.
	Kenana	120 14 4	5 7 6	20 7 3	146 9 1	Harris, Mrs.	S	20 0 0	
	Whangape	122 10 0	28 5 3	..	150 15 3	Nicholson, J.	H M	90 0 0	With allowance for conveyance of goods, £10 per annum.
	Rangiahua	206 5 0	21 17 3	..	228 2 3	Nicholson, Mrs. Barnett, Mrs.	S H F	20 0 0 190 0 0	
	Whakarapa	120 0 0	19 1 9	..	139 1 9	Haszard, Mrs.	S	20 0 0	School closed in September quarter.
	Waitapu and side-school at Macheitihe	196 5 0	28 16 9	..	225 1 9	Hawkins, T. B.	H M	160 0 0	With allowance for conveyance of goods, £10 per annum.
	Whirinaki	188 6 8	17 13 4	7 10 0	208 10 0	Hawkins, Mrs.	A F	35 0 0	School closed in September quarter.
Bay of Islands	Waina	118 15 10	4 4 3	..	123 0 1	Masters, C. M.	A F	10 0 0	With allowance for horse, £10 per annum.
	Omanai	144 3 4	13 3 9	..	157 7 1	Masters, Miss E.	H M	165 0 0	
	Motukaraka	162 10 0	13 2 11	18 4 0	193 16 11	Lee, J. B.	A F	35 0 0	
	Mangamuka	146 13 4	6 14 9	..	153 8 1	Cockroft, Mrs.	M	90 0 0	
	Mangakahia	119 3 4	21 7 6	..	140 10 10	Cockroft, Miss A.	H F	20 0 0	
	Waimamaku	190 0 0	30 18 5	20 17 0	241 15 5	Danaher, T. J.	S	145 0 0	
	Otaua	150 0 0	3 0 0	..	153 0 0	Danaher, Mrs.	H M	125 0 0	With allowance for conveyance of goods, £10 per annum.
	Ohaeawai	147 10 0	11 19 9	..	159 9 9	Harrison, J.	S	20 0 0	
	Kaikohu	242 10 0	10 13 0	5 0 0	258 3 0	Magee, E. J.	M	100 0 0	
	Karetu	118 15 0	3 1 6	..	121 16 6	Winkelmann, C. P.	H M	155 0 0	
Waikare	86 13 4	19 6 8	..	106 0 0	Winkelmann, Mrs.	A F	20 0 0		
Whangaruru	6 1 0	1 17 6	..	7 18 6	Tobin, Mrs.	S	20 0 0	School closed in September quarter.	
					Woods, G. E.	H M	125 0 0	School opened in December quarter.	
					Mitchell, J.	S	20 0 0		
					Hansen, Miss A. M.	H M	205 0 0		
					Mitchell, Mrs.	A F	20 0 0		
					Johnson, Miss S. H.	S	20 0 0		
					Patrick, J. K.	F	135 0 0		
						M	90 0 0		

Whangarei	Taurarere	73 13 9	9 7 4	83 1 1	Tautari, Mrs.	F	SS 10 0
	Te Ahuahu	145 0 0	11 7 6	156 7 6	Watling, Mrs.	H F	125 0 0
..	Porohi	156 5 0	4 9 1	166 9 1	Mair, Miss L. B. N.	S	20 0 0
..	Tangiteroria	122 10 0	2 17 0	129 7 0	Broughton, Mrs.	H M	145 0 0
..	Taita	124 3 4	2 17 6	127 0 10	Blyth, W. H.	S	20 0 0
..	Matakohe	133 15 0	10 13 10	152 8 10	Aimer, E. B.	H M	100 0 0
..	Pouero Point	143 15 0	2 18 3	146 13 3	Quinlan, W. H.	S	20 0 0
..	Otamatea	128 15 0	27 3 9	168 18 9	Allan, A. G.	H M	125 0 0
..	Otorohanga	175 0 0	5 2 3	186 5 9	Allan, Miss C.	S	20 0 0
..	Kirikiri	164 12 4	10 14 9	175 7 1	Minchin, T. M.	H M	110 0 0
..	Tapapa	146 13 4	2 19 6	156 2 10	Minchin, Mrs.	S	20 0 0
..	Te Waotutu	132 18 4	12 4 3	145 2 7	Morton, B. D.	H M	135 0 0
..	Pukawa	117 10 0	25 9 3	142 19 3	Morton, Mrs.	A F	35 0 0
..	Maungatapu	183 10 0	4 5 0	187 15 0	Kirkman, H. R.	H M	120 0 0
..	Huria	122 10 0	15 17 5	155 2 5	Kirkman, Mrs.	A F	35 0 0
..	Paeroa	177 10 0	0 8 0	177 18 0	Hosking, J. T.	M	135 0 0
..	Rotoiti	208 15 0	8 3 8	237 13 8	Beamish, W. H. L.	H M	110 0 0
..	Te Matai	180 0 0	6 3 6	186 3 6	Beamish, Miss V.	S	20 0 0
..	Maketu	145 0 0	21 3 7	168 19 7	Griffin, B. F.	H M	100 0 0
..	Matata	45 0 0	26 17 9	228 4 9	Griffin, Mrs.	S	20 0 0
..	Te Teko	117 10 0	38 16 0	166 17 0	Duffus, J. W.	H M	135 0 0
..	Galatea	194 3 4	35 2 0	748 11 1	Duffus, Mrs.	S	20 0 0
..	Poroporo	218 15 0	14 19 0	233 14 0	Broderick, H. W.	H M	150 0 0
..	Waioweka	230 0 0	15 16 0	245 16 0	Broderick, Mrs.	A F	35 0 0
..	Omarumutu	186 13 4	41 10 6	228 3 10	Capper, Mrs. O.	A F	35 0 0
..	Torere	237 10 0	48 11 9	276 1 9	Capper, Mrs.	S	20 0 0
..	Omaio				Pinker, A. ..	H M	145 0 0
					Pinker, Mrs.	A F	35 0 0
					Walmsley, H. G.	H M	110 0 0
					Walmsley, Mrs.	A F	35 0 0
					Crène, P. ..	H M	155 0 0
					Crène, Mrs. ..	S	20 0 0
					Wylie, J. ..	H M	100 0 0
					Wylie, Mrs.	S	20 0 0
					Brittain, F. H.	H M	165 0 0
					Romana, Whetu	A M	20 0 0
					Brittain, Mrs.	S	20 0 0
					Herlihy, P. ..	H M	180 0 0
					Herlihy, Mrs.	A F	35 0 0
					Tennent, A. P.	H M	185 0 0
					Tennent, Mrs.	A F	55 0 0
					Bow, A. ..	H M	180 0 0
					Bow, Mrs. ..	A F	35 0 0
					Hamilton, H. A.	H M	195 0 0
					Porter, Miss A.	A F	20 0 0
					Hamilton, Mrs.	S	20 0 0

School not yet opened.

With house allowance, £26 per annum.

With allowance for horse, £10 per annum.

School re-opened in December quarter.

With allowance for conveyance of goods £20 per annum.

Table No. 1—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1891—continued.

County.	Schools.	Expenditure during 1891.				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.				
Whakatane—contd.	Te Kaha ..	£ 235 0 0	£ 15 6 7	£ s. d. ..	£ 250 6 7	Leverit, E. ..	H M	175 0 0	
						Kent, Miss J. ..	A F	20 0 0	
						Leverit, Miss E. A. ..	A F	20 0 0	
						Leverit, Mrs. ..	S	20 0 0	
	Raukokore ..	175 0 0	..	14 0 0	189 0 0	Moore, J. ..	H M	155 0 0	
						Moore, Mrs. ..	S	20 0 0	
	Wharekahika ..	155 0 0	9 13 3	..	164 13 3	Parker, J. R. C. ..	H M	135 0 0	
						Parker, Mrs. ..	S	20 0 0	
	Te Araroa ..	197 10 0	7 6 7	..	204 16 7	Beattie, T. ..	H M	170 0 0	
						Beattie, Mrs. ..	A F	35 0 0	
Rangitukia ..	260 0 0	15 10 11	..	275 10 11	Stewart, R. O. ..	H M	195 0 0		
					Stewart, Mrs. ..	A F	35 0 0		
Tikitiki ..	197 10 0	9 4 4	49 12 0	256 6 4	Hyde, E. G. ..	H M	155 0 0		
					Hyde, Mrs. ..	A F	35 0 0		
Waioamatani ..	198 6 8	29 5 4	..	227 12 0	Leech, W. A. ..	H M	165 0 0		
					Leech, Miss G. ..	A F	20 0 0		
					Leech, Mrs. ..	S	20 0 0		
Tuparoa ..	195 0 0	10 4 1	15 0 0	220 4 1	Johnson, J. ..	H M	150 0 0		
					Johnson, Mrs. ..	A F	55 0 0		
Akaku ..	210 0 0	17 5 0	..	227 5 0	Hill, C. P. ..	H M	175 0 0		
					Hill, Mrs. ..	A F	35 0 0		
Tokomaru ..	155 0 0	9 5 4	..	164 5 4	Clemance, P. H. ..	H M	140 0 0		
					Clemance, Mrs. ..	S	20 0 0		
Papawai ..	158 6 8	26 14 1	..	185 0 9	Browne, W. F. ..	H M	135 0 0		
Waikawa ..	71 11 0	12 9 0	..	84 0 0	Terry, Miss J. ..	A F	20 0 0		
Wairau ..	107 13 0	6 16 0	..	114 9 0	Macdonald, G. ..	M	93 12 0		
					Curtis, R. T. ..	H M	79 1 0		
Kaiapoi ..	185 0 0	50 0 7	..	235 0 7	Curtis, Mrs. ..	S	20 0 0		
					Reeves, Mrs. ..	H F	90 0 0		
					Reeves, Miss K. ..	S	20 0 0		
Rapaki ..	160 0 0	17 17 1	..	177 17 1	Bone, D. ..	H M	145 0 0		
					Bone, Mrs. ..	S	20 0 0		
Little River ..	41 1 8	4 14 8	..	45 16 4	Green, F. A. ..	H M	125 0 0		
					Green, Mrs. ..	S	20 0 0		
Onuku ..	185 0 0	7 3 0	..	192 3 0	Moloney, M. ..	H M	165 0 0		
Waikouaiti ..	80 9 11	9 17 6	..	90 7 5	Moloney, Mrs. ..	S	20 0 0		
Port Molyneux ..	137 4 5	1 0 0	..	138 4 5	Blathwayt, G. C. J. ..	M	90 0 0		
					Carriek, Mrs. ..	H F	125 0 0		
					Campbell, Miss B. ..	S	20 0 0		

£58 16s. 6d. paid from Native reserves funds.

School re-opened in December quarter.

Wallace ..	Colac Bay	..	211 5 0	8 8 9	..	219 13 9	Nickless, H. W. Nickless, Miss F. Nickless, Mrs. Connor, Rev. C. Connor, Mrs.	H M A F S H M S	165 0 0 20 0 0 20 0 0 145 0 0 20 0 0	£32 5s. recovered from Native reserves funds towards maintenance of these two schools.
Stewart Island ..	The Neck	..	165 0 0	3 14 5	..	168 14 5					
Boarding Schools—											
St. Stephen's, Auckland	..	..	..	568 16 5	..	568 16 5				
Te Aute, Hawke's Bay	..	..	..	200 0 0	..	200 0 0				
Hukarere, Hawke's Bay	..	..	..	400 0 0	..	400 0 0				
St. Joseph's, Hawke's Bay	..	..	..	375 18 0	..	375 18 0				
Inspection ..	..	..	450 0 0	204 19 9	..	654 19 9				
Other miscellaneous expenditure not chargeable to particular schools	..	..	24 11 8	454 15 0	100 0 0	579 6 8				
			11,186 12 0	3,171 8 0	1,020 7 6	15,378 7 6*		..	..	10,586 3 0

* Deducting recoveries (£127 5s. 7d.) and payments from Native reserves funds (£91 1s. 6d.) the result is a net Government expenditure of £15,160 0s. 5d.

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1891.

	£	s.	d.
Village-school salaries	10,684	13	11
Teachers' allowances for special objects	156	18	1
Teachers' removal allowances	183	1	6
Books and school requisites	380	6	6
Prizes for regular attendance	266	16	5
Standard prizes	28	15	6
Prizes for passing final examination at boarding-schools	1	5	6
Planting sites	0	4	0
Repairs and small works	268	1	1
Inspector	450	0	0
Inspectors' travelling expenses.. .. .	159	15	10
Special inspection	42	5	11
Board of girls with teachers	21	0	0
Sundries	63	10	5
Boarding-schools	1,544	14	5
Travelling expenses of scholars sent to boarding-schools	86	12	7
Medical examination of scholars sent to boarding-schools	1	1	0
Buildings, fencing, furniture, &c.	980	7	6
	<hr/>		
	15,319	10	2
Less recoveries from sewing-material	68	8	3
	<hr/>		
Total	£15,251	1	11

NOTE.—Of the above total, £91 1s. 6d. was paid from Native reserves funds, leaving a net Government expenditure of £15,160 0s. 5d.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1891.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	34	17	51	2·28
Five and under ten years	619	588	1,207	54·10
Ten and under fifteen years	528	367	895	40·12
Fifteen years and upwards	50	28	78	3·50
Totals	1,231	1,000	2,231	100·00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, for the Year 1891.

[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.			
Little River*	17	..	17	17-00	8	9	17	17-00	100-00	
Whangaruru*	18	..	18	18-00	6	12	18	18-00	100-00	
Torere	19	22	5	36	29-75	18	15	33	29-00	97-47
Pouto	17	8	7	18	19-25	6	11	17	18-25	94-80
Tikitiki	41	13	11	43	46-00	19	21	40	43-50	94-56
Te Kaha	58	2	3	57	58-75	24	29	53	55-50	94-46
Kenana	25	8	4	29	28-75	18	10	28	27-00	93-91
Raukokore	29	2	5	26	28-00	15	10	25	26-25	93-75
Omaio	40	4	7	37	38-00	25	8	33	35-50	93-42
Waikouaiti†	28	3	25	23-33	11	12	23	21-66	92-85
Whirinaki	31	32	8	55	39-50	26	24	50	36-25	91-77
Te Araroa	43	11	12	42	41-75	15	19	34	37-25	89-22
Rapaki	33	8	8	33	34-75	17	13	30	31-00	89-20
Waimamaku	39	11	18	32	36-25	15	15	30	32-25	88-96
Matata	46	29	42	33	39-50	13	15	28	35-00	88-60
Te Teko*	60	..	60	58-00	33	18	51	51-00	87-93	
Waioweka	30	10	8	32	35-50	21	7	28	30-75	86-62
Wharekahika	25	10	10	25	26-75	12	8	20	23-00	85-98
Ahipara	28	38	6	60	40-00	26	24	50	33-50	83-75
Matihetihe	17	7	3	21	21-50	9	18	18	18-00	83-72
Onuku	26	5	8	23	24-50	12	8	20	20-50	83-67
Motukaraka	37	8	6	39	37-75	19	11	30	31-50	83-44
Tangiteroria	20	6	2	24	22-75	10	10	20	18-75	82-41
Karetu	20	3	1	22	21-25	9	11	20	17-50	82-35
Kirikiri	49	39	19	69	64-00	29	29	58	52-00	81-25
Matakohe	17	18	17	21-25	5	10	15	17-25	81-17	
Wairau	12	8	5	15	14-25	5	6	11	11-50	80-70
Galatea	23	29	13	39	33-50	20	14	34	27-00	80-59
Akuaku	48	14	11	51	52-50	20	16	36	42-25	80-47
Kaiapoi	26	24	17	33	38-25	12	16	28	30-75	80-39
Kaikohe	44	25	21	48	55-25	26	10	36	43-75	79-18
Omarumutu	50	14	12	52	60-00	18	24	42	47-50	79-16
Omanaia	27	5	2	30	31-00	10	12	22	24-50	79-03
Rotoiti	32	27	24	35	36-50	18	10	28	28-50	78-08
Colac Bay	27	37	19	45	46-50	19	16	35	36-25	77-95
Ohaeawai	16	18	5	29	24-75	11	10	21	19-00	76-76
Waitapu	16	4	3	17	18-25	10	3	13	14-00	76-71
Te Matai	42	16	11	47	49-00	17	12	29	37-25	76-02
Port Molyneux	21	3	4	20	20-75	9	7	16	15-75	75-90
Waiomatatini	30	28	20	38	45-00	19	9	28	34-00	75-55
Te Waotu	25	21	30	16	21-00	3	7	10	15-75	75-00
Poroti	31	5	10	26	27-50	10	8	18	20-50	74-54
Tuparoa	51	16	13	54	58-50	21	14	35	43-50	74-35
Paeroa	28	11	11	28	29-25	14	5	19	21-75	74-35
The Neck	26	4	3	27	26-25	8	11	19	19-50	74-28
Taumarere	7	11	3	15	18-50	7	3	10	10-00	74-07
Te Ahuahu	18	17	10	25	26-50	9	10	19	19-50	73-58
Pukepoto†	26	12	33	..	33-00	..	..	..	23-66	71-71
Poroporo	18	38	23	33	49-00	13	11	24	34-50	70-40
Mangakahia	21	8	7	22	24-50	7	8	15	17-25	70-40
Waima	20	23	20	23	25-75	7	10	17	18-00	69-90
Te Kao	26	16	24	18	22-25	8	7	15	15-50	69-66
Pamapurua	28	13	12	29	28-00	10	9	19	19-50	69-64
Tokomaru	24	25	12	37	36-75	17	8	25	25-25	68-70
Otamatea	21	13	11	23	24-75	11	5	16	17-00	68-68
Otaua	23	27	22	28	27-50	7	10	17	18-75	68-18
Taita	19	12	26	5	16-00	2	1	3	10-75	67-18
Rangitukia	62	34	37	59	64-25	13	11	24	42-50	66-14
Maungatapu	31	23	21	33	37-75	14	8	22	24-50	64-90
Rangiahua	31	35	21	45	49-00	22	10	32	31-25	63-77
Makehu	39	31	17	53	55-00	24	17	41	34-75	63-18
Waikare†	11	11	22	..	19-00	..	..	..	12-00	63-15
Papawai	29	26	19	36	40-50	10	10	20	25-50	62-96
Mangamuka	29	27	25	31	27-00	10	5	15	15-25	56-48
Tapapa	24	14	18	20	27-50	11	4	15	15-25	55-45
Waikawa	14	9	4	19	19-00	10	6	16	10-25	53-94
Otorohanga	40	44	23	56	62-75	13	17	30	33-50	53-38
Huria	35	25	19	41	36-75	10	10	20	18-75	51-02
Whangape	21	37	21	37	37-25	12	7	19	18-75	50-33
Whakarapa†	20	15	35	..	31-66	..	..	..	15-00	47-36
Totals for 1891	1,902	1,272	943	2,231	2,394-74	938	765	1,703	1,837-07	76-71
Totals for 1890	2,104	1,176	1,021	2,259	2,469-16	979	806	1,785	1,876-57	76-00

* Opened December quarter.

† Closed during the March quarter.

‡ Closed September quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1891.

** 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.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Te Kao	10	5	15	..	..	..	..	3	3	10	8	18
Pamapurua	15	10	25	..	..	..	1	3	4	16	13	29
Ahipara	23	13	36	3	3	6	8	10	18	34	26	60
Kenana	17	10	27	1	1	..	..	..	2	18	11	29
Whangape	22	13	35	..	..	..	..	2	1	22	15	37
Rangiahua	20	7	27	1	6	7	7	4	1	28	17	45
Waitapu	2	3	5	10	1	11	1	..	1	13	4	17
Matihetihe	6	8	14	4	3	7	..	..	2	10	11	21
Whirinaki	27	26	53	..	..	..	1	1	..	28	27	55
Waima	11	12	23	..	..	..	..	..	4	11	12	23
Omanaia	12	12	24	..	2	2	2	2	..	14	16	30
Motukaraka	12	7	19	2	3	5	10	5	1	24	15	39
Mangamuka	19	9	28	..	1	1	..	2	2	19	12	31
Mangakahia	8	10	18	..	..	..	2	2	..	10	12	22
Waimamaku	14	13	30	..	..	..	2	..	2	16	16	32
Otaua	7	13	20	2	1	3	3	2	5	12	16	28
Ohaeawai	8	11	19	3	1	4	3	3	6	14	15	29
Kaikohe	32	11	43	1	1	2	1	2	3	34	14	48
Karetu	7	4	11	2	4	6	1	4	5	10	12	22
Whangaruru	5	10	15	..	..	..	1	2	3	6	12	18
Taumarere	9	6	15	..	..	..	..	..	..	9	6	15
Te Ahuahu	7	9	16	1	2	3	3	3	6	11	14	25
Poroti	9	7	16	1	2	3	4	3	7	14	12	26
Tangiteroria	9	6	15	..	..	..	3	6	9	12	12	44
Taita	1	..	1	..	..	..	2	2	4	3	2	5
Matakoho	2	7	9	1	2	3	3	2	5	6	11	17
Pouto Point	3	8	11	1	..	1	2	4	6	6	12	18
Otamatea	10	7	17	..	..	..	5	1	6	15	8	23
Otorohanga	14	10	24	6	10	16	7	9	16	27	29	56
Kirikiri	6	11	17	4	6	10	25	17	42	35	34	69
Tapapa	13	6	19	..	..	..	1	..	1	14	6	20
Te Waotu	4	4	8	..	..	..	2	6	8	6	10	16
Maungatapu	17	9	26	2	2	4	2	1	3	21	12	33
Huria	24	16	40	..	1	1	..	..	..	24	17	41
Paeroa	11	2	13	6	5	11	1	..	4	18	10	28
Rototi	19	12	31	2	2	4	..	..	..	21	14	35
Te Matai	26	19	45	..	1	1	1	..	1	27	20	47
Maketu	17	15	32	3	1	4	9	8	17	29	24	53
Matata	8	7	15	5	4	9	3	6	9	16	17	33
Te Teko	34	21	55	3	1	4	..	1	1	37	23	60
Galatea	19	9	28	2	..	2	3	6	9	24	15	39
Poroporo	17	13	30	1	1	2	1	..	1	19	14	33
Waioweka	20	5	25	2	2	4	2	1	3	24	8	32
Omarumutu	18	18	36	4	5	9	2	5	7	24	28	52
Torere	16	13	29	2	1	3	2	2	4	20	16	36
Omaio	24	9	33	3	..	3	1	..	1	28	9	37
Te Kaha	23	24	47	..	3	3	3	4	7	26	31	57
Raukokore	11	9	20	4	2	6	..	..	..	15	11	26
Wharekahika	11	8	19	1	..	1	4	1	5	16	9	25
Te Araroa	18	18	36	..	4	4	1	1	2	19	23	42
Rangitukia	28	24	52	3	..	3	..	4	4	31	28	59
Tikitiki	15	16	31	4	2	6	1	5	6	20	23	43
Waiomatatini	17	9	26	6	2	8	4	..	4	27	11	38
Tuparoa	35	15	50	..	1	1	..	3	3	35	19	54
Akuaku	26	22	48	3	..	3	..	..	..	29	22	51
Tokomaru	22	10	32	2	2	4	..	1	1	24	13	37
Papawai	6	11	17	..	..	..	11	8	19	17	19	36
Waikawa	4	1	5	..	7	7	7	..	7	11	8	19
Wairau	7	8	15	..	..	..	..	..	..	7	8	15
Kaiapoi	7	8	15	5	4	9	2	7	9	14	19	33
Rapaki	12	9	21	6	4	10	1	1	2	19	14	33
Little River	8	9	17	..	..	..	..	..	..	8	9	17
Onuku	7	3	10	..	..	..	7	6	13	14	9	23
Waikouaiti	5	6	11	3	2	5	4	5	9	12	13	25
Port Molyneux	2	3	5	..	..	..	10	5	15	12	8	20
Colac Bay	8	5	13	..	..	..	17	15	32	25	20	45
The Neck	2	4	6	7	9	16	2	3	5	11	16	27
Totals for 1891	908	681	1,589	122	117	239	201	202	403	1,231	1,000	2,231
Totals for 1890	905	700	1,605	127	121	248	201	205	406	1,233	1,026	2,259

SUMMARY of Table No. 5.

	Boys.	Girls.	Total.	Percentage.
Maori and between Maori and half-caste	908	681	1,589	71.23
Half-caste	122	117	239	10.71
Between half-caste and European, and European	201	202	403	18.06
Totals	1,231	1,000	2,231	100.00

Table No. 6.
RESULTS of EXAMINATION, 1891.

Schools.	Number on the roll.	Passes of Pupils examined.				Percentage obtained at Examination.
		IV.	III.	II.	I.	
Te Kao	16	..	2	5	3	53.65
Pamapurua	30	2	4	1	6	65.58
Ahipara	33	..	4	2	4	49.41
Pukepoto	36	2	1	..	3	25.05
Kenana	29	..	..	2	10	50.30
Whangape	26	..	..	2	3	25.00
Rangiahua	45	1	..	1	11	45.00
Whakarapa	31	..	..	2	3	29.01
Waitapu	19	1	1	2	1	66.62
Matihetihe	21	..	..	2	6	60.08
Whirinaki	33	1	1	2	7	54.57
Waima	32	1	..	2	1	21.79
Omanaia	32	1	1	1	6	56.48
Motukaraka	35	2	1	11	6	59.42
Mangamuka	30	..	3	3	7	78.15
Mangakahia	25	1	2	4	3	67.90
Waimamaku	38	1	3	3	6	44.81
Otaua	28	..	3	2	4	51.64
Ohaeawai	22	..	1	2	2	52.30
Kaikohe	57	4	4	9	6	65.79
Karetu	21	1	2	..	3	34.41
Waikare	16	..	1	1	..	19.79
Taumarere	11	3	1	..	..	59.90
Te Ahuahu	29	..	2	4	2	58.70
Poroti	30	1	5	5	4	70.03
Tangiteroria	22	..	2	3	2	52.19
Taita	26	..	2	3	2	45.08
Matakohe	26	..	..	1	4	41.10
Pouto	21	..	6	2	2	69.05
Otamatea	24	..	2	4	2	62.01
Otorohanga	58	..	3	7	13	65.73
Kirikiri	51	..	..	3	4	40.42
Tapapa	29	1	2	1	3	47.79
Te Waotu	23	1	2	3	3	54.59
Maungatapu	35	..	2	..	9	50.10
Huria	22	..	..	1	5	40.81
Paeroa	27	1	3	6	4	75.36
Rotoiti	37	..	5	3	9	61.03
Te Matai	50	1	5	7	5	73.71
Maketu	51	2	4	4	2	57.41
Matata	39	2	5	4	9	53.69
Galatea	29	..	4	1	..	40.01
Poroporo	45	..	..	6	9	45.82
Waioweka	33	..	1	6	6	48.42
Omarumutu	60	5	5	6	11	59.48
Torere	32	2	1	2	3	33.90
Omaio	40	6	5	5	12	100.00
Te Kaha	60	4	9	10	10	79.14
Raukokore	30	3	7	5	5	83.06
Wharekahika	28	1	5	1	4	51.87
Te Araroa	41	3	7	11	8	100.00
Rangitukia	59	1	2	12	10	43.30
Tikitiki	46	..	..	4	5	32.42
Waiomatatini	49	1	4	4	3	60.05
Tuparoa	63	2	11	7	14	81.99
Akuaku	56	1	7	9	11	52.23
Tokomaru	86	..	2	7	5	66.23
Papawai	43	1	2	1	2	27.92
Waikawa	18	..	2	1	2	55.23
Wairau	14	1	1	1	..	36.31
Kaiapoi	32	..	3	6	6	70.50
Rapaki	33	2	5	3	6	57.32
Little River*	17	..	..	..	..	..
Onuku	23	..	2	2	4	56.23
Waikouaiti	26	..	3	..	..	37.18
Port Molyneux	20	1	5	2	2	72.32
Colac Bay	45	2	4	7	5	73.97
The Neck	26	1	1	1	2	60.52
Totals for 1891	2,270	67	183	240	330	..
Totals for 1890	2,407	72	110	236	231	..

* No examination.

Table No. 7.
RESULTS of INSPECTION, 1891.

[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 Timetable.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Master.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly through inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Omaio	10·0	9·2	9·7	7·7	8·0	50·0	94·6
Te Araroa	10·0	8·5	8·5	8·0	8·5	50·0	93·5
Paeroa	9·5	10·0	9·8	8·3	8·8	37·7	84·1
Te Kaha	10·0	10·0	7·7	7·0	8·3	39·5	82·5
Tuparoa	8·8	9·0	8·0	6·9	8·2	40·9	81·8
Kaikōhe	10·0	9·5	9·5	6·0	9·0	32·8	76·8
Raukokore	6·8	7·0	7·3	5·5	7·3	41·5	75·4
Te Matai	8·6	9·5	6·3	7·8	4·5	36·8	73·5
Colac Bay	7·0	6·5	7·8	7·7	6·5	37·0	72·5
Waitapu	8·8	8·1	8·2	5·2	8·0	33·3	71·6
Port Molyneux	7·6	7·3	7·5	6·0	7·0	36·1	71·5
Kaipōi	6·5	8·5	7·8	6·1	6·2	35·3	70·4
Maketu	9·2	8·3	8·3	8·5	7·3	28·7	70·3
Akuaku	10·0	10·0	9·7	5·7	8·6	26·1	70·1
Matihetihe	9·4	8·0	8·7	5·2	7·5	30·0	68·8
Mangamuka	7·8	7·0	6·5	4·6	3·6	39·0	68·5
Pamapurua	8·8	7·3	8·0	6·8	4·8	32·8	68·5
Omarumutu	8·4	8·7	9·2	6·6	5·3	29·9	68·1
Otorohanga	8·7	9·0	7·3	5·8	4·3	32·9	68·0
Poroti	6·1	6·6	8·2	5·7	5·5	35·0	67·1
Omanaia	8·2	9·5	7·5	6·7	7·0	28·2	67·1
Taumarere	5·0	8·0	8·3	7·0	8·0	29·9	66·2
Te Kao	8·9	7·5	7·7	6·5	8·0	26·8	65·4
The Neck	7·6	7·8	8·8	5·2	5·3	30·3	65·0
Matata	8·2	8·3	8·3	6·4	6·7	26·8	64·7
Rotoiti	6·9	7·8	6·8	7·0	5·7	30·0	64·2
Waiomatatini	8·4	7·2	5·7	6·7	5·6	30·0	63·6
Tokomaru	7·8	6·5	5·2	5·8	4·0	33·1	62·4
Rapaki	7·7	7·7	6·3	4·6	7·3	28·7	62·3
Pouto Point	4·0	4·2	6·5	6·0	7·0	34·5	62·2
Motukaraka	7·8	5·6	6·8	5·0	6·0	29·7	60·9
Otamatea	5·4	5·3	9·0	4·6	5·3	31·0	60·6
Whirinaki	8·0	8·0	7·5	4·5	5·3	27·3	60·6
Maungatapu	7·7	7·0	7·5	5·1	7·7	25·1	60·1
Waimamaku	8·0	8·3	6·5	7·5	6·2	22·4	58·9
Rangitukia	7·8	8·7	8·0	5·2	7·5	21·6	58·8
Rangiahua	7·8	8·0	7·2	6·2	7·0	22·5	58·7
Mangakahia	7·9	5·2	5·5	2·0	3·3	33·9	57·8
Te Waotu	6·4	6·0	7·5	5·1	5·5	27·3	57·8
Onuku	8·0	7·5	6·0	4·0	3·5	28·1	57·1
Tapapa	7·2	8·3	7·8	5·4	4·3	23·9	56·9
Otaua	7·0	6·5	5·5	5·1	6·7	25·8	56·6
Te Ahuahu	2·2	5·5	8·8	4·7	6·0	29·3	56·5
Wharekahika	7·0	6·2	7·0	3·5	6·0	25·9	55·6
Ahipara	7·8	6·6	6·3	3·8	6·3	24·7	55·5
Waioweka	8·0	6·7	6·5	5·0	5·0	24·2	55·4
Waikawa	8·0	4·7	6·0	3·5	4·0	27·6	53·8
Kenana	4·6	6·6	7·2	4·1	6·0	25·1	53·6
Poroporo	8·2	7·3	6·3	5·8	2·7	22·9	53·2
Matakohe	9·3	7·6	6·2	3·6	5·3	20·5	52·5
Tangiteroria	5·6	6·6	6·1	2·8	5·1	26·1	52·3
Ohaeawai	6·4	4·5	6·5	4·4	3·7	26·1	51·6
Waikouaiti	6·8	7·0	7·3	5·6	4·7	18·6	50·0
Karetu	5·0	8·0	7·6	7·7	4·2	17·2	49·7
Tikitiki	8·0	7·2	8·2	3·7	6·3	16·2	49·6
Huria	7·4	5·8	7·7	4·4	3·7	20·4	49·4
Taita	6·6	7·2	3·3	3·0	6·6	22·5	49·2
Kirikiri	7·6	5·5	8·0	4·9	8·0	20·2	49·2
Galatea	6·0	7·5	5·5	3·4	5·0	20·0	47·4
Wairau	4·5	9·0	8·2	3·8	2·0	18·1	45·6
Torere	7·0	5·2	7·2	3·5	5·3	16·9	45·1
Pukepoto	6·6	5·5	6·3	4·5	6·0	12·5	41·4
Waima	6·4	7·3	6·7	5·4	3·0	10·9	39·7
Little River	9·6	8·5	8·3	7·5	4·0	*	37·9
Whakarapa	6·8	1·1	4·5	4·4	5·0	14·5	36·3
Papawai	3·9	4·5	7·2	3·6	2·7	13·9	35·8
Whangape	4·7	5·7	6·5	2·1	3·0	12·5	34·5
Waikare	5·3	3·8	5·5	3·8	3·0	9·9	31·3

* No examination held.

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