

*Te Waotu* (examined 24th May, 1892).—The partial failure of the timber supply from the Waotu bush, influencing a population already inclined to be migratory, reduced the attendance very considerably. The master, who could do well under more favourable circumstances, then resigned his position, and the former teachers returned to their old school; they appear to be confident of success.

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

*Rotoiti* (inspected 16th May, 1892).—This school, which has been remarkable for its great fluctuations, has apparently finally collapsed. When the inspection took place the attendance was very small, and the results were inappreciable. The school has been closed.

*Fort Galatea* (examined 18th May, 1892).—The place presents a very pleasing and creditable appearance; no one would expect to find such a garden in such a wilderness. The examination results were very fair on the whole, the top of the school being much better than the bottom. The efforts of the teacher should be directed towards the production of a large number of strong First Standard passes next year. Although there is no publichouse here, strong drink does much harm to the Galatea Natives.

*Paeroa* (examined 14th May, 1892).—The Paeroa School for the first time gained only a comparatively small number of passes. The highest standard also was entirely unrepresented. The school was passing through one of those crises that seem to come to all Native schools. There were, however, numerous indications of the results of unflagging zeal on the part of the teacher.

*Huria* (examined 14th May, 1892).—The results were rather weak. The people of the district are exceedingly poor, and their means of subsistence is not, as in the case of most Maoris, close at hand. The children go to work early, and so can never reach the higher standard classes. Still, something is done for the Huria children; they learn a certain amount of English and arithmetic, and a few European ideas are implanted in their minds. Several instances in which good use has been made of scanty opportunities have come under notice.

*Mauangatapu* (examined 13th May, 1892).—It seems not improbable that a considerable number of children from Motiti Island will by-and-by attend this school; four were present when the school was inspected. Here, as at other Native schools, striking improvement in the appearance of the children was noted. All seemed clean and healthy. Examination results were satisfactory on the whole.

*Te Matai* (examined 12th May, 1892).—The results of the examination were eminently satisfactory. Had it not been for the low age of the First Standard pupils, and their consequent failure in reading, the passes would have been very numerous. Nearly all the passes gained were strong—some of them very strong.

*Maketu* (examined 11th May, 1892).—The general tone of the school is now very good. The pupils—European and Maori—work very earnestly, and are on good terms with their teacher. I saw no traces of dishonesty in working. The elder Maoris are now taking proper interest in the success of their school. It is pleasing to note also a general increase in tidiness and cleanliness among the Maori pupils. When the school is in full working order it presents a highly satisfactory appearance.

*Mataata* (examined 9th May, 1892).—This school did exceedingly well last year, and it seemed at one period of the examination as if the success was going to be repeated. Unfortunately there was such a collapse in arithmetic as brought down the results very considerably. Great strength was shown in some of the English work, the reading, and part of the writing. The pupils are well behaved, and work with much earnestness.

*Te Teko* (examined 6th May, 1892).—This school is virtually a new one, seeing that, with the exception of six, all the pupils now in attendance have been taught by the present teachers only. The reopening of this school, which was closed in 1886 in consequence of the Tarawera eruption, had taken place less than a year before the examination; nevertheless the teachers succeeded in gaining a considerable number of passes (low ones, of course), and a very fair gross percentage.

*Poroporo* (examined 7th May, 1892).—The teaching given here is very thorough. The master had been suffering from a severe form of throat complaint, and had during the year been absent for a considerable time on sick-leave; nevertheless the work shown was very satisfactory throughout. It was pleasing to notice in the log-book the following entry by one of our best-known public-school Inspectors: "Visited this school to-day when passing, and listened with much pleasure to the instruction of the pupils.—28th March, 1892."

*Wai-o-ueka* (examined 7th April, 1892).—The methods in use are employed with strength and knowledge. Any onlooker that understands such matters can see that what is done is done with a purpose, which is being given effect to in a strenuous, forceful manner that pupils must find it hard to resist; indeed, a little less energy would probably be quite as effective as the amount now used.

*Omarumutu* (examined 8th April, 1892).—This is a very well managed school. Considering that the district had suffered severely during the year from an epidemic of fever, the results were very good indeed. Here many of the plants supplied by the Department, to bring about the introduction of them into Native districts, are flourishing: olives, mulberries, liquorice, fourcroya, rama, arrowroot, and Australian acacias are fairly abundant.

*Torere* (examined 9th April, 1892).—Traces of the influence of Wiremu Kingi, the enlightened chief of the district, are still to be seen here. The Natives seem always prepared to make considerable sacrifices in order to keep their children at school. The results of the year's work, however, were only moderate; the school had not quite recovered from the disorganization that accompanied the illness of the former master. With much regret I have to record the death of Mrs. Bow, mistress of Torere School, whose services to the Maoris and the Department were of high utility during the many years that she was connected with Native schools.