

1893.

NEW ZEALAND.

EDUCATION:

NATIVE SCHOOLS.

[In Continuation of E.-2, 1892.]

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

No. 1.

EXTRACT FROM SIXTEENTH ANNUAL REPORT OF THE MINISTER OF
EDUCATION.

DURING 1892 two Native schools—Onuku (Akaroa), and Port Molyneux (Clutha)—were taken over by the Education Boards of North Canterbury and Otago respectively. The school at Te Kao (Northern Peninsula) was closed at the end of the year on account of the infrequent attendance of pupils; it is not unlikely that a renewed interest may be shown before long, if the necessity of working on the gumfields becomes somewhat less urgent than it has been. The Mangamuka School (Hokianga) also was closed: it is possible that if the building had been a mile or two nearer the principal settlements an attendance such as to justify the continuance of the school might have been kept up. The Rotoiti School stands in a district now abandoned, and is consequently disused; but land near Te Ngae has been given and is about to be surveyed as a site for a school that will accommodate the children of several districts on the east of Lake Rotorua. The school at Taita (Kaihu Valley) has been closed, there being no sufficient population at hand; but a new school is to be opened at once at the flourishing settlement of Opanaki, about six miles away, where the Maori people have provided a building for school use.

Two schools that had been closed for some time—Whakarapa (Hokianga), and Te Awahou (Rotorua)—were reopened during the year; and an experimental school at Waiomio (Bay of Islands), which has since failed, was subsidised. The number of schools in operation at the end of the year was 67, including a part-time school at Matihetihe and the subsidised school at Waiomio, but not including the four boarding-schools. Three of the 67 being discontinued at the end of 1892, the new year began with 64 schools.

Since the year ended, the schools at Ahipara (Mangonui) and Otamatea (Kaipara) have been discontinued, in consequence of diminished attendance; and the schools at Matakoho (Kaipara) and Tangiteroria (Northern Wairoa), having become European rather than Maori schools, are to be closed at the end of June, that the Education Board may be free to act.

One new school has just been opened at Otamauru (Whakatane) with every prospect of success, the Native people having shown their zeal and earnestness by erecting temporary buildings for school and residence. Difficulties with respect to titles have hitherto stood in the way of progress in the cases of the proposed schools at Parapara (Mangonui) and Te Ngaere (Whangaroa).

For some time past the attendance at Native schools has been declining, while the efficiency of the teachers has been increasing. The payments to the teachers under the Native School Code of 1886 were made to depend much more on efficiency than on average attendance, with the result that the capitation cost came at last to be unjustifiably high. A new code has therefore been issued, which took effect at the beginning of April, 1893, and which establishes a close relation between attendance and cost. It is computed that under the new code the total of the salaries of Native-school teachers will be reduced by more than £2,000.

The teachers receiving salary in the December quarter were—58 masters with salaries ranging between £205 and £51; 9 mistresses (£175 to £52 10s.); 21 assistants (£55 to £10); and 36 sewing-mistresses (at £20).

The number of children on the rolls of the 67 schools in December was 2,113, the average roll-number for the year being 2,218. The average attendance for the December quarter was 1,623, and for the whole year 1,634. The average attendance for the year is 73·7 per cent. of the average roll-number for the year.

The Maori children were 73 per cent. of the number on the roll; the Europeans were 17 per cent.; and the children of mixed race, 10 per cent. The boys numbered 1,181, the girls 952. The children below the age of five years were 2 per cent. of the roll-number; 54 per cent. were between five and ten; 40 per cent. between ten and fifteen; 4 per cent. above fifteen.

The expenditure on Native schools (including £70 7s. 11d. received from Native reserves funds) was £14,290 4s., made up of the following items: Salaries and allowances to teachers, £10,929 9s. 3d.; school requisites, £335 9s. 10d.; repairs and small works, £461 19s. 8d.; inspection (including travelling), £637 3s. 8d.; grants to boarding-schools and travelling expenses of scholars, £1,541 1s. 10d.; buildings, fencing, and furniture, £315 5s. 4d.; sundries, £69 14s. 5d.

In the four Native boarding-schools (of which three are Church of England schools and one Roman Catholic), there were at the end of the year 65 pupils maintained by arrangement with the Education Department, 43 of these being holders of scholarships. At St. Stephen's, Parnell, there were 10 Government pupils and 39 others; at Te Aute, Hawke's Bay, 12 Government pupils and 62 others, of whom 12 were Europeans; at Hukarere (girls' school), Napier, 20 Government pupils and 32 others; and at St. Joseph's (girls' school), Napier, 23 Government pupils and 8 others.

Apirana Turupu Ngata is a standing evidence of the efficiency of the instruction provided for the young people of the Maori race. Apirana was, as a small boy, a promising pupil of the Native school at Waiomatatini, in the Waiapu district. He was sent to Te Aute College, a boarding-school for Maoris, and while he was there he passed the matriculation examination of the New Zealand University. The Trustees of the Te Makarini Scholarships Fund then gave him an extra scholarship tenable at Canterbury College, and at the end of last year he passed the first section of the examination for the degree of LL.B. An essay from the pen of Apirana has been published in a Christchurch newspaper, and since published in pamphlet form, with the title "The Past and Future of the Maori." The essay is an able one, and displays a considerable command of the English tongue. With vigorous declamation he declares that the teachers set a bad example in matters of health, morality and religion, and that Minister after Minister neglects to make inquiry as to their qualifications. It is scarcely necessary to say that frequent and careful investigation is made with respect to their qualifications, and that, if Apirana has any sufficient ground for making this attack, the facts on which it is based are not known to the department. He has been asked to render the department a great service by disclosing the facts, but declines to do so. He acknowledges that the charges are "exaggerated, and founded on too limited an experience," and intimates that, if his choice must lie between supplying information to substantiate them and unreservedly withdrawing them, he prefers to withdraw them unreservedly.

No. 2.

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

SIR,—

Wellington, 30th May, 1893.

In accordance with the terms of your standing instructions, I have the honour to lay before you my report on the general condition of the Native schools of New Zealand, and on the work done in them during the year 1892.

NUMBER OF SCHOOLS.

At the end of the year 1891 there were seventy-one Native schools in full working order. In the course of the year 1892 three schools were opened, and six were closed. During the year, therefore, or some portion of it, seventy-four schools were in operation; and at the end of the year sixty-eight schools were open—viz., sixty-four village schools (one of these being only subsidised) and four boarding-schools.

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

In 1880 the Native school at Waiomio was closed because the attendance was too small and too irregular. Afterwards several applications for reopening were made, and at last it was decided that a small subsidy should be granted. The experimental reopening has proved unsuccessful. The Whakarapa School, in the Hokianga district, and Te Awahou School, on the shores of Lake Rotorua, have been reopened, and were both doing well when last visited.

Of the six schools closed during the year, two were handed over to Boards—viz., those at Onuku, Banks Peninsula, and Reomoana or Port Molyneux, near the mouth of the Clutha; in both cases the attendance had become almost entirely European. Two schools—viz., those at Te Kao, Parengarenga Harbour, and Mangamuka, in the Hokianga district—were closed on account of the falling-off in the attendance, caused in the main by the high price of kauri-gum and the consequent withdrawal of the children from school to dig for it. As there is a considerable Maori population in the neighbourhood of these schools, it is quite probable that they may have to be reopened when the demand for gum becomes somewhat less urgent. It may happen in both these cases that the buildings will have to be removed to positions more central than those now occupied by them. It is hoped that the school-buildings at Taita, north of Dargaville, and at Te Akau, on Lake Rotoiti, will also be utilised at places a few miles distant from their present locations. Operations had to be discontinued at these two schools through the falling-off of the attendance—at Taita because the Natives no longer found it convenient to send their children there, and at Te Akau because a long struggle on the part of the Natives to maintain an attendance ended in a breakdown, closely following the virtual desertion of the large settlement at Taheke, which had been the mainstay of the school.

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

It will be convenient to give available information under this head in the form of a list, making brief mention of all the applications that have been recently dealt with, or are now receiving attention:—

Te Pupuke, Whangaroa Harbour.—This is apparently a very good opening. The site has been surveyed; as soon as the title is obtained buildings will probably be erected.

Opanaki, Kaihu Valley, Wairoa North.—An experimental school is to be begun here very shortly in Native buildings. Eventually the Taita buildings are to be removed to Opanaki.

Otamauru, near Whakatane, Bay of Plenty.—Circumstances are similar to those at Opanaki.

Parapara, Mangonui.—A small building will be erected when a title is secured.

Utakura, Okaihau, Bay of Islands.—Board school established in the neighbourhood; Native school not needed.

Arowhenua, Temuka, South Canterbury.—It is hoped that a school will be started soon.

Whareponga, East Coast.—No progress has been made.

Ranana, Te Ngae, Lake Rotorua.—Rotoiti buildings are to be removed to this place when a title to the site has been secured.

Whakarewarewa, Rotorua.—School greatly needed apparently, but nothing has yet been done.

Hiruharama, East Coast.—As at Whakarewarewa.

Whatatutu, near Poverty Bay.—Negotiations incomplete.

Ruatoki, near Whakatane.—Negotiations have fallen through for the present.

Horoera, near East Cape.—This would be a promising case if one of our best schools were not within five or six miles of the proposed site.

Moawhango, Patea.—There is a very good opening here, and the Natives have recently renewed indirectly their application for a school.

Te Houhi, near Fort Galatea.—To be visited again shortly.

Two applications have been received recently for schools on the West Coast—one from Waihi, near Waitara, another from the neighbourhood of Hawera; in neither case has the business gone beyond the merest preliminaries.

SCHOOLS IN FULL WORK, 1892-93.

The basis on which the schools are grouped is supplied by 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 based on 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 (examined 21st March, 1892).—The attendance had been very irregular, and the work had consequently been unnecessarily hard and harassing: still, the children worked diligently, and showed much interest in what they had to do; the percentages also were capital. The teachers have been removed to a school where, it is hoped, their labours will be better appreciated by the parents.

Ahipara (examined 23rd March, 1892).—The work shown at examination was, on the whole, poor; the attendance had been so irregular that nothing else could be expected.

Pamapurua (examined 19th March, 1892).—This is a kind of gum-digging centre, and the children, through having to work on the gumfields at an early age, soon become their own masters; they are, besides, subject to many distractions. It is easy to see that under these circumstances the school can receive only a limited amount of attention from the pupils. Thus it has come about this year that the excellent teaching of the master has produced only moderate results, both percentages being low. It should be mentioned, however, that the examination was taken considerably before the usual time in order that all the Mangonui schools might be examined consecutively.

Kenana (examined 28th March, 1892).—There was good reason to be pleased with this new school and its new teacher. Several weak points were revealed, but that goes almost without saying in the case of a new school. There could be no doubt that much hard and honest work had been done in the course of the year.

Whangape (examined 24th March, 1892).—The results obtained were decidedly low; it is likely that a great deal too much dependence had been placed on "silent work." Results will, no doubt, improve as the master gets more used to Native-school work, but Whangape has always been a place in which a very considerable amount of hard and intelligent work has been needed for the production of even moderate results: without such work only the poorest percentages are obtainable here.

Matihetihe (examined 25th March, 1892).—One could hardly wish to see a healthier-looking or cleaner and tidier set of children than the pupils of this little half-time school; they are also exceedingly well behaved. The examination work was very well done. Altogether the school is a great surprise to a visitor who sees how very Maori the place is, and consequently also expects to see something particularly unmethodical and untidy.

Waitapu (examined 26th March, 1892).—The work is very good indeed; the school is undoubtedly reviving under its interesting new Committee, composed mainly of young men who have been educated at Native schools, and having for Chairman an old pupil of Waitapu and St. Stephen's. Both the percentages are high, and nearly all the passes strong.

Waimamaku (examined 15th June, 1892).—Striking success has been achieved here. The parents show a little apathy at times, but their respect for the teachers is great. The pupils do their work well and show real interest in it. With one or two weak spots here and there, the examination performance of the school was very creditable. The master is about to teach his boy-pupils carpentering and tinsmiths' work: this is undoubtedly a step in the right direction.

Whirinaki (examined 14th June, 1892).—The new master deserves credit for being the first to show what the district can really do in the way of maintaining a large attendance. Perhaps the master has brought all his long experience with him to Whirinaki, and has left far behind him the liability to make a beginner's mistakes. One seldom sees a school present a better appearance. Of course the character of the work done will have to be tested next year.

Omanaia (examined 8th June, 1892).—The teaching is done with zeal and intelligence, and in no school are the relations between teachers and parents more satisfactory than they are here. Considering the loss that the school has sustained in the course of the year through the death of the master, one must pronounce the examination results very good indeed.

Motukaraka (examined 9th June, 1892).—Perhaps the weakest point here is the state of the garden and grounds. This and other matters bearing on the general character and welfare of the school were carefully inquired into after the examination. The Department took steps to adjust and amend what was amiss, and it is hoped that the circumstances of the school will be more satisfactory in future. The examination results are not so high this year as they have been on previous occasions, but they were far from being bad; some of the work, indeed, was exceptionally strong. The singing and the drawing were capital; the singing especially left nothing to be desired.

Manganuka (examined 16th March, 1892).—There is no great reason to complain of the master's work, although the results are by no means high. A revival of this school was looked for, but the work had to be stopped on account of the smallness of the attendance. If the school-house were moved about a mile and a half up the valley the school could probably be resuscitated.

Rangiahua (examined 15th March, 1892).—The Hauhau views of a considerable number of the Maori parents in this district prevent the children from gaining the advantages derivable from intercourse with other children, European and Maori, and from an education suited to their needs and capacity. At the examination a considerable number of passes and good percentages were made; but still the work was not very even. Improvement, however, is taking place rapidly.

Waima (examined 7th June, 1892).—Like most of the northern schools, Waima has had a great deal to contend with during the year, the difficulties depending on two causes—the high price of gum and the prevalence of epidemic sickness. The school, however, though small, is in very good form, and is doing excellent work.

Otaua (examined 6th June, 1892).—Long-continued absence on the gumfields of many of the more promising pupils has had a very injurious effect on the work of the school. The weak places so caused are to be found mainly in the reading and the writing. In spite of all drawbacks the gross percentage is very fair.

Kaikohe (examined 14th March, 1892).—In the year 1892 Kaikohe School completed the first decade of its existence. From first to last the school has been successful. The examination results, however, were not so high this year as they have usually been.

Mangakahia (examined 12th March, 1892).—The examination results were very low indeed, and it was manifest that a change of teachers was inevitable. The master, an honourable and hard-working man, was evidently overweighted by the peculiar difficulties of the district.

Ohaeawai (examined 4th June, 1892).—Last year's work was rather poor; this year it is good. In pretty fair schools this kind of alternation is by no means uncommon. I think, however, that the character of the year's work depended on the strenuous efforts of the teacher to produce something particularly good. His success was manifest.

Te Ahuahu (examined 4th June, 1892).—The interest of the Natives in their school has certainly revived; the children, also, are working with great spirit, and are on excellent terms with their teachers. At the examination weakness was shown in some of the work of the juniors, but the top of the school was good, and satisfactory strength was shown in arithmetic and geography.

Taumarere (examined 3rd June, 1892).—This is a very small school, but much hard and honest work has been done in it since the previous examination. It is a pleasing feature of the school that the youngest pupils are just as earnest about their work as the seniors are.

Karetu (examined 2nd June, 1892).—This school goes on in its own quiet, unobtrusive fashion, doing useful and satisfactory work. The results are not very high this year, but they are respectable, and, barring accidents, a very good show will be made next year.

Whangaruru (examined 30th March, 1892).—A promising beginning has been made here. As the school was less than three months old when the inspection took place, a formal examination was unnecessary. Many questions, however, were put to the pupils, and the answers given made it sufficiently clear that the teaching had been sound.

Poroti (examined 10th March, 1892).—It is quite gratifying to note the way in which the master holds his own in what was formerly a very difficult school, situated as it is in the midst of a very large gumfield. It was truly refreshing to spend a day here, after visiting in succession three schools that had been only partially successful. About six weeks after the examination Mrs. Broughton, the mistress, died; her death is a serious loss to the school and the district.

Tangiteroria (examined 9th March, 1892).—I gather that the relations between the teachers and the pupils are good; the elder Maoris, also, appear to be well affected towards the school. A certain amount of rather annoying listlessness is at times noticeable in the junior classes; but the school is, on the whole, a pretty fair one, and perhaps it would not be possible to do much more with it at present than actually is done.

Taita (examined at Waimauku, 8th March, 1892).—The master of this school deserves credit for his persistent and plucky attempts to keep a school going in the district. His efforts, however, were unsuccessful; Taita, and then its successor at Waimauku, had to be closed. It is hoped that a title will by-and-by be secured at Opanaki, and that the Taita buildings will be removed to that site. It should be added that the results obtained at the examination held at Waimauku were inappreciable.

Matakohe (examined 2nd March, 1892).—Here, too, the master had had very uphill work. The Maoris take some interest in their school, and do what they can to keep it going; but the epidemics during the previous seasons had pressed very heavily upon them, and had prevented them from keeping up anything like a steady attendance: consequently the school made but a poor show at the examination.

Otamatea (examined 1st March, 1892).—The work was "streaky"; indications of strength were mingled with those of extreme weakness. Most likely irregular attendance had much to do with the condition of the school; but, at any rate, this was not satisfactory. It has been encouraging to hear that the Maoris have lately hit upon a scheme by means of which they hope to constantly maintain a good attendance at the school.

Pouto (examined 3rd March, 1892).—It is found very difficult here to get a guardian to take care of the children while the parents are at work on the gumfields; also, the children attending the school have to travel a long distance every Saturday to get their food-supply for the ensuing week. The consequence is that the attendance is small and irregular. The examination work was very uneven, the answering of the lower part of the school being very poor indeed.

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

Kirikiri (examined 28th May, 1892).—A visitor is impressed with the idea that both European and Maori parents think well of the teacher, and are anxious to keep their children under his care. The behaviour of the pupils is respectful, and the relations between them and their teachers are good. A high mark is deserved for school tone. The attendance is just about half Maori and half European, and the building is too small for the number of pupils. The Auckland Board, it is understood, are about to build a school in the neighbourhood; this will, of course, relieve the pressure.

Otorohanga (examined 25th May, 1892).—Attendance of parents at the Kihikihi Land Court, and fever cases among the children, had lowered the average. Slight weakness was shown in the arithmetic, but work in all the other subjects was sound and good. Although this school is very "white," Maori is the mother tongue of about five-sixths of the pupils, and is the language spoken in their homes.

Tapapa (examined 23rd May, 1892).—The results were decidedly poor, although there were traces of the effects of careful and honest work done by the teacher. Unless the Natives take much more interest in the school, and send their children regularly, it should be closed after the next examination, if not before.

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.

Omaio (examined 11th April, 1892).—The place had just been visited by a formidable and fatal epidemic, and there had been a change of masters; nevertheless very fair percentages were gained. It may be mentioned that during the prevalence of the epidemic the master treated fifty cases, with a mortality of 4 per cent. A *tohunga* dealt with fifteen cases, and the mortality was 86.6 per cent. These facts seem to show that Maori treatment of disease is not to be depended upon.

Te Kaha (examined 12th and 13th April, 1892).—The tone of thought in this district with respect to educational matters could hardly be surpassed anywhere. All the Maoris, as far as I can see, look upon the training of their children as what it really ought to be—one of the most important interests of their own lives. The effect of such a “public opinion” on the children of a community may easily be imagined. As a matter of fact nearly everything at *Te Kaha* comes up to one’s ideal of what should be seen at a Native school. A few technical criticisms were needed at the inspection, but, on the whole, there was hardly room for complaint of any kind.

Raukokore (examined 14th April, 1892).—The children work with a fair amount of earnestness, whether directly under the master’s eye or not. They were all very clean and tidy. Results were somewhat uneven, and presented here and there considerable contrasts even within the limits of the same subjects. The school did remarkably well at the preceding examination, and it is possible that its resources were somewhat exhausted by the effort made. The gross percentage obtained was very fairly satisfactory.

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

Wharekahika (examined 16th April, 1892).—Passes were not numerous, and the percentages were only fair. The school appeared to have been considerably demoralised by the fever epidemic through which it had quite recently passed. This fever carried off four of the pupils, and seriously affected the attendance of most of the others. The master has since been removed to a less isolated position.

Te Araroa, Kawakawa (examined 18th April, 1892).—The fever epidemic was very severe here. The mistress, in the absence of professional assistance, dealt with more than fifty cases, none of which proved fatal. Deaths occurred, however, under the treatment of the *tohungas*. The percentages gained at the previous examination had been so high as to make it almost impossible for the teachers to gain a great number of strong passes the very next year, but the examination work was highly satisfactory, and showed that both of the teachers are strong and earnest workers.

Rangitukia (examined 20th April, 1892).—Here also there had been numerous cases of fever, many of them of a virulent and some of a fatal character. At the time of the inspection the school appeared to be just recovering, the attendance was increasing, the whole of the building was in use, and the work done by the children, although not very great in amount, was of a decidedly encouraging character.

Tikitiki (examined 21st April, 1892).—At my inspection of this school two years ago it was in a very weak state, and it was afterwards closed for some months. The present master therefore deserves great credit for making the school able, in the short time during which he had had charge of it, to present a very respectable appearance at both inspection and examination.

Wai-o-matatini (examined 22nd April, 1892).—Some weakness was shown in the geography generally, and in the arithmetic of the seniors; the writing was strong. There is still room for improvement in the pronunciation. On the whole the work shown was satisfactory, especially when it is remembered that fever had been prevalent during the greater part of the school year.

Tuparoa (examined 25th April, 1892).—There was no inspection. Both master and mistress were laid up with typhoid fever. With some difficulty the school-children were got together, and the examination was held. In all forty-four pupils were examined. Two or three of the children who were hardly up to the mark were allowed to pass, because there was reason to believe that the fever from which they had just recovered was the cause of the slight deficiency; also, about four other passes were “good enough,” but rather weak. With these exceptions the school did extremely well. Writing and geography were quite exceptionally strong. An examination of a school under such circumstances must be an almost unique experience.

Akuaku (examined 26th April, 1892).—The master’s school always stands inspection well, but examination results are sometimes more or less disappointing, although his zeal and industry are quite beyond suspicion. One cannot help thinking that there must be some radical defect lurking in his methods; and careful observation and consideration lead to the conclusion that what is wanting is a thorough-going scepticism with regard to children’s knowledge concerning anything that they have been taught until the soundness of this knowledge has been very thoroughly tested by careful questioning.

Tokomaru (examined 27th April, 1892).—The discipline has improved. The elder children are respectful and generally well behaved; the very young ones have yet to be broken in. The general organization and the methods are quite satisfactory. The results were somewhat lowered by the master’s freely taking over “excepted” pupils and allowing them to be examined. Standards I. and IV. were good, Standard II. fair, Standard III. poor. In the last case the pupils were very young.

Wairarapa and South Island.

Papawai (examined 8th November, 1892).—If it were not for the objections raised by the Natives this might become a Board school, and probably it would not suffer by the change. In view of the facts that the previous examination was held in February, and that since that time there had been a change of teachers, the results were as good as could reasonably be expected.

Waikawa (examined 4th October, 1892).—There is reason to be well pleased with the work shown here, seeing that, in spite of the obstacles arising from long-continued absence of the pupils through unavoidable causes, the results were considerable and satisfactory. Since the examination the district has been visited by a fatal fever epidemic of the same nature as that which has devastated so many Maori settlements during the last three years.

Wairau (inspected 5th October, 1892).—The long absence of the master through severe illness, the departure of all the best pupils from the school, and the continuance of bad weather, during which considerable portions of the district were under water, were the reasons why very little work was forthcoming at the examination. The school is now undergoing a three months' probation. If it should not prove more fortunate than it has been lately, it is to be closed.

Kaiapoi (examined 13th November, 1892).—The school now presents about the same appearance as it did six years ago, and its recovery, after so long an interval, is matter for congratulation. The results are, on the whole, good. Most of the children did what was demanded of them, but none did it strikingly well.

Wairewa, Little River (examined 12th October, 1892).—The attendance here has been much larger since the reopening than it had ever been before the school was closed. The present master and his predecessor have produced results that must be regarded as satisfactory, when account is taken of the fact that the school was dormant for a very long time.

Rapaki (examined 11th October, 1892).—There is a noticeable improvement in the answering of the children here, a persistent effort having evidently been made to induce a habit of answering every question by means of a complete English sentence. This practice should be continued, and even further developed. The teaching has produced very satisfactory results.

Waikouaiti (examined 2nd November, 1892).—Great use is made of an admirable system of monitorship, which, in its working, tends to render the children self-reliant, and to give them an interest in their work. There is some room for improvement in the arithmetic and in the physical geography. The writing and the English deserve notice as being generally very good. Examination results were satisfactory.

Beomoana, Port Molyneux (examined 17th October, 1892).—The instruction has yielded very good results, in spite of several drawbacks—noticeably, irregularity in attendance on the part of some of the school-children. As has been said elsewhere, the school, as being no longer a Native school, has been handed over to the Otago Board.

Colac Bay (examined 28th October, 1892).—The school did not make a good appearance at the examination. That it did not do much worse is greatly to the new teacher's credit, considering the condition into which the school had fallen. The faithful, efficient, and long-continued service of the late master, Mr. H. W. Nickless, rendered it only just that great patience should be shown by the Department during his fatal illness; and it is not to be wondered at that the school suffered greatly during its continuance.

The Neck, Stewart Island (examined 20th October, 1892).—The work done here is of very high value, and the general form of the school is pleasing. The following points, however, demand attention: The spelling of the upper classes is weaker than it should be; and the mental arithmetic done by the elder children is not done with sufficient confidence and speed. The percentages, 100 and 87, afford satisfactory proof that excellent work was shown at inspection and examination.

The following schools have this year obtained a gross percentage of over 80: The Neck, Stewart Island, 87 per cent.; Te Kao, North Cape, 84·5 per cent.; and Waikouaiti, 82·6 per cent. The following schools also made over 70 per cent.: Tuparoa, Te Araroa, Waitapu, Te Matai, Paeroa, Rapaki, Te Kaha, Waima, Port Molyneux, Rangiahua, Kaiapoi, and Maketu. Thus fifteen Native schools in all gained over 70 per cent. in 1892, against 14 in 1891. Ten of the schools actually examined made less than 50 per cent.

BOARDING-SCHOOLS, ETC.

Under this head brief mention is made of the chief features of the work done at each of the four boarding-schools during the year 1892. Some particulars are added respecting the examination for the Te Makarini scholarships, which are provided for by means of the 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, and which exercise an important and highly beneficial influence on nearly all the Native schools of New Zealand.

The Native College, Te Aute, Hawke's Bay.—This institution was examined on the 1st and 2nd of December, 1892. As usual, the examination results were very good on the whole. The following verbatim extracts from the report should give an idea of the practical efficiency of each division: Class VI.: "The work was strong throughout." Class V.: "Many clever papers were sent in, but there was some unevenness. The mathematical work was all strikingly good; science teaching had not been sufficiently experimental; answers in 'Law and Government' were weak." Class IV.: "The grammar and the spelling were poor; the other work was more than satisfactory." Class III.: "An exceedingly bright class." Class II.: "Some of the handwriting was poor; all the rest of the work was good." Class I.: "Every pupil had made a satisfactory beginning." At the time of the examination the headmaster was away on well-earned leave, but the work was going on properly, the organization and discipline being apparently quite unimpaired. No more satisfactory proof of capable administration by the head of an institution could be desired than the continuance of good work in it during his absence.

Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.—This school was examined on the 27th May, 1892, with pleasing results. Fifteen boys passed in standards and four passed the examination of the first year—that is, the first of the higher examinations for boys that have completed the ordinary village-school course. The following remarks were made in the report on the inspection, which took place some time before the examination: "The boys work with great earnestness; their behaviour is quiet and respectful, and their relations with the headmaster are very good. It is quite manifest that there has been great improvement in the teaching here during the last year or two. One may freely admit that solid work has always been forthcoming at examination-time, but there are now evidences of intellectual stimulation and development that were formerly to some extent wanting. The dormitories, lavatory, and baths are all in good order;

and the provisions, which were carefully sampled, were found to be of excellent quality." Drawing is well taught here, and drill and gymnastics could hardly be better; lately, too, proper arrangements for teaching singing have been made. On the whole, there is now little or nothing to be desired at this school.

Te Makarini Scholarship Examinations for Boys.—This examination was held on the 19th and 20th of December. Twelve candidates presented themselves at various centres, and the scholarships were awarded by the Trustees as follows: To Solomon Koko, of Te Aute, the senior scholarship was given; and junior scholarships to Daniel Savage, of Te Kaha Native School, and James Ruhe, of Te Ahuahu Native School. The work of the successful candidates and of two or three of the others was very fair. The weakest places were found in the subjects included under "Writing." The spelling, especially, was decidedly poor.

The Protestant Native Girls' School, Hukarere, Napier.—The examination took place on the 29th of November, 1892. Three girls passed the second-year (or final senior) examination, and one failed; six passed the first-year examination, and eight failed; three passed Standard IV., and two failed; six passed Standard III., and none failed; three passed Standard II., and none failed; nine passed Standard I., and three failed. These results were not quite so good as those obtained at the previous examination, but the falling-off could be easily accounted for; from one cause and another the pupils sent from the village-schools were not quite up to the usual mark. Two or three extracts from the report on the inspection, held some months previously, are added: "The buildings and grounds present a pleasing appearance, and the domestic arrangements show no sign of a tendency to fall below the usual high standard." "With regard to discipline, it may be said that freedom and restraint have met at just about the right place; punishments are seldom needed." "The extra subjects receive due attention; drill and drawing are particularly well done; the singing is not so strikingly good as it has been on previous occasions." A severe epidemic visited this school shortly after the examination took place. It is pleasing to find that, although three of the cases proved fatal, the school attendance was only moderately affected; there are now about forty pupils. The parents apparently recognise the fact that the authorities of the school were blameless in the matter—a recognition that is by no means a matter of course in the case of Maori parents.

St. Joseph's Providence, Napier (Roman Catholic) Girls' School.—The examination was held on the 20th November, 1892. Thirty-one girls were present, but only twenty-three of these were Government pupils. Of the girls examined, one passed the second-year examination, and one failed; two passed the first-year examination, and three failed; two passed Standard IV., and two failed; one passed Standard III., and one failed; four passed Standard II., and none failed; twelve passed the First Standard, and none failed. Extracts from the report on the inspection, held some time before the examination, are appended: "All the school documents as well as the furniture and appliances were in good order, and, as usual, the personal appearance and dress of the pupils, and the arrangements made and given effect to for securing their health and comfort, were all that could be desired. When the details are so carefully attended to it is, perhaps, hardly necessary to say that to a visitor, whether official or not, the *tout ensemble* appears most satisfactory." "Nearly all the *vis à voce* work here is very well done, but there is a certain amount of weakness in the arithmetic, and more in the spelling. The spelling of the older girls especially needs much attention. The standard work generally is good." "With regard to the extra subjects, it may be said that the singing is on the whole good, much improvement having been effected in the teaching of the rudiments of musical knowledge. The elementary drawing, also, is very much better than it used to be. The physical exercises are taking, and are very well done. The needlework is very good indeed."

The Native Convent School at Matata.—Inspected and examined 10th May, 1892. This school was visited at the request of the responsible manager, the Rev. Father Madan. Forty-four children were present at examination: of these, three passed Standard IV., four passed Standard III., six passed Standard II., and ten passed Standard I. The results were very pleasing. It is unusual for new teachers to succeed in doing as much with Maori children as the Sisters have done with those that they have taken in hand here at Matata.

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 registers at the end of the December quarter. Table No. 4 contains statistics of the attendance during the year 1892. In Table No. 5 there is full information with regard to the race of the children that attend Native schools. Table No. 6 shows the examination results for the year; and Table No. 7 gives the inspection results. When the two kinds of results for each school are taken together they form the basis for the computation of the gross percentage, on which depend the relative positions of the different schools for the year 1892.

A few statistical results may be stated here:—

The total expenditure for 1892 on Native schools was £14,290 4s., against £15,378 7s. 6d. for 1891.

The percentages of children of particular ages attending Native schools in 1892 hardly differ from the corresponding percentages for 1891. For instance, 39·94 per cent. of the pupils in 1892 were between ten and fifteen. The percentage for 1891 was 40·12.

The average attendance for 1892 was 121·25 less than it was in 1891. This was partly owing to the reduction in the number of schools; partly to the high price of gum, which has the effect in the northern districts of withdrawing children from the schools in order that they may dig for gum; and partly to the prevalence of epidemic sickness.

The falling-off in the attendance of half-castes and Europeans last year was 10·1 per cent. In the case of Maori children the percentage is 1·1. A comparison of the standard passes for 1891 and 1892 respectively appears at the bottom of Table No. 6.

THE NEW CODE.

Too short a time has elapsed since the issue of the new Native Schools Code to allow any very definite ideas to be formed as to the remote effects that it will ultimately produce. There are, however, already indications of movement in the direction of securing the main objects aimed at in the new regulations. Perhaps a brief statement in explanation of these objects will not be out of place.

In the first place, then, it seemed necessary to make a change in the rules at once. Consideration of the disabilities of Native-school teachers, of their isolated positions, of the absolute impossibility of their obtaining any substantial promotion, and of the peculiar and disappointing difficulties connected with their work had made the Department most unwilling to apply the principle of retrenchment to the salaries of workers in Native schools, even though nearly all other officers in the Civil Service were being affected by this principle. But it had become plain that, through the operation of rules intended originally to induce educated men and women to qualify themselves specially for Native-school work, and to remain in the service after they had become so qualified, the salaries of teachers were gradually increasing, although the number of pupils was diminishing; the general effect being to raise progressively the cost *per head* of the education of Native-school pupils. It was made quite plain to the Department in many ways that an immediate and radical alteration must take place.

Then, it was necessary, of course, that what had become the cardinal fault of the system—viz., the absence of a controlling and well-defined relation between the average attendance and the remuneration of the teachers—should be remedied. This was brought about by making the whole of a head-teacher's salary, with an exception to be afterwards stated, depend either directly or indirectly on the average attendance. The direct payment is an allowance of £1 10s. per annum on the average attendance; the indirect is a bonus of 6s. 8d. for each mark gained by pupils at the annual examination. The exception referred to is a payment of £60 per annum to every principal teacher of a Native school. This is, of course, intended to prevent the head-teacher of any Native school from being dependent on contingency for even his mere subsistence; and, on the other hand, it is to act as a provision that the Department shall keep no schools going if the attendance is too small to justify payments of £70 or £75 per annum to the teachers of them.

The amounts given for assistance depend similarly on the average attendance. An allowance of 6s. 3d. per quarter is made for every unit of average attendance above ten, whether the assistance is afforded by the teacher's wife (as is usually the case), by his daughter, or by some one from outside the teacher's family.

There are many other alterations in the new code: for instance, most of the privileges originally accorded to Native schools with the view of making them attractive to the Maoris have been withdrawn, as now no longer necessary; many improvements in the way of closer definition have been introduced into the standards; and further provision is made for the education of European children having no educational institution except a Native school within their reach. But the new rules affecting the salaries of teachers involve by far the most important changes made. It is confidently believed that the basis of the present code is much more equitable than that of the late code; and it is hoped that when the natural irritation produced by the inevitable loss of emolument has somewhat subsided the teachers will acknowledge that it is so. To those whose business makes them regard Native schools mainly from the financial point of view it ought to be satisfactory to know that the cost per head of children attending Native schools can never again rise above that of the pupils at public schools of similar size and character.

“THE PAST AND FUTURE OF THE MAORI.”

Towards the close of last year an essay was read before the Dialectic Society in Christchurch by Mr. Apirana T. N. Ngata, a promising student of Canterbury College. Mr. Ngata was at first a pupil of Wai-o-matatini Native School. Then he was removed to Te Aute College, where he was extremely successful, twice winning a Te Makarini scholarship. After leaving Te Aute he went to Canterbury College, where, it is understood, he has done very well indeed, and has reached his third university year without a break in the passing of his examinations. It appears on the whole, therefore, that Mr. Ngata, although quite a young man, has a right to give an opinion with regard to the value of Native schools. He has, as a Maori, a competent knowledge of his race, and, as one who has received very considerable university culture, he has clear knowledge as to what an educational system ought to do for those coming under its influence. Mr. Ngata has, further, very considerable literary ability, and expresses his thoughts with vigour and in a decidedly attractive manner. In his essay Mr. Ngata, while speaking appreciatively of the Native-school educational system (as, indeed, he ought to speak, seeing that he himself is to a very large extent an outcome of it), criticizes very unsparingly the Native-school teachers and their ways, in school and out of it. Feeling quite certain that Mr. Ngata had with not un pardonable youthful impetuosity fallen into the error of generalising from a few particular instances spread over a considerable time, and had then drawn a mental picture for which there was no corresponding reality, I wrote to Mr. Ngata and asked him to give the Department or, if he preferred it, the Hon. the Minister of Education a statement of the facts on which he based this portion of his essay. Mr. Ngata's answer, and the whole correspondence are enclosed. I may direct your attention to the closing letter of the correspondence, in which Mr. Ngata says, “I have fifty copies [of the essay] that I am sending to friends; to each copy I have added a note calling attention to the fact that the statements re Native teachers have been practically withdrawn.”

I have, &c.,

The Inspector-General of Schools.

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 1892; and the Names, Status, and Emoluments of the Teachers as in December, 1892.

** In the column "Position in the School," H M means Head Master; H F, Head Mistress; M, that there is a Master only; F, Mistress only; A F, Assistant Female Teacher; S, Sewing-mistress.

County.	Schools.	Expenditure during 1892.				Teachers of Village Schools at the End of the Year.	Position of 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.						
Mangonui	Te Kao ..	145 16 8	37 0 6	..	182 17 2	Browne, W. F.	M	125 0 0	School closed at end of year.		
	Panapurua ..	146 13 4	1 0 6	..	147 13 10	Dunn, R. H.	M	125 0 0			
	Ahipara ..	172 18 4	39 16 0	..	212 14 4	Young, Rev. H.	H M	145 0 0			
	Kenana ..	110 0 0	4 6 9	0 10 0	114 16 9	Harris, A. H.	H M	90 0 0			
	Whangape ..	121 13 4	24 19 0	..	146 12 4	Nicholson, J.	M	110 0 0	With allowance for conveyance of goods, £10 per annum.		
	Rangiahua ..	210 0 0	1 19 7	6 8 6	218 8 1	Barnett, Mrs.	H F	175 0 0			
	Whakarapa ..	55 16 8	18 17 8	..	74 14 4	Haszard, Mrs.	S	90 0 0			
	Waitapu and side-school at Matihetihē ..	186 5 0	25 4 11	..	211 9 11	Flood, R. P.	H M	90 0 0	School re-opened in September quarter.		
	Whirinaki ..	227 10 0	10 16 9	6 0 0	254 6 9	Flood, Mrs.	S	20 0 0	With allowance for horse, £10 per annum.		
	Waima ..	100 16 8	5 5 6	..	106 2 2	Hawkins, T. B.	H M	140 0 0			
Bay of Islands	Omanai ..	115 0 0	1 5 0	..	116 5 0	Hawkins, Mrs.	S	20 0 0			
	Motukaraka ..	160 0 0	13 15 1	..	173 15 1	Masters, C. M.	H M	195 0 0			
	Mangamuka ..	135 0 0	1 7 5	..	136 7 5	Masters, Miss E.	A F	55 0 0			
	Mangakahia ..	151 5 0	46 5 4	..	197 10 4	Lee, J. B.	M	80 0 0			
	Waimanaku ..	205 0 0	24 2 6	12 14 0	241 16 6	Lee, Mrs.	S	20 0 0			
	Otaua ..	140 0 0	..	..	140 0 0	Cockroft, Mrs.	H F	100 0 0	
	Ohaeawai ..	113 15 0	1 8 0	..	115 3 0	Cockroft, Miss A.	S	20 0 0			
	Kaikohe ..	245 0 0	7 7 0	..	252 7 0	Danaher, Mrs.	H M	130 0 0			
	Karetu ..	120 0 0	1 3 6	..	121 3 6	Harrison, J.	M	125 0 0			
	Waoromo ..	15 0 0	7 16 2	..	22 16 2	Quinlan, W. H.	A F	35 0 0			
Whangaruru ..	100 0 0	7 0 6	..	107 0 6	Quinlan, Mrs.	M	90 0 0				
Taumarere ..	56 19 6	1 17 3	..	58 16 9	Winkelmann, C. P.	H M	125 0 0	School closed at end of year.			
Te Ahuahu ..	145 0 0	3 1 0	..	148 1 0	Winkelmann, Mrs.	S	20 0 0				
					Tobin, W. H. J.	A F	205 0 0				
					Woods, G. E.	M	125 0 0				
					Woods, Mrs.	H M	90 0 0				
					Mitchell, J. ...	S	20 0 0				
					Mitchell, Miss A.	A F	20 0 0				
					Mitchell, Mrs.	S	20 0 0				
					Johnson, Miss S. H.	F	115 0 0				
					Hastings, P. A.	M	60 0 0				
					Patrick, J. K.	H M	90 0 0				
					Patrick, Mrs.	S	20 0 0				
					Tautari, Mrs.	F	52 10 0				
					Watling, Mrs.	H F	125 0 0				
					Mair, Miss L. B. N.	S	20 0 0	Subsidised school; opened in September quarter.			

Table No. 1—continued.
EXPENDITURE, &c., ON NATIVE SCHOOLS for Year 1892—continued.

County.	Schools.	Expenditure during 1892.				Teachers of Village Schools at the End of the Year.	Position in the School.	Rate of Salary at the End of Year.	Remarks.				
		Salaries.		Buildings, Sites, Fencing, and Furniture.						Total.			
		£	s. d.	£	s. d.								
Whangarei Hobson ..	Poroti ..	150	0	0	1	0	0	M	145	0	0	School closed in June quarter.	
	Tangiteroria ..	127	10	0	..	..	..	H M	110	0	0	
	Taita ..	48	6	0	1	18	0	..	S	20	0		0
	Matakohe ..	141	5	0	16	7	2	..	H M	125	0		0
	Pouito Point ..	140	0	0	8	10	0	..	S	20	0		0
	Otamatea ..	115	16	8	9	0	9	..	H M	125	0		0
	Otorohanga ..	181	5	0	0	19	0	..	S	20	0		0
	Kirikiri ..	174	11	8	6	4	1	..	M	125	0		0
	Tapapa ..	132	10	0	0	17	3	..	H M	155	0		0
	Te Waotū ..	126	5	0	0	7	2	..	S	20	0		0
West Taupo Tauranga	Pukawa ..	127	10	0	8	5	9	..	H M	145	0	0	School not yet opened.
	Maungatapu ..	167	0	0	1	1	0	..	A F	55	0	0	
	Huria ..	138	15	0	24	5	5	..	M	125	0	0	
	Paeroa ..	70	0	0	16	10	3	..	M	125	0	0	
	Te Awahou ..	173	15	0	25	10	8	..	S	20	0	0	
	Rototi ..	203	15	0	7	0	1	..	H M	165	0	0	
	Te Matai ..	195	0	0	2	2	11	..	S	20	0	0	
	Maketu ..	163	15	0	8	10	5	..	H M	155	0	0	
	Matata ..	220	0	0	24	6	0	..	A F	15	0	0	
	Te Teko ..	139	3	4	27	2	6	..	S	20	0	0	
Whakatane	Galatea ..	200	8	4	2	19	0	..	H M	180	0	0	With allowance for conveyance of goods, £20 per annum.
	Poroporo ..	200	0	0	11	4	7	..	A F	35	0	0	
	Waioveka ..	227	10	0	33	18	0	..	H M	165	0	0	
	Omarunutu ..	163	6	8	10	4	6	..	S	20	0	0	
	Torere ..	173	11	2	..	..	..	..	H M	195	0	0
	..	..	..	..	..	..	..	..	A F	35	0	0
	..	..	..	..	..	..	..	..	H M	155	0	0
	..	..	..	..	..	..	..	..	S	20	0	0
	..	..	..	..	..	..	..	..	H M	180	0	0
	..	..	..	..	..	..	..	..	A F	35	0	0

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1892.

	£	s.	d.
Village-school salaries	10,624	3	3
Teachers' allowances for special objects	71	3	4
Teachers' removal allowances	234	2	8
Books and school requisites	335	9	10
Planting sites	2	12	3
Repairs and small works	459	7	5
Inspector	450	0	0
Inspectors' travelling expenses.. .. .	177	17	8
Special inspection	9	6	0
Sundries	69	14	5
Boarding-schools	1,462	8	1
Travelling expenses of scholars sent to boarding-schools	78	13	9
Buildings, fencing, furniture, &c.	315	5	4
Total	<u>£14,290</u>	<u>4</u>	<u>0</u>

NOTE.—Of the above total, £70 7s. 11d. was paid from Native reserves funds, leaving a net Government expenditure of £14,219 16s. 1d.

Table No. 3.

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1892.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	24	22	46	2·16
Five and under ten years	605	553	1,158	54·29
Ten and under fifteen years	502	350	852	39·94
Fifteen years and upwards	50	27	77	3·61
Totals	1,181	952	2,133	100·00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, for the Year 1892.

[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.		
Te Kaha	54	9	13	50	53·75	24	28	52	53·00	98·60
Little River	17	32	7	42	33·25	18	22	40	31·50	94·74
Pouto	14	5	3	16	16·75	8	9	17	15·75	94·03
Raukokore	24	5	5	24	24·25	12	9	21	22·75	93·81
Te Araroa	34	31	8	57	50·50	25	27	52	47·25	93·56
Tikitiki	40	8	8	40	43·50	19	20	39	39·75	91·38
Whirinaki	53	18	11	60	59·50	25	26	51	53·75	90·33
Rapaki	28	3	2	29	30·00	17	11	28	27·00	90·00
Torere	34	4	7	31	33·50	19	11	30	29·75	88·81
Kenana	29	3	19	13	24·25	7	4	11	21·50	88·66
Rangitukia	44	25	7	62	59·00	27	24	51	50·75	86·02
Omaio	30	11	3	38	36·50	28	8	36	31·25	85·62
Waimamaku	29	9	2	36	35·00	13	12	25	29·50	84·28
Mangakahia	19	24	12	31	25·50	15	10	25	21·25	83·33
Otamatea	18	6	9	15	13·50	6	7	13	11·25	83·33
Taumarere	8	5	2	11	9·00	7	2	9	7·50	83·33
Te Teko	57	22	16	63	63·50	34	18	52	52·50	82·68
Matata	31	30	27	34	33·75	9	13	22	27·75	82·22
Karetu	18	4	4	18	20·25	7	9	16	16·50	81·48
Kaiapoi	30	30	23	37	41·75	14	16	30	34·00	81·44
Wharekahika	20	15	13	22	22·75	11	7	18	18·50	81·32
Whangaruru	17	16	14	19	19·50	6	10	16	15·75	80·77
Waikouaiti	25	5	10	20	21·75	8	8	16	17·50	80·46
Poroti	22	10	9	23	26·50	10	10	20	21·25	80·18
Omarumutu	48	11	9	50	51·25	19	21	40	41·00	80·00
Taita ¹ .. .. .	..	28	28	..	9·50	..	..	..	7·50	78·95
Port Molyneux ²	14	6	3	17	16·50	8	6	14	13·00	78·78
Akuaku	51	9	23	37	42·50	17	14	31	33·00	77·65
Tangiteroria	22	3	5	20	20·75	6	9	15	16·00	77·11
Poroporo	26	37	17	46	41·25	22	18	40	31·50	76·36
Waima	21	19	6	34	27·25	13	16	29	20·75	76·14
Tokomaru	30	50	25	55	55·25	26	21	47	42·00	76·02
Matihetihe	19	5	4	20	19·75	7	8	15	15·00	75·95
Te Awahou ³ .. .. .	..	35	10	25	29·00	13	8	21	22·00	75·86
Whakarapa ³ .. .. .	..	33	1	32	22·00	12	10	22	16·50	75·00
Colac Bay	38	19	11	46	43·25	21	19	40	32·25	74·56
The Neck	23	11	10	24	24·50	10	11	21	18·25	74·49
Motukaraka	39	3	11	31	34·00	13	9	22	25·25	74·26
Kirikiri	64	42	32	74	75·00	28	25	53	55·25	73·66
Matakohe	16	27	16	27	21·75	11	7	18	15·75	72·41
Waitapu	17	8	10	15	18·00	8	1	9	13·00	72·22
Te Ahuahu	24	8	9	23	25·00	7	12	19	18·00	72·00
Waioweka	28	20	17	31	32·50	16	8	24	23·25	71·54
Kaikohu	40	20	14	46	49·25	21	11	32	35·00	71·06
Onuku ⁴	22	4	26	..	24·00	..	..	..	17·00	70·83
Ohaeawai	24	8	10	22	22·25	11	7	18	15·75	70·78
Omanaia	27	5	5	27	28·00	8	8	16	19·75	70·53
Te Kao ⁵	18	16	17	17	24·25	8	3	11	17·00	70·10
Paeroa	27	13	15	25	27·25	14	5	19	18·50	67·89
Te Matai	43	21	21	43	45·75	15	9	24	31·00	67·76
Te Waotu	15	17	22	10	15·25	3	3	6	10·25	67·21
Rangiahua	36	22	20	38	38·00	16	8	24	25·50	67·11
Otaua	25	13	15	23	29·50	8	9	17	19·75	66·95
Galatea	37	17	24	30	41·00	16	13	29	26·75	65·24
Waiomio ⁶ .. .. .	..	38	..	38	30·00	15	4	19	19·50	65·00
Papawai	27	22	19	30	33·25	13	10	23	21·50	64·66
Pamapurua	25	3	15	13	21·50	4	6	10	13·50	62·79
Maungatapu	26	17	12	31	32·75	11	7	18	20·50	62·59
Wairau	13	10	2	21	16·75	5	8	13	10·25	61·13
Tuparoa ⁷	51	16	10	57	56·00	18	14	32	33·66	60·11
Waikawa	18	4	6	16	19·25	7	5	12	11·50	59·74
Waiomatatini	33	21	31	23	32·75	5	6	11	18·25	55·72
Whangape	25	44	37	32	33·75	8	8	16	18·00	53·33
Maketu	48	37	34	51	59·00	19	12	31	30·50	51·69
Huria	36	11	14	33	34·00	8	8	16	16·75	49·26
Rotoiti ⁵	24	10	34	..	22·33	..	..	..	11·00	49·26
Mangamuka ⁵	28	18	29	17	26·25	6	3	9	12·50	47·62
Otorohanga	39	35	35	39	53·50	8	11	19	25·00	46·73
Tapapa	19	11	11	19	24·00	4	4	8	10·50	43·75
Ahipara	54	11	31	34	48·75	5	15	20	20·50	42·05
Totals for 1892	1,955	1,168	990	2,133	2,218·00	882	741	1,623	1,633·75	73·66
Totals for 1891	1,902	1,272	943	2,281	2,298·25	938	765	1,703	1,754·50	76·34

¹ Closed June quarter. ² Transferred to Education Board at end of year. ³ Re-opened September quarter. ⁴ Transferred to Education Board September quarter. ⁵ Closed at end of year. ⁶ Opened September quarter. ⁷ Closed during the June quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1892.

* * 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	12	4	16	..	..	..	1	..	1	13	4	17
Pamapurua	5	6	11	..	..	..	..	2	2	5	8	13
Ahipara	8	16	24	1	2	3	2	5	7	11	23	34
Kenana	7	5	12	1	..	1	..	..	..	8	5	13
Whangape	15	13	28	2	..	2	..	2	2	17	15	32
Rangiahua	22	7	29	..	1	1	5	3	8	27	11	38
Whakarapa	20	11	31	..	..	..	1	..	1	21	11	32
Waitapu	1	1	2	11	1	12	1	..	1	13	2	15
Matihetihe	6	8	14	3	3	6	..	..	..	9	11	20
Whirinaki	29	29	58	1	..	1	..	1	1	30	30	60
Waima	16	17	33	..	1	1	..	..	..	16	18	34
Omanaia	13	10	23	..	1	1	1	2	3	14	13	27
Motukaraka	14	6	20	2	3	5	2	4	6	18	13	31
Mangamuka	11	4	15	..	..	..	..	2	2	11	6	17
Mangakahia	17	12	29	..	1	1	1	..	1	18	13	31
Waimamaku	13	15	28	3	3	6	2	2	2	18	18	36
Otaua	7	8	15	2	..	2	3	3	6	12	11	23
Ohaeawai	3	5	8	3	1	4	7	3	10	13	9	22
Kaihohe	25	10	35	1	3	4	3	4	7	29	17	46
Karetu	4	6	10	3	3	6	1	1	2	8	10	18
Waiomio	16	6	22	5	3	8	7	1	8	28	10	38
Whangaruru	5	9	14	2	1	3	1	1	2	8	11	19
Taumarere	9	2	11	..	..	..	..	..	..	9	2	11
Te Ahuahu	8	8	16	..	2	2	2	3	5	10	13	23
Poroti	7	6	13	..	1	1	5	4	9	12	11	23
Tangiteroria	5	4	9	..	..	..	3	8	11	8	12	20
Matakohe	3	9	12	1	..	1	10	4	14	14	13	27
Pouto Point	5	6	11	1	..	1	2	2	4	8	8	16
Otamatea	6	8	14	..	..	..	1	..	1	7	8	15
Otorohanga	5	9	14	2	5	7	8	10	18	15	24	39
Kirikiri	13	15	28	3	4	7	23	16	39	39	35	74
Tapapa	11	5	16	..	..	..	1	2	3	12	7	19
Te Waotu	1	4	5	1	..	1	2	2	4	4	6	10
Maungatapu	15	11	26	2	1	3	2	..	2	19	12	31
Huria	19	13	32	..	..	..	1	..	1	20	13	33
Paeroa	10	2	12	6	4	10	..	3	3	16	9	25
Te Awahou	11	7	18	3	..	3	3	1	4	17	8	25
Te Matai	22	19	41	..	..	..	2	..	2	24	19	43
Maketu	24	9	33	4	4	8	6	4	10	34	17	51
Matata	9	8	17	3	4	7	3	7	10	15	19	34
Te Teko	37	22	59	2	1	3	..	1	1	39	24	63
Galatea	10	7	17	3	1	4	3	6	9	16	14	30
Poroporo	23	20	43	..	..	..	2	1	3	25	21	46
Waioweka	18	10	28	..	1	1	2	..	2	20	11	31
Omarumutu	17	15	32	6	5	11	2	5	7	25	25	50
Torere	16	9	25	2	1	3	2	1	3	20	11	31
Omaio	27	8	35	2	1	3	..	..	..	29	9	38
Te Kaha	19	22	41	..	2	2	3	4	7	22	28	50
Raukokore	8	9	17	5	2	7	..	..	..	13	11	24
Wharekahika	15	7	22	..	..	..	..	..	..	15	7	22
Te Araroa	24	21	45	1	5	6	3	3	6	28	29	57
Rangitukia	30	23	53	3	1	4	1	4	5	34	28	62
Tikitiki	15	13	28	3	4	7	1	4	5	19	21	40
Waiomatatini	12	9	21	2	..	2	..	..	..	14	9	23
Tuparoa	35	15	50	2	2	4	..	3	3	37	20	57
Akuaku	19	18	37	..	..	..	..	..	..	19	18	37
Tokomaru	28	20	48	2	1	3	1	3	4	31	24	55
Papawai	6	6	12	..	..	..	11	7	18	17	13	30
Waikawa	8	7	15	..	..	..	1	..	1	9	7	16
Wairau	9	10	19	1	..	1	1	..	1	11	10	21
Kaiapoi	8	8	16	5	5	10	5	6	11	18	19	37
Rapaki	12	7	19	5	3	8	1	1	2	18	11	29
Little River	14	17	31	1	3	4	4	3	7	19	23	42
Waikouaiti	4	6	10	1	2	3	3	4	7	8	12	20
Port Molyneux	3	3	6	..	..	..	7	4	11	10	7	17
Colac Bay	10	7	17	..	..	..	14	15	29	24	22	46
The Neck	3	3	6	4	8	12	4	2	6	11	13	24
Totals for 1892	882	675	1,557	116	100	216	183	177	360	1,181	952	2,133
Totals for 1891	908	681	1,589	122	117	239	201	202	403	1,231	1,000	2,231

SUMMARY of Table No. 5.

	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	882	675	1,557	72.99
Half-caste	116	100	216	10.13
Between half-caste and European, and European	183	177	360	16.88
Totals	1,181	952	2,133	100.00

Table No. 6.
RESULTS of EXAMINATION, 1892.

Schools.	Number on the Roll.	Passes of Pupils examined.				Percentage obtained at Examination.
		IV.	III.	II.	I.	
Te Kao	23	1	2	4	5	91.70
Pamapurua	25	1	..	..	2	35.62
Ahipara	56	1	..	3	2	29.69
Kenana	31	..	..	5	..	46.60
Whangape	32	..	..	1	2	40.82
Rangiahua*	44	2	..	9	7	72.39
Whakarapa* .. .. .	..	..	..	..	..	..
Waitapu	21	2	3	1	1	82.43
Matihetihe	19	..	..	1	3	38.91
Whirinaki	60	..	3	4	11	69.26
Waima	24	..	4	..	9	75.77
Omanaia	26	..	1	6	5	60.68
Motukaraka	32	1	4	2	3	43.23
Mangamuka	34	1	..	1	3	46.97
Mangakahia	26	..	..	..	..	16.74
Waimamaku	38	3	2	3	5	51.81
Otaua	31	1	2	2	4	57.55
Ohaeawai	19	1	2	..	4	52.24
Kaikohe	47	..	1	5	7	49.00
Karetu	21	1	..	1	3	57.07
Waiomio* .. .. .	..	..	..	..	..	..
Whangaruru†	25	..	..	..	..	20.00
Taumarere	8	1	..	..	4	53.25
Te Ahuahu	28	2	1	..	2	42.93
Poroti	28	2	2	2	4	66.18
Tangiteroria	25	1	1	1	1	41.47
Taita† .. .. .	..	..	..	..	..	..
Matakohe	21	..	..	1	3	25.59
Pouto	16	1	2	..	..	30.45
Otamatea	19	1	1	..	..	22.56
Otorohanga	49	1	2	3	7	56.67
Kirikiri	69	1	5	5	5	50.38
Tapapa	29	..	1	..	..	21.34
Te Waotu	18	..	3	2	..	43.49
Maungatapu	30	..	1	4	7	60.81
Huria	28	..	..	1	2	49.13
Paeroa	28	..	3	1	5	63.75
Te Awahou* .. .. .	..	..	..	..	..	..
Rotoiti† .. .. .	..	..	..	..	..	..
Te Matai	48	4	5	8	..	74.72
Maketu	60	3	3	2	8	53.41
Matata	41	..	1	2	3	43.22
Te Teko	65	1	..	4	13	40.19
Galatea	47	1	1	6	..	47.09
Poroporo	30	1	..	5	7	49.11
Waioweka	34	4	..	3	3	40.00
Omarumutu	50	4	2	8	7	61.21
Torere	36	1	1	2	7	55.65
Omaio	35	1	1	2	4	55.30
Te Kaha	55	11	7	6	8	73.69
Raukokore	25	2	2	3	3	56.98
Wharekahika	24	..	1	3	1	45.03
Te Araroa	47	2	5	9	3	72.46
Rangitukia	59	1	4	1	6	43.54
Tikitiki	43	1	2	5	6	63.24
Waiomatatini	37	3	2	3	7	61.03
Tuparoa	55	5	8	8	5	78.07
Akuaku	43	1	1	1	3	44.99
Tokomaru	48	2	..	3	8	61.73
Papawai	26	1	2	4	4	66.32
Waikawa	15	1	2	2	2	52.66
Wairau§	20	..	..	..	..	..
Kaipoi	37	3	5	9	7	64.33
Rapaki	28	4	4	1	5	72.00
Little River	41	..	..	7	9	55.86
Onuku* .. .. .	..	..	..	..	..	..
Waikouaiti	22	3	4	2	2	83.67
Port Molyneux	18	4	2	3	1	84.11
Colac Bay	44	4	..	2	3	51.64
The Neck	23	1	1	6	3	100.00
Totals for 1892	2,186	94	112	188	254	..
Totals for 1891	2,270	67	183	240	330	..

* Not inspected or examined. † School had been in operation only two months at time of inspection. ‡ Inspection and examination incomplete. § No examination.

Table No. 7.
RESULTS OF INSPECTION, 1892.

[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.
The Neck	7.6	6.7	8.0	6.4	8.3	50.0	87.0
Te Kao	9.2	7.5	6.5	7.1	8.3	45.9	84.5
Waikouaiti	7.8	9.5	7.7	7.5	8.3	41.8	82.6
Tuparoa	8.8	9.0	8.0	6.9	8.2	39.0	79.9
Te Araroa	9.6	8.6	8.9	8.0	8.3	36.2	79.6
Waitapu	9.0	7.3	7.3	5.5	8.5	41.2	78.8
Te Matai	9.4	10.0	8.0	7.4	6.2	37.4	78.4
Paeroa	9.2	9.3	9.0	8.2	9.7	31.9	77.3
Rapaki	7.5	8.5	9.2	8.8	7.0	36.0	77.0
Te Kaha	10.0	9.6	7.5	6.8	6.0	36.8	76.7
Waima	8.4	8.0	7.8	7.8	6.7	37.9	76.6
Port Molyneux	7.3	7.0	6.0	6.6	7.3	42.0	76.2
Rangiahua	8.7	8.3	8.0	5.9	5.8	36.2	72.9
Kaiapoi	8.6	9.2	6.7	6.5	7.6	32.1	70.7
Maketu	9.3	8.3	9.4	8.5	8.0	26.7	70.2
Whirinaki	7.3	6.3	7.5	7.1	5.8	34.6	68.6
Tikitiki	8.6	7.8	8.9	6.4	4.8	31.6	68.1
Papawai	7.8	7.5	7.0	5.2	7.0	33.1	67.6
Waimamaku	8.8	8.9	8.3	8.9	6.3	25.9	67.1
Omanaia	7.6	8.5	8.0	5.3	7.3	30.3	67.0
Omaio	7.6	9.0	9.0	6.3	6.8	27.6	66.3
Tokomaru	8.2	7.4	6.6	7.7	5.3	30.9	66.1
Waiomatatini	7.4	7.0	6.6	8.4	6.2	30.5	66.1
Omarumutu	8.2	8.2	7.0	6.6	5.3	30.6	65.9
Karetu	6.8	7.1	8.9	5.5	8.5	28.5	65.3
Poroti	5.7	6.6	7.5	6.4	5.8	33.1	65.1
Otorohanga	8.7	8.3	7.0	6.2	6.3	28.3	64.8
Colac Bay	9.2	7.7	6.0	9.1	7.0	25.8	64.8
Torere	9.5	9.0	7.5	4.5	6.2	27.8	64.5
Kaikohe	10.0	8.0	8.0	6.8	7.0	24.5	64.3
Otaua	7.6	7.9	5.9	5.5	6.7	28.8	62.4
Raukokore	7.2	6.6	6.8	6.1	7.0	28.5	62.2
Maungatapu	9.2	5.6	7.0	3.7	6.0	30.4	61.9
Kirikiri	9.1	6.8	8.3	5.9	5.8	25.2	61.1
Poroporo	8.5	7.3	7.1	5.9	6.5	24.6	59.9
Taumarere	6.6	7.8	7.8	6.2	4.7	26.6	59.7
Akuaku	9.2	9.5	7.8	4.8	5.2	22.5	59.0
Rangitukia	9.2	7.9	7.8	8.6	3.3	21.8	58.6
Te Ahuahu	8.5	8.3	8.5	6.4	5.0	21.5	58.2
Motukaraka	8.4	6.1	7.8	6.9	6.9	21.6	57.7
Waikawa	7.7	8.0	5.5	5.5	4.5	26.3	57.5
Little River	8.2	6.0	5.2	4.7	5.3	27.9	57.3
Matata	8.1	6.8	7.9	5.8	7.0	21.6	57.2
Matihetihe	7.8	8.3	8.0	6.1	7.5	19.5	57.2
Te Waotu	8.6	6.5	8.3	4.5	7.2	21.7	56.8
Wharekahika	8.4	7.0	8.0	4.9	5.5	22.5	56.3
Ohaeawai	8.6	5.9	6.0	5.6	3.7	26.1	55.9
Te Teko	9.7	7.3	7.0	5.3	5.7	20.1	55.1
Fort Galatea	7.4	6.8	5.6	5.2	5.5	23.5	54.0
Kenana	6.8	6.8	7.3	3.0	6.2	23.3	53.4
Pamapurua	8.6	7.0	6.8	7.5	5.7	17.8	53.4
Waioweka	7.8	7.3	5.5	7.2	5.0	20.0	52.8
Mangamuka	8.5	7.0	6.2	4.5	3.0	23.5	52.7
Huria	8.0	5.7	6.1	4.9	3.3	24.6	52.6
Tangiteroria	6.4	6.5	6.0	4.9	4.9	20.7	49.4
Matakohe	9.7	7.8	7.5	7.2	3.7	12.8	48.7
Ahipara	8.8	8.3	6.5	4.9	4.7	14.8	48.0
Whangape	4.8	6.3	6.8	3.0	3.2	20.4	44.5
Pouto	3.0	4.3	6.8	4.7	5.3	15.2	39.3
Tapapa	6.3	7.3	6.0	5.3	3.0	10.6	38.5
Whangaruru*	7.8	6.0	6.5	5.0	2.7	10.0	38.0
Otamatea	4.8	6.8	8.3	2.7	3.7	11.4	37.7
Mangakahia	6.7	5.2	6.0	2.8	2.0	8.4	31.1
Wairau†	5.7	7.3	7.0	3.2	3.3	..	26.5
Whakarapa‡ .. .. .	..	..	..	..	..	..	..
Waiomio‡ .. .. .	..	..	..	..	..	..	..
Taita§ .. .. .	..	..	..	..	..	..	..
Te Awahou‡ .. .. .	..	..	..	..	..	..	..
Rotoiti§ .. .. .	..	..	..	..	..	..	..
Onuku‡ .. .. .	..	..	..	..	..	..	..

* School had been in operation only two months at time of inspection. † No examination. ‡ Not inspected or examined. § Inspection and examination incomplete.

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