

1895.
NEW ZEALAND

EDUCATION: NATIVE SCHOOLS.

[In Continuation of E.—2, 1894.]

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

No. 1.

EXTRACT FROM EIGHTEENTH ANNUAL REPORT OF THE MINISTER OF EDUCATION

THERE was an increase during the year in the number of Native village schools from 62 to 65. At Whangape it was thought well to try the experiment of closing the school, and substituting two half-time schools—at Puketū and Makora. The school at Otorohanga has been transferred to the Auckland Education Board. At Pamapurua, Tapapa, and Te Awahou, the decline of attendance rendered it necessary to suspend operations. At Matapihi, an experimental school near Tauranga Harbour, the site was not suitable, and it will be of no use to re-open until the people are of one mind in selecting a new site.

Old schools at Te Kao, Pukepoto, and Mangamaunu have been re-opened. The re-opening at Te Kao has been welcomed by the people with exceptional enthusiasm, and the school is a large and promising one. New schools at Parapara (near Mangonui) and at Te Pupuke (near Whangaroa) are in a hopeful condition. Rawhia is a new side-school dependent on Rangiahua, the people are not Maori, and the Auckland Education Board has been asked to consider a proposal for a transfer of the control. A school has been opened as an experiment at Karikari, in Tauranga Harbour.

The average weekly roll-number rose in 1894 from 2,220 to 2,424, and the average attendance from 1,585 to 1,775, this average attendance being to the roll-number as $73\frac{1}{2}$ to 100. The number of pupils above the age of ten is 46 per cent. of the total; and with respect to race the proportions are 10 per cent. half-caste; $16\frac{1}{2}$ per cent. European, or inclining to European; $73\frac{1}{2}$ per cent. Maori.

At the end of the year there were 54 masters, 9 mistresses, 52 assistant-mistresses, and 11 sewing-mistresses. Salaries of masters and mistresses ranged from £80 to £233, assistants and sewing-mistresses received salaries varying from £4 to £50. The expenditure in 1894 was £15,389 11s. 5d. Paid to teachers, £9,778 19s. 2d., books and school requisites, £353 14s. 2d.; lantern lectures, £161 6s. 4d.; repairs and small works, £623 11s. 11d.; inspection (including travelling), £841 13s. 10d.; sundries, £83 11s. 8d., boarding-school subsidies (including scholarships) and apprenticeship, £1,647 7s. 7d., buildings, fencing, and furniture, £1,899 6s. 9d. A contribution of £88 5s. 9d. was received from Native Reserves income towards the total expenditure of £15,389 11s. 5d.

There was good reason to be satisfied with the results of the experiment made in sending a lecturer round to the schools with a good lantern and slides. Since

the end of the year the lecturer has been engaged in visiting the schools that were left out of his first circuit. Five lanterns are now being procured, one for each of five large groups of schools, slides will be exchanged among these groups, and the descriptive lectures will in future be given by the masters.

At the end of the year there were 67 Government scholars at the four boarding-schools for Natives 29 boys and 38 girls. Six Maori boys were apprenticed to trades 2 saddlers, 2 printers, 1 blacksmith, 1 carpenter. The boarding-schools had 143 pupils in addition to the 67 Government scholars.

Progress is being made towards the building of three schools in important districts Mawhitiwhiti, near Normanby, Pipiriki, on the Wanganui River, and Ruatoki, in the Uriwera country. At the first-named place the work is in the hands of a contractor, and at the others the buildings are to be erected on the co-operative principle under the direction of the Department of Public Works. It seems likely that schools will be wanted soon at Taumarunui (Upper Wanganui), and at Te Whaiti (Uriwera country). At Otamauru and Te Teko new buildings were provided last year to take the place of temporary schoolhouses, and at Whangaruru the accommodation was improved. Since the close of the year a new building has been opened for a new school at Arowhenua (Temuka), and one at Hiruharama (inland from Waipiro Bay). The schools at Ahipara and Kopua, closed in 1893 and 1891 respectively, have been reopened, and a school has been opened at Kawhia with temporary accommodation. The Mangamuka buildings are now being removed to a new site, and work will be resumed there at once.

No. 2.

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

SIR,—

Wellington, 31st March, 1895.

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 1894.

NUMBER OF SCHOOLS.

At the end of the year 1893 there were sixty-six schools in full working order. In the course of 1894 three schools were opened, three were reopened, and four were closed. During the year, therefore—or some portion of it—seventy-two schools were in operation, and at the end of the year sixty-eight schools were open—viz., sixty-four village schools and four boarding-schools. These numbers do not include four denominational schools that the Department has been asked to inspect and examine—viz., the Native schools at Matata, Waerenga-a-hika, Otaki, and Putiki.

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

At the beginning of the year a half-time school was opened at Rawhia, on the Upper Waihou River, in connection with the Rangiahua Native School. Although undoubtedly useful, this is in no sense a Native school, and it could quite properly be handed over to the Board on demand. The people of Parapara, between Mangonui and Awanui, had long desired to have a school, but had failed to make it quite clear that one was needed in their district. However, in April, 1894, operations were begun in a small but not unsuitable building, and now there is every reason to be satisfied with the attendance, and with the general prospects of the school. After very protracted negotiations, a school has been opened at Te Pupuke, Whangaroa. A tribal misunderstanding prevented the thorough success of the school for the first few months, but this difficulty has now been, to a large extent, overcome, and there is every reason to hope that this, the settlement of the famous Hongi Hika, will possess a prosperous school.

Pukepoto, one of the oldest of our Native schools, was reopened in May, in compliance with the request of Mr. Leopold Busby and other influential Maoris, who promised to give active support to the school. So far the Department has had no reason to regret the reopening. Te Kao, the furthest north of all New Zealand schools, was reopened in July. Here also the action of the Government has been duly appreciated by the Maoris, who are maintaining a capital attendance. The school at Mangamaunu, near Kaikoura, was reopened in September. A good start was made, but the attendance is falling off somewhat, the Maori population is but small.

Pamapurua, near Kaitaia, Tapapa, on the Rotorua-Oxford Road, and Te Awahou, on the Rotorua-Tauranga Road, have lost their schools through the smallness of their attendance. Otorohanga was closed as a Native school in December last, it was handed over to the Auckland Board of Education at the Board's request. This institution never achieved any striking success as a Native school, but good work was done by it in breaking ground among the half-caste and European children of the district.

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

It is convenient to have available information in the form of a list making brief mention of all applications recently dealt with. Such a list is here given

Hiruharama, East Coast.—The buildings are nearly ready. There is reason to expect that this will be one of our most important schools.

Kawhia, West Coast.—A request for a school has been received. Sixty children are expected.

Manaia, Coromandel.—Application has been received, but the preliminaries have not been settled.

Mangamuka, Hokianga.—The buildings will be removed shortly to a more convenient site, and the school will be reopened.

Mawhitiwhiti, Normanby.—Tenders for buildings have been called for. It is confidently believed that this will be one of the most useful of Native schools, seeing that it will afford education to people belonging to a class that have been without it for more than thirty years.

Ohuki, Tauranga Harbour.—The attempts to supply the wants of this important district have been so far unsuccessful, but Hori Ngatai and other chiefs are showing anxiety to provide a site for a school, and negotiations are still going on.

Paua, North Cape.—Application has received attention. The Maoris are complying with the Department's suggestion that they should erect temporary Maori buildings in which an experimental school may be held.

Pipiriki, Wanganui.—Tenders for the erection of buildings have been asked for, but the only one received appears to be too high. An attempt is being made to get the work done otherwise than by tender.

Pukerimu, near Central Railway Route.—This is about twenty miles west from Taumarunui. The people ask for a school.

Rakaumanga, Waikato.—This is a promising case, but there are difficulties in the way of securing a suitable site.

Ranana, near Te Ngae, Rotorua.—There appears to be some doubt as to whether the Rotoiti buildings should be removed to Ranana, or remain where they are. Until this question is settled there can be no advance.

Ruatoki, Urewera Country.—Progress has been made, but a satisfactory title to the site has not yet been secured.

Tarukenga, Rotorua.—An application for a school was not supported by subsequent action on the part of the Natives.

Taumarunui, Upper Wanganui.—There should be a pretty large Native school here by-and-by. Negotiations for the establishment of one are still in progress.

Te Ngaere, Whangaroa.—The people of the district appear to be anxious to have another school. Should one be granted, it will probably be near the top of the hill above Matauri, the old Te Ngaere buildings being used for the purpose.

Te Whaiti, Urewera Country.—It is understood that the Government will open an experimental school here when the Maoris provide buildings suitable for the purpose.

Waikare Moana.—Some of the Maoris in the neighbourhood of this great lake have asked for a school, but they have not yet completed their application.

NATIVE VILLAGE SCHOOLS AT WORK DURING 1894, OR SOME PORTION OF IT, AND EXAMINED OR INSPECTED, OR BOTH.

The basis on which the schools are grouped in this report is afforded by their geographical position. Much information respecting the work done by individual schools and their efficiency as educational institutions has been tabulated and printed in the appendix (Tables VI. and VII.) to this report. Additional information respecting the character and circumstances of particular schools will be found in the following paragraphs:—

The Far North.

Pamapuria (examined 26th March, 1894).—The results were small in quantity, but excellent in quality. Only one or two of the Maori parents appeared to take any interest in their children's education, and the attendance had become so small and irregular that it was deemed necessary to suspend operations.

Kenana (examined 27th March, 1894).—The imperfect discipline vitiates much of the Kenana work. To expect satisfactory results from good methods if the children do not fairly come under the influence of them is, of course, futile. Still, the results were much better than the inspection had led me to expect.

Whangape (examined 24th March, 1894).—A considerable amount of interest was shown by the Maoris in a project for improving the educational work of this difficult district by having two schools in it instead of one. This scheme is now being given effect to in a half-time school at Puketū, on the north-west shore of Whangape Harbour, and another at Makora, three and a half miles to the south-east of Puketū. Time must show the value of the new arrangements. It is certain that improvements are greatly needed. Mr T. L. Millar, Postmaster at Rawene, kindly acts as local visitor to these and to the other Hokianga schools. His assistance is very valuable.

Matihetihe (examined 22nd March, 1894).—This is one of our most interesting schools, it is thoroughly Maori, and very satisfactory. It is not worked full time, and consequently first-rate results can hardly be expected in two successive years. This year only a fair show was made at examination.

Waitapu (examined 21st March, 1894).—There now seems to be some reason to be hopeful about Waitapu. The attendance is not large, but the members of Committee are taking a proper amount of interest in their work they appear to have determined to keep “the oldest of the Hokianga schools” going for some time to come.

Whakarapa (examined 20th March, 1894).—The children of Waihou and Whakarapa have very little opportunity of hearing and speaking English out of school it is, therefore, satisfactory to note that admirable progress in English has been made by the pupils. The rule is mild, and good discipline is maintained without perceptible effort.

Waimamaku (examined 19th March, 1894).—The general form of the school was very good indeed, but the examination results were only moderate. The trials and difficulties resulting from continuous bad weather, and the serious nature of the measles epidemic, had proved insuperable obstacles in the way of obtaining any very remarkable success.

Whirinaki (examined 10th July, 1894).—The number of passes was satisfactory, but only few of them were strong. It should be remembered, however that the previous examination had taken place only ten months previously English is well understood here, another satisfactory feature is the good spelling.

Omanaia (examined 16th July, 1894).—As a refining and civilising agency Omanaia School is of great value. There is still room for improvement in the enunciation of words in reading and in speaking, in English, and in physical geography A praiseworthy amount of attention is given to individual scholars, but the immense advantages to be derived from class teaching appear to be underrated.

Motukaraka (examined 11th July, 1894).—The results are unequal the weakest subject is the arithmetic, the strongest is the physical geography The master has made a great advance in his method of teaching English. The extra subjects are very well attended to, especially the singing and the drill.

Rangiahua (examined 15th July, 1894).—Composition, spelling, and physical geography are weak here, but the results are good on the whole. It would be advantageous, however if more attention were given to class-work. It is to be regretted that the Hauhau section of the Maoris still refrain from making use of the school. This is a rather curious feature also, seeing that at one or two of our best schools the pupils are nearly all children of Hauhau parents.

Rawhia (examined 12th July, 1894).—This school is worked half-time by the Rangiahua teachers. It is doing very good work, but it is in no sense a Native school, and it should be taken over by the Board as soon as may be.

Waima (examined 17th July, 1894).—Waima School is among the best, if not the very best, of the smaller schools. The attainments are good, the mental attitude of the children is thoroughly satisfactory, and the value of the teachers' work as a civilising agency is very high.

Otaua (examined 18th July, 1894).—The order is not very good, and the children do not attend punctually Good school work is being done here, but the English of Standard I. and the arithmetic of Standard II. are weak physical geography is good. The school does not make the neat appearance that is now so often characteristic of Native schools.

Kaikohe (examined 19th July, 1894).—This important school is again doing very well, the Committee shows new energy, and both parents and children hold the teachers in high esteem. The instruction has produced very good results. This is particularly satisfactory when it is remembered that the teacher has been in charge only four months, and that he took up the work after an *interregnum* of considerable length.

Mangakahia (examined 28th February, 1894).—There has been great improvement in the reading and the pronunciation generally during the last year or two, but there have been two teachers, and it not easy to say which of them deserves credit for it. The attendance had been small and very irregular, and it was not to be expected that the results would be of a massive character, and, indeed, they were not. However, some encouraging signs of renewed interest in the school were discernible.

Ohaeawai (examined 20th July, 1894).—On the whole the results were poor, even though in some subjects very good work had been done. The children are intelligent enough, and all above Standard I. should have passed. Collapse in the arithmetic of one portion of the school was plainly caused by the pupils' habit of helping one another The failure of Standard I. in English and of Standard II. in geography cannot be satisfactorily accounted for.

Te Ahuahu (examined 23rd July 1894).—The children work honestly and well. Their behaviour is good, and they show proper respect for their teacher The results are unequal in some subjects they are admirable, and in others decidedly weak. Mrs. Watling resigned towards the close of 1894, after seventeen years' good work.

Taumarere (examined 24th July, 1894).—This little school still does creditable work. The children are clean and well-behaved, and the instruction given them has produced satisfactory results, there is, however, weakness in arithmetic.

Karetu (examined 25th July 1894).—The school is, as it always has been, a useful civilising and refining agency, and it still does work that is admirable from the scholastic point of view The examination results were decidedly good. They ought to be good, seeing that the teaching is thorough, painstaking, and decidedly interesting.

Whangaruru (examined 9th March, 1894).—Both inspection and examination gave pleasing results. The teacher and his family are evidently doing their very best for the school, and their success is recognised by the Maoris and by European neighbours as well as by the Inspector. The pupils were clean, healthy-looking, and neatly dressed.

Poroti (examined 1st March, 1894).—All circumstances being considered—bad weather, epidemics, and the shortness of the time that had elapsed since the holidays—the school did fairly well at examination. The weakest work was in the subjects included under “Writing”

some of this was very weak. Symptoms of a return to old-fashioned methods of teaching reading and arithmetic were also noticed.

Opanaki (examined 6th July, 1894).—The children settle down to work in a businesslike way, and work honestly they are clean and well dressed. The results must be regarded as quite satisfactory in view of the amount of sickness prevalent here during the year. It is hoped that the Taita buildings will be removed to Opanaki shortly.

Pouto (examined 12th March, 1894).—The population of the Pouto district is small and migratory, and most of the older Maoris earn a more or less precarious livelihood on the gumfields; under these circumstances first-class work can hardly be expected. However, the master that had charge of Pouto temporarily made the school show fairly good work at examination, and had put the school generally into good working order. He has since been removed to a larger school.

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

Otorohanga (examined 2nd August, 1894).—On the Auckland Board's expressing a desire to take the district under its care, the Department did its best to facilitate the transfer. The final examination of this school showed that the teachers' work had been thoroughly sound, very good results were forthcoming.

Tapapa (examined 6th August, 1894).—The results were found to be decidedly poor, the attendance having been for a considerable time very unsatisfactory. The school has been closed.

Te Waotu (examined 3rd August, 1894).—Although doing good work in a difficult district, Te Waotu school lacks the orderly and attractive appearance that in general characterizes Native schools. The examination shows that very good work has been done, and the general results may be regarded as satisfactory.

Hot Lakes and Bay of Plenty.—District Superintendent, Lieut.-Colonel Roberts, S.M., Tauranga.

Te Awahou (examined 7th August, 1894).—The attendance at Te Awahou became thoroughly unsatisfactory, and it was necessary to close the school. It is likely that a sad accident on Rotorua Lake, by which nine Awahou Maoris lost their lives, greatly disturbed the Natives, and led them to take less interest in their school.

Galatea (examined 24th August, 1894).—Useful work was being done here, although Galatea is not one of our strong schools. Some allowance should be made for extreme isolation, but not so very much, seeing that there are very isolated schools that need no such allowance. The results were fair, but little of the work was good. There was a satisfactory number of passes, but the strong, unquestionable passes that give an examiner almost as much pleasure as they give the teacher were entirely wanting.

Te Houhi (examined 24th August, 1894).—When the examination took place the school had been open only about eight months, and the results were not very striking, but a good start had been made. Of course, it had taken the children some time to become accustomed to the school and its ways.

Paeroa (examined 10th August, 1894).—The pupils work honestly and well, they are evidently fond of their teachers. Behaviour is good, the irregularity of attendance is the only indication that the tone is not all that could be wished. The results of examination were very satisfactory indeed. With the respect and best wishes of the Department, Miss Louch left the service at the end of the year to enter a new sphere of duties.

Huria (examined 9th August, 1894).—The revival of this school is satisfactory and there is reason to hope that success may be permanent, and not due to mere love of change. The new teachers appear to have thoroughly secured the esteem and co-operation of the people. The weak point in the work was the reading, but the results were on the whole pleasing.

Matapihi (examined 11th August, 1894).—The experiment of opening a school here was not permanently successful, nor was it expected to be. It was hoped that the temporary school could be continued until a site was obtained, but after a time the attendance fell away rapidly, and work had to be suspended last September.

Maungatapu (examined 13th August, 1894).—The children need rousing brisk mental arithmetic, quick oral working at the black-board, and similar expedients would infuse life and spirit into the work. It should be stated, however, that, although the answering is slow, it is generally correct. The work at examination was by no means bad.

Te Matai (examined 14th August, 1894).—The complete recovery by this school of its old standing in point of numbers is very pleasing. It is a large and thoroughly presentable school, doing admirable work. The results are very satisfactory indeed.

Maketu (examined 15th August, 1894).—The attendance is not so punctual as it ought to be; but the children, when in school, work honestly and behave well. Their general appearance was very pleasing. The results of the instruction were good on the whole, but the class subjects in Standards V and VI. were weak.

Matata (examined 16th August, 1894).—The attendance had become irregular just before the examination, the school being too small to stand much irregularity, and a large proportion of the children of school age at Matata were attending another school. On the whole, it seemed desirable that the school should be closed. The Matata Maoris, however, showed great desire to have it reopened, and their wishes were complied with after a short delay. The prevalence of epidemics during the year and the irregular attendance being considered, the school did well at inspection and examination.

Te Teko (examined 21st August, 1894).—The Te Teko people keep up a satisfactory amount of interest in their school, which is doing very good work. There seems great reason to believe that capital educational results will be achieved at this secluded spot. It should be mentioned, however, that the children below Standard III. are as yet unusually slow in understanding spoken English.

Otamauru (examined 18th August, 1894).—In spite of the drawbacks attendant on the giving of instruction in a Maori building, good progress was being made by the children, and the examination results were good. The point that needs most attention is the speaking of English, as distinguished from the understanding of it. The children work honestly, and their behaviour is good.

Poroporo (examined 20th August, 1894).—The examination brought to light excellent results. The pupils really know what they appear to know and the teachers are not dominated by a lurking feeling that they are being wronged when their pupils are taken somewhat out of the groove in which they have been taught. For instance, First Standard children know the English plurals so thoroughly that it is hardly possible to puzzle them in the subject with any reasonable questions.

Wai-o-weka (examined 5th April, 1894).—In taking account of the present condition of this school one has to remember that the master had been there only six months, and that work had been suspended three months before he took charge. The behaviour of the boys was very uncouth, and at the best the results were only tolerable. A year's work by the present master will certainly bring about a radical change.

Omarumutu (examined 6th April, 1894).—The children here need abundant practice in the exercises used for making pronunciation perfect, and in *viva voce* arithmetic. The passes were tolerably numerous, but, on the whole, weak. There had plainly been some falling-off in the thoroughness of the work done, and there was in no part of it any large amount of the kind of improvement found to be going on at most of the schools visited on the same journey. The general appearance of the place was very creditable to the teachers.

Torere (examined 7th April, 1894).—The examination work was, on the whole, very fair, but weakness was shown in English and the allied subjects, in these the school has, somehow never been strong. The opinion of an outsider has its own peculiar value. The Board Inspector's entry in the log-book runs thus: "I was much pleased with the clean and tidy appearance of the school-building and premises, and with the good order and tone prevailing in the school."

Omaio (examined 9th April, 1894).—The results of both inspection and examination were very pleasing. The school is very strong indeed in English and geography, and strong in other subjects, except arithmetic. There were fourteen young children in this excellent school they had all been carefully taught, and were able to produce palpable evidence of their attainments. There were no *dummies* among these children.

Te Kaha (examined 10th April, 1894).—The top of the school was very good indeed, the geography, the spelling, and portions of the English were highly satisfactory, while there was no reason for complaint with respect to the other subjects. Standards II. and I. and the "preparatories" were not nearly so good. The Board's Inspector says, "I was much pleased with the very clean and orderly state of the school. The discipline and tone are admirable."

Raukokore (examined 11th April, 1894).—After five years' residence the teacher of this remote school was removed to a less isolated position. Honest work had been done by him during the whole of his stay. At the concluding examination considerable weakness was shown in the Fourth Standard arithmetic, and comprehension of English was less satisfactory than the speaking and the reading. The rest of the work was very good.

East Coast.—District Superintendent, Mr J Booth, S.M., Gisborne.

Wharekahika (examined 13th April, 1894).—It appears to be the practice of those who marry from this settlement to go elsewhere to live. The children of these emigrants, however, are in many cases sent back here to keep up the attendance. A full period of twelve months had not expired since the previous examination, and the master had been laid up with serious illness, in spite of these drawbacks the school passed a good examination.

Te Araroa (examined 14th April, 1894).—It had been thought necessary to reopen the public-house here. Many of the Maoris considered this a misfortune, as one of them told me, the Maori finds it very hard to resist the allurements of strong drink. The experiment of keeping the public-house open lasted only a few months, and was then abandoned. At the examination very considerable weakness was shown in the children's knowledge of mental arithmetic, and of the laws of health. In all other respects the work was very satisfactory. The English and the spelling were unusually good.

Rangitukia (examined 16th April, 1894).—This forecast appeared in the log-book, it was nearly correct. "The results of the approaching examination will not be very brilliant the children attended so very irregularly during the last three quarters of 1893 that we have been unable to get through as much work as usual." Passes were tolerably numerous, but very few of them were strong, a considerable proportion of them being only just gained. The causes of weakness were—(1) an epidemic of measles of unusual severity, (2) long-continued stormy weather, (3) considerable, but apparently inexplicable, apathy shown by the Maoris towards the close of 1893.

Tikitiki (examined 17th April, 1894).—The Maoris speak of a probable large increase in the attendance. The general appearance of the school was highly satisfactory. Taken absolutely, the results were good but when the numerous drawbacks are considered—the illness and death of the late teacher's wife, the change of teachers, the short time that has elapsed since the change was made, &c.—the work shown at examination was admirable.

Wai-o-matatini (examined 18th April, 1894).—When the examination was held the parents appeared to be taking but little interest in the school, they seemed to wish to have a school, and that was all. It is understood that there has been a great revival of late. Although passes were not very numerous, the examination showed that the teacher had been taking advantage of his first moderately favourable opportunity of gaining experience as a teacher.

Tuparoa (examined 19th April, 1894).—The Maoris connected with this important school deserve great credit for their steady perseverance in keeping up a regular attendance. At the

examination, very considerable weakness was shown in the arithmetic, and the English was not good. These remarks refer to Standards III. and IV only. The rest of the work for these standards, as well as the whole of the work of the lower part of the school, was very good indeed.

Akukau (examined 21st April, 1894).—The elder Maoris are exceedingly apathetic, and there is a shocking want of punctuality. The children when in school are more attentive and work better than the before-mentioned circumstances would lead one to expect. The results were as good as could reasonably be hoped for, but were by no means a sufficient recompense to the Government for the trouble and cost of keeping the school open.

Tokomaru (examined 23rd April, 1894).—Except for a short time under a former teacher, this school has never been so prosperous as it is at present. There are now, also, elements of permanence that were wanting then. At the examination some catastrophes occurred—a notable one in Standard II., where weakness in an important part of the arithmetic brought failure to all the pupils except two; but the work was generally very satisfactory indeed. The children work with pleasing enthusiasm.

Wairarapa, the South Island, and Stewart Island.

Papawai (examined 14th December, 1894).—If a proper amount of interest could be aroused, there ought to be a very good Maori attendance here, as it is, the education of their children seems to be for some of the Papawai Maoris a very small matter. The master has had hard work in many ways during the year, and, in spite of his hard and honest work, only two or three of his fairly numerous passes were strong. The geography, the grammar, and the science were very good.

Waikawa (examined 30th November, 1894).—The people of the district had been suffering for about twenty months from a succession of disasters, mainly caused by fatal epidemic disease. Keeping this fact in view one could say that the examination results were satisfactory, and could treat as premature any proposal to close the school on account of the smallness of the attendance.

Wairau (examined 29th November, 1894).—The results were poor—bad harvests and epidemic disease, with consequent hard work for the children, who had had to assist in lessening their parents' liabilities, had made the attendance very irregular. The school was closed at the end of the year, to be reopened in June under a new teacher, and, it is hoped, in more favourable circumstances.

Mangamaunu (inspected 3rd December, 1894).—A considerable advance has been made by the Mangamaunu Natives since the end of 1889, when their school had to be closed, there appears to be good reason to hope that it will now succeed. Of course, everything depends, in the first place, on the ability of the Maoris to keep up a fair attendance.

Kaiapoi (examined 15th November, 1894).—At the examination strength was shown in writing, spelling, "health," and physical geography. The work in calisthenics and musical drill was of high merit, and it would be hard in the case of children of Maori descent to overrate the importance of such exercises. The Maoris here seem rather apathetic about their children's education.

Rapaki (examined 13th November, 1894).—That powerful civilising influences are being brought to bear on Rapaki is shown by the improved appearance of the village and the children belonging to it. The school work would be stronger if the standards were adhered to more closely, but, as it is, a great deal is done to educate the children of the district. The schoolroom is inconveniently small.

Wairewa, Little River (examined 14th November, 1894).—On the whole, there is good reason to be pleased with the work done. Weakness was discovered here and there, but it was nowhere obtrusive. The school is a good one. More room is needed at Wairewa.

Waikouaiti (examined 17th November, 1894).—The organization of this school is very peculiar, and, at the same time, thoroughly effective. The system adopted may be briefly described thus. The lessons appear to be given by monitors, but it is the master that is all the time teaching the classes, through the monitors, what will fit the members of these classes to become monitors in turn. It thus comes about, I take it, that no pupil will have quite done with what he has to learn until he is able to teach it. Arithmetic was the only subject in which complete success was not achieved.

Colac Bay (examined 20th November, 1894).—The number of Native children attending is not large, but the school is so thoroughly satisfactory that no alteration ought to be made in its management or general arrangements without very careful consideration on the one hand and urgent necessity on the other. Weakness was shown in Standard II. geography and a part of one other subject, but the work generally was very strong and good.

The Neck, Stewart Island (examined 21st November, 1894).—There is reason to hope that the good record of this school will be continued under the new master, who will certainly spare no pains to secure success. The examination results this year were only moderate, it seems as if the previous master had, for the time being, about worked out the school's possibilities. More brilliant work may certainly be expected next year, especially in arithmetic, for which Maoris have a particular aptitude.

The following schools have this year obtained a gross percentage of over 80. Kaikohe, under Mr A. G. Hamilton, made 95·7 per cent., Waima, under Mr. J. B. Lee, 90·5, Karetu, Bay of Islands, 88·7, Colac Bay, Southland, 86·6, Taumarere, Bay of Islands, 84·9, Omaio, Bay of Plenty, 83·6, Waikouaiti, Otago, 81·8, Poroporo, Bay of Plenty, 81·4. The schools at the following places also made 70 per cent. or more: Otatau, Otorohanga, Tokomaru, Te Matai, Te Araroa, Te Ahuahu, Tikitiki, Motukaraka, Maungatapu, Omanaia, Raukokore, Rangiahua, Galatea, Rangitukia, Rapaki, Waitapu, Kaiapoi, Paeroa, Papawai, Te Kaha, and Whirinaki. Thus, twenty-nine schools made more than 70 per cent. Only eight of the schools actually examined made less than 50 per cent.

BOARDING-SCHOOLS, ETC.

Under this heading a brief account is given of the work done at each of the four Native boarding-schools during the year 1894, also an abstract of the reports on the Convent Native School at Matata, and the Church of England Mission Schools at Waerenga-a-hika and Otaki. Some particulars are added with respect to the examination for the Te Makarini Scholarships, which are provided for from a fund established by Mr. R. D. Douglas McLean, in accordance with the views and wishes of the late Sir Donald McLean, and in memory of him, and which have exercised an important and highly beneficial, although for the most part indirect, influence on a large number of the Native schools of New Zealand.

The Protestant Native Girls' School, Hukarere, Napier.—The inspection of this school took place on the 20th February, 1894, and the examination on the 10th December. Fifty-seven girls were examined, but a considerable number of these were newcomers, who had not yet become thoroughly used to the ways of the place. Four of the senior girls succeeded in the final examination, and two passed in the examination of the first year. On the whole, six girls out of twenty-one passed, ten of those that failed being quite new pupils. In the lower school one girl passed Standard IV., four passed Standard III., six passed Standard II., and five passed Standard I. The work in the lower standards was good, the weakest part of it being the writing. In the upper school the oral work was very strong, the written was decidedly weaker, except that of the girls at the very top of the school, which was quite satisfactory. The extra subjects—singing, drawing, drill, and needlework—deserved high praise. It would be just to remember, while forming an estimate of the work done at Hukarere during 1894, that the school, from the beginning to the end of the year, was in a transition state, through the admission and gradual admixture of much crude material of one kind and another, and to bear in mind, also, that, although failures were more numerous than usual, the school secured a fair number of really good passes.

St. Joseph's College, Napier (Roman Catholic) Native Girls' School.—The inspection of this school took place on the 22nd of February 1894, and the examination on the 8th of December. Thirty-six children were examined. One girl passed the final examination, and six girls that of the first year. In the lower school the passes were as follows: One in Standard IV., four in Standard III., eight in Standard II., and eight in Standard I. The lowest classes here make sound and rapid progress, and their work is good throughout. In the upper classes the teaching is careful, judicious, and "collective"—this means also that it is very effective. Only two or three weak points need attention. The reading is too expressive—that is, it gives the idea that the expression is a manufactured article, and not spontaneous. The spelling is rather weak here and there, and the paper arithmetic, too, might well be much stronger. The girls' ability to stand oral examination in any of the school subjects is really remarkable, and, so far as I can see, leaves nothing to be desired. A very high value should always be set on this kind of ability, for it means that the knowledge of those who have it is sound, *concrete*, and readily available—it is not every one that will be often called upon to express his thoughts faultlessly in writing, but prompt accuracy will be useful to man and woman every day of their lives. Great improvement has been made in the singing and the drawing.

Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.—The school was inspected on the 26th February, and examined on the 30th of July. At inspection, the records, the organization and discipline, and the teaching of the extra subjects were found satisfactory. The new assistant had proved to be a valuable acquisition to the staff, although not yet thoroughly acquainted with the weak points of Maori pupils—points which European traditional methods cannot adequately deal with. The usual careful examination of stores, kitchen, dormitories, and sanitary arrangements brought no defect to light, and it is believed that everything was in first-rate order. At examination forty-eight boys were present, but of these only thirty-seven were qualified, by length of attendance, for examination. Of the senior boys examined, two passed the final and seven the first-year examination. In the ordinary standard classes, one, eight, eight, and four pupils passed Standards IV., III, II., and I. respectively. On the whole, the work asked for from St. Stephen's by the Department is done, and very well done.

The Native College, Te Aute, Hawke's Bay.—The inspection of this school took place in February, 1894, the examination on the 11th and 12th of December. A few extracts from the inspection schedules will probably give a good idea of some of the peculiar features of the institution and of part of the work done in connection with it. "An experiment made with two well-educated young Maoris, who have been employed as masters, has proved to be very interesting—these teachers have succeeded well with the four forms committed to their care, and the class discipline has been in no way defective." "Instruction, theoretical and practical, in carpenters' work has been regularly given. It has been found necessary to make the *practical* classes very small, but for lectures and demonstrations all those on the 'technical list' are taken together." The fact that the written Maori language is really phonetic has rendered the construction of a Maori shorthand comparatively easy. Two good systems have been invented, and are being introduced among the Maoris. A beginning was made with one of these at Te Aute, and the boys took the thing up with much interest and success." A transcript of the report on Class V. will give a fair idea of the character of the work of the whole school. English: The parsing and analysis were decidedly weak, the rest of the work ranged from "pretty fair" to "good." Euclid and Algebra. The percentages gained on a not very easy paper were highly creditable. Government: The papers were very pleasing. Latin: A capital beginning has been made, five boys were very good indeed, two being excellent. Physiology: Very sound and thorough work was shown in this branch. Geography: The knowledge of the boys is wide and, for the most part, accurate. This is a very promising class." A certain amount of uneasiness with regard to sanitary arrangements at Te Aute had been felt by some of the parents, and Dr MacGregor, Inspector of Hospitals, was therefore asked to visit Te Aute. It is understood that he has made some important suggestions, which will, no doubt, receive the fullest attention.

Te Makarini Scholarship Examination for Boys.—This examination was held on the 17th and 18th of December. Two candidates presented themselves at Te Aute, which was the only centre. There were no candidates for junior scholarships. The trustees awarded a senior scholarship to Ruihi Wehipeihana, of Te Aute, a very deserving candidate, who had already done extremely well at the ordinary examination. Wehipeihana's competitor, S. A. Meha, deserves credit for his brave but unsuccessful struggle to win the scholarship. It is hoped that there will be no lack of junior candidates for the examination of 1895.

The Convent Native School, Matata.—This school was inspected and examined on the 17th August, 1894. Twenty-three children were present at the examination. Of these, one passed Standard III., five Standard II., and eight Standard I. The singing, drawing, and drill were good, especially the last-named. The needlework was excellent. Some mutual help is given by the pupils, this is harmful, although well-intentioned. The teaching is painstaking, and, viewed altogether, satisfactory. The work accomplished here is evidently of great value, and the affection of the pupils for their teachers is worth a great deal, but there are many other good points in this school.

The Native College, Waerenga-a-Hika, Poverty Bay.—The inspection took place on the 26th April. Forty boys were present. As none of the pupils had been working with reference to our Native-school standards, it was inadvisable that they should be examined in quite the ordinary way. An attempt was made, therefore, to test the school from the teacher's own point of view. The result was, on the whole, not unsatisfactory, much of the work was commendable, and striking weakness was apparent only in English composition and in spelling. Even in these subjects the weakness was by no means universal. After this examination was over, an effort was made to show the teachers practically what the Native-school requirements are, and to give outline illustrations of methods which, as experience has shown, lead to the satisfaction of these requirements.

The Mission School, Otaki.—This institution was visited, for the first time, on the 8th of June. Nineteen children were present at inspection, and the average attendance for the preceding six weeks had been 20·82—a poor average, seeing that there were forty names on the roll. The course pursued here was very similar to that described above in connection with Waerenga-a-Hika. The principal difficulties at Otaki are connected with the irregularity of attendance. Unless a remedy for this evil can be found, it will be impossible for the pupils to make much solid progress, or for the teacher, who could do excellent work, to obtain any satisfaction from the school.

STATISTICS.

A statement of the expenditure incurred in connection with Native schools may be found in Tables I. and II. of the appendix, Table No. II. being a classified summary of Table No. I., which gives full details. Table No. III. gives the ages of the children whose names were on the Native-school registers at the end of the December quarter. Table No. IV. contains statistics of the attendance during the year 1894. In Table No. V. there is as full information as can be obtained respecting the race of the children that attend Native schools. Table No. VI. specifies the results obtained at the standard examinations for the year. In Table No. VII. the examination results are combined with those of an evaluation depending on estimates made at inspection, taken together, the two kinds of results form a basis for the computation of what is called "the gross percentage," and on this percentage the position of each individual school for 1894 is made to depend. Table No. VIII. gives the classification of pupils on the school rolls in December, 1894. Table No. IX. shows the average age of pupils when they passed a standard examination in 1894. Table No. X. gives the numbers of pupils attending Native boarding-schools, and of Native-school boys serving their apprenticeship at the close of the year.

The total expenditure on Native schools for the year 1894 was £15,389 11s. 5d. Deducting £88 5s. 9d., paid from Native reserves funds, £1,586 0s. 9d., the cost of boarding-schools and apprentices, £61 6s. 10d., travelling-expenses of scholars sent to boarding-schools; and £1,899 6s. 9d., cost of buildings, fencing, furniture, &c., we have a net expenditure of £11,754 11s. 4d. on the maintenance of Native village schools, as against £10,416 13s. 4d. for the year 1893, and £12,363 8s. 11d. for the year 1892.

The average attendance for 1894 was greater by 190·25 than the average for 1893. The difference would have been still greater had there not been a widespread influenza epidemic in the latter half of last year.

There is again a slight increase in the percentage of scholars that are either Maori or between Maori and half-caste, the numbers being 73·57 for 1894 as against 73·43 for 1893.

There has been an increase in the number of pupils that have passed Standard II., and of those that have passed a standard higher than the third. A slight decrease has taken place in the number that have passed Standard III., and a considerable decrease (66) in the number of First Standard passes.

Table No. VII. shows that twenty-nine schools obtained a "gross percentage" of over 70. Last year the number was 27, and the previous year it was only 15.

In Table No. X. there is one particularly interesting feature: it shows that the difficulty that Maori boys have found in obtaining employment after leaving school is beginning to disappear.

MISCELLANEOUS.

The Teaching of English in Native Schools.

In last year's report a considerable amount of space was devoted to this important subject, and a scheme was propounded with a view to its being brought before teachers for their consideration. This scheme was, confessedly, partly the result of Mr. Kirk's experience and my own with regard to this matter, and partly the outcome of a careful consideration of the principles laid down in Gouin's writings on the teaching of languages. These two elements may fairly be looked upon as

the basis of the scheme and the source of the principal modifications proposed, respectively. The system in its complete form has had full trial in only three or four cases, but important sections of it have been carefully tested at about one-half of our schools. The results obtained, where all or some of the methods have been fairly tried, have been found satisfactory, and generally quite beyond expectation. From our experience of the system so far gained, I should be led to imagine that lessons in a foreign language skilfully given in accordance with it would reduce the time needed for securing a good working acquaintance with that language to one-half, or, perhaps, only one-third, of that required for the successful use of any other method that I have seen employed for such a purpose. It is likely, however, that a word or two of qualification would be useful here. The methods will probably not give very striking results in the hands of a teacher unable to effectively wield the language to be taught. An English teacher knowing Maori very imperfectly indeed could teach Maori children his own language very speedily, but if his ill-luck brought him pupils to be taught Maori, he would probably get on better with the old classical methods of learning vocabulary and grammar, translation, and retranslation. Then, again, the method under consideration will teach Maoris to understand and speak English, but it will not teach them reading, although it helps to render reading-lessons effective. Two or three of our teachers, noting the very rapid progress made in English with the aid of this new system, have rashly concluded that the ordinary reading-lessons might be almost dispensed with. The effect of this hasty conclusion has been to shift failure from 'English' to 'reading'—a school previously weak in English and strong in reading has become strong in English and weak in reading. Of course, too, the method fails entirely to teach spelling, and it is a strange mistake to expect it to do otherwise; as, however, the mistake has been made in one or two cases, it may be useful to mention the fact here.

Improvement in Other Subjects.

The substitution of Vere Foster's "Bold Writing" series of copy-books for the older series of the same publishers seems likely to prove very beneficial to our schools. The new books combine many of the advantages of the older styles of handwriting with the thorough-going *science* of the Vere Foster school. The advantage will be in the direction of greater firmness, superior legibility, and slighter departure from older and well-established letter forms. The introduction and persistent use of Longmans' "Practical Mental Arithmetic" (there are many other good text-books on the subject) is producing a very beneficial effect on the arithmetic generally. In many of the schools it has been found that this kind of exercise soon renders the problem work so very easy that pupils acquire almost imperceptibly the power of dealing satisfactorily with all the slate-work problems set, or likely to be set, at the standard examinations. To some of our teachers this problem work has appeared to present almost insuperable difficulties—without any good reason, it would now seem. It may be remarked that *viva voce* arithmetic and the English work have a mutual reaction. Increased power of understanding English lessens the difficulty of the problems, and, on the other hand, the effort to catch the exact meaning of problems trains and braces up the minds of Maori pupils, and tends to cultivate the habit of close attention to the more important portions of their English lessons.

The Use of the Magic Lantern.

The exhibitions given by Mr. T Crook last winter have been of very marked utility. In the first place, they have in nearly every case greatly interested the older Maoris, and have made them acquainted with much that they had not previously known or suspected about Europeans—their unbounded activity, and the superiority of their mode of living. Then, the exhibitions have tended to bring the children into much closer contact with actual fact than is ever attainable by mere school instruction consisting of verbal statement and explanation—to bring them nearer to reality—and to let them actually see for themselves that their schoolroom and its appliances, superior as they are to Maori buildings, do not at all reach the higher limit of what can be done by the pakeha's wealth and power and skill and enterprise. In many cases the Maoris appear to have felt that this kind of provision for their instruction and amusement is a very palpable pledge of disinterested goodwill towards them on the part of the Government. There is great reason to hope that the permanent arrangements now being made for the periodical use of the magic lantern in our Native schools will be productive of immense benefit.

"The School Attendance Act, 1894."

It is too early yet to form any very definite idea of the ultimate effect of this important measure, and far too early to suggest amendments and improvements. But a remark or two on the more obvious tendencies already observed in connection with the Act can hardly be out of place. It seems, then, that in all but very few schools the attendance has been increased through the parents' knowledge of the fact that the Committees now have in their hands the power of bringing the law to bear on parents who neglect their children's education. Many of the Committees recognise that the Act has greatly increased their usefulness by making their authority a reality, and not a mere sham that may be safely defied. Nearly everywhere the Committees are showing a desire to exercise their new powers wisely and kindly, and no case has come under notice in which there has been an attempt to make an oppressive use of it. It seems, however, to be generally felt that the practical utility of the Act would be greatly increased if Chairmen of Committees undertaking prosecutions *bonâ fide* could obtain protection from personal liability for the payment of travelling-expenses and costs of Court, in case of failure to obtain a conviction. It seems likely that if the difficulty here indicated could be got over, the deterrent effect of the Act would be greatly increased, while, through the good feeling and common-sense of the Committees, prosecutions would still very seldom occur.

Text-books.

In the course of the year something has been done in the way of improving the special text-books now in use in Maori schools. The Native School Primer has been corrected and enlarged by the addition of eighteen lessons dealing with difficulties experienced by Maoris when learning to pronounce English. "Health for the Maori" has been extensively revised, and, it is hoped, improved. The Native School Reader also has been corrected, and a few illustrations likely to be interesting to Maori children have been inserted. The corrections consist mainly of the elimination of Maori, or perhaps pakeha-Maori, modes of expression which were of use formerly, but are now out of date.

The Preparatory Classes.

There is a kind of weakness inherent in small schools (like most of those dealt with in this report) that requires very careful attention to prevent its leading to a positive abuse. In a school consisting of five classes, say, only four of which have to be prepared for coming examinations, the teacher may sometimes be tempted to neglect in part, or wholly, the junior class, in connection with which he perhaps feels inclined to think there is no special urgency. Now a neglected class is just an ingenious contrivance for making young children listless, idle, and inattentive, and for giving them a bad tone of mind which it will afterwards be very hard to cure. It seems to me that teachers should everywhere be on their guard against having such a class in their schools—a dummy class it might perhaps be called. It is pleasing to be able to say that in a great many of our schools there is no trace of this blemish, and it is hoped that these remarks may tend to do away with it everywhere. To put the matter from the business point of view, it is not too much to expect that every child for whom the Government pays a capitation fee shall receive an adequate share of a teacher's attention.

CONCLUSION.

It is safe to say that the improvement noted last year has continued, and has been progressive. There was a considerable amount of epidemic sickness in the winter, and this tended for a considerable period to reduce the average attendance, but, in spite of this, the average for the year shows a considerable increase, and the passes, although not so numerous in Standard I., have been considerably stronger throughout.

The Inspector-General of Schools.

I have, &c.,

JAMES H. POPE.

Table No. 1.

LIST of the NATIVE VILLAGE SCHOOLS, and SCHOOLS at which NATIVE CHILDREN are maintained by the Government of New Zealand, with the Expenditure on each and on General Management, during the Year 1894 and the Names, Status, and Emoluments of the Teachers as in December, 1894.

** 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 1894.				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	76 3 2	26 7 6	14 8 3	116 18 11	Wykes, F. R. Wykes, Mrs.	H M A F	133 7 4 50 0 0	School reopened in September quarter.
	Panapuna Pukepoto.	22 9 9 107 12 10	0 15 0		22 9 9 108 7 10	Dunn, R. H. Dunn, Miss M.	H M A F	114 19 4 20 14 6	School closed at end of March quarter. School reopened in June quarter.
	Kenana Papara	97 8 6 74 10 6	14 14 6	94 0 0	97 8 6 183 5 0	Matthews, E. W. D. Matthews, Miss E.	H M A F	100 0 0 22 7 0	School opened in June quarter.
Whangaroa	Te Pupuke	102 0 9	20 18 5	524 10 6	647 9 8	Moore, J.	H M S	130 12 8 12 10 0	School opened in June quarter.
Hokianga	Whangape	22 3 3	5 0 0		27 3 3	Nicholson, J.	M	112 2 3	School closed end of March quarter.
	Puketiti and Makora (both part-time schools)	78 6 1	17 0 7	1 10 0	96 16 8				With allowance for conveyance of goods, £10 per annum. Schools opened in June quarter.
	Rangiahua, and side-school at Rawhia	177 2 3	36 13 6	5 4 6	219 0 3	Anderson, A. Anderson, Mrs.	H M A F	154 9 6 30 10 9	Side-school opened in March quarter.
	Whakarapa	123 18 7	58 17 0		182 15 7	Graham, Miss M. A. Flood, R. P.	A F H M	20 7 3 104 16 4	
	Waitapu and side-school at Matihetihē	212 17 0	14 0 0	16 12 6	243 9 6	Flood, Mrs. Hawkins, T. B.	A F H M	16 3 3 179 6 9	With allowance for horse, £10 per annum.
	Whirinaki	239 2 5	28 7 8		267 10 1	Hawkins, Mrs. Hawkins, Miss	A F H M	25 14 6 10 0 0	
	Waima	141 12 8	22 2 9		163 15 5	Masters, C. M. Masters, Miss E.	H M A F	183 2 6 35 0 0	
	Omanaia	122 0 7	13 2 8		135 3 3	Masters, Miss M. Lee, J. B.	A F H M	21 2 6 118 4 6	
	Motukaraka	130 8 1	68 19 9		199 7 10	Lee, Mrs. Cockroft, Mrs.	A F H M	9 12 6 108 18 3	
Bay of Islands	Waimamaku	177 3 9	7 2 0	85 8 6	269 14 3	Danaher, T. J. Danaher, Mrs.	H M S	111 7 7 11 16 0	
	Otaua	112 16 10		23 0 0	135 16 10	Winkelmann, C. P. Winkelmann, Mrs.	H M A F	143 16 2 44 16 9	
	Ohacawai Kaitake	99 11 9 162 11 9	1 8 0 34 9 8		100 19 9 197 1 5	Tobin, W. H. J. Tobin, Mrs.	H M A F	101 10 6 9 18 6	
	Karetu Whangaruru	114 5 0 105 3 1	4 18 3 7 15 3	7 10 6	119 3 3 120 8 10	Woods, G. E. Hamilton, A. G.	M H M	100 0 0 161 11 2	
						Hamilton, Mrs. Ngapua, Miss M.	A F A F	31 5 0 13 5 9	
						Johnson, Miss S. H. Patrick, J. K.	F H M	112 1 2 96 7 10	
						Patrick, Mrs.	A F	9 2 3	

Taumarere	..	79 0 9	0 17 3	79 18 0	Tautari, Mrs.	F	80 3 9	With allowance for conveyance of goods, £10 per annum.
Te Ahuahu	..	137 14 1	13 0 0	150 14 1	Batson, F. T. W	H M	100 0 0	
Mangakahia	..	94 2 0	16 6 0	110 8 0	Batson, Mrs.	A F	22 19 0	
Poroti	..	137 0 3	1 8 9	154 19 0	Mulhern, J	H M	92 14 0	
Ponto Point	..	114 19 6	12 0 8	127 0 2	Mulhern, Mrs.	S	7 16 0	
Opunaki	..	132 3 6	15 5 1	154 6 6	Broughton, Mrs.	S	132 9 5	
Otorohanga	..	160 12 6		161 2 6	Clarke, J. C.	H M	12 10 0	
Tapapa	..	94 9 10		94 9 10	Minchin, T. M.	H M	100 0 0	
Te Waotu	..	128 7 4	17 11 8	146 11 0	Minchin, Mrs.	A F	105 4 0	
Pukawa	..	102 15 6	2 15 9	105 11 3	Morton, B. D.	H M	24 13 6	School handed over to Auckland Education Board at end of year.
Maungatapu	..	104 4 0	3 0 6	107 4 6	Morton, Mrs.	A F	26 18 6	School closed in September quarter.
Matapihi	..	31 10 0	2 10 0	34 0 0	Barnett, Mrs.	H F	109 8 4	School not yet opened.
Karikari	..	172 3 10	8 10 9	184 12 7	Haszard, Mrs.	A F	12 13 0	
Huria	..	121 8 0	14 17 7	136 5 7	Griffin, B. F	H M	92 16 7	
Paeroa	..	201 0 0	7 1 6	208 1 6	Griffin, Mrs.	A F	7 11 3	
Te Matai	..	165 8 10	3 1 3	168 10 1	Duffus, J. W	H M	100 0 0	School closed in September quarter.
Maketu	..	104 10 9	25 0 6	129 11 3	Duffus, Miss E	A F	21 12 6	With house allowance, £26 per annum.
Te Awahou	..	146 16 6	37 5 8	184 2 2	Stewart, Mrs.	H F	105 7 10	School opened in October.
Matata	..	199 17 4	2 12 13	213 18 7	Hamilton, Miss E.	A F	31 5 0	With house allowance, £26 per annum.
Te Teko	..	122 7 10	21 5 0	143 12 10	Louch, Miss S.	H F	111 9 4	With allowance for horse, £10 per annum.
Galatea	..	150 16 3	25 17 5	190 18 2	Louch, Miss I.	A F	11 14 9	
Te Houhi	..	151 1 8	3 8 4	363 2 7	Capper, J. F	H M	158 7 10	
Otamauru	..	213 17 8	11 2 0	226 17 2	Capper, Miss O.	A F	28 7 9	
Poroporo	..	151 16 11	13 7 6	165 4 5	Capper, Mrs.	S	12 10 0	
Waioveka	..	230 18 11	17 6 3	248 5 2	Pinker, A.	H M	133 9 10	School closed at end of September quarter.
Omarumutu	..	144 15 9	2 17 5	151 3 2	Pinker, Mrs.	A F	29 18 6	
Torere	..	204 8 6	11 16 1	241 4 7	Walmsley, H. G.	H M	118 9 11	
Omaio	..	249 5 8	19 5 6	273 11 2	Walmsley, Mrs.	A F	18 15 0	
Te Kaha	..				Crène, P	H M	157 4 0	
	..				Crène, Mrs. . .	A F	21 6 0	
	..				Crène, Miss M. L.	A F	20 0 0	
	..				Wylie, J	H M	113 11 8	With allowance for conveyance of goods, £20 per annum.
	..				Wylie, Mrs.	A F	11 13 6	With house allowance, £26 per annum ; and allowance for conveyance of goods, £20 per annum.
	..				Wylie, T.	H M	114 0 4	
	..				Wylie, Miss M. A.	A F	27 7 2	
	..				Lundon, Miss C.	H F	107 9 2	
	..				Lundon, Miss M. A.	A F	31 14 0	
	..				Herlihy, P	H M	177 17 1	
	..				Herlihy, Mrs.	A F	40 6 3	
	..				Johnson, J	H M	137 16 8	
	..				Johnson, Mrs.	A F	14 7 9	
	..				Tennent, A. P	H M	184 0 0	
	..				Tennent, Mrs.	A F	48 2 6	
	..				Bow, A.	H M	130 8 7	
	..				Bow, Miss A.	A F	24 12 6	
	..				Broderick, H. W	H M	167 0 8	
	..				Broderick, Mrs.	A F	43 7 6	
	..				Levert, E.	H M	201 8 2	
	..				Levert, Miss L. C.	A F	20 0 0	
	..				Levert, Miss M. L.	A F	4 1 6	
	..				Levert, Mrs.	S	18 15 0	

Table No. 2.

CLASSIFIED SUMMARY of NET EXPENDITURE on NATIVE SCHOOLS during 1894.

	£	s.	d.
Village-school salaries	9,494	2	10
Teachers' allowances for special objects	165	2	7
Teachers' removal allowances	119	13	9
Books and school requisites	353	14	2
Planting sites	6	3	0
Repairs and small works	617	8	11
Inspector	450	0	0
Inspectors' travelling expenses	241	13	10
Visits of Public School Inspectors—Subsidy to Auckland Education Board	150	0	0
Cost of lantern lectures	161	6	4
Sundries	83	11	8
Boarding-schools and apprenticeship	..	1,586	0 9
Travelling expenses of scholars sent to boarding-schools	..	61	6 10
Buildings, fencing, furniture, &c.		1,899	6 9
Total	..	<u>£15,389</u>	<u>11 5</u>

NOTE.—Of the above total, £88 5s. 9d. was paid from Native reserves funds, leaving a net Government expenditure of £15,301 5s. 8d.

Table No. 3.

AGES of the CHILDREN on the Books of the NATIVE VILLAGE SCHOOLS at 31st December, 1894.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years	26	22	48	1·98
Five and under ten years	686	574	1,260	52·11
Ten and under fifteen years	541	447	988	40·86
Fifteen years and upwards	76	46	122	5·05
Totals	1,329	1,089	2,418	100·00

Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils for the Year 1894.

[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 Kao ¹		64		64	55.50	31	28	59	54.00	97.30
Mangamaunu ²		20		20	19.00	8	10	18	18.00	94.74
Rawhia ³	18	5		23	21.50	10	12	22	20.25	94.19
Kenana	10	7	6	11	12.25	8	3	11	11.50	93.88
Torere	25	10	3	32	31.25	20	10	30	29.00	92.80
Te Pupuke ⁴		38	3	35	30.33	22	9	31	27.66	91.20
Tikitiki	29	26	5	50	44.50	22	25	47	40.50	91.01
Te Kaha	45	7	3	49	49.75	27	17	44	45.25	90.95
Omaio	44	7	2	49	46.25	28	17	45	42.00	90.81
Rapaki	29	5	4	30	30.75	20	9	29	27.75	90.24
Whangaruru	19	9	10	18	21.00	8	9	17	18.75	89.29
Raukokore	21	13	4	30	26.75	14	14	28	23.50	87.85
Wharekahika	18	7	5	20	21.75	8	9	17	19.00	87.36
Parapara ⁴		36	2	34	33.66	13	15	28	29.33	87.14
Wairau	17	6	6	17	16.75	6	7	13	14.50	86.57
Little River	55	20	13	62	60.25	21	34	55	51.75	85.89
Te Araroa	43	18	15	46	45.50	18	21	39	38.75	85.16
Whirinaki	55	13	8	60	60.00	28	21	49	50.75	84.58
Te Teko	53	7	9	51	49.00	26	17	43	41.25	84.18
Karetu	19	9	6	22	21.25	6	12	18	17.75	83.53
Tuparoa	49	12	2	59	59.75	30	23	53	49.75	83.26
Omarumutu	46	20	9	57	59.75	21	26	47	48.75	81.59
Poroporo	42	16	11	47	51.00	29	12	41	41.50	81.37
Colac Bay	56	24	16	64	62.25	30	27	57	50.25	80.72
Waimamaku	37	18	6	49	47.75	28	17	45	38.25	80.10
The Neck	20	14	4	30	26.00	11	11	22	20.75	79.81
Otamauru	40	13	12	41	41.25	19	16	35	32.75	79.39
Poroti	35	14	8	41	42.50	14	19	33	33.50	78.82
Rangitukia	53	34	16	71	74.00	34	28	62	57.75	78.04
Kaiapoi	31	18	14	35	36.50	13	12	25	28.00	76.71
Te Ahuahu	20	34	15	39	27.75	12	16	28	21.25	76.58
Matihetihe	22	8	4	26	27.25	9	10	19	20.50	75.23
Tokomaru	53	16	9	60	62.00	26	22	48	46.25	74.60
Pamapuria ⁵	15		15		11.50				8.50	73.91
Te Houhi	28	30	13	45	44.25	17	15	32	32.50	73.45
Ohaeawai	18	6	6	18	19.50	8	6	14	14.25	73.08
Pukepoto ⁶		49	20	29	41.66	12	15	27	30.33	72.80
Mangakahia	12	12	3	21	21.50	7	9	16	15.50	72.09
Waiomatatini	31	18	11	38	36.75	21	15	36	26.25	71.43
Omanaia	22	10	7	25	28.00	10	7	17	19.75	70.54
Puketi ⁷		34	9	25	26.33	7	11	18	18.33	69.62
Te Awahou ⁸	22	8	30		23.00				16.00	69.57
Te Matai	50	25	13	62	67.00	26	16	42	46.00	68.66
Waima	28	7	12	23	31.50	12	6	18	21.50	68.25
Waikouaiti	14	12	10	16	19.50	6	6	12	13.25	67.95
Taumarere	9	11	3	17	15.75	5	6	11	10.50	66.66
Otaua	25	6	8	23	23.75	8	9	17	15.50	65.26
Whangape ⁷	16	7	23		20.00				13.00	65.00
Pouto Point	18	11	10	19	21.75	7	7	14	14.00	64.37
Waioweka	20	11	4	33	33.25	10	10	20	21.25	63.91
Matata	22	28	18	32	32.75	9	13	22	20.75	63.86
Whakarapa	32	10	10	32	35.50	15	8	23	22.25	62.68
Opanaki	29	17	6	40	39.50	13	16	29	24.75	62.66
Huria	39	34	22	51	46.75	17	15	32	29.25	62.57
Motukaraka	34	5	6	33	36.25	9	7	16	22.50	62.07
Otorohanga ⁹	42	37	25	54	54.75	15	15	30	33.00	60.27
Makora ⁷		39	14	25	28.33	10	8	18	16.66	58.81
Papawai	33	24	27	30	36.25	16	7	23	21.25	58.62
Kaikohe	37	42	14	65	55.25	32	12	44	32.00	57.92
Maungatapu	22	10	8	24	28.25	9	6	15	16.25	57.52
Maketu	46	47	41	52	59.75	19	12	31	34.25	57.32
Rangiahua	29	21	9	41	41.00	16	12	28	23.25	56.71
Te Waotu	26	17	18	25	36.75	9	9	18	20.75	56.46
Waitapu	14	7	5	16	15.50	5	3	8	8.75	56.45
Galatea	30	17	14	33	34.25	10	9	19	19.25	56.20
Tapapa ¹⁰	16	28	44		32.33				18.00	55.68
Waikawa	20	6	5	21	23.00	4	7	11	12.25	53.26
Karikari ¹¹	32	39	38	33	30.75	14	13	27	16.00	52.03
Paeroa	36	24	16	44	41.00	10	7	17	18.00	43.90
Aku Aku	31	20	20	31	32.75	10	5	15	12.50	38.17
Totals for 1894	1,908	1,297	787	2,418	2,423.75	1,018	860	1,878	1,775.00	73.23
Totals for 1893	1,838	1,203	907	2,134	2,219.75	844	717	1,561	1,584.75	71.39

¹ Reopened September quarter.² Reopened December quarter.

opened March quarter.

⁴ Opened June quarter.⁵ Closed June quarter.⁸ Part-time school (subordinate to Rangiahua).⁶ Reopened June quarter.⁷ Puketi

and Makora, both part-time schools, opened June quarter, in place of the full-time school at Whangape.

⁹ Closed September quarter.¹⁰ Handed over to Education Board at end of year.¹¹ Handed over to Education Board September quarter¹² Opened December quarter in place of school at Matapihi (in same district).

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1894.

* 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	34	29	63		1	1				34	30	64
Parapara	14	18	32	1	1	2				15	19	34
Kenana	8	3	11							8	3	11
Pukepoto	13	16	29							13	16	29
Te Pupuke	20	6	26	2		2	4	3	7	26	9	35
Whangape { Puketi	11	12	23				1	1	2	12	13	25
	12	9	21	1		1		3	3	13	12	25
Makora	14	8	22	1	1	2	8	9	17	23	18	41
Rangiahua							11	12	23	11	12	23
Rawhia										21	11	32
Whakarapa	21	11	32							11	5	16
Waitapu	1	1	2	10	4	14				13	13	26
Matihetihe	9	10	19	4	3	7				34	26	60
Whirinaki	33	26	59	1		1				16	7	23
Waima	15	6	21		1	1	1		1	15	10	25
Omanaia	15	9	24		1	1				20	13	33
Motukaraka	15	3	18	3	3	6	2	7	9	30	19	49
Waimamaku	24	17	41	3	2	5	3	3	6	12	11	23
Otaua	6	8	14	3		3	3	3	6	10	8	18
Ohaeawai	3	3	6	1	1	2	6	4	10	44	21	65
Kaikohe	42	18	60	1	2	3	1	1	2	8	14	22
Karetu	4	8	12	1	4	5	3	2	5	9	9	18
Whangaruru	4	9	13	3		3	2		2	6	11	17
Taumarere	5	10	15		1	1	1		1	18	21	39
Te Ahuahu	14	8	22	3	3	6	4	10	14	9	12	21
Mangakahia	8	10	18	1	1	2	1	1	2	18	23	41
Poroti	9	10	19		1	1	9	12	21	9	10	19
Pouto Point	6	8	14				3	2	5	21	19	40
Opanaki	14	9	23	2		2	5	10	15	26	28	54
Otorohanga *	2	6	8	6		13	18	15	33	12	13	25
Te Waotu	9	9	18	1	1	2	1	1	2	13	11	24
Maungatapu	11	9	20	1	1	2	1	1	2	17	16	33
Karikari	17	14	31		2	2				27	21	48
Huria	27	21	48				1	2	3	29	15	44
Paeroa	23	7	30	2	3	5	4	5	9	39	23	62
Te Matai	37	23	60	1		1	1		1	30	22	52
Maketu	20	17	37	7	2	9	3	3	6	14	18	32
Matata	13	12	25		3	3	1	3	4	29	22	51
Te Teko	26	20	46	3	1	4		1	1	20	13	33
Galatea	14	8	22	4	2	6	2	3	5	26	19	45
Te Houhi	25	17	42	1		1		2	2	21	20	41
Otamauru	21	20	41				2	1	3	34	13	47
Poroporo	29	12	41	3		3				18	15	33
Waioweka	16	12	28				2	3	5	28	29	57
Onarumutu	20	20	40	6	6	12	2	3	5	22	10	32
Torere	17	8	25	2	1	3	3	1	4	29	20	49
Omaio	27	18	45	2	2	4				29	20	49
Te Kaha	25	17	42	1	1	2	4	2	6	14	16	30
Raukokore	7	13	20	6	3	9	1		1	10	10	20
Wharekahika	9	9	18	1	1	2				21	25	46
Te Araroa	18	19	37	3	3	6	3	3	6	40	31	71
Rangitukia	31	19	50	7	5	12	2	7	9	23	27	50
Tikitiki	19	22	41	3	3	6	1	2	3	23	15	38
Waiomatatini	19	9	28	4	6	10				33	26	59
Tuparoa	27	21	48	6	4	10		1	1	20	11	31
Akuaku	19	10	29	1	1	2				32	28	60
Tokomaru	32	22	54		2	2		4	4	22	8	30
Papawai	8	1	9	2		2	12	7	19	10	11	21
Waikawa	10	11	21				1		1	9	8	17
Wairau	8	8	16				1	1	2	10	10	20
Mangamaunu	8	7	15	5	2	7	7	4	11	20	15	35
Kaipoi	8	4	12	3	2	5	1	1	2	21	9	30
Rapaki	17	6	23		4	4	12	15	27	25	37	62
Little River	13	18	31		1	1	4	6	10	7	9	16
Waikouaiti	3	2	5				27	29	56	32	32	64
Colac Bay	5	3	8							14	16	30
The Neck	3	3	6	9	12	21	2	1	3			
Totals for 1894	1,017	762	1,779	123	118	241	189	209	398	1,329	1,089	2,418
Totals for 1893	869	698	1,567	118	97	215	174	178	352	1,161	973	2,134

* Closed after end of year.

SUMMARY of Table No. 5.

	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	1,017	762	1,779	73.57
Half-caste	123	118	241	9.97
Between half-caste and European, and European	189	209	398	16.46
Totals	1,329	1,089	2,418	100.00

Table No. 6.
RESULTS of EXAMINATION, 1894.

Schools.	Number on the Roll.	Passes of Pupils examined.						Marks obtained by Children that passed a Standard
		VI.	V.	IV	III.	II.	I.	
Te Kao*								
Parapara*								
Pamapurua ..	13				2	1	2	23·0
Kenana	16				1	4		23·5
Pukepoto*								
Te Pupuke*								
Wangape ..	21					4	1	21·5
Puketi*								
Makora*				..				
Rangiahua	40			4	6	5	2	80·5
Rawhia	21					5	5	42·5
Whakarapa	43		.		5	4	5	69·5
Waitapu	14			1	1	1	3	26·5
Matihetihe	28				2	1		12·0
Whirinaki	60				6	15	12	154·0
Waima	32				3	4	11	99·0
Omanaia ..	28			2	1	7	4	67·5
Motukaraka	36		1	2	2	4	4	74·0
Waimamaku	43				3	0	7	45·5
Otaua	22		1		1	4	4	60·5
Ohaeawai	21				2	2	2	31·0
Kaikohe	52			1	3	11	8	129·5
Karetu	23		.		5	8	2	95·5
Whangaruru	22				1	6	4	53·5
Taumarere	14			2	4			39·5
Te Ahuahu	28			2	2	2	3	51·0
Mangakahia	25		..	1	1	1	1	16·0
Poroti	46				2	5	8	58·5
Pouto Point	24				2	2	3	33·0
Opanaki	46			1	2	1	9	72·5
Otorohanga	52		1	4	3	5	9	126·5
Tapapa	26					3	2	23·0
Te Waotu	35			2	2	2	7	61·5
Maungatapu	28				3	3	6	57·5
Matapihi	24							
Karikari*								
Huria	42					7	4	60·0
Paeroa	36			2		3	6	66·5
Te Matai	71			5	2	8	11	147·5
Maketu	60	2	1	1		9	4	91·0
Te Awahou	22				2	2	5	50·5
Matata	29				3	4	2	50·5
Te Teko	47			1	3	14	5	129·0
Galatea	39		1	3	1	1	5	51·0
Te Houhi	49						4	15·0
Otamauru	40					2	17	90·0
Poroporo	51	1	1	4	4	10	8	161·0
Waioweka	34				1	5	2	36·5
Omarumutu	59			2	6	3	5	77·5
Torere	28			1	4	3	2	45·0
Omaio	44			1	8	7	6	131·0
Te Kaha	50			9	10	1	2	114·0
Raukokore	23			1	4	5	4	71·5
Wharekahika	23				2	3	3	36·0
Te Araroa	48			6	5	7	8	146·0
Rangitukia	75			1	8	8	4	98·5
Tikitiki	43			1	2	8	6	83·0
Waiomatatini	34			1	1	1	6	39·0
Tuparoa	58					6	9	71·0
Akuaku	36				1	2	1	17·0
Tokomaru	59		1		4	2	16	111·0
Papawai	33			1	3	3	6	60·5
Waikawa	22		.	2		1	2	23·0
Wairau	17					1	1	8·5
Mangamaunui† ..	20							
Kalapoi	32			9	4	1	3	91·0
Rapaki	30		3	1	6	4		82·0
Little-River	61			6	9	11	5	172·5
Waikouaiti	19		1		1	1	5	41·0
Colac Bay	67	3	1	5	14	6	11	197·0
The Neck	30				1	2	2	30·5
Totals for 1894	2,314	6	12	85	174	261	304	
Totals for 1893	2,217			84	179	259	370	

* Not inspected or examined.

† Not examined, school had been in operation only two months at time of inspection.

Table No. 7
RESULTS of INSPECTION, 1894.

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

Schools.	Condition of Records and the other School Documents, except the Time-table.	Organization of School, and Condition of Buildings, Furniture, and Appliances, so far as this depends on the Master.	Discipline, including Order, Tone, and Punctuality.	Methods, judged partly through inspection and partly from the Character of the Passes obtained.	Extras—Singing, Drawing, and Drill.	Half of Percentage obtained at Examination.	Gross Percentage.
Kaikohe	10.0	10.0	8.7	7.7	9.3	50.0	95.7
Waima	9.2	9.2	9.0	7.6	9.3	46.2	90.5
Karetu	7.2	8.7	9.5	5.7	7.6	50.0	88.7
Colac Bay	10.0	7.8	8.1	8.6	6.8	45.3	86.6
Taumarere	5.6	9.3	9.2	5.2	5.6	50.0	84.9
Omaio	7.8	9.5	9.6	8.3	7.0	41.4	83.6
Waikouaiti	7.8	8.8	8.8	8.7	7.3	40.4	81.8
Poroporo	8.0	8.0	7.0	8.2	7.0	43.2	81.4
Otaua	8.0	7.5	6.5	5.6	6.3	45.3	79.2
Otorohanga	8.8	7.5	7.0	5.7	6.6	43.6	79.2
Tokomaru	9.4	7.0	8.8	7.5	8.5	37.9	79.1
Te Matai	9.3	9.5	8.2	8.1	5.6	38.3	79.0
Te Araroa	10.0	8.4	8.8	7.9	9.3	34.1	78.5
Te Ahuahu	9.0	9.5	8.0	5.9	7.3	38.5	78.2
Tikitiki	10.0	8.9	9.5	7.6	6.0	36.2	78.2
Motukaraka	8.3	7.2	8.0	7.2	8.8	38.0	77.5
Maungatapu	8.1	7.5	7.2	7.7	7.0	39.4	76.9
Omanaia	6.6	8.7	8.0	5.0	8.1	40.4	76.8
Raukokore	7.1	8.8	7.8	6.2	7.8	38.9	76.6
Rangiahua	7.6	7.0	8.7	6.4	6.3	40.3	76.3
Galatea	5.6	10.0	7.2	5.4	6.6	41.3	76.1
Rangitukia	10.0	9.3	8.0	9.2	6.0	32.6	75.1
Rapaki	8.1	8.5	9.0	6.9	6.8	35.3	74.6
Waitapu	9.1	8.3	8.5	6.2	7.2	34.9	74.2
Kaiapoi	8.8	8.3	7.0	5.6	7.5	35.7	72.9
Paeroa	9.4	8.2	8.5	8.0	8.3	30.5	72.9
Papawai	9.0	8.7	7.6	5.6	5.0	36.1	72.0
Te Kaha	10.0	9.5	8.9	5.1	4.8	32.9	71.2
Whirinaki	8.0	8.0	7.3	6.4	6.0	35.4	71.1
Maketu	8.8	9.5	7.5	6.1	8.0	29.6	69.5
Little River	7.7	7.8	8.3	6.7	3.0	33.9	67.4
Huria	9.0	7.0	8.7	5.3	5.3	31.9	67.2
Torere	8.8	9.3	8.9	5.5	8.2	26.1	66.8
Te Teko	8.0	7.2	7.7	4.7	7.0	32.0	66.6
Tuparoa	9.1	8.5	8.0	5.8	5.2	23.8	65.4
Te Awahou	6.8	7.5	7.0	6.0	4.2	33.8	65.3
Te Waotu	7.3	7.2	7.0	7.8	5.6	29.1	64.0
Ohaeawai	7.6	5.8	6.6	4.6	3.3	35.7	63.6
Poroti	6.8	6.0	7.3	4.8	3.0	35.3	63.2
Matata	8.8	7.0	6.7	5.6	7.0	27.8	62.9
Otamauru	7.5	7.3	8.5	5.2	6.6	27.5	62.6
Poua Point	8.4	7.0	7.0	6.0	5.2	28.9	62.5
Whakarapa	8.7	7.3	6.6	6.2	2.8	29.5	61.1
Waioweka	8.1	8.5	7.9	7.1	6.5	22.2	60.3
Matihetihe	9.4	9.0	9.3	6.3	7.5	18.6	60.1
Opanaki	6.2	5.3	8.5	4.6	5.3	30.0	59.9
Waimamaku	7.6	9.4	8.5	8.5	6.5	19.4	59.9
Wharekahika	7.7	7.8	6.8	4.4	6.5	25.4	58.6
The Neck	8.2	7.0	6.5	5.1	6.3	25.3	58.4
Whangaruru	8.5	6.0	7.1	3.3	4.2	23.8	57.9
Omarumutu	8.0	9.1	5.3	4.8	5.2	24.9	57.3
Rawhia	8.5	7.3	8.7	6.0	2.6	23.2	56.3
Kenana	7.2	6.8	3.6	3.5	3.6	31.2	55.9
Pamapurua	9.3	7.5	7.0	7.7	4.7	17.2	53.4
Waikawa	7.2	8.5	7.0	4.5	2.5	22.4	52.1
Tapapa	6.5	5.0	6.7	4.7	3.3	24.6	50.8
Whangape	7.0	8.4	7.3	5.4	3.8	16.9	48.8
Waiomatatini	8.0	5.8	6.1	4.1	5.3	19.3	48.6
Akuaku	8.4	8.0	6.8	7.2	4.3	12.0	46.7
Te Houhi	6.4	7.6	8.6	4.3	3.3	15.1	45.3
Mangakahia	6.0	7.6	4.0	3.4	3.3	16.0	40.3
Wairau	5.6	7.3	5.8	3.8	2.0	11.8	36.3
Matapihi	6.4	7.3	5.7	4.0	2.3	4.1	29.8
Mangamaunu*	8.1	6.6	6.5	5.0	2.3		28.5
Te Kao†							
Parapara†							
Pukepoto†							
Te Pupuke†							
Puketiti†							
Makora†							
Karikari†							

* No examination. School had been in operation only two months at time of inspection

† Not inspected or examined.

Table No. 8.

CLASSIFICATION of PUPILS on the School Rolls, December, 1894.

Standards.	Boys.	Girls.	Totals.
Preparatory classes	365	285	650
Class for Standard I.	325	272	597
" II.	245	223	468
" III. ..	216	163	379
" IV	129	90	219
" V	43	46	89
" VI.	5	6	11
Passed Standard VI. ..	1	4	5
Totals	1,329	1,089	2,418

Table No. 9.

AVERAGE AGE of PUPILS at Standard Examination of Schools in 1894.

Standards.	Number passed at Annual Examination.	Average Age.	
		Yrs.	Mos.
I.	304	9	4
II.	261	10	11
III.	174	11	10
IV	85	13	6
V	12	12	6
VI.	6	14	1

Table No. 10.

NUMBER of CHILDREN at the Native Boarding-schools at the End of 1894.

School.	Government Pupils.		Private Pupils.
	Scholarship-holders.	Temporary.	
St. Stephen's (boys), Parnell, Auckland	13	5	31*
Te Aute (boys), Hawke's Bay	11		53†
Hukarere (girls) Hawke's Bay	11	1	45‡
St. Joseph's (girls), Napier	5	21	14§
Totals ..	40	27	143

* Including 7 boys who are more European than Maori.
 † Including 14 Europeans.
 ‡ Including 1 European and 12 girls who are more European than Maori.
 § Including 1 European and 2 girls who are more European than Maori.

† Including 14 Europeans.
 § Including 1 European and 2 girls who are more European than Maori.

NUMBER of SCHOLARSHIP-HOLDERS serving Apprenticeship to Trades at the End of 1894.

Number.	District.	Trade.
1	Opotiki	Blacksmith.
1	"	Carpenter
2	"	Printer.
2	"	Saddler.
Total 6		

Approximate Cost of Paper.—Preparation, not given; printing (1,550 copies), £18 14s. 9d.

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