

1894.  
NEW ZEALAND

# EDUCATION: NATIVE SCHOOLS.

[In Continuation of E.-2, 1893.]

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

No. 1.

EXTRACT FROM SEVENTEENTH ANNUAL REPORT OF THE MINISTER OF  
EDUCATION.

At the end of 1892 there were 63 ordinary Native village schools, 1 experimental subsidised school (at Waiomio), and 4 boarding-schools receiving Government scholars. The boarding-schools remain as they were. The experiment at Waiomio proved unsuccessful, and has been abandoned. Five ordinary village schools had been closed, and four new ones opened, before the end of 1893, the number being thus reduced to 62, two of which—Waitapu and Matihetihe—are taught by one master, with assistance.

The village schools closed were Ahipara, on account of the apathy of the Native people, due, perhaps, to their pursuit of gum-digging; Otamatea, on account of the decay of the Native settlement, and Kirikiri, Tangiteroria, and Matakoho, because the preponderance of Europeans seemed to render it desirable that the work required should be taken up by the Education Board.

The new schools are at Otamauru, near Whakatane, Matapihi, across the water from Tauranga, Opanaki, in the Kaihu Valley; and Te Houhi, not far from Galatea and just within the Urewera country. The average attendance at each of these schools in their normal state is between 30 and 40, but the latest returns show a small attendance at Opanaki, where fever had been rife, and at Matapihi there is a decline apparently due to the objections offered by an influential part of the scattered population to the Department's choice of a site for a permanent school. The school at Te Kao (north of Mangonui) is about to be reopened, Pukepoto was reopened in April, 1894. A new school was opened at Te Pupuke (near Whangaroa) in April, 1894, a smaller school at Parapara (in the Kaitaia district) in the same month, and a half-time school at Rawhia (subordinate to Rangiahua) in February.

The number of headmasters at the end of the year was 51, of head-mistresses, 10; of assistants, 44, and of sewing-mistresses, 11. The salaries of head-teachers ranged from £71 to £184, and those of assistants and sewing-mistresses from £50 to such very small allowances as £6 or £7. The expenditure in 1893 was £12,488 11s. 9d., made up as follows: Teachers' salaries and allowances, £8,725 12s. 7d.; boarding-school allowances (including scholarships) and apprenticeship, £1,452 1s. 11d.; buildings, fencing, furniture, &c., £669 13s. 7d.; repairs and small works, £413 17s. 10d.; books and school requisites, £366 3s. 3d.; inspection (including travelling), £773 16s. 10d.; cost of lantern-lectures,

£13 15s. 4d., sundries, £73 10s. 5d. The net expenditure is reduced to £12,405 6s. 3d. by the contribution of £83 5s. 6d. from Native reserve funds.

The cost of lantern-lectures is a new item. The sum of £13 15s. 4d. that appears in the foregoing statement was expended on an experiment tried at three or four schools. An arrangement has been made for extending the experiment to all the Native schools. Two lectures at least will be given at each school, with very good lantern illustrations in natural history and physiology, with hygienic aims, varied with geographical pictures and other interesting matter

The epidemic of measles seriously affected the attendance at Native schools in 1893, and made heavy demands on the skill and kindness of many of the teachers, who were kept busy dispensing medicines and giving instruction and help in sick-nursing. The average weekly number of pupils belonging to the village schools was 2,220, and the average attendance was 1,585, which is 71·4 per cent. of the number belonging. With respect to race, 10 per cent. of the whole number on the school-rolls are described as half-caste, 16½ per cent. as European or inclining to European, and 73½ per cent. as Maori or inclining to Maori. (For Maori children attending ordinary public schools, see statement following Table B.) Forty-five per cent. of the pupils are above the age of ten years.

At the Native boarding-schools for boys there were at the end of the year 24 Government scholars and 87 others, as follows: At St. Stephen's, Auckland, 13 scholars and 30 other pupils, at Te Aute, Hawke's Bay, 11 scholars and 57 others, including 15 Europeans. At the girls' schools the numbers were—At Hukarere, Napier, 13 Government scholars and 26 others, at St. Joseph's, Napier, 25 Government pupils and 22 others.

There is a prospect of heavy demands for buildings for Native schools. It is always difficult to make an estimate in this respect, because of the customary delays in obtaining titles to Native lands. Within the last few days the necessary title has been secured for a school long wanted at Arowhenua. The state of the several schools at the following places will justify the erection of buildings as soon as titles are ready: Otamauru (near Whakatane), Te Houhi (Urewera country), Te Teko (where for years the school has been carried on in dilapidated old police-buildings, quite unsuitable), and at Whangaruru (south of the Bay of Islands). With respect to new schools that cannot be instituted until conveyances are ready, Iruharama (near Waipiro Bay) is likely to be important, and there are promising openings at Tarukenga (near Rotorua), Ruatoki (northern Urewera), Taumarunui (upper Wanganui), Pipiriki (middle Wanganui), and Mawhitiwhiti (near Normanby). The old school-buildings at Lake Rototiti should be removed to the neighbourhood of Te Ngae as soon as the difficulty relating to the site is overcome, and it is almost certain that the Mangamuka school buildings will have to be removed to a more convenient site and reopened.

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## No. 2.

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

SIR,—

Wellington, 31st March, 1894.

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 1893.

### NUMBER OF SCHOOLS.

At the end of the year 1892 there were sixty-eight schools in full working-order. In the course of 1893 four schools were opened and six 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-six schools were open—viz., sixty-two village schools, and four boarding-schools.

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

In the middle of the year a school was opened at Otamauru, on the Orini River, near Whakatane, as an experiment. A Maori building is being made to answer the purpose temporarily, but the experiment appears to be sufficiently successful to warrant the placing of the school on a more permanent basis. Later on, operations were begun at Matapihi, near Tauranga, under apparently favourable auspices. The attendance, however, is decreasing, and it seems that the Department's

strenuous efforts to meet the urgent needs of the people of the Ohuki district are likely to be unavailing. It is to be hoped that the leading chiefs of Ohuki will not, through petty jealousy, caused by the department's inability to establish a school in every small settlement, allow the present opportunity of getting their children educated to pass away unutilised. School-work was commenced at Opanaki, Northern Wairoa, in a building lent by the Maoris. The Department should, if possible, secure a site here, and remove the Taita buildings to Opanaki. After the school was opened, a severe epidemic of fever broke out, this has interfered very considerably with the success of the school. In December a school was opened at Te Houhi, on the Urewera side of the Rangitaiki. Here also a Maori building is being used temporarily. No doubt some more permanent arrangement will be needed shortly.

It was stated in last year's report that Waiomio School had proved unsuccessful. It was closed at the end of the March quarter of 1893. Operations were stopped at Ahipara and Otamatea at the same time as at Waiomio—at Ahipara because the interest of the Maoris in the school had ceased, and the attendance had become altogether unsatisfactory; at Otamatea the decrease in the population had rendered the district unable to keep a school going. At the end of the June quarter Native-school work ceased at Tangiteroria and Matakahe, because the attendance had become almost entirely European. At the end of the September quarter the Department withdrew from Kirikiri, in order that the Auckland Board might take over the school. This school had done excellent work for both Maoris and Europeans, but, with the large relative increase of the European population, the time had evidently come when Kirikiri ought to be made an ordinary public 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 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.*—The school will be opened very shortly

*Parapara, Mangonui.*—Building ready, will be opened soon.

*Arowhenua, Temuka, South Canterbury.*—Title to the site will be secured very shortly. The prospects are good.

*Ranana, Te Ngae, Rotorua.*—No progress has been made.

*Whakarewarewa, Rotorua.*—As at Ranana.

*Hiruharama.*—This is a very promising case. It is hoped that the title will be secured shortly

*Ruatoki, Urewera Country.*—There is reason to hope that a school will be established here before long. All the hapus wish it, but there are difficulties about the title to the site.

*Taumarunui, Upper Wanganui.*—A school will be erected here as soon as a title to the site can be secured. There is a very good opening.

*Pipiriki, Middle Wanganui.*—As at Taumarunui.

*Mawhitiwhiti, Normanby.*—There is great need of a Native school here, although there are public schools not far off. As a matter of fact, most of the young Maoris of the district are growing up illiterate.

*Te Whaiti, Urewera Country.*—This district will be visited shortly

*Maungatangi, Pokeno, Auckland.*—As Te Whaiti.

*Moawhango, Inland Patea.*—At the end of the year the Maoris seemed very anxious to have a school, but no real advance towards the establishment of one has as yet been made.

#### SCHOOLS IN FULL WORK, 1893-94.

The basis on which the schools are grouped is supplied 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 to this report. 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 respecting the character and circumstances of particular schools will be found in the following paragraphs:—

##### *The Far North.*

*Ahipara* (visited 22nd April, 1893).—The school was closed early in the year, because the Maoris persistently kept their children away to dig gum.

*Pamapuria* (examined 20th April, 1893).—There are at least thirty children that could attend regularly, but the nearness of the gumfields causes them to stay away from school very frequently.

*Kenana* (examined 21st April, 1893).—The work of the higher standards is less satisfactory than that of the lower. The Maoris promise an increased attendance, which, indeed, is greatly needed.

*Whangape* (examined 4th September, 1893).—The school was evidently not succeeding very well. The high price of gum (with the resulting absence of pupils), floods, gales, and epidemics, had together caused the teacher to have very up-hill work indeed.

*Matihetihe* (examined 24th April, 1893).—The Maoris deserve great credit for keeping up a regular attendance here. Although the school is worked only part-time, very substantial results are secured.

*Waitapu* (examined 25th April, 1893).—Bad roads, high tides, and great distances between the settlements and the school make the attendance irregular; also, some of the parents show want of interest in the school.

*Whakarapa* (examined 26th April, 1893).—The pupils seem to like the school, and their attendance is fairly good. The master, who had been less than a year at work, had had many serious difficulties to overcome, but had, apparently established himself firmly.

*Waimamaku* (examined 27th April, 1893).—The Committee are enthusiastic about their school, and very energetic. The school-room presents a very pleasing appearance, which is largely due to the apparatus made by the teacher, or belonging to him.

*Whirinaki* (examined 6th September, 1893).—It was very interesting, if rather inconvenient, to have a large number of Maoris, male and female, watching intently from 9 a.m. till 5.30 p.m. every turn of the examination, which gave pleasing results.

*Omanaia* (examined 7th September, 1893).—It is difficult to doubt that the various physical exercises gone through by the pupils have tended to make them more robust than they were formerly. At any rate, there is a very striking difference between the Omanaia young people of 1893 and those seen there in 1881.

*Motukaraka* (examined 2nd September, 1893).—Frequent and continued illness of pupils, and their absence on the gumfields, which was enforced by scarcity of food, caused the results of the year's work to fall far below the usual standard.

*Rangiahua* (examined 18th April, 1893).—There had been a change of teachers, with the usual result—a certain amount of shortcoming. There is reason to expect that there will be a well-prepared set of children for the next examination.

*Waima* (examined 8th September, 1893).—After the examination, which gave pleasing results, a meeting was held, the speakers made it plain that they prize very highly the work done at their school.

*Otaua* (examined 9th September, 1893).—The general appearance of the school, and also its prospects, were much more cheering than they had been at the previous inspection. A fall in the price of gum had probably been an important cause of the improvement that had taken place in the attendance.

*Kaikohe* (examined 15th April, 1893).—After twelve years' faithful and effective service the teachers have, at their own request, been removed to another district. Their places are to be taken by Mr and Mrs. A. G. Hamilton, formerly of Onuku and Akuaku Native schools, and late of Tonga.

*Mangakahia* (examined 13th April, 1893).—The examination was held during the absence of the master Mr. W. H. Quinlan, who had gone to Auckland to be treated for a dangerous illness, which, unfortunately, speedily proved fatal. The work done at examination afforded ground for believing that when Mr Quinlan was cut off so unexpectedly he was about to achieve as much success as is possible in this remote district.

*Ohaeawai* (examined 31st August, 1893).—The weak point here was the absence of passes in the higher standards. As soon as children are able to work they go to the gumfields, or, in the case of boys, become bullock-drivers. This state of matters means "hard lines" for the teacher.

*Te Ahuahu* (examined 1st September, 1893).—The condition of this school is improving as time goes on, the Maoris, having got rid of former rather extravagant expectations, take an intelligent interest in the school and its work, and put themselves to trouble to secure its success.

*Taumarere* (examined 29th August, 1893).—The attendance here is very small—perhaps too small. Nothing but the maintenance of a high standard of work could justify the school's continuance.

*Karetu* (examined 30th August, 1893).—The valley of the Karetu, with its securely-fenced and well-grassed pastures, its tidy and fruitful gardens, and its ever-busy inhabitants, is as good a lesson on Maori capabilities as could be wished for. The school is worthy of the settlement.

*Whangaruru* (examined 10th April, 1893).—This district, being far out of the way of all ordinary traffic, is of considerable importance from the Native school point of view. The Whangaruru Maoris appear to take a satisfactory amount of interest and pleasure in the little school that has recently been established here.

*Poroti* (examined 12th April, 1893).—The interest taken in school matters and the maintenance of a fair attendance by the people clearly show that the teacher has great tact, and that he is highly esteemed in this district, formerly the most "difficult" in the colony.

*Tangiteroria* (examined 17th March, 1893).—Work has been stopped here because the Maori attendance, and the results disclosed at the examination, were insufficient.

*Matakohe* (examined 15th March, 1893).—The school had become "very white," and the time for offering it to the Board had evidently arrived, Native-school operations were, therefore, put an end to.

*Otamatea* (examined 14th March, 1893).—The parents evidently desired to have a school, but so often failed to keep up a satisfactory attendance that it became necessary to close.

*Pouto* (examined 13th March, 1893).—There was a considerable want of form here, although some good work had been done. Experience shows that want of system in a school is an almost certain precursor of decay. Pouto is getting a further trial under a new teacher.

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

*Kirikiri* (examined 16th September, 1893).—This school has now been handed over to the Board. The results at the last inspection and examination were very good indeed, and the tone of the school was excellent. Great credit is due to Mr. H. R. Kirkman and Mrs. Kirkman for being successful in spite of great difficulties.

*Otorohanga* (examined 17th June, 1893).—The Department has not yet succeeded in getting the Maoris of this district to take an interest in the education of their children. The land question seems to be of so much importance here that it overrides all others.

*Tapapa* (examined 20th June, 1893).—At present this school is unsatisfactory. The attendance ought to be, at least, moderately large, it is too often miserably small.

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

*Te Waotu* (examined 19th June, 1893).—A pleasing change has taken place in the aspect of school affairs here. At examination time the Maoris appeared to be most anxious to secure the success of the school.

*Te Awahou* (examined 21st June, 1893).—The intelligence of the children has been admirably called forth since the school was reopened. There is much truth in the remark of Te Matenga, an Awahou chief, "One year now seems as good as twenty formerly" [There has since been a falling off.]

*Fort Galatea* (examined 23rd June, 1893).—The fluctuations in the attendance during the course of the year have been troublesome. Of these, some have been caused by heavy floods in the Rangitaiki, others by the outbreak of hostilities between the Galatea people and those living at Whirinaki.

*Paeroa* (examined 24th August, 1893).—The parents have apathetic intervals, but generally they show themselves proud of their school and their teachers. The relations between pupils and teachers are excellent.

*Huria* (visited 26th August, 1893).—By the 14th August last the continuous rain, the measles epidemic, and scarcity of food had reduced the attendance to nothing, and the school was closed. It was reopened on the 23rd October on a different basis, and with promising prospects.

*Maungatapu* (examined 23rd August, 1893).—The measles epidemic had been severe, typhoid had seemed imminent, the "king" had been at Karikari, five miles off, and there had been consequent feasting there, also, there had been a long spell of bad weather. These circumstances combined had made the Maoris somewhat apathetic, and there had been a serious falling-off in the attendance.

*Te Matai* (examined 26th June, 1893).—The rule here is gentle and kindly, and punishments are seldom needed. The parents are again most enthusiastic about their school, just as they were when it was first opened. The examination was held just when the pupils were sickening for measles.

*Maketu* (examined 4th July, 1893).—The examination took place, with the consent of the master, before the measles epidemic was quite over, most of the work shown, however, was well up to the mark.

*Matata* (examined 27th June, 1893).—Representative Maoris attended at the examination, and spoke of the teachers in terms of esteem and respect. This school holds its own fairly well, in spite of the powerful (but perfectly honourable) opposition it has to encounter.

*Te Teko* (examined 29th June, 1893).—The Maoris here, as in many other places, are taking very gratifying interest in the education of their children. To many of the people, examination-day evidently appears to be one of the most important in the year.

*Otamauru* (inspected 30th June, 1893).—A good start has been made at this new school, which had been opened a little more than two months when the Inspector's visit took place.

*Poroporo* (examined 1st July, 1893).—The attendance at this school is now large and regular, and excellent all-round work is being done in it by the teachers.

*Wai-o-weka* (examined 13th May, 1893).—A chronic complaint of serious nature led to the resignation of Mr F. H. Brittain, the master of the school, who had been many years in the service, and had done much good work.

*Omarumutu* (examined 12th May, 1893).—The attendance, ordinarily large and regular, has been greatly interfered with by the measles epidemic. The Omarumutu Committee show decided interest in the school, and have done much to make it successful.

*Torere* (examined 15th May, 1893).—Parents and children all do their best for the school, but a great change has taken place here. Eight years ago the school had a large "head" of big boys and girls, now it has a large "tail" of little ones.

*Omaio* (examined 16th May, 1893).—The present teachers succeeded a very capable staff, but the change seems to have produced no weakness. It may be worth while to note here an interesting and useful lesson given before the Inspector—it was on some of the illustrated papers supplied by the Department. From the interest shown by the pupils, and the frequency with which they asked for information, it was plain that such a lesson must powerfully stimulate and develop the children's powers of observation.

*Te Kaha* (examined 17th May, 1893).—The pupils here are clean and well dressed, and they work with honesty, enthusiasm, and success. The respect and affection of the parents and the children for their teachers continue undiminished.

*Raukokore* (examined 19th May, 1893).—The attendance has now sunk to its normal condition, the big boys and girls that joined the school in its earliest years have left and gone to work. All the children attend except the little ones, and the Maoris speak highly of the efforts of the teacher.

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

*Wharekahika* (examined 22nd May, 1893).—Three teachers had had charge since the previous examination took place. The appearance made by the school in spite of these changes was very creditable.

*Te Ararua* (examined 23rd May, 1893).—At the meeting held after the examination of this excellent school the Maoris showed themselves anxious that arrangements should be made for carrying the education of their children somewhat beyond the limits laid down in the Native-school standards.

*Rangitukia* (examined 25th May, 1893).—This school has gradually approached the position it ought to hold as the largest and one of the very best of the Native schools. This position cannot now be secured very readily—the distance from the rear rank to the front is much greater than it used to be.

*Tikitiki* (examined 29th May, 1893).—The death of Mrs. Hyde took place immediately before the Inspector's visit. Under the circumstances no inspection was held, only the examination of the pupils. Mr. Hyde's loss has caused him to leave the service and take up work of a different kind.

*Wai-o-matatini* (examined 30th May, 1893).—The weather affects the attendance here to an unusual extent. On the examination-day very wet weather kept all the children away although they knew that the examination was to take place. The teacher had been in charge for only four months. His relations with his pupils were pleasing.

*Tuparoa* (examined 31st May 1893).—The continued prevalence of fever during the previous teacher's time had somewhat disorganized this school, but its value as a civilising agency is still very high.

*Akuaku* (examined 1st June, 1893).—The work of the children is honest, and it is done with earnestness. The buildings are in a very bad condition, but it is hoped that before long the removal to a better site will take place. It would be unfair to the pupils, the teachers, and the Department if the present deplorable state of affairs were allowed to continue.

*Tokomaru* (examined 2nd June, 1893).—This is a very satisfactory and successful school, it has been found necessary to increase the accommodation by building a new school-room and turning the present one into a class-room.

#### *Wairarapa and South Island.*

*Papawai* (examined 16th December, 1893).—It is to be regretted that the Wairarapa Maoris do not make full use of their opportunities. The Papawai School would do them much good if they would only let it.

*Waikawa* (examined 19th December 1893).—A considerable amount of apathy is shown at times by parents, irregular attendance is the outcome of such apathy. Decidedly useful work, however, is being done, and improvement is taking place in spite of drawbacks.

*Wairau* (examined 21st December, 1893).—There appears to have been good reason for re-opening this school, which was closed for a time in 1892. The attendance is now fair, but there is still room for improvement.

*Kaiapoi* (examined 26th October 1893) Kaiapoi is no longer quite up to its old standard, but it is doing good work. The garden is remarkably well kept, and the surroundings are pleasing.

*Little River (Wairewa)* (examined 25th October, 1893).—The attendance is still large and regular, and the Maoris are doing their best to keep it so. On the whole, the state of affairs here is pleasing.

*Rapaki* (examined 24th October, 1893).—This school is small, but useful and satisfactory. Its civilising influence can be distinctly traced in the improved and improving appearance of the village.

*Waikouaiti* (examined 11th November, 1893).—The attendance is now very small. It would be a matter for much regret if a school so well conducted as this should fall through on account of insufficient attendance.

*Colac Bay* (examined 31st October, 1893).—The advance made during the year is quite remarkable. The surroundings of the school are becoming very satisfactory.

*The Neck, Stewart Island* (examined 2nd November 1893).—The Rev C. Connor, for many years master at The Neck, has just retired from the service on account of increasing age. It is proper that reference should here be made to the good that he has done to the Maoris of the island, to the esteem in which he is held by the people generally, and to their sorrow at losing him. Mr Connor has striven honestly and well to make the school successful in the highest sense.

The following schools have this year obtained a gross percentage of over 80 Rangitukia School, under Mr. H. A. Hamilton, made 95 per cent., Te Araroa, under Mr T Beattie, 92·7, Omaio, Bay of Plenty, 89·3, Colac, near Riverton, 89· Karetu, Bay of Islands, 86·2 Kaiakohe, Bay of Islands, 85·1, Te Kahu, Bay of Plenty 84·7, Tokomaru, East Coast, 83·3, Paeroa, Tauranga, 81. The following schools also made 70 per cent. or over Poroporo, Rapaki, Raukore, Waikouaiti, Waitapu, Tuparoa, Waima, Waimamaku, Matihetihe, Omarumutu, Tikitiki, The Neck, Kaiapoi, Little River, Pamapurua, Papawai, Te Matai, and Poroti. Only six 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 1893. This statement is less complete than it usually is, seeing that it was, through unavoidable circumstances, impossible to hold the annual examination at St. Joseph's and Hukarere, and that the Te Aute work had to be done by means of written questions only. A brief abstract of the report on the Convent Native School at Matata is given. Some particulars are added respecting the examination for the Te Makarini scholarships, which are provided for from a fund established by R. D Douglas McLean, Esq, in accordance with the views and wishes of the late Sir Donald McLean and in memory of him, and which exercise an important and highly beneficial, although for the most part indirect, influence on nearly all the Native schools of New Zealand.

*Native Boys' Boarding-school, St. Stephen's, Parnell, Auckland.*—The inspection took place on the 20th March, 1893. Forty-seven boys were present, of these, six were Europeans. The records, which were neat, and correct up to date, showed that the average for the previous quarter had been 44·81. The buildings were in satisfactory order and the grounds were well kept, in the garden vegetables were growing in abundance. The discipline is of a pleasing character, the rule being kindly and the relations between teachers and scholars good. The junior classes were showing increased

steadiness. Singing is now taught by the assistant mistress with very fair results. Maori aptitude for drawing (freehand and geometrical) was shown in the work produced. The physical exercises included under the head of "drill" are all very well done. Improvement in the teaching of English was again noted. The boys are now taught the rudiments of carpentry. At the examination, which was held on the 28th of August, the following weak points were noted. The "mechanical" writing of the juniors was not very good. The arithmetical-problem work of the seniors was only middling, and the physical geography was far less meritorious than the remainder of the geographical work. These deductions being made, the examination work was well up to the mark. The passes were as follows: Senior pupils, first year, five were examined and five passed, Standard IV., two were examined and both passed, Standard III., five were examined and all passed, Standard II., eight were examined and all passed, Standard I., twelve were examined and ten passed.

*The Native College, Te Aute, Hawke's Bay.*—The institution was inspected on the 28th of February, 1893. Sixty-seven pupils were present at inspection, of these, fifteen were Government scholars. The school records were, with one trifling exception, found to be correct. The school-rooms were in good order, and the gardens had a pleasing appearance. If trees were more numerous the grounds would be delightful. Owing to the absence of one of the junior masters the organization and discipline of the lower part of the school were hardly up to the usual mark, but this difficulty was of a merely temporary nature. The extra subjects—singing, drawing, and drill—had not yet received very much attention. The carpenters' work was to be begun again soon. As usual, the kitchen and the food, the dormitories and the beds, the closets and the drains were found to be generally satisfactory. Inquiries, however, made it seem possible that the boys do not get quite enough green vegetable food. It may be that Maoris would suffer less from the tendency to cutaneous irritation if they ate cabbage and similar food more frequently than they do. Only one other matter seemed to need special attention—a couple of dozen gum-trees planted at the back of the schoolhouse would, besides giving capital shelter in a few years' time, probably render a rather unsatisfactory piece of ground thoroughly safe and wholesome. A very useful addition to Te Aute is the large and convenient swimming-bath, the boys thoroughly appreciate it. The examination was held in December last. The boys' answers to written questions were examined at Wellington, as has been already explained. On the whole the work was satisfactory, but it would be hardly correct to say that the usual high standard was reached in every part of the school.

*Te Makarini Scholarship Examination for Boys.*—The examination was held on the 18th and 19th of December. Eight candidates presented themselves at the three centres—Te Aute College, Hawke's Bay, Otuaa, Hokianga, and Torere, Bay of Plenty. The scholarships were awarded by the Trustees as follows: W. Hape Barrett of Te Aute, and formerly of Kaiapoi Native school, took the senior scholarship, both of the junior scholarships went to the Native school, Omaio—one to Wi Nira, the other to Weihana Teramea. The work of the Te Aute scholars was good this year—that of the village school candidates could be called only fair. The standard of the questions set was, however, rather high.

*St. Joseph's Providence, Napier (Roman Catholic) Girls' School.*—The inspection of this school took place on the 27th February, 1893. Thirty-eight girls were present at inspection, sixteen of these being Government scholars. It is really unnecessary to say very much about this excellent school. The work here goes on with great regularity and in general accordance with the Department's requirements, and the teachers have always shown great willingness to give a fair trial to plans suggested to them as improvements. Thus it has come about that the methods in use are nearly identical with those adopted in the best of the ordinary Native schools. This is about all there is to say, but it may, perhaps, be added that as time goes on, and as the teachers find that some of the methods recommended to them are of a really trustworthy character, they get into the way of using them with good heart and ever-increasing success. Considerations of this kind afford an approximate explanation of the fact that during the last few years, although the changes in method have been small, there has been a quite remarkable increase of mental vigour and grasp among the senior pupils at St. Joseph's. As has been already explained, no examinations were held in 1893 at St. Joseph's or at Hukarere.

*The Protestant Native Girls' School, Hukarere, Napier.*—This institution was inspected on the 1st March, 1893. Only twenty children were present at inspection. It was plain that the epidemic of December, 1892, had had, for the time, an injurious effect on the prospects of Hukarere. This, however, has long since passed away, and at the end of 1893 the names of thirty-nine pupils were on the books. The extra subjects, and especially drawing and singing, are always very well taught here, there is not much show, but good solid work is always forthcoming when asked for. The same remark holds good with respect to the needlework. The methods used by the head mistress are good, and she appeared to have done much in the way of bringing her assistants up to her own level. At this inspection much time was devoted to a systematic and careful examination, with the assistance of a drainage expert, of the outhouses, drains, and traps at Hukarere. There is solid reason for saying that, as long as the present sanitary arrangements are continued, there can be at Hukarere no outbreak of malarial disease due to defective drainage. The household management here is of such a nature as to give the pupils experience of most of the comforts to be obtained in a European family and home.

*The Convent Native School at Matata.*—Inspected and examined 3rd July, 1894. The attendance had been greatly affected by an epidemic of fever—slight, but disabling. Hence the school appeared considerably weaker than it really was. Thirty-seven children were present at examination. Of these, two passed Standard IV., six passed Standard II., and three passed Standard I. I was glad to see that much useful work was being done in connection with physical exercises of different kinds, in the case of Maori children, it is hard to exaggerate the importance of such "physical education." Good work is undoubtedly being done here as at most of the other denominational schools, under the influence of strong wills directed by lofty aims, although the directors have only limited resources at command.

## 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 1893. In Table No. 5 there is full information respecting 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 a basis for the computation of the gross percentage, on which depend the relative positions of individual schools for the year 1893. A few statistical results may here be given. The total expenditure for 1893 on Native schools was £12,488 11s. 9d., against £14,290 4s. for 1892, deducting £2,071 18s. 5d., the cost of boarding-schools, and of building, fencing, furniture, &c., we have a net expenditure of £10,416 13s. 4d. on the maintenance of Native village schools.

It may be noticed that Table No. 4 gives practically the same average weekly roll-number for 1892 and 1893, while the average attendance for 1893 is less by forty-nine than that for 1892. This falling-off is, no doubt, due to the severe epidemic of measles that visited our schools last year.

Table 5 shows that there is a slight tendency towards an increase in the number of Maori children as compared with that of European children attending Native schools. In 1892 the percentage of Maori children and between Maori and half-caste was 72·99, in 1893 it was 73·43.

Table 6 shows that four schools—Rangitukia, Te Araroa, Colac Bay, and Te Kaha—succeeded in getting more than 200 marks each for subject passes made by children that passed in standards. It should be stated that several of the schools with much smaller marks produced work of a quality similar to that shown at those four schools, although less in quantity.

Table 7 shows that twenty-seven of the schools made a “gross percentage” of over 70. Last year only fifteen succeeded in doing so well. This satisfactory increase may be to some extent due to the influence of the new code and the encouragement that it offers to teachers that can and will do first-class work.

## THE TEACHING OF ENGLISH.

In former reports frequent allusion has been made to the difficulties that stand in the way of teaching young Maoris to speak and write decent English. The publication of Monsieur F. Gouin's book, “The Art of teaching and studying Languages,” a short time ago, appears to have aroused a considerable amount of attention, both in the colonies and at Home. It has been subjected to vigorous criticism, friendly and hostile, on the one hand, it is said that Gouin's system will beneficially revolutionise linguistic training, while its foes maintain that a great part of the new system is as old as the hills, and that what is not old is useless. It would, perhaps, be rash, and it is certainly unnecessary, to add here to the number of criticisms on the system. It will be sufficient to state that the leading principles of the book have been carefully considered with a view to the utilisation of any hints that it might be possible to obtain from it. The result of the examination has been to make it seem tolerably plain that there are certain parts of the book, including some of those to which the author appears to attach great importance, that could be of little use to us, and that, speaking generally and according to our lights, the adoption in our Native schools of Gouin's system just as it stands would be a grave mistake. On the other hand, Gouin's book contains a considerable number of striking and valuable hints, not altogether new, certainly, but given in a systematic and coherent way, that makes them, so to speak, vouch for one another to a considerable extent. What follows is a compendious statement of the principles and practice that have, in the light of Gouin's work, and of the experience of the Inspectors, been lately recommended to our teachers for adoption in their language work, and have in many cases been practically and carefully tested and found to be trustworthy. It is hoped that the publication of this statement in the annual report will tend to increase any usefulness that it may possess, and, possibly, to bring it under the notice of persons engaged in teaching languages outside of Native schools.

## ENGLISH LESSONS IN NATIVE SCHOOLS.

1. In all language lessons the bodily organs concerned, and requiring to be trained, should be used in the following order (1) the ear, (2) the tongue, (3) the eye, (4) the hand. Pupils should first listen to what is said, then repeat it, then read it, and then write it. In Native-school work transcription, dictation, reading, and composition, as well as “English,” may be considered language lessons.

2. In exemplification of the principle here laid down, let us show what use may be made of a transcription lesson: (1.) EAR—First a short story or fable is selected, and the pupils listen attentively while the teacher reads it over and over again, until they all thoroughly understand it. Of course, all necessary explanations will be given, and the teacher will keep constantly before his mind the fact that his business is to make every one of his pupils master the lesson thoroughly—both the sound of the words and the meaning of the sentences. (2.) TONGUE—Now the pupils will repeat the lesson after the teacher, sentence by sentence, until they can do it without mispronunciation or false emphasis. (3.) EYE—Next, the lesson is to be read by the class, who now, for the first time, open their books. The reading is to be done first by individuals and then by the whole class, or in the reverse order, until all reach the teacher's standard of proficiency, which should be a high one. (4.) HAND—Then all the class will transcribe the lessons with care, all errors will be pointed out by the teacher, and corrected by the pupils.

3. In the preceding paragraph a suite of lessons has been described; in the case of senior classes the number of separate steps may be increased. Plainly, what has been already done may be treated as preparation for a dictation lesson, especially if the pupils have been told to learn how to spell the harder words. Also, they may next be asked to reproduce the lesson. And finally, but occasionally, they may learn the lesson by heart.



*ERRATUM (E.-2, 1894).*

Page 9, section 4, paragraph 2, line 2 For "sufficiently useful language—groups in one's own mother-tongue,"  
read "sufficiently useful language-groups in one's own mother-tongue."



4. As language has for its function the expression of thoughts, and no complete thought can be expressed without a complete sentence, it is plainly convenient to consider the sentence, not the word, as the unit of language. Also, it goes without saying that, other things being equal, the more sentences a child knows the wider is its knowledge of the language. If, however, one child knows a number of discrete, unassociated sentences, and another has mastered the same number of complete statements arranged in an orderly way in accordance with definite principles, the latter will have gained coherent systematic knowledge beyond comparison more valuable than the scattered scraps of linguistic information that the other has picked up somehow. The "principles" involved in the following sets of examples will be found exceedingly convenient. The teacher may construct groups in accordance with these principles, and let the pupils master them in the way laid down in paragraphs 1, 2, and 3.

The difficulty that M. Gouin appears to find in constructing his "series" is certainly not encountered when one is forming sufficiently useful language—groups in one's own mother-tongue. In the case of a foreign language even such work would no doubt be very laborious.

5. *Examples of Groups of Sentences to be mastered by Pupils.*

*Group A In Order of Time.*—(1.) Sarah is very tired. (2.) She goes to bed early. (3.) She sleeps soundly all night. (4.) Her mother calls her early. (5.) Sarah now lights the fire. (6.) She washes her face and hands. (7.) She cooks the breakfast. (8.) Now she goes to school.—Ten or twelve sentences will be enough to form a group.

*Group B End and Means.*—(1.) John is to be brought over the river. (2.) I call Sam. (3.) We look for the paddles. (4.) We untie the boat. (5.) We manage to shove her off. (6.) We get into the boat. (7.) We pull across the river. (8.) We bring John back with us.

*Group C Cause and Effect.*—(1.) You went far from home in the rain. (2.) You could not change your wet clothes. (3.) You came back shivering with cold. (4.) Next day you were very feverish. (5.) You had to take several doses of medicine. (6.) Now you are well once more.

*Group D Tense Changes.*—(1.) They did not see the steamer yesterday. (2.) They have not seen her yet. (3.) They never saw a steamer in their lives. (4.) They do not see one now. (5.) They will perhaps see her to-morrow. (6.) They will have seen her to-night. (7.) I had seen her before you came.

*Group E Expression of Subjective Emotions.*—(1.) You cruel boy to kick that horse! (2.) You ought to be ashamed of yourself! (3.) It is most disgusting! (4.) Where did he learn to be so brutal? (5.) Such conduct is disgraceful! (6.) Turn him out!

*Group F Expression of Complex Thoughts (Order of Time also).*—(1.) Having finished my work, I am going home. (2.) I shall tell your brother that you are here. (3.) He will do the work that you have left undone. (4.) When it is finished he will come for you. (5.) I will wait for you, but you must not be long.

*Group G Description of Series of Acts performed before the Class.*—(1.) The master leaves his desk. (2.) He goes up to the blackboard. (3.) He calls the third class up. (4.) He takes up a piece of chalk. (5.) He writes figures on the board. (6.) He now faces the class.

6. An excellent lesson may be given on a picture. The children may be taught to describe objects or actions represented in the picture, or the relations existing between two objects—relations of similarity, for instance, or difference. If natural-history illustrations were being used such sentences as these could be constructed by the class, with the aid of the teacher and then mastered very thoroughly "That is an elephant." "The elephant has a trunk." "His eyes seem very small." "The elephant is something like the rhinoceros." "He is much larger than the lion." When these sentences have been learnt in one lesson they should be repeated in the next, and so on, until they have fairly become a portion of the pupils' linguistic stock-in-trade. This kind of lesson will be found interesting to the children, and useful as a change but it has the defect that it deals with matters somewhat remote from the pupils' ordinary experience.

7. Although the sentence is to be treated as the unit of language, yet there are many useful exercises that deal minutely with the elements of which such units are composed. It is important to remember that, when words are being dealt with, the verb is by far the most important of all the parts of speech. A pupil that knows how to use a hundred common verbs really well has a very fair grip of the language to which they belong.

8. A teacher will have small success in teaching composition if he tries to teach his pupils to express his own ideas rather than theirs, to overlook or neglect the principle here implied is a common mistake and a fatal one. It is an excellent plan to train pupils to write imaginary dialogues, the choice of matter and manner being very largely left to the children themselves.

THE BEST WAY TO BEGIN TEACHING READING.

Teachers often find their very greatest difficulty in dealing with Maori children at the very beginning of the course of instruction. The problem, generally, is to get Maori children of six or seven years of age to make a start in using a language quite unknown to them. In no subject is this difficulty felt more strongly than in elementary reading. It is hoped that the following description of a *method* will be found to be of some use. We select, of course, the easiest lesson that can be found—preferably one containing only words of two syllables. We select a few perhaps half a dozen, of the words in the lesson say *so*, *no*, *go*, *he*, *me*, and *we*. We first pronounce the vowel sounds—*o* long and *e* long—and get the children to do so, and then we train them to connect the sounds with the characters, and *vice versa*. Afterwards, we treat the consonantal sounds disregarding the mere names of the letters) in the same fashion. Next, we take a consonantal sound and a vowel sound—say, those of *s* and *o*—and get these pronounced separately, repeating the process with gradual approximation until the two sounds coalesce and form the word *so*. When this has been done with all the six words, the *preparation* for this particular lesson may be considered suffi-

cient, and the lesson may be read by the ordinary "Look, and say" method, with which all our teachers are familiar. The success at first will, of course, be small, but progress will soon be rapid and if the "preparations" are well selected and honestly worked out day by day for, say, a month, it will be found that the back of the difficulty has been broken, and that the children have such a command of letter-sounds and simple syllables as will enable them to make thenceforth pleasant and rapid progress. The names of the letters may now be learnt, spelling lessons, dealing with slightly irregular words, may be gradually introduced and dealt with by the phonic method, and reading lessons, becoming more difficult progressively, may be used. A teacher that gives this method a fair trial, as the writer has done, will be surprised at the rapidity with which children taught by it emerge from the rank of mere beginners.

#### CONCLUSION

The work shown at the examinations held in 1893 has been decidedly better than that of previous years. A glance at the figures at the foot of Table 6 will show that, except in Standard IV passes were much more numerous than they were in 1892. It may be added that they were very much stronger. Besides this, there has been a great revival of the interest of the Natives in the success of their schools, and more earnest efforts have been made by them to secure it. Thus, on the whole, the retrospect is much more gratifying than it has been for several years past.

I have, &c.,

The Inspector-General of Schools.

JAMES H. POPE.

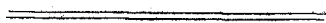


Table No. 1.

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 1893, and the Names, Status, and Emoluments of the Teachers as in December, 1893.

\*\* 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 1893.				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	Pamapuria	99 5 2	0 13 9		99 18 11	Dunn, R. H.	M	81 9 2	School closed end of March quarter.
	Ahipara	77 7 6			77 7 6	Harris, A. H.	M	82 1 8	
	Kenana	87 8 4	3 2 0		90 10 4	Nicholson, J.	M	83 13 10	With allowance for conveyance of goods, £10 per annum.
	Whangape	96 3 11	27 0 0		123 3 11	Anderson, A.	H M	105 16 0	
	Rangahua	141 15 2	5 15 9		147 10 11	Anderson, Mrs.	A F	20 4 4	
	Whakarapa	110 11 11	5 0 0	12 0 0	127 11 11	Flood, R. P.	H M	94 2 6	
						Flood, Mrs.	A F	21 7 4	
	Waitapu and side-school at Matihetihe	170 13 4	32 11 11		203 5 3	Hawkins, T. B.	H M	149 0 9	With allowance for horse, £10 per annum.
	Whinaki	215 10 9	11 15 9	10 0 0	237 6 6	Hawkins, Mrs.	A F	17 0 0	
	Waima	127 6 2			127 6 2	Hawkins, Miss	A F	10 0 0	
Bay of Islands	Omanaia	117 2 11	1 0 5		118 3 4	Masters, C. M.	H M	170 7 6	
	Motukaraka	125 2 6	7 14 10		132 17 4	Masters, Miss E.	A F	50 0 0	
	Waimamaku	167 10 6	27 2 0		194 12 6	Lee, J. B.	H M	120 19 6	
	Otaua	123 17 6			123 17 6	Lee, Mrs.	A F	18 4 4	
	Ohacawai	103 5 0	5 2 6		108 7 6	Cockroft, Mrs.	H F	105 10 10	
	Kalkohe	163 13 3	20 13 3		184 6 6	Cockroft, Miss A.	A F	9 16 0	
	Karetu	100 1 0	0 10 0		100 1 0	Danaher, T. J.	H M	111 10 4	
	Waionio	20 0 0	3 5 5		23 5 5	Danaher, Mrs.	S	17 10 4	
	Whangaruru	94 11 2			94 11 2	Winkelmann, C. P.	H M	132 10 11	
	Taumarere	75 16 0			75 16 0	Winkelmann, Mrs.	A F	31 5 0	
Te Ahuahu	110 11 8	18 8 6	12 0 0	141 0 2	Tobin, W. H. J.	H M	103 14 11		
Mangakahia	97 7 10	72 18 3		170 6 1	Tobin, Mrs.	A F	11 14 0	Subsidised school; closed at end of March quarter.	
Poroti	116 12 3	26 8 10		143 1 1	Woods, G. E.	M	93 6 3		
Tangiteroria	51 12 4			51 12 4	Mitchell, J.	H M	110 15 11	With allowance for conveyance of goods, £10 per annum.	
Pouto Point	106 15 9	11 0 0		117 15 9	Mitchell, Miss A.	A F	33 6 4	School closed at end of June quarter.	
Opanaki	53 3 6	21 3 7	3 10 0	77 17 1	Johnson, Miss S. H.	F	94 10 6	School opened in September quarter.	
Otamatea	60 14 4	0 8 0		61 2 4	Patrick, J. K.	H M	86 11 11	School closed at end of March quarter.	
					Patrick, Mrs.	A F	12 16 4		
					Tautari, Mrs.	F	78 5 3		
					Watling, Mrs.	F	91 19 6	With allowance for conveyance of goods, £10 per annum.	
					Mulhern, J.	M	76 12 8	School closed at end of June quarter.	
					Broughton, J. H.	M	98 16 9	School opened in September quarter.	
					Kirkman, H. R.	M	151 2 7	School closed at end of March quarter.	
					Minchin, T. M.	H M	114 3 4		
					Minchin, Mrs.	A F	29 1 4		
					..				

Table No. 1—continued.  
EXPENDITURE, &c., on NATIVE SCHOOLS for Year 1893—continued.

County.	Schools.	Expenditure during 1893.				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.						
Otamatea Kawhia	Matakohe Otorohanga	62 14 4	3 10 0	66 4 4	..	Morton, B. D.	H M	116 11 5	School closed at end of June quarter.		
		140 15 5	6 14 0	147 9 5	..	Morton, Mrs.	A F	25 13 4	School closed at end of September quarter.		
	134 14 4	1 13 0	134 14 4	..	Hosking, J. T.	M	81 15 0	School not yet opened.			
	91 7 0	5 4 5	159 19 4	..	Barnett, Mrs.	H F	135 5 7	School opened in September quarter with house allowance, £26 per annum.			
	154 14 11	5 4 5	159 19 4	..	Haszard, Mrs.	A F	11 7 8	With house allowance, £26 per annum.			
West Taupo Tauranga	Pukawa Maungatapu	119 3 1	3 15 6	122 18 7	..	Griffin, B. F.	H M	105 2 4	School opened in September quarter with house allowance, £26 per annum.		
		24 5 6	5 14 6	30 0 0	..	Griffin, Mrs.	A F	9 11 0	With allowance for horse, £10 per annum.		
	116 19 9	6 18 4	128 15 8	..	Duffus, Miss E.	H M	71 2 4	School opened in September quarter with house allowance, £26 per annum.			
	126 9 4	12 0 0	138 9 4	..	Stewart, Mrs.	H F	102 5 1	With house allowance, £26 per annum.			
	176 4 11	0 9 6	190 2 11	..	Hamilton, Miss E.	A F	22 14 4	School opened in September quarter with house allowance, £26 per annum.			
	165 12 10	4 1 8	170 14 8	..	Louch, Miss L.	H F	108 9 4	With allowance for horse, £10 per annum.			
	111 13 11	12 8 4	124 2 3	..	Capper, J. F.	A F	145 17 11	School opened in September quarter with house allowance, £26 per annum.			
	128 18 1	19 15 8	148 13 9	..	Capper, Miss O.	H M	21 8 0	With allowance for horse, £10 per annum.			
	196 10 4	4 18 11	201 9 3	..	Capper, Mrs.	A F	12 10 0	School opened in September quarter with house allowance, £26 per annum.			
	98 13 3	31 1 6	129 14 9	..	Pinker, Mrs.	S	134 3 3	With allowance for horse, £10 per annum.			
Rotorua Whakatane	Te Awahou Matata	5 10 0	3 6 6	8 16 6	..	Pinker, A.	H M	26 6 4	School opened in September quarter with house allowance, £26 per annum.		
		90 7 7	12 12 9	102 19 6	..	Waimsey, H. G.	M	92 19 11	With allowance for horse, £10 per annum.		
	173 0 10	8 11 1	181 11 1	..	Waimsey, Mrs.	H M	105 15 4	School opened in September quarter with house allowance, £26 per annum.			
	187 14 7	29 13 8	217 8 3	..	Crène, P.	A F	15 2 4	With allowance for horse, £10 per annum.			
	202 18 1	37 0 5	241 18 6	..	Crène, Mrs.	H M	154 17 4	School opened in September quarter with house allowance, £26 per annum.			
	172 14 10	6 7 6	179 2 4	..	Wylie, J.	A F	20 0 0	With allowance for horse, £10 per annum.			
	168 15 3	3 14 0	172 9 3	..	Wylie, Miss M. L.	H M	74 0 0	School opened in September quarter with house allowance, £26 per annum.			
	111 13 11	12 8 4	124 2 3	..	Wylie, Mrs.	A F	9 11 0	With allowance for horse, £10 per annum.			
	128 18 1	19 15 8	148 13 9	..	Wylie, T.	H M	91 16 7	School opened in December quarter; with allowance for conveyance of goods, £20 per annum.			
	196 10 4	4 18 11	201 9 3	..	Lundon, Miss C.	A F	20 0 0	School opened in June quarter.			
Galatea Te Houhi Otamau Poroporo Waioweka Onarumutu Torere Onaio	Galatea	98 13 3	31 1 6	129 14 9	..	Wylie, J.	H M	74 0 0	With allowance for conveyance of goods, £20 per annum.		
		5 10 0	3 6 6	8 16 6	..	Wylie, Mrs.	A F	9 11 0	School opened in December quarter; with allowance for conveyance of goods, £20 per annum.		
	90 7 7	12 12 9	102 19 6	..	Wylie, T.	H M	91 16 7	School opened in June quarter.			
	173 0 10	8 11 1	181 11 1	..	Lundon, Miss C.	A F	20 0 0	With allowance for horse, £10 per annum.			
	187 14 7	29 13 8	217 8 3	..	Lundon, Miss T.	H M	33 18 4	School opened in December quarter; with allowance for conveyance of goods, £20 per annum.			
	202 18 1	37 0 5	241 18 6	..	Herlihy, P. . .	H M	129 13 2	School opened in June quarter.			
	172 14 10	6 7 6	179 2 4	..	Herlihy, Mrs.	A F	86 16 4	With allowance for horse, £10 per annum.			
	168 15 3	3 14 0	172 9 3	..	Johnson, J.	H M	131 19 4	School opened in September quarter with house allowance, £26 per annum.			
	111 13 11	12 8 4	124 2 3	..	Johnson, Mrs.	S	12 10 0	With allowance for horse, £10 per annum.			
	128 18 1	19 15 8	148 13 9	..	Tennent, A. P.	H M	156 6 0	School opened in September quarter with house allowance, £26 per annum.			
196 10 4	4 18 11	201 9 3	..	Tennent, Mrs.	A F	38 8 8	With allowance for horse, £10 per annum.				
98 13 3	31 1 6	129 14 9	..	Bow, A.	H M	117 1 3	School opened in September quarter with house allowance, £26 per annum.				
5 10 0	3 6 6	8 16 6	..	Litchfield, Miss E.	H M	18 15 0	With allowance for horse, £10 per annum.				
90 7 7	12 12 9	102 19 6	..	Broderick, H. W.	H M	138 11 10	School opened in June quarter.				
173 0 10	8 11 1	181 11 1	..	Broderick, Mrs.	A F	34 9 8	With allowance for horse, £10 per annum.				
187 14 7	29 13 8	217 8 3	..								
202 18 1	37 0 5	241 18 6	..								
172 14 10	6 7 6	179 2 4	..								
168 15 3	3 14 0	172 9 3	..								



**Table No. 2.**

CLASSIFIED SUMMARY of NET EXPENDITURE ON NATIVE SCHOOLS during 1893.

	£	s.	d.
Village-school salaries	8,541	18	1
Teachers' allowances for special objects	107	17	3
Teachers' removal allowances	75	17	3
Books and school requisites	366	3	3
Planting sites	2	19	6
Repairs and small works	410	18	4
Inspector	450	0	0
Inspectors' travelling expenses	211	6	10
Visits of Public School Inspectors—Subsidy to Auckland Education Board	112	10	0
Cost of lantern lectures	13	15	4
Sundries	73	10	5
Boarding-schools and apprenticeship	1,402	4	10
Travelling expenses of scholars sent to boarding-schools	49	17	1
Buildings, fencing, furniture, &c.	669	13	7
Total	<u>£12,488</u>	<u>11</u>	<u>9</u>

NOTE.—Of the above total, £83 5s. 6d. was paid from Native reserves funds, leaving a net Government expenditure of £12,405 6s. 3d.

**Table No. 3.**

AGES of the CHILDREN on the BOOKS of the NATIVE VILLAGE SCHOOLS at 31st December, 1893.

Age.	Boys.	Girls.	Total.	Percentage.
Under five years .	20	13	33	1.55
Five and under ten years	599	538	1,137	53.28
Ten and under fifteen years	491	392	883	41.38
Fifteen years and upwards	51	30	81	3.79
Totals	1,161	973	2,134	100.00



Table No. 4.

LIST of the NATIVE VILLAGE SCHOOLS, with the Attendance of the Pupils, for the Year 1893.  
 [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.		
Whangaruru	16	11	6	21	17.25	11	8	19	16.50	95.65
Otamauru <sup>1</sup>		48	6	42	40.66	16	21	37	38.33	94.27
Te Kaha	49	6	6	49	50.75	23	24	47	47.50	93.60
Rapaki	28	7	4	31	32.50	19	11	30	30.25	93.08
Torere	31	2	5	28	28.50	18	8	26	26.25	92.11
Wharekahika	18	3	2	19	20.25	8	8	16	18.25	90.12
Little River	35	39	18	56	50.50	23	27	50	45.50	90.10
Pouto	15	9	4	20	14.75	7	8	15	13.25	89.83
Te Araroa	54	6	14	46	53.00	18	24	42	47.50	89.62
Whirinaki	54	14	8	60	60.00	27	24	51	53.25	88.75
Tikitiki	36	8	11	33	35.00	15	14	29	30.25	86.43
Raukokore	23	6	6	23	24.25	10	10	20	20.50	84.53
Waimamaku	33	15	5	43	40.00	20	14	34	33.75	84.37
Kenana	10	8	7	11	12.50	5	4	9	10.50	84.00
Matihetihe	20	7	4	23	21.50	8	11	19	18.00	83.72
Omaio	38	13	3	48	45.50	21	12	33	38.00	83.51
Te Teko	57	17	21	53	58.50	28	17	45	48.00	82.05
Wairau	18	4	5	17	19.50	9	7	16	16.00	82.05
Otamatea <sup>2</sup>	11		11		11.00				9.00	81.82
Karetu	18	4	2	20	21.50	8	9	17	17.50	81.39
Opanaki <sup>3</sup>		47	8	39	41.00	19	13	32	33.00	80.49
Tuparoa	48	18	7	59	53.50	26	21	47	42.25	78.97
Poroporo	39	17	10	46	48.50	25	14	39	38.25	78.86
Kaiapoi	36	18	19	35	42.00	15	15	30	32.75	77.97
Matapihi <sup>3</sup>		45	45	45	38.00	16	15	31	29.50	77.63
Te Ahuahu	19	9	7	21	21.00	7	9	16	16.25	77.38
Omarumutu	43	22	13	52	56.00	17	21	38	43.25	77.23
Colac Bay	44	26	13	57	59.50	24	24	48	45.75	76.89
Poroti	23	18	6	35	28.50	13	16	29	21.50	75.44
Tokomaru	50	23	15	58	61.50	25	20	45	46.00	74.80
Waima	34	11	11	34	35.75	14	11	25	26.00	72.73
Waioweka	31	17	17	31	32.00	11	8	19	23.25	72.66
The Neck	22	10	10	22	24.50	8	8	16	17.75	72.45
Tangiteroria <sup>4</sup>	17	4	21		19.50				14.00	71.79
Taumarere	11	6	6	11	11.50	5	3	8	8.25	71.74
Te Houhi <sup>5</sup>		28		28	28.00	12	8	20	20.00	71.43
Ohaeawai	19	8	8	19	23.25	10	5	15	16.50	70.96
Otaua	22	10	6	26	29.25	8	10	18	20.75	70.94
Matata	30	20	23	27	34.50	11	11	22	24.25	70.29
Waikouaiti	14	7	6	15	17.50	6	5	11	12.25	70.00
Waitapu	14	4	4	14	14.00	7	2	9	9.50	67.86
Omanaia	26	5	5	26	27.75	9	9	18	18.75	67.57
Rangitukia	56	10	7	59	62.25	17	20	37	41.75	67.07
Papawai	30	25	16	39	40.75	15	11	26	26.50	65.03
Waiomatatini	21	23	8	36	37.75	14	11	25	24.50	64.90
Kaikohe	45	23	18	50	46.00	21	12	33	29.25	63.59
Pamapurua	11	23	18	16	21.25	5	5	10	13.50	63.53
Te Awahou	18	16	11	23	24.25	7	5	12	15.25	62.88
Whakarapa	30	15	9	36	37.50	15	10	25	23.50	62.66
Motukaraka	30	9	4	35	33.25	12	10	22	20.75	62.41
Te Matai	36	41	18	59	58.50	23	13	36	36.50	62.39
Mangakahia	20	14	14	20	22.00	4	6	10	13.50	61.36
Te Waotu	8	50	25	33	45.25	7	9	16	27.50	60.77
Galatea	28	13	9	32	30.75	8	7	15	18.00	58.54
Tapapa	12	17	8	21	19.00	6	6	12	10.75	56.58
Paeroa	22	26	9	39	38.50	17	4	21	21.25	55.19
Huria	32	37	26	43	28.25	16	12	28	15.25	53.98
Kirikiri <sup>6</sup>	62	33	95		75.33				40.66	53.97
Maungatapu	27	15	11	31	32.00	7	8	15	17.25	53.91
Matakohe <sup>4</sup>	22	10	32		28.00				15.00	53.57
Otorohanga	24	48	26	46	45.50	14	16	30	28.75	52.20
Rangiahua	24	33	12	45	42.00	14	8	22	21.75	51.79
Maketu	42	53	44	51	57.50	18	12	30	29.50	51.30
Waikawa	13	18	9	22	22.75	6	7	13	11.50	50.55
Whangape	30	24	34	20	32.75	5	10	15	15.00	45.80
Akuaku	21	25	11	35	39.00	11	6	17	17.50	44.87
Ahipara <sup>2</sup>	30		30		30.00				11.00	36.66
Waiomio <sup>2</sup>	38	2	40		37.0				7.00	18.92
Totals for 1893	1,838	1,203	907	2,134	2,219.75	844	717	1,561	1,584.75	71.39
Totals for 1892	1,955	1,168	990	2,133	2,218.00	882	741	1,623	1,633.75	73.66

<sup>1</sup> Opened June quarter.<sup>2</sup> Closed March quarter.<sup>3</sup> Opened September quarter.<sup>4</sup> Closed June quarter.<sup>5</sup> Opened December quarter.<sup>6</sup> Closed September quarter.

Table No. 5.

RACE of the CHILDREN attending the NATIVE VILLAGE SCHOOLS on 31st December, 1893.

\* 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.
Pamapurua .. ..	4	7	11				3	2	5	7	9	16
Kenana .. ..	6	5	11							6	5	11
Whangape .. ..	4	12	16	1		1		3	3	5	15	20
Rangiahua .. ..	15	7	22	4	2	6		9	17	27	18	45
Whakarapa .. ..	20	13	33				2	1	3	22	14	36
Waitapu .. ..	1	2	3	9	2	11				10	4	14
Matihetihe .. ..	8	10	18	2	3	5				10	13	23
Whirinaki .. ..	32	27	59					1	1	32	28	60
Waima .. ..	17	16	33		1	1				17	17	34
Omanaia .. ..	12	11	23		1	1	1	1	2	13	13	26
Motukaraka .. ..	15	5	20	3	3	6	2	7	9	20	15	35
Mangakahia .. ..	9	7	16		2	2	1	1	2	10	10	20
Waimamaku .. ..	20	15	35	3	2	5	3	3	3	26	17	43
Otaua .. ..	6	10	16	3	1	4	3	3	6	12	14	26
Ohaeawai .. ..	3	4	7	3	1	4	5	3	8	11	8	19
Kaikohe .. ..	26	12	38	1	4	5	4	3	7	31	19	50
Karetu .. ..	4	7	11	2	2	4	3	2	5	9	11	20
Whangaruru .. ..	7	8	15	3	1	4	2		2	12	9	21
Taumarere .. ..	6	5	11							6	5	11
Te Ahuahu .. ..	8	9	17		2	2	1	1	2	9	12	21
Poroti .. ..	9	8	17		1	1	7	10	17	16	19	35
Pouto Point .. ..	6	9	15				3	2	5	9	11	20
Opanaki .. ..	13	9	22	4		4	5	8	13	22	17	39
Otorohanga .. ..	2	2	4	4	7	11	14	17	31	20	26	46
Tapapa .. ..	7	9	16				2	3	5	9	12	21
Te Waotu .. ..	13	12	25	1	2	3	1	4	5	15	18	33
Maungatapu .. ..	12	12	24	1	1	2	4	1	5	17	14	31
Matapihi .. ..	23	19	42		1	1	1	1	2	24	21	45
Huria .. ..	24	19	43							24	19	43
Paeroa .. ..	23	1	24	5	3	8	3	4	7	31	8	39
Te Awahou .. ..	5	8	13	4	1	5	3	2	5	12	11	23
Te Matai .. ..	32	24	56		1	1	2		2	34	25	59
Maketu .. ..	14	16	30	7	4	11	6	4	10	27	24	51
Matata .. ..	12	6	18	1	3	4	2	3	5	15	12	27
Te Teko .. ..	30	18	48	3	1	4		1	1	33	20	53
Galatea .. ..	15	7	22	3	1	4	2	4	6	20	12	32
Te Houhi .. ..	17	9	26	1	1	2				18	10	28
Otamauru .. ..	19	22	41		1	1				19	23	42
Poroporo .. ..	24	17	41	2		2	2	1	3	28	18	46
Waioweka .. ..	18	9	27				2	2	4	20	11	31
Omarumutu .. ..	17	19	36	5	5	10	2	4	6	24	28	52
Torere .. ..	16	8	24	2	1	3	1		1	19	9	28
Omaio .. ..	27	17	44	3	1	4				30	18	48
Te Kaha .. ..	20	21	41		2	2	4	2	6	24	25	49
Raukokore .. ..	7	9	16	5	2	7				12	11	23
Wharekahika .. ..	11	8	19							11	8	19
Te Araroa .. ..	17	19	36	1	3	4	3	3	6	21	25	46
Rangitukia .. ..	25	24	49	2		2	2	6	8	29	30	59
Tikitiki .. ..	13	11	24	3	3	6		3	3	16	17	33
Waiomatatini .. ..	18	16	34	1		1	1		1	20	16	36
Tuparoa .. ..	27	21	48	5	3	8	2	1	3	34	25	59
Akuaku .. ..	22	11	33	1	1	2				23	12	35
Tokomaru .. ..	31	23	54				1	3	4	32	26	58
Papawai .. ..	8	5	13	1		1	17	8	25	26	13	39
Waikawa .. ..	10	11	21				1		1	11	11	22
Wairau .. ..	9	7	16				1		1	10	7	17
Kaipoi .. ..	8	3	11	6	9	15	4	5	9	18	17	35
Rapaki .. ..	15	8	23	4	2	6	1	1	2	20	11	31
Little River .. ..	11	13	24	1	4	5	14	13	27	26	30	56
Waikouaiti .. ..	4	2	6	2	1	3	3	3	6	9	6	15
Colac Bay .. ..	9	6	15				20	22	42	29	28	57
The Neck .. ..	3	8	11	6	5	11				9	13	22
Totals for 1893	869	698	1,567	118	97	215	174	178	352	1,161	973	2,134
Totals for 1892	882	675	1,557	116	100	216	183	177	360	1,181	952	2,133

SUMMARY of Table No. 5.

	Boys.	Girls.	Total.	Percentage.
Maori, and between Maori and half-caste	869	698	1,567	73.43
Half-caste	118	97	215	10.08
Between half-caste and European, and European	174	178	352	16.49
Totals	1,161	973	2,134	100.00

Table No. 6.  
RESULTS of EXAMINATION, 1893.

Schools.	Number on the Roll.	Passes of Pupils examined.				Marks obtained by Children that passed a Standard.
		IV	III.	II.	I.	
Pamapurua	25	1		4	3	42·5
Ahipara*						
Kenana	13			3	7	48·0
Whangape	27		1		4	18·5
Rangiahua	38		3	5	4	65·0
Whakarapa	38			5	6	48·5
Waitapu	14			2	2	23·0
Matihetihe	22		1	7	2	52·0
Whirinaki	60	2	3	6	15	118·5
Waima	36	2		6	6	79·5
Omanaia	27	1	5	4	2	58·0
Motukaraka	34	2	3	1	2	37·5
Mangakahia	24	1		2	9	53·5
Waimamaku	37	1	2	5	4	64·0
Otaua	29	1	1	5	5	55·0
Ohaeawai	24			6	3	38·5
Kaikohe	45	1	4	7	13	137·5
Karetu	22	2		7	7	83·0
Waiomio*						
Whangaruru	15			1	5	31·5
Taumarere	13			3		13·0
Te Ahuahu	24		4	1	4	45·0
Poroti	27	1	4	6	5	78·0
Tangiteroria	20	1	1		2	17·5
Matakohe	30			1	1	11·5
Pouto	16	1	2	1	4	54·8
Opanaki*						
Otamatea	13		1	1	3	24·0
Otorohanga	39	2	3	2	5	59·0
Kirikiri	75	6	3	4	12	116·0
Tapapa	19	1			3	16·0
Te Waotu	51	4	1	1	5	56·0
Maungatapu	29		2	1		16·0
Matapihi*						
Huria†	19					
Paeroa	42		3	5	6	72·5
Te Awahou	26			3	6	44·0
Te Matai	61	3	5	1	3	88·0
Maketu	61	2	2	1	5	69·5
Matata	34	1	3	5	3	89·0
Te Teko	60		1	4	20	108·0
Galatea	32	2	6		3	59·0
Te Houhi*						
Otamauru‡	44				2	9·0
Poroporo	47		5	6	14	157·5
Waioweka	36		3	1	7	56·0
Omarumutu	57	1	6	13	6	156·0
Torere	29		4	8	1	77·5
Omaio	48	4	3	10	6	137·5
Te Kaha	51	9	10	12	5	212·5
Raukokore	24	1	5	4	5	85·0
Wharekahika	21		4	2	4	58·5
Te Araroa	57	5	11	5	13	224·0
Rangitukia	63	5	4	12	19	255·5
Tikitiki	37	1	3	6	11	127·5
Waiomatatini	38		3	4	3	49·0
Tuparoa	51	2	3	4	6	77·5
Akuaku	39			3	5	41·0
Tokomaru	62	3	7	9	13	191·0
Papawai	42	1	3	4	7	83·5
Waikawa	23	1	2	2	3	36·5
Wairau	17		2	1	3	33·0
Kaipoi	30	1	10	5	5	114·5
Rapaki	30	4	1	7	8	119·5
Little River	51	4	8	9	11	174·0
Waikouaiti	15	2	3	1	1	41·5
Colac Bay	61	1	11	11	12	213·5
The Neck	23	1	4	4	1	76·5
Totals for 1893	2,217	84	179	259	370	
Totals for 1892	2,186	94	112	188	254	

\* Not inspected or examined.

† Inspection and examination incomplete.

‡ School had been in operation only two months at time of inspection.

Table No. 7.  
RESULTS of INSPECTION, 1893.

[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.
Rangitukia	10.0	9.2	8.2	9.6	8.0	50.0	95.0
Te Araroa	10.0	8.7	9.0	8.6	8.6	47.8	92.7
Omaio	8.0	8.2	9.5	7.9	8.3	47.4	89.3
Colac Bay	9.6	8.0	7.2	8.6	5.6	50.0	89.0
Karetu	7.6	9.0	9.0	6.9	7.7	46.0	86.2
Kaikohe	10.0	9.5	9.3	8.1	7.6	40.6	85.1
Te Kaha	10.0	10.0	9.5	6.4	6.8	42.0	84.7
Tokomaru	8.8	6.2	8.2	7.4	8.2	44.5	83.3
Paeroa	9.4	8.3	8.3	7.8	7.3	39.4	81.0
Poroporo	9.6	8.4	7.6	8.0	6.7	39.5	79.8
Rapaki	8.0	7.7	8.7	7.6	7.6	40.0	79.6
Raukokore	7.2	8.2	7.0	6.7	6.0	44.2	79.3
Waikouaiti	7.6	9.0	8.3	7.9	8.6	37.5	78.9
Waitapu	9.2	8.5	8.2	5.5	7.3	39.7	78.4
Tuparoa	8.8	8.2	8.7	6.8	6.3	39.2	78.0
Waima	9.0	8.8	9.0	7.9	8.0	35.2	77.9
Waimamaku	8.1	8.7	9.5	8.3	8.0	34.9	77.5
Matihetihe	10.0	8.6	9.7	6.3	8.0	34.2	76.8
Omarumutu	8.0	9.0	6.7	6.7	6.6	39.3	76.3
Tikitiki	8.0	6.5	8.9	6.4	4.8	40.8	75.4
The Neck	7.8	8.7	8.0	6.4	5.6	38.8	75.3
Kaiapoi	8.5	9.0	7.5	6.4	8.0	35.5	74.9
Little River	7.4	6.7	6.0	6.7	4.6	42.4	73.8
Pamapurua	9.2	7.5	7.2	8.0	6.3	33.2	71.4
Papawai	8.5	6.0	6.7	6.6	7.0	35.4	70.2
Te Matai	9.2	8.8	7.8	8.7	4.5	31.2	70.2
Poroti	6.4	6.0	7.2	4.5	3.6	42.3	70.0
Otaua	7.9	8.5	6.5	5.4	6.0	34.7	69.0
Omanaia	7.7	7.8	7.5	5.2	8.5	32.2	68.9
Torere	7.8	7.2	7.7	5.5	7.6	32.5	68.3
Akuaku	8.0	7.0	7.5	7.0	8.0	30.7	68.2
Motukaraka	8.8	7.6	6.5	6.9	8.2	29.9	67.9
Otorohanga	9.2	7.6	6.5	5.1	6.2	34.2	67.3
Kirikiri	9.0	6.1	8.6	6.2	6.8	30.6	67.3
Rangiahua	9.0	6.5	8.7	5.5	8.6	28.5	66.8
Wharekahika	6.4	5.7	7.7	5.6	5.6	35.3	66.3
Kenana	8.0	8.0	7.5	2.7	5.3	34.8	66.3
Waiomatatini	7.0	5.3	5.2	6.0	6.0	36.3	65.8
Maketu	9.3	8.3	9.4	8.5	8.0	21.5	65.0
Galatea	8.1	7.1	6.2	5.2	7.0	29.7	63.3
Matata	7.4	6.0	7.0	5.8	4.7	32.1	63.0
Whirinaki	6.7	7.3	8.1	7.0	6.3	27.5	62.9
Te Ahuahu	8.7	10.0	7.6	6.6	6.8	22.9	62.6
Te Teko	8.9	7.0	7.6	4.7	7.0	26.0	61.2
Waioweka	7.4	6.5	5.2	4.7	7.6	29.7	61.1
Te Waotu	7.6	8.5	6.6	5.8	6.0	25.8	60.3
Mangakahia	7.6	7.0	6.7	7.2	3.7	26.6	58.8
Otamatea	5.6	7.3	6.3	6.2	9.0	21.4	55.8
Whangaruru	7.2	7.6	8.0	4.7	5.0	22.9	55.4
Te Awahou	7.9	4.8	6.1	6.8	3.3	26.4	55.3
Ohaeawai	8.0	7.1	6.4	4.5	3.1	25.0	54.1
Wairau	6.2	8.5	6.7	4.2	3.3	24.5	53.4
Waikawa	8.2	7.2	6.0	4.5	3.6	23.5	53.0
Maungatapu	7.3	7.1	7.5	6.3	5.7	18.8	52.7
Tapapa	5.9	7.3	5.2	4.5	2.3	26.2	51.4
Whakarapa	7.6	4.2	5.2	3.8	2.3	26.6	49.7
Pouto	4.0	4.8	5.0	4.3	5.3	25.4	48.8
Taumarere	5.1	7.5	8.4	5.2	5.5	16.2	47.9
Tangiteroria	6.4	5.9	6.0	5.5	3.5	19.6	46.9
Matakohe	8.8	7.0	7.5	4.5	2.7	10.7	41.2
Whangape	5.7	7.3	6.5	4.6	2.7	13.1	39.9
Otamauru*	6.0	5.0	6.6	5.0	3.0	4.2	29.8
Huria†	7.9						
Ahipara‡							
Waiomio‡				..	..		
Opanaki‡							
Matapihi‡							
Te Houhi‡				..			

\* School had been in operation only two months at time of inspection.

† Inspection and examination incomplete.

‡ Not inspected or examined.

Approximate Cost of Paper.—Preparation, not given; printing (1,700 copies), £17 10s.

By Authority: SAMUEL COSTALL, Government Printer, Wellington.—1894.