

*Whenuakura, Patea*.—It has not yet been found possible to secure at a reasonable price a suitable site for a Native school in this district. A very fair school could probably be maintained here. The district is really within the sphere of the Auckland Education Board's operations, but, somehow, the Maoris appear to have made but little use of opportunities of getting their children educated.

*Waitotara*.—The proposal that a school should be established up the river was declined because there seemed little reason to expect that a sufficient attendance could be maintained.

NATIVE VILLAGE SCHOOLS AT WORK DURING 1895, 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 general efficiency as educational institutions, has been tabulated and printed in the appendix to this report (see Tables VI. and VII.). Additional information respecting the character and circumstances of particular schools will be found in the following paragraphs:—

*The Far North.*

*Te Kao* (examined 27th February, 1895).—The school had been open only one year after having been closed for two; these circumstances being considered, the work shown was meritorious. The attendance had been large and regular.

*Parapara* (examined 25th February, 1895).—Capital work had been done at this new school. The master makes very satisfactory use of his extensive knowledge of Maori, without forgetting that pupils must learn English through English. The children had attended very well.

*Ahipara* (inspected 28th February, 1895).—After being closed for two years the Ahipara School was reopened at the beginning of the year. It made a fair start, and has improved with great steadiness. No examination was held, but the inspection was quite satisfactory.

*Pukepoto* (examined 1st March, 1895).—The Maoris are keeping up a pretty good attendance—the best kind of proof of their interest in the school. The results of the year's work are very good.

*Kenana* (examined 23rd February, 1895).—With improved order there has been improved school tone. Most of the older Maoris show creditable interest in the work. The results were a great deal better than any shown here before. The attendance is increasing.

*Te Pupuke* (examined 22nd February, 1895).—The instruction is given with spirit, and is well suited to the capacities of the respective classes; it is also effective in producing good examination results. The relations between the teacher and the Maoris have been somewhat strained through the teacher's employment of questionable expedients for securing discipline.

*Puketī, Whangape* (examined 4th March, 1895).—The original Whangape School has been closed and its place has been taken by two schools, each of which is open three full days. The experiment was in an undeveloped stage when the examination took place, but there will be reason for great disappointment if fair results are not forthcoming in 1896.

*Makora, Whangape* (examined 5th March, 1895).—This is the sister school to Puketī. Both of them had been greatly troubled during the year with epidemics and with climatic difficulties. However, parents and teachers appear to have determined to do their best to improve the condition of the school, and, barring accidents, fair results may be expected next year at Makora also.

*Matihetihe* (examined 6th March, 1895).—Some tribal disagreement had interfered injuriously with the school, and the attendance had fallen off. The inspection work was excellent, as usual, but the examination results were not nearly so good. It is possible that the frequent epidemics had sapped the children's strength, and had rendered them unfit for study. The discipline here is first-rate.

*Waitapu* (examined 15th May, 1895).—The attendance had improved before my visit, but it has since fallen off very seriously. The order here and at Matihetihe is exceedingly good, and it is secured without any effort that a visitor can perceive.

*Whakarapa* (examined 16th May, 1895).—The large number of young children at this school proved to be an insuperable obstacle to the teacher's obtaining a high examination percentage, but the work was satisfactory and pleasing, and some of it of unusual excellence.

*Waimamaku* (examined 17th May, 1895).—The two lower standards showed very good work. The passes in the higher standards were, with one or two exceptions, rather weak. On the whole, there was a very considerable advance on the work of the previous year.

*Whirinaki* (examined 14th May, 1895).—The results this year were very unequal; the lower part of the school was decidedly good, but in the upper classes only the writing and the English were strong, while the reading and the arithmetic were far below the mark. Good passes were by no means numerous.

*Omanaia* (examined 10th May, 1895).—The results are satisfactory, and on the whole pleasing. The principal weakness is to be found in the pronunciation; but the English work taken collectively is in advance of what I have seen here before.

*Motukaraka* (examined 11th May, 1895).—The log-book records a long series of illnesses and of consequent broken attendance, and weather of exceptional severity. The results are not high, but, such as they are, they have been obtained in the face of great difficulties and discouragements.

*Rangiahua* (examined 13th May, 1895).—Inside the school the tone is good; the children show a fair amount of interest, and are docile and well-mannered. The school, however, is not backed up by outside sentiment. Since the examination there have been signs of revived interest, and it seems quite possible that when the school has in some way been made thoroughly accessible it will become more important.

*Rawhia* (examined 13th May, 1895, afternoon and evening).—This half-time school, which is and always has been really European, has, happily, been handed over to the Education Board. It showed very commendable work at the examination.