

their passing the standard examinations in 1898. Table No. X. gives the number of pupils attending Native boarding-schools, and of ex-pupils of Native schools serving apprenticeship at the close of the year.

A few statistical facts follow; they are based on the tables above referred to. The total expenditure on Native schools during the year 1898 was £22,591 5s. 10d. Of this total, £92 2s. 1d. was paid from Native reserves funds, and £1,000 from the Civil List. The cost of buildings, fencing, furniture, &c., was £5,584 15s. 5d., and the expenses connected with boarding-school scholars and university scholars amounted to £1,822 11s. 5d. Deducting the sum of these two amounts—£7,407 6s. 10d.—from £22,591 5s. 10d. we have as remainder £15,183 19s. as the amount expended on the maintenance of eighty-one Native village schools.

The ages of pupils give percentages very similar to those shown seven years ago (for 1891). There is a falling-off in the percentage of children five years old and under ten to the extent of 3·63 per cent. This is the most considerable change that has taken place.

The total average attendance for the whole year was 2,341, as against 2,291 in 1897, 1,837 in 1891, 1,733 in 1884, and 1,171 in 1880. The most regular attendances for the year were at Matihetihe and Whangaruru, both very isolated schools. Of course, the Native school attendances would now have been very much larger than they are had it not been for the transfers that have taken place to the Auckland and other Boards.

With regard to the "race" of the children attending Native schools, the following table gives interesting results:—

	Percentages.		
	1884.	1891.	1898.
Maori, and between Maori and half-caste ...	72·69	71·23	80·65
Half-caste ...	9·70	10·71	9·93
Between half-caste and European, and European ...	17·61	18·06	9·42

It will easily be seen from this table that our attendance has of late been becoming more Maori and less European, while in the half-caste element there has been very little change for the last fourteen years. These figures show that we are doing a great deal more of our own peculiar work than we did, and less of the kind of work that can be much better done by the Boards.

An interesting result seems to be derivable from the summary to Table V. for 1898, taken in connection with the similar table for 1891. In 1891 the percentage of Maori and half-caste girl pupils taken together was 43·8. For 1898 the corresponding percentage was 43·1. It appears from this that the deficiency of females—the mark of a decaying race—has not increased to more than a barely appreciable extent. Even this decrease can be easily accounted for; it is due to the fact that in the seven years referred to many still uncivilised districts have had schools established in them, and in these the plague has not yet been quite stayed.

One thousand two hundred and sixty-seven passed in standards in the year 1898, as against 1,214 in the preceding year. The principal increase was in Standards I. and IV.

There were at the end of 1898 seventy-eight Government scholars at the four boarding-schools, and one male student at Canterbury College. There were, besides, 156 private pupils at the boarding-schools. Also seven extra Native school pupils were holding industrial scholarships.

Finally two ex-boarding-school pupils were holding hospital-nursing scholarships at the end of 1898.

MISCELLANEOUS MATTERS AFFECTING NATIVE SCHOOLS.

The following subjects seem to require at least brief notice at the present time. They are by no means all of equal importance, but every one of them has more or less interest attaching to it.

(1.) *Technical Instruction for Native Schools.*

Various attempts have been made by the Department to grapple with this important matter; it has turned out to be very difficult to deal with. The method that appeared to be most promising was that of awarding industrial scholarships to suitable boys, and apprenticing to trades those who gained them. The apprenticeships referred to last from two to four years, and Government during the first two years pays to the masters an amount equal to that which it would cost to keep the boys at St. Stephen's or Te Aute for the same length of time. In several cases this plan has failed at or near the end of the first two years—just when the scholarship payments cease. Of course, this is rather disappointing, even though the boys derive much benefit from the two years' steady employment actually secured.

In a few instances boys have been taught by their school-teachers to do a certain amount of technical work; for example, some of the Kawhia pupils have been taught quite recently by their master, Mr. Hamilton, to produce very good saddler's goods—such as belts, straps, bridles, and saddle-bags, and to execute general repairs. It will be seen later on that useful technical instruction is being given in connection with needlework.

In other cases teachers having technical ability have shown willingness to undertake the instruction of boys; but in nearly every instance there has been ground for believing that the giving of such instruction would probably injuriously interfere with the success of the school and its peculiar work—the teaching of English.

In one or two instances kindergarten work has been undertaken by an assistant teacher with considerable success; notably this was the case at Pipiriki, where excellent work was done by Mrs. Wilson in mat-making, card embroidery, and other such industries. At Te Matai also a large amount of excellent and varied work was shown by Miss Edith Capper. The technical work done at St. Stephen's and Te Aute College has already been noticed in this report.

On the whole, it may be said that while the subject of technical instruction has received much attention, and while in certain directions and over limited areas gratifying success has been achieved, the intrinsic importance of this kind of work, and the recognition that this importance is receiving throughout the educational world, point to the need of organized effort to make technical instruction everywhere an indispensable, if small, part of Native school work.

(2.) *Needlework for Boys in Native Schools.*

This subject was pretty fully dealt with in last year's report. It is sufficient to say here that at several of the schools lately examined the First Standard boys have shown up sewing, and that in