

pupils go through their school-life with a heavy handicap, the consequence being that they fail to achieve results in such subjects as spelling, composition, history, and geography, comparable to those attained in Native schools. Writing, drawing, and handwork, are well done, such subjects being more or less independent of a thorough knowledge of the language. The Maoris' slow progress is largely attributed also to irregularity of attendance—a fault that is not at all marked in the cases of Natives attending their own schools.

#### *Secondary Education and Free Places.*

The Government has not instituted any schools especially for the secondary education of Maoris, but a number of such schools having been established and being maintained by various denominational bodies, the Government subsidizes them by providing at them a number of free places for all Maori children possessing the requisite qualifications. The free places are each of the value of £20 per annum, and tenable for two years. The roll number of these schools (ten in number) at the end of 1917 was 487, of which number forty-one boys and fifty-four girls held the free places referred to. Ninety-two of the free-place holders were ex-pupils of Native schools, and five were public-school scholars. The syllabus of work to be followed by free-place holders is prescribed by the Department, and is designed to secure such industrial training as is considered desirable in the case of Maoris: the boys learn agriculture and woodwork, and the girls take a domestic course. In addition to the free places mentioned, two Maori scholars held free places at ordinary secondary schools. The Makirini and Buller Scholarships were founded out of private bequests, and are tenable by Maori scholars at Te Aute College; four of these scholarships were awarded in 1917.

Senior free places are provided for boys in the form of industrial scholarships, which enable the holders to be apprenticed to suitable trades. These scholarships have not of late been eagerly sought after, the boys finding that they can secure higher wages in other ways. Senior free places for girls take the form of nursing-scholarships. Three of these free-place holders, having completed their day-pupils, have become probationers on the staffs of public hospitals, and three others are about to commence their preliminary training.

#### *Staffs and Salaries.*

The staffs of Native village schools in December, 1917, included 71 male and 45 female head or sole teachers and 131 assistants. The average salary of male head or sole teachers was £206 0s. 5d., of female head or sole teachers £159 3s. 9d., and of both combined £187 18s. 1d. These figures show an advance on the average salaries for the previous year, which were £196 7s. 6d., £154 7s. 6d., and £182 19s. 7d. respectively. The average salary of the 122 female assistants was £84 9s. 7d., and of the nine male assistants £73 17s. 9d. The total expenditure on Native-school teachers' salaries and allowances for the year ending 31st March, 1918, was £33,360, the corresponding figure for the previous year being £32,334. In common with other public servants Native-school teachers were paid a war bonus in addition to their usual salaries, the total amount paid on this account in 1917-18 being £1,991.

#### *Expenditure.*

The total net expenditure on Native schools during the year ended the 31st March, 1918, was £43,821. The chief items of expenditure were teachers' salaries and allowances, £33,360; war bonus, £1,991; new buildings and additions, £2,464; maintenance of buildings, repairs, &c., £1,063; secondary education, £2,362; books and school requisites, £599; teachers' removal expenses, £522.