

bationers on the staff of the respective hospitals. Arrangements have been made for three other girls to commence their preliminary training in the hospitals referred to. The reports that have been received concerning the nurses who have qualified and are at present engaged in the work of nursing indicate that they are doing useful work.

*Te Makarini and Buller Scholarships.*—These scholarships, which were founded out of private bequests, are tenable at Te Aute College, and may be competed for by Maori boys who are eligible to do so under the regulations. The syllabus of work prescribed for the examinations, and the regulations relating thereto, were arranged by the Department, which also conducts the examinations towards the close of each year. For the year 1917 the trustees were in a position to offer three Te Makarini Scholarships for competition—one senior scholarship and two junior scholarships—and in accordance with the decision of the trustees one junior scholarship was reserved for boys from Native village schools, the other scholarship being open to boys from any school. For the senior examination there were eight candidates—three from Te Aute College and five from St. Stephen's Boys' School. The work of these candidates was, generally speaking, good. The highest marks were gained by William Coates, of St. Stephen's Boys' School, who was accordingly awarded the scholarship. The number of candidates for the junior examination was greater than for some years past, twelve candidates presenting themselves at the centres. Although the number showed an increase, it has again to be remarked that with more interest shown in the matter by the teachers the number would be much larger. For the scholarship reserved for Native village schools the highest marks were gained by Hopehuia Macfarlane, of Whakarewarewa Native School. This lad being unable to accept the scholarship, Tom Nepia, of Nuhaka Native School, who stood next on the list, was awarded the scholarship. The "open" scholarship was awarded to Mahupuku Akuhata, of Te Aute College.

Six boys—three from Te Aute College and three from St. Stephen's Boys' School—competed for the Buller Scholarship, which was awarded to Robin Niwa Waerea, of Te Aute College. All the candidates did creditable work in the examination.

#### THE NATIVE SCHOOL.

The administration of Native schools by the Education Department dates from the year 1880, when fifty-seven Native schools, with a roll number of 1,300 pupils, were taken over from the Native Department. During the years that have since elapsed the system has been extended greatly, and the schools now number 118, the roll number being now over 5,000 pupils. These figures do not represent, however, the real nature of the expansion, as since 1880 a very large number of schools having become European in character have been transferred to the control of Education Boards. Side by side with this growth in the number of schools there has been distinct and steady progress in the efficiency of the Native schools, where it has been evident for years past that with perhaps a few exceptions the Maori children for many reasons make much better progress than they do in public schools. Experience and knowledge of the facts prove that the Native school from the point of view of efficiency does not suffer by comparison with the public school of similar grade and similarly situated, and there is abundant evidence that European children who, either from choice or by force of circumstances, attend Native schools suffer practically no disability in their education by so doing. The traditional legend, so readily accepted as gospel by those who have little or no knowledge of Native schools, that no work beyond that of Standard IV is attempted in Native schools does not find acceptance amongst the many European parents who often testify as to the progress made by their children. Excellent reports frequently come to hand concerning the progress of their children, who, by virtue of the possession of a proficiency certificate gained while attending Native schools, subsequently become pupils in secondary schools.

Educational experts who have inspected and examined a large number of Native schools during the past two years have spoken enthusiastically of them and have reported most favourably not only upon their general efficiency, but also upon the success of the work for which they were primarily established—viz., the education and uplifting of the Maori race. The following remarks are quoted from the report upon an isolated village school in a northern gumfield: "After a visit to this school one comes away with a regret that many of our European schools are not so excellently conducted. There is a keenness among the pupils that is quite refreshing. Almost the whole of the work could be classed as good; much of it was excellent. There is an excellent tone which is wholly due to the fine influence of the teachers. They seem to be a very fine combination." The school referred to is typical of a very large number of Native schools.

The Maori people themselves highly appreciate the value and influence of their schools—which they regard as the most tangible expression of the Government's efforts in its national duty towards the race. Such success as the Native school has attained is due to a combination of factors, the most important being the genuine interest taken by the great majority of the teachers in the children, their sympathy with the aspirations of the people in the various communities, and the consequent reciprocal attitude of the people, and also the departmental system of administration of the schools.

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