

"A number of changes have been made in the curriculum of St. Stephen's School, Auckland. The new head teacher in anticipation of the school being moved to the new premises at Bombay, where it will become a proper agricultural college, has cultivated every available yard of ground on the Parnell site, and supplies large quantities of green and root vegetables, which form a considerable portion of the daily rations of the scholars. In addition to this practical gardening, the boys are all expected to prepare for some external examination. For this reason the standard of work and industry in the school has been substantially raised.

"In one way the influence of these colleges is of the utmost importance, especially to the girls. Here they are accustomed for at least two years to a regular civilized way of living—sleeping in proper beds, dressing and undressing themselves daily, washing and tidying themselves regularly, eating three meals a day, and generally leading a regular and orderly life. This experience comes at the age of early adolescence when the social instincts are strong and their minds are most susceptible to the religious and moral influences that are brought to bear upon them by the men, and especially the women, in whose care they are placed. Here they have practical experience of a standard of living and comfort which is lacking in many of their homes, and they will form habits which they should have the desire to continue after they leave college. As it is impossible, even if it were desirable, for them to live in this fashion from infancy, this two or three years is probably the best experience that could be devised for them. In the case of the girls it would probably be more effective if, instead of their being all housed and fed in one large building, they were placed in groups of four or five in small cottages where each girl in turn could take charge and run the cottage as if it were a home. They could thus get more valuable experience for later life, especially if they were trained to buy economically and plan meals, and otherwise manage their little households.

"In the girls' colleges attention is concentrated upon teaching domestic arts—cooking, dress-making, laundry-work, first-aid, and home nursing. While these are very necessary, it would be worth while for a number of the more intellectual girls to study for the Training College Entrance Examination with a view to qualifying as teachers for the Native schools where a number of the girls find positions as junior assistants. It is found that few of these are suitable for promotion to better-paid positions owing partly to their educational limitations.

"Altogether these colleges are performing a very useful function. The pupils are under good discipline, and the tone of the schools and general behaviour and manners of the scholars are of a high order, and create a reputation among those with whom they come in contact, very favourable both to schools and scholars."

SCHOLARSHIPS.

To afford children in Native village schools an opportunity of receiving a suitable form of secondary education suited to their requirements, the Department provides a number of free places or scholarships, tenable for two years, at one or other of the secondary Maori schools. A limited number is also available for Maori children attending public schools. There is no special examination for these scholarships, the selection being made by the Inspectors in consideration of attainment, race, and locality. The syllabus of instruction during the course of the scholarship is prescribed by the Department. The total number of these scholarships tenable during 1929 was 169. For those who have completed satisfactorily the two years' course opportunity for further practical education is provided by Senior Scholarships, available to those who desire to learn some trade approved by the Department. Some years ago these Industrial Scholarships, as they are termed, afforded the means of apprenticing boys to carpentry, blacksmithing, saddlery, and similar trades, as well as to farmers. The altered economic conditions do not now give Maori boys much opportunity of learning trades, but five Agricultural Scholarships are still in vogue and the gradual spread of the dairying industry amongst the Maoris will no doubt make these more useful. For girls the scholarship may be awarded to candidates for the nursing profession, but the age-limitation fixed by the hospital authorities apparently keeps the girls waiting too long, and not so many come forward now as formerly. It is hoped to make arrangements with the smaller hospitals in Maori centres for the admission of specially selected girls to a probationary course at a somewhat earlier age.

Two University scholarships are provided annually for Maori students who desire to qualify for a profession which may enable them to be of service to their people. Both of these scholarships were current at the end of the year—one in medicine and one in science. The scholar studying medicine has almost completed the medical course at Otago University—quite a creditable achievement for a young Maori.

I may mention here that Harold Reid, a former pupil of Matihetihe Native School, Hokianga, who was given a Junior Scholarship from Matihetihe Native School, has qualified for the B.Sc. degree, and won the Senior University Scholarship in Mathematics.

The usual examinations for the Te Makarini and Buller Scholarships, founded privately for the assistance of Maori boys, were held in December. The Junior Te Makarini Scholarship was won by Mahuika Allison, of Raukakore Native School, and the Senior by Archie Fabling, of Te Aute College. The Buller Scholarship was awarded to Manga Kamariora, of St. Stephen's School.

Comparison of the work of the present candidates with that of the earlier years will show to what extent the standard has improved. The scholarships have been of undoubted benefit to the winners, and the Te Makarini scholars, in particular, have, in their after career, well maintained the purpose which the founder of the scholarships desired. In this connection, it is but fitting that I should express regret at the death of Sir R. D. D. MacLean, who founded the Te Makarini Scholarships in memory of his father, one of the greatest Native Ministers that the Dominion has known.