

Te Makarini and Buller Scholarships.—The usual examinations for these scholarships were held at the end of the year. One senior and two junior Te Makarini scholarships were offered by the trustees for competition. For the senior scholarship there were sixteen entries, the candidates coming from Te Aute College, St. Stephen's Boys' School, and two from public schools in the Auckland and Hawke's Bay districts respectively. For the junior scholarships there were six candidates, who came from various Native and public schools. The standard of examination for each scholarship is fairly high, and considering the difficulty of the papers the results of the examination were creditable. A pleasing feature was the improvement in the English work generally. The senior scholarship was won by H. McGregor, of Te Aute College, who obtained 68·6 per cent. of the possible marks, and the junior scholarships by Waipaina Matehe, of Waerenga-a-hika College, and Percy Greaves, of Parapara Native School, Mangonui, their percentages being 59·2 and 56·2 respectively.

Five candidates presented themselves for the Buller Scholarship examination, the standard for which is somewhat higher than that for the Te Makarini Scholarship. The results were, on the whole, very satisfactory. The successful candidate—Fred. Carroll, of Te Aute College—owed his place to the advantage given him by the high marks he gained on biblical knowledge. It is important that intending candidates should satisfy themselves as to the conditions imposed by the regulations governing these scholarships. Only those predominantly Maori in descent can compete—half-castes are expressly excluded. A certificate of birth or other formal evidence of age is also essential.

ESTABLISHMENT OF SCHOOLS IN COOK ISLANDS.

During the year arrangements were completed for the establishment of the Native-school system in the Cook Islands, and a beginning has since been made. It was decided to open three schools in the Island of Rarotonga and one in Aitutaki, each school having a prospective attendance of from one hundred to two hundred pupils.

THE NATIVE SCHOOLS AND THE WAR.

The children attending the schools have shown great interest in the conflict which is now disturbing the peace of the world, and, with their parents, have evinced the utmost loyalty. Upwards of £200 has been subscribed by the children towards various patriotic funds; one tribe gave a large block of land for the purpose; useful gifts and comforts for the soldiers were sent in considerable quantities; while the Maori Expeditionary Force consists very largely of our old scholars, who are prepared to offer their lives for the Empire. There can be no doubt that the Native schools have played an important part in creating feelings of patriotism and loyalty in the young Maoris, and that the policy of the Government in establishing a system of education for them has been a wise one.

CONCLUSION.

We have again to express our appreciation of the work done by our teachers. The impression still obtains that in Native schools we merely play at keeping school, and even those whose interest we have a right to expect show none. Those who wish to become acquainted with the work at first hand are always welcome visitors; there is nothing to conceal, and there is much to learn. Year by year we note a steady increase in efficiency, and when we consider the disadvantages under which our teachers labour we feel that they deserve every credit for the results they produce.

The Director of Education

WILLIAM W. BIRD, }
JOHN PORTEOUS, } Inspectors.