

Waaka, 65 per cent. ; and Ruhi Pene Ngoungou, 60 per cent. In the junior examination the best candidates were John Karena, 69·5 per cent. ; and Milton Ahuriri, 67·5 per cent. The senior scholarship was awarded to John Bennett, of Te Aute College, and the junior scholarship to John Karena, of Rakaumanga Native School. It is satisfactory to note that the number of candidates from public schools was much larger than usual ; the quality of the work done by these candidates, however, was much below that shown by the candidates from Te Aute College.

For the current year three scholarships will be offered for competition—one senior scholarship and two junior scholarships.

The *Buller Scholarship* which is of the value of £30, is also tenable at Te Aute College for one year, with the possibility of a second year's tenure should the holder be considered worthy of the additional year. Only candidates who are predominantly Maori are eligible to compete for the scholarship—half-caste Maori lads are expressly excluded. The subjects prescribed for the examination are English (including civics and New Zealand history), arithmetic, Maori, religious knowledge, and either woodwork or mathematics. The examination in religious knowledge is conducted by the Waiapu diocesan authorities. Five candidates sat for the examination, four from Te Aute College and one from St. Stephen's School. The successful candidate was Ruhi Pene Ngoungou, of Te Aute College, who gained 62 per cent. of the attainable marks. Two other candidates, Abraham Waaka and William Mauriohooho, did very satisfactory work.

CONCLUDING REMARKS.

In this review of the work of Native schools some reference may be made to the progress of the Maori people, and to the influence exercised by the schools established in their interests. In the majority of the 134 settlements where the schools are at work there is distinct evidence of effort on the part of the people towards profitable pursuits and a better utilization of their lands. The results of progress are seen in the attention they are giving to better living conditions, to better sanitary conditions, and to the rearing of their children. The people in many districts, such as Hokianga, Bay of Islands, Bay of Plenty, Waikato, East Coast, Wairoa, have taken up dairying quite successfully. Settlements could be named where conditions have been completely altered by the engagement of the people in this work. In some settlements the people who formerly eked out a more or less miserable living by means of gum-digging have abandoned this work and are now profitably engaged in dairy-farming. At Te Kao, in the far North, the people assisted by the Native Department have abandoned gum-digging as an occupation and are now engaged in dairying. The teacher of the Native school there has had active control of this particular experiment, and it is largely due to his organizing ability and enthusiasm that the success of the undertaking is practically assured. In the Bay of Plenty and East Coast districts the people have taken up dairying successfully in addition to the occupations hitherto followed—sheep-farming, cattle-raising, or maize-growing. In each of these districts a dairy factory has been erected, which is managed and controlled by the people. In these districts particularly the subdivision of Native lands as the result of the consolidation-of-interests scheme, and the individualization of holdings, has resulted in the adoption of this additional industry among the people.

In the progress made by the Maori people the influence of the schools and of the teachers has played no unimportant part. The following interesting and pertinent remarks were made recently at the general meeting of the Waiapu Farmers' Association—a Maori concern of very considerable magnitude—by the Hon. Sir Apirana Ngata, M.P., chairman of directors : “ Lastly, the tribe (Ngati Porou) had arrived at that stage in its development where persistent patronage of the schools and colleges for a generation and a half had leavened it through and through with men and women who aimed at higher standards of living, and who were more than conscious, were confident, of their ability to translate their acquired knowledge into flourishing farms, better houses, healthier villages, and a greater share of the benefit of civilization.”

The teachers of Native schools as a body carry out their duties diligently and faithfully, and the Department has every reason to be satisfied that the schools are performing most satisfactorily the functions for which they were established. From the returns available from village schools, mission schools, the boarding-schools, and from public schools, the number of Maori children under instruction at the end of the past year was shown to be approximately fifteen thousand.

In connection with the work of examining and inspecting Native schools I have to acknowledge the assistance given by Mr. Henderson, Inspector of Native Schools.

I have, &c.,

JOHN PORTEOUS,

Senior Inspector of Native Schools.

The Director of Education.