

- (5.) Prominence should be given to the teaching of hygiene.
- (6.) As far as practicable, instruction should be given both in the English language and in the vernacular.
- (7.) That full and free scope be allowed for the observance of religious exercises.
- (8.) That for a limited number selected by each administration special provision be made in the islands for advanced classes that will enable such students to proceed to New Zealand and undertake higher and professional courses.

In the general discussion of the curriculum the importance of handwork and manual training generally was emphasized. The opinion was emphatically expressed that there had been in the past too great a tendency towards an academic type of education.

#### GRADE II.—MISSION SCHOOLS.

These schools continue to increase in numbers, there now being forty-five Grade II schools established.

The numbers of Native teachers who have undergone training and the numbers who have been appointed are as follows:—

	L.M.S.	Methodist.	L.D.S.	Total.
Teachers trained .. .. .	39	11	7	57
Teachers appointed .. .. .	33	9	3	45

*Refresher Courses for Grade II Teachers.*—As a means of assisting the Native teachers of the Grade II Schools, refresher-course classes were held at Malifa School in the month of January. These classes were organized for the purpose of outlining the work for the ensuing year, as well as for giving the co-ordinating officers the opportunity of correcting weaknesses in the subjects of the curriculum. Modern methods of teaching are demonstrated by European and trained Native teachers, and opportunities given to observe the European teachers at work in the Government district schools.

*Teacher Classes at Malifa and Mission Colleges.*—Consequent upon the establishment of the Grade II schools and refresher courses, there have been repeated requests from missions for the institution of classes at Malifa where teachers already at work in the mission colleges might attend for the purpose of receiving the benefits of modern methods in teaching. Although this work requires specialized teachers, it is so important for the welfare of the Grade II schools that it has been necessary to establish classes immediately. From the mission colleges the Education Department is to receive its best teachers, and to enable a progressive policy to be followed it is necessary that the teachers employed at these colleges should receive the latest tuition. In order to meet the necessity, the Superintendent of Schools and a staff of five Native teachers entered the mission colleges of the London Missionary Society and Methodist mission respectively for the purpose of training the outgoing students in school method.

In addition to the above, two Native Inspectors have been appointed to assist the recently appointed organizing assistants. These assistants (two) have been placed respectively at Sapapalii (Savai'i) and Poutasi (Upolu), where they have training-schools as their headquarters. Though there is still great need for more training in school method, and for more supervision of the outlying schools, a marked progress is revealed.

#### GOVERNMENT SCHOOLS.

*Malifa (District School).*—This is the senior Native school, staffed by one European teacher and three Native assistants. It is chiefly a boarding-school, and draws its pupils from the Avele and Vaipouli Schools. The teaching is wholly in English. Rigid discipline, regular meals, ample exercise through games, combined with much hard work on the food plantations, have accounted for the many fine Samoans who have passed through the school, and who are giving excellent service to their country.

*Vaipouli (Savai'i) and Avele (Upolu) Schools.*—These are the agricultural schools, and the admission is from the Grade II schools. The schools are each staffed by one European teacher and three Native assistants, and the teaching is chiefly in English. The subjects of the curriculum bear mostly on agriculture as required for the Samoan. A preponderance of the practical over the formal or theoretical dominates the syllabus. Simple experimental work is carried out, especially where this work relates to operations on the plantations. Care of school-grounds, beautification of environment, tree-planting, and the formation of garden-plots have been specialized in at Avele School, whereas the preparation of copra and the care of stock have been extensively carried out at Vaipouli, where some 300 acres are in bearing. In addition to the training in agriculture, instruction is given by Native assistants in the use of simple tools in carpentry and plumbing, and elementary engineering. Electric lighting has been installed at Vaipouli, and is being installed at Avele. Areas of cotton were successfully specialized in during the year. At each school carefully built Samoan houses have been erected. Concrete floors were laid down and sanitation specially attended to. A European open-air school building has been erected at each school.

*Ifi Ifi School (for Europeans).*—This school, staffed by five Europeans, has made good progress during the year. The syllabus followed is practically that of the New Zealand schools; consequently the standard of attainment is the New Zealand Proficiency Examination, which is held annually. The gaining of this certificate carries with it the same privileges as accrue in New Zealand. Proficiency examination: Candidates presented, 6; candidates successful—proficiency 5, competency 1. Besides preparing pupils for the above examination, the teachers conduct classes in the afternoon for the purpose of assisting ambitious pupils for the higher departmental examinations.

#### EXAMINATIONS.

Examinations for the University of New Zealand, Board of Surveyors, Post and Telegraph Department of New Zealand, and accountancy of New Zealand and Australia were supervised by the Superintendent during the year.