

13. Many mission schools in Samoa are doing excellent work through able and consecrated teachers. Particularly is this true in the upper grades; the teaching of secular subjects at the lowest level (Grade I) catechists' and pastors' schools undoubtedly leaves much to be desired. The readiness of the missions to devote zealous work and large expenditure to popular education should be utilized by the Administration to the maximum.

14. It was noted with satisfaction that recent moves had been made to co-ordinate more fully the six systems of schooling, one Administration and five missions. It would be to the profit of all to reach a higher co-ordination and standardization in the planning of the curriculum, in the preparation and use of text books, in the setting of examinations, in teacher training, in the elimination of all possible duplication of expenses, and in the general working out of pedagogical problems. A local Board of Education, composed of representatives of the Government, of mission heads, and of local Samoan and European leaders, including women, might strengthen such co-ordination.

15. At the very heart of the problem of Samoan education lies the training of increased numbers of Samoan teachers. This means the enlargement and improvement in its productive capacity of the Teachers' Training School situated in Apia. Not only must the size of the school be increased, but the teaching staff must be enlarged and strengthened with the addition of more European teachers, and less formal and more practical methods of instruction introduced to help students to break with the tradition of pure verbal memorization.

16. Samoan opinion demands insistently the creation in Samoa of institutions of post-primary education, academic as well as technical and professional, where the best of the pupils emerging from the primary schools, Europeans and Samoans, could become qualified for positions open in the Government and in private enterprise. The European Citizens' Committee in its six-point programme stressed education and urged "that additional facilities be made immediately available at Apia for high-school training equal to New Zealand high-school standards. The aim will be to provide yearly from the high school a number of Public Service entrants to fill junior Public Service positions now held by imported officials" (Annex I, Chapter IV B). A projected plan of the New Zealand Government to create a good high school in Samoa and to give opportunities of education up to the University level is referred to in Annex I.

17. The number of those educated beyond the primary grade will for some time at least be comparatively small. Children should not be educated in skills and trades in excess of the number who can later find remunerative occupation. Nevertheless, for the few who should at this stage be trained beyond the primary grade, secondary and advanced