

On conviction and the imposition of a fine, the accused is permitted to work out the fine on public works if he is unable to pay. In practice, female delinquents are not imprisoned, the majority of crimes committed by women having been found to be of a trivial nature.

Generally speaking, there is little crime of a serious nature committed in the Cook Islands. The table of crimes in Rarotonga indicates the petty nature of most of the cases.

G. INFORMATION ON DEVELOPMENT PROGRAMMES

Particulars of these programmes will be found under the relevant sections of the report.

PART III—EDUCATION

The general policy of education in the Group as outlined in the report for 1947 is being continued. Attempts are being made to preserve the material culture of the islands and incorporate them within the educational system. The desirability of utilizing the Maori language, particularly in the more elementary stages of a child's education, is realized, especially as in some cases the Maori teacher's restricted command of English makes his task more difficult. To assist in this, the efforts to complete a standard grammar and dictionary are being proceeded with and the draft is being revised by a special committee of local inhabitants. Despite this, it is, however, realized that there may never be an extensive literature available in Maori, and the expressed desire of the Maori that he be taught English is not being overlooked. The Maoris are beginning to realize the advantages of elementary education being given in their language and are co-operating in this matter. The fact that Maori is used in conversation is an additional reason why instruction should be given in its correct use. At the present time it is probable that the standard of English of the Maori is not excelled by any other race in the Pacific, and the use of Maori as the teaching medium in the lower classes will enable more attention to be given to other subjects.

During the year the syllabus of instruction has been closely examined and a comprehensive scheme for the inclusion of the material culture of the Maori has been drawn up. The teaching of hygiene, stressing the importance of the care of infants, has also been dealt with adequately. A syllabus of needlework for girls will incorporate instruction in the preparation of layettes for expectant mothers, and throughout the curriculum much more emphasis will be placed on the practical problems of the Maori than on an unrelated academic education, which has been the trend in the past.

Education in the Group is provided by the Administration, the London Missionary Society, and the Roman Catholic Mission, these bodies supporting twelve, seven, and seven schools respectively. In the Northern Group, with the exception of Pukapuka, where there is an Administration school, and Omoka, Penrhyn, where there is a Roman Catholic Mission school, all the schools are provided by the London Missionary Society, which receives a subsidy from the Administration. Most of the Administration schools are controlled by European headmasters assisted by a trained Maori staff, and this, coupled with the fact that consolidation has taken place, has resulted in conditions which compare favourably with other areas in the Pacific. During the year the European staff was increased from 13 to 15, and the Maori locally trained staff from 133 to 256. Eleven teachers left the service as a result of transfer, resignation, ill health, and death. In order to place teacher training on a proper footing pending the construction of Tereora Training College, plans for the establishment of a secondary-school class at Avarua are under way. Two Maori teachers were sent to New Zealand for a period of observation, and two others returned from a similar course. These latter teachers, who returned in August, have amply demonstrated the value of this training by their application of improved class-teaching methods and by the lectures they have given to their fellow-teachers.