

this description had not been given before, and the Native teachers themselves admitted that this class of school-work was entirely new to them, and that they, too, did not know that there was a life-cycle such as had been studied.

"These lessons were put into practice. Children were required to destroy eggs and grubs found on leaves in the school garden, and recommended to do the same on plantations. It was demonstrated in school how a film of kerosene on top of water would kill the wriggler and pupa stage of the mosquito. It was also recommended that a little kerosene be placed in all barrels, tubs, tanks, and cisterns in order to check the mosquito pest about the homes during certain seasons, particularly after rain. It was shown also that it was advisable to puncture tins and burn or bury coconut-husks, as these were breeding-places for the mosquito.

"In addition to this, thirty specimens of fish found in holes on the reef were caught and preserved in formalin. We discovered which fish came up with the flood and went out on the ebb tide; those that ate seaweed; and those that ate other fish. Some were good food; some were not; others were poisonous. Some were caught with coconut kernel for bait, some with taro, some with fish bait. Other information was collected. Stories and superstitions connected with certain fish were also recorded and the whole written in a book to become part of the school property.

"*Assistant Teachers.*—These sadly lack in methods of teaching, organization, and ability to maintain control of a class. There is little parental control among Niueans, hence children tend to look upon Native teachers as nothing more or less than their equals, and the more enterprising class of child has even been found arguing with teachers and displaying a certain amount of insubordination. It took some time to eradicate this bad habit, and several of the older boys and girls had to be sent away from school for good. The worst has now been said. For the year just ended, the assistant Native teachers have been enthusiastic, good 'triers,' and splendid imitators. They have taken a lively interest in their new programmes of work, and have made serious attempts in the application of all lessons. They can now see the usefulness and full significance of what first appeared to be complicated schemes of work, and a spirit of confidence and co-operation has developed.

"*Passive Resistance.*—A good deal of passive resistance had to be broken down among pupils, teachers, and parents when the new system and methods were introduced. Conservatism and conventionalism die hard, and both seem to be firmly established on Niue. It seemed difficult for most to realize that the true system of education not only builds character, but, under modern conditions especially, prepares the child for the life it has to lead later on. A Niuean does not clearly see that agriculture, handicraft, domestic art, woodwork, and such subjects are very real educational subjects, and those most likely to prepare the child for post-school days. Some of these subjects were at first regarded as menial and useless. It appears difficult for them to comprehend that, reading, arithmetic, writing, and spoken English do not in themselves constitute a finished education. It would seem that education meant to them a little extra culture and embellishment which signified that: 'I know a little more than you.' This prejudice, we are pleased to report, is gradually being broken down.

"*Lessons to Teachers.*—Most of the lessons during the year have been upon school-management, records, methods of teaching, organization in connection with school classes, concerts, and annual "break-up." Other subjects, such as agriculture, manual, and domestic arts, and their importance to the Niuean, were discussed. The importance of the Island Education Conference held in Wellington was also explained, and the study of the new syllabus, which was the result of this conference, commenced.

"*Annual Church Festival and Sports.*—These were held at Alofi, the capital, during August, and the children contributed seven guineas towards the church funds, although they were short of both money and food on account of the long drought experienced. The pupils and staff of the Tufukia School with banners, flaglets, fife and drum, marched in fours through the village to the meeting-place. The girls wore a plain frock of red and blue check on a white background, the boys were dressed in white.

"*Viceregal Visit.*—Their Excellencies Sir Charles and Lady Alice Fergusson, together with other members of the viceregal party, honoured us by paying a visit to the Tufukia School. The day was beautifully fine, and a large crowd of Niueans assembled, and most of the Europeans also, in honour of the occasion. His Excellency, in his address, congratulated the pupils upon the excellent programme and the staff upon the organization and discipline. Lady Fergusson was interested in the originality of some of the items, and said it was the best display so far seen during the visit.

"*Infant Department.*—A great deal of work has been done here not only in teaching, but in the preparation of material. Five shelves have been fitted to the wall, and into these small nails driven from which are suspended small objects of every description. A tab, with printed name, is attached to each object. Many boxes, each containing dozens of its own particular letter of the alphabet, printed on cardboard or made of sandpaper, have also been prepared, and words are matched. Other boxes contain 'at,' 'cat,' 'lot'; 'an,' 'man,' 'pan'; and such words. The children learn the names of the objects by the 'look and say' method. It is a kind of 'play way' system that appeals to them, and the young Niuean responds readily to this method of teaching. The spoken English vocabulary has increased rapidly under this system, and new words are learned with ease. The result has been even more than we expected, and the teachers in this department now realize how effective and lasting this form of teaching is, especially upon the young mind, which is wax to receive and marble to retain. It is in this department that we place our greatest faith for future results, and much remains yet to be done.

"*Subjects of Instruction.*—These are made as practical as it is possible to make them.

"*Health.*—Although a clean people, Niueans have little idea about cleanliness and precaution in regard to sickness and disease. There is no intentional carelessness; it is a case of not knowing the