

vice versa, and so on. Certain grammatical mistakes occur with such great frequency that it will be necessary to devise appropriate methods of dealing with them. For each class it will be possible to select a certain number of typical errors in English that should be thoroughly dealt with, so that as a child passes through the school he will gradually overcome those difficulties which at present make the teaching of English composition and letter-writing such a difficult and disappointing matter.

Publications.—Cook Islands school journal—*Te Tuatua Apii*—to be published: During the year designs for the cover of a monthly magazine were submitted by both pupil-teachers and pupils. From these a design depicting a typical Polynesian scene has been chosen. Now that the normal school has been opened and a sufficient number of teachers attached thereto, arrangements have been completed for the regular publication of a journal to be called “Te Tuatua Apii.”

The Radio News now distributed to schools: In order to widen the outlook and interests of the pupils, to give them an insight into the interdependence of different countries, and to increase and widen their powers to use English, a weekly bulletin, called the *Radio News*, is circulated among the schools. This gives a brief outline of the news received by radio that is of interest and value to school-children. It provides for discussions on important topics which affect the economic, industrial, and social life in Cook Islands, New Zealand, and the Empire, and should help to give an intelligent understanding of many matters on which the Native is necessarily at present ill-informed.

Attendance of Pupils.—High percentage of population at school: It is nowadays generally considered that, of the total population, 20 per cent. are between the ages of six and fourteen years, and so should be at school. It is therefore interesting to note the percentage of the Cook Islands population that is at school (primary), and compare the figures with those for other coloured communities:—

“Cook Islands (Southern Group)	..	..	..	18.5	per cent. (1926).
“Hawaii	..	..	..	15.6	„ (1920).
“Japan	..	..	..	14.9	„ (1920).
“Porto Rico	..	..	..	13.7	„ (1920).
“Philippines	..	..	..	9.41	„ (1923).

“Unfortunately it is not possible to secure the percentages for more recent years in regard to the foreign countries mentioned.

“School population gradually increasing: The following table shows a gradual increase in school population from year to year, the total increase in four years amounting to 16.4 per cent.

Year.	Roll.	Increase.
1922	.. 1,294	..
1923	.. 1,377	83
1924	.. 1,385	8
1925	.. 1,470	85
1926	.. 1,507	37

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Classification and Achievement.—New system of classification introduced: In 1925 it was found that 47.1 per cent. of the school-children were in the so-called preparatory classes. Owing to the fact that there was no general understanding as to how many preparatory classes were desirable, nor was there any standard of achievement to determine promotions, the number of primer classes varied from one to four in different schools. In order to clear up the situation the classes were renamed from 1 to 8, the curriculum for each year constituting a year's work as near as it was possible to estimate it.

“Failure now being replaced by success: As a result of the new system of classification the number of pupils in the preparatory classes (new classes 1 and 2) has been reduced from 47.1 per cent. in 1925 to 36.3 per cent. in 1926. Still more important is the fact that the number of pupils in the upper classes has increased from 8.4 per cent. of the school roll in 1925 to 17 per cent. in 1926. This means that, instead of large numbers of children being kept year after year doing infant work, the pupils are now being moved up into the upper classes, where they will not only receive instruction in more important subjects, but they will be more in contact with the European head teachers. It means, too, that a system of failure is being replaced by a system of success, and nothing will have such a profound influence on the characters of the children passing through the schools as that of success in their school-work. Failure year after year demoralizes and breeds enemies of society.

“Overageness is being reduced: The difficulty of reducing overageness will be realized when it is understood that, if there was not a single failure at the end of the year, there would be no reduction in overageness, or retardation, as it is sometimes called. In order to effect some slight reduction in overageness in the schools the head teachers in Rarotonga have entered fully into the spirit of the problem and have made a number of double promotions, based on the results of standardized tests. In the Outer Islands, where the difficulties are greater still, the head teachers have given this problem serious attention, and are already effecting considerable improvements.

“Pupils in Cook Islands classes younger than those in Philippines: So much has been written about education in the Philippine Islands that it is interesting to compare the ages of pupils in similar classes. It will be seen that the Cook Islands pupils are from 0.8 to 3 years younger for their class, the average difference being 1.66 years in favour of the local child.