

EDUCATION.

We continue to make good progress in educational matters, carrying out the scheme mentioned in the last annual report.

During the absence on furlough of the headmaster the schools have been conducted by the senior assistants. I am pleased to report that the work in both schools has proceeded both smoothly and satisfactorily.

The following are the attendance figures of both schools for the past year :—

	Tufukia.			Hakupu.		
	Males.	Females.	Total.	Males.	Females.	Total.
Number on roll, 1st January, 1928 ..	78	79	157	40	24	64
Number on roll, 31st December, 1928 ..	90	79	169	38	24	62
Average weekly number on roll ..	86.13	83.77	169.9	40.07	24.94	65.01
Average attendance	76.94	77.59	154.53	35.55	23.01	58.56

The report of the Headmaster is attached hereto.

London Missionary Society Subsidized Schools.—The Government subsidy for the year was paid to the local missionary. The local missionary left Niue in September last and no European missionary having yet been appointed in his place, the affairs of the London Missionary Society are in the hands of the senior Native pastor. I am pleased to report he is taking great interest in this branch of his work. The following are the attendance figures of the ten Mission schools for the past year :—

Number on Rolls.	Males.	Females.	Total.	Average Attendance.
First quarter	251	220	471	445.9
Second quarter	254	223	477	446.4
Third quarter	245	221	466	377.0
Fourth quarter	251	222	473	432.3

Average attendance for the year, 425.4.

The following are extracts from the annual report of the headmaster :—

“*Organization and Staff.*—This year the two schools have been brought under the charge of one headmaster. The method of training probationer teachers instituted at Hakupu last year has been introduced at Tufukia. The Native handicraft and sewing mistresses employed from the village for one or two days each week have been replaced by senior and ex pupils with sufficient experience in these subjects. In addition to teaching their special subjects, they put in full time at school, receiving valuable training under the senior teachers. If after a sufficient period of time they prove to be unsuitable for future employment as teachers they are replaced by others. They will form a nucleus from which future vacancies will be filled.

“The classification of the Native teachers has been put on a better and more definite footing, and arrangements have been made for all teachers to receive tuition and instruction in all school subjects and school method. All teachers are to be examined, and certificates awarded to those successful. During the past three months classes have been held at Tufukia every Friday, and the teachers from both schools have attended regularly. These classes will be continued next year until all teachers are certificated.

“The work of the staff generally is satisfactory.

“*Instruction.*—Despite the break caused by the influenza epidemic, the work of the schools has made good progress. The children, almost without exception, are keen, hardworking, and intelligent.

“The special features of the work this year has been to improve (a) teaching in the vernacular, (b) teaching of handicraft and sewing.

“There is little incentive for the children to speak English outside the school, as the whole work of the island is carried on in the Native tongue. Until there is a bigger demand for spoken English much of the time previously spent in teaching it can be put to better use. The first three years (Primers 1–3) are now almost wholly devoted to the Native language, while the change to English begins during the fourth year, and increases as the child proceeds through the school. Provision is made in all classes for the continuation of instruction in the vernacular, at least one day a week being devoted to it in the senior classes. The books of Niue phonics and reading-matter compiled at Hakupu School have been revised and brought into use at Tufukia. The results of this change has been very encouraging, while at Hakupu, where this arrangement has been longer in use, the children’s knowledge of their own language has made very rapid strides. The greatest need at present is for more suitable reading-matter in the Native language, and it is hoped that next year will see an adequate increase in the supply.