

- “(3) The system should aim to develop agriculture in its widest sense, and also the manual and domestic arts.
- “(4) The possibility of broadening and intensifying interest in village life by means of manual training, drawing and design, music and games, should be recognized.
- “(5) Prominence should be given to the teaching of hygiene.
- “(6) As far as practicable, instruction should be given in the English language and in the vernacular.
- “(7) That full and free scope be allowed for the observance of religious exercises.
- “(8) That, for a limited number selected by each Administration, special provision be made in the Islands for advanced classes that will enable students to proceed to New Zealand and undertake higher and professional courses.

“The Conference was unanimous in the opinion that training of Native teachers should be undertaken by the Government.”

Annual Report, 1927, Page 9: “Excellent progress has been made in educational matters, as will be seen by a perusal of the attached annual report of the Superintendent of Schools. The more important work undertaken was—

- “(1) The construction of new courses of study for the pupils in keeping with the conclusions arrived at by the Conference of educational experts from New Zealand, Fiji, Samoa, and Cook Islands, mentioned in last annual report, and well suited to the educational needs of this community. Agriculture has been made one of the main studies and good progress is shown. Woodwork is also undertaken in all schools.
- “(2) Classes for instruction of Native teachers have been established. The European staff has been increased and concentrated on this work, with the result that all Native teachers are now receiving regular instruction and training, and already there has been considerable improvement in their academic status.
- “(3) The most important development during the year was the establishment at the beginning of this year of a training college and normal school, in order to thoroughly train the Native teachers.

“This policy is absolutely sound, and when developed will give a regular supply of good reliable teachers capable of taking up work in any part of the Group. This will be of great benefit, particularly to the outlying islands of the Northern and Southern Groups.”

Annual Report, 1927, Page 10: “Taking into consideration the social state of the Natives—their environment, traditions, aims, the outlook for the future, and the other many and complex problems surrounding the development of a scheme of education suitable to their present needs, ability, and future prospects, the Administration is hopeful that at last a scheme which will give sound and satisfactory results of practical use to the community has been evolved.”

The cost in 1928 was £11,027.

A full European staff was operating in Rarotonga and the Lower Group, and a more or less efficient staff of Native teachers had been built up. From this time onward a gradual reduction in expenditure has been effected, firstly because it has been possible with the better training of Native teachers to replace a number of European assistant teachers by Native teachers, and secondly with the changes of the Government of the day and the depression in New Zealand making the finding of the necessary finance more and more difficult, the education services were required, in common with all other departments of the Administration, to bear a proportion of curtailment.

The costs over the past few years have been:—

For the Year ended	From Consolidated Funds. £	From Rarotonga Treasury. £	Total. £
31st March, 1928			11,027
.. .. . 1931	 10,139	 252	10,391
.. .. . 1932	 7,651	 254	7,905
.. .. . 1933	 8,300	 251	8,551
.. .. . 1934	 6,013	 261	6,274
.. .. . 1935	 6,280	 223	6,503

It is part of the policy to select each year up to three of the most promising scholars in Rarotonga for a three-years course at Te Aute College for Maori Boys and at Hukarere College for the Maori Girls at Napier. Scholarships are given only for the number of youths and girls who can be absorbed into positions in the Cook Islands Administration service on their return.

It is believed that this intensive training where they are at all times in an environment where English is spoken; where they rub shoulders with their more enlightened Maori cousins and imbibe some of their ideals and traditions, and their widened outlook beyond the range of their small islands will assist succeeding generations more and more to replace the less senior European officials of the Administration, and in giving opportunities for the people more and more to govern themselves.

The result has so far been worth while—Native operators are now successfully running wireless stations (in conjunction with school teaching) in the Outer Islands, Native medical practitioners after some years at Te Aute have qualified at the Central Medical School at Suva and are working in the Group; a matriculated lad is attached to the staff in Rarotonga, and a number of the Native school-teachers are occupying more or less important positions.